



PACER PACT

Promoting Awareness of the College Transition

Your Guide to Becoming an Effective PACT Presenter

Training Curriculum & Presentation Materials

Marywood
UNIVERSITY

Developed and facilitated by the
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and the Counselor Training Center at The University of Scranton**
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| Your Guide to Becoming an Effective PACT Presenter |

The purpose of the handbook is to provide you, the PACT Presenter, the tools to facilitate an effective and meaningful discussion about the college transition, healthy relationships, communication, consent, sexual harassment/misconduct, and resources.

Each page in this handbook is divided into discussion topics with two sections: on the right will be a page from the PACT brochure, and on the left will be discussion notes for you, the facilitator.

The left column is broken into four sections, (1) Points to emphasize, (2) tips to engage students, (3) summary points, and (4) transitions.

- Points to emphasize are the take home messages for each page. In your presentation, this should be your point, and what students most understand, regarding each topic.
- Tips to engage students are suggestions to make your discussion interactive. It is not required to do all the activities, nor will you have enough time to do so. Instead, if you experience a quiet audience, these are tips to help you break the ice and engage students in the material.
- Summary points tells you the gist of each discussion topic and provides you with hints in connecting the topic to the over-arching theme of the PACT program; building healthy relationships.
- Transitions provide example sentences that will help your presentation easily flow to the next topic.

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Facilitator Notes

Points to emphasize:

- ❑ Introduce yourself by stating your name and motivation for being a PACT facilitator.
- ❑ Why PACT matters: helps students transition to college, reflect on expectations and boundaries as they relate to healthy relationships, engage in meaningful and effective communication, and understand resources and reporting options related to sexual misconduct. Overall, helps foster a community free from violence.
- ❑ Connection to our mission.
- ❑ Announcement about discussion of sexual misconduct and Responsible Employees.

Tips for engaging students:

- ❑ Have students introduce themselves: name, major, and 1 goal/fun fact. Feel free to comment on the fun fact/goal. Look for connections!
- ❑ You may ask: What are you most excited or nervous about thus far?
- ❑ Try to remember 1-3 names

Summary points:

- ❑ The purpose of PACT
- ❑ The relationship between the PACT program and the Catholic identity.

Transition:

- ❑ *“Now that we know at least a little about each other, I hope we can have an engaging and productive conversation, and that your PACT experience will be as helpful as mine was. As we briefly noted, part of our conversation will be about sexual misconduct, which can be difficult. **We are here to support you and also want you to know that your RA and our Support Person are Responsible Employees.** We’ll talk more about that later, but for now, we want you to know that they are required to share information they learn about personal experiences with sexual misconduct with one of our Title IX coordinators, and only with those people. We feel it is important for you to know we will respect privacy to the best of our ability, but cannot guarantee confidentiality. Counselors are available should you want to speak with someone confidentially. We’ll talk more about privacy and confidentiality later, but for now, turn the page for more about what we will talk about and what I hope you will take from our conversation tonight...”*

| Pacer PACT |

Marywood University honors the uniqueness and dignity of each human person. The University declares and affirms a commitment to maintaining a comfortable, healthy, and safe learning, living, and working environment for all members of the Marywood community.

The Pacer PACT Program

The PACT (Promoting Awareness of the College Transition) Program was originally developed to assist students in the transition from high school to college. The transition can be both exciting and overwhelming as students meet new people, immerse themselves in a new environment, and begin a new phase of their academic career.

Pacer PACT serves as an opportunity for current Marywood students to speak with new students about healthy relationships, communication, intimate partner violence, sexual assault, and resources. This brochure is intended to serve as an accompanying document to the conversations and contains important definitions, information, and resources.

The transition from high school to college is an exciting and meaningful time full of potential for learning and growth. Pacer PACT seeks to empower students with knowledge and skills to foster a campus community that is safe, healthy and free from violence and threats. Therefore, consider this program both an educational and preventative endeavor.

Facilitator Notes

Points to emphasize:

- ❑ The transition period from high school to college can be challenging, especially during the first weeks.
- ❑ The objectives of the PACT Program (bullet points to the right) and how overall, PACT aims to ease this transition.

Tips for engaging students:

- ❑ Consider asking the following :
 - ❑ How has the transition been so far?
 - ❑ What is what you expected and what differed from expectations, especially socially?
- ❑ Share your transition to college story.
- ❑ Invite students to further consider their expectations, such as:
 - ❑ What will/do you expect of yourself as you navigate new social settings?
 - ❑ What are your responsibilities to yourself, others and community?

Summary points:

- ❑ Learning objectives of PACT.
- ❑ Recognition that the transition from high school to college can be overwhelming, exciting, and intimidating for many—we were first-year students not too long ago!

Transition:

- ❑ Take notice of the final paragraph and paraphrase into your own words
- ❑ *"...one great benefit of college is the number of people you will meet. As we transition to a new environment, it is important that we take care and caution when navigating new relationships and environments. Awareness of the term, "Red Zone" and what it means can help you confidently make choices, particularly about social situations, that align with your values and expectations..."*

| Why are We Here? |

The Promoting Awareness of the College Transition program is vital in understanding more about the transition to university life. Inherently, such a transition requires meeting new people, developing new relationships and getting used to a new routine. However, it is important to understand that developing safe and healthy relationships takes time and care. PACT facilitates conversations about this transitional period.

This program will help you understand:

- challenges that can occur in the **transition to college**
- **meaningful communication** in relationships
- the difference between **healthy and unhealthy relationships**
- the importance of **care and caution** in relationship development
- the necessity and legality of **agreement and consent definitions** of sexual assault and misconduct
- implications of **alcohol and other drugs**
- University and community **resources**

Colleges and universities are exciting places of learning and growth as students pursue new ideas and opportunities. Yet this period of transition can also be a time of higher risk as students venture into unfamiliar environments and situations. To enhance the probability of safety and success, it is imperative that students use care and caution when navigating new relationships and environments. Awareness of "The Red Zone" can help students choose appropriate social activities and model safe behaviors.

Facilitator Notes

Points to emphasize:

- ❑ Definition of *Red Zone*.
- ❑ Why first-year students are at a higher risk of experiencing sexual assault.

Tips for engaging students:

- ❑ Ask students if they have ever heard of the “Red Zone”
- ❑ Ask what the term red zone means in football terms (the last 20-yards before the end zone on the football field).
 - ❑ Whether you’re the offense or defense, those last 20 yards can make a major difference, and heightened awareness is key.
- ❑ What are some things you’ve encountered while in college that are new to you?
 - ❑ If no response, “what is it like to share a room? Have you found social activities you enjoy? How are you adjusting to classes?”
 - ❑ Note that relationships will be new, too.

Summary points:

- ❑ What the *red zone* means, and why first-year students are more likely to experience sexual assault (new environment, independence, seeking acceptance, stereotypes)

Transition:

- ❑ *...As we have discussed, college often introduces us to many new or changing relationships, including friendships, romantic relationships, and those with faculty, staff, and family. Let’s talk for a moment about what we look for in all these relationships...*

| The Red Zone |

The “Red Zone” is the period between first-year move-in and fall break. During this time, there is a higher occurrence of sexual assaults on college campuses. Specifically, first-year students are at a higher risk of experiencing sexual assault. This occurs in part due to the following:

- **Navigating a New Environment:** Students may unknowingly make risky decisions such as attending parties or gatherings in unfamiliar or unsafe locations in order to create new relationships and establish a social network.
- **Independence:** This new-found freedom may lower inhibitions and allow students to test their limits in various situations. Therefore, students tend to take more risks.
- **Acceptance:** A desire for social acceptance may cause students to succumb to peer pressure while ignoring their own values and personal safety.
- **Stereotyping:** Society still encourages males to be competitive and aggressive, while teaching females to be more passive and non-confrontational.

[According to RAINN’s website (rainn.org), More than 50% of college sexual assaults occur between August and November.]
Campus Sexual Assault Study, 2007 (2008)

Facilitator Notes

Points to emphasize:

- ❑ Four elements of a healthy relationship.
- ❑ Elements apply to **all** relationships, not just romantic ones.
- ❑ Knowing what you value and look for can help in the development of a healthy relationship.

Tips for engaging students:

- ❑ Relationship Paper Activity
 - ❑ Take a piece of paper and explain to students that it represents a relationship, and each student will write and say a characteristic they look for in healthy relationships (with anyone—family, friends, faculty, partners, etc.).
 - ❑ Facilitator goes first, writing a characteristic and saying it aloud, and then passing the paper and a marker around and having students do the same.
 - ❑ Once every one is done, ask a member of the group to hold on to the relationship paper and keep it safe. They will hold it until we get into intimate partner violence.
- ❑ Ask students more generally what a healthy relationship looks like for them.

Summary points:

- ❑ What a healthy relationship entails: respect, honesty, trust, safety.
- ❑ Many of these characteristics require time and attention to fully develop, as well as knowledge of our own values.

Transition:

- ❑ *“...now that we have spent some time thinking about what we look for in healthy relationships overall, let’s talk a bit more about what we expect in different kinds of relationships, like the ones you might develop in college...”*

| Healthy Relationships |

Relationships are central to peoples’ lives across all personal, social and professional contexts. We learn about other people in relationships, but we also learn a great deal about ourselves and our world as well. Healthy relationships are possible and can provide us with the gift of connection and growth. *What does a healthy relationship look like?* Here’s what to look for:

Respect

A healthy relationship means learning about the other person and valuing what is important to that person. In friendship, we seek people by whom we feel supported and with whom we enjoy spending time. Respect, in an intimate relationship, asks for each partner to feel valued enough to talk openly about their desires and fears. Each partner should have respect for one’s own body, should feel comfortable choosing whether or not to be sexually active, and, if so, at what pace and level. When someone makes a choice to participate in an activity, that person is giving consent. This is a critical dimension of respect.

Honesty

In the context of human communication, people are generally said to be honest when they tell the truth to the best of their knowledge and share what they know, think or feel. Most people would agree that honesty is crucial to any healthy relationship. At the same time, honestly expressing our thoughts and feelings about what we want to happen in a relationship is a challenge. Sometimes, people can neglect their own thoughts or beliefs for fear of disagreement or judgment. It is important to be true to yourself and clear with your partner at every step in a relationship.

Trust

Trust is fragile because it takes time to build up and little time to tear down. Healthy relationships are dependent on cooperation. This means you can count on each other and that the other person will be there for you. Trust doesn’t come easy and, for most people, needs to be developed over time.

Safety

Safety is an important aspect of relationships. Relational safety exists when people are free to express their feelings and beliefs without fear of consequences for being who they are.

A safe relationship exists when:

- Each person’s dignity is upheld.
- Both partners are free from fear, intimidation or judgment.
- There is no threat of danger, harm or risk.

Facilitator Notes

Points to emphasize:

- ❑ The importance of thinking and knowing what you expect in the many relationships you will encounter throughout college and life.

Tips for engaging students:

- ❑ Give examples of your own expectations:
 - ❑ What do you expect from a friend vs. from family?
 - ❑ What did you learn about acquaintances vs. established relationships?
- ❑ Ask the students for a few answers to 1 or 2 of the bolded questions to the right.

Summary points:

- ❑ **Healthy relationships take time to develop.**
 - ❑ Take your time in reflecting on and then in creating these relationships.
- ❑ It is important to know expectations so they can be communicated clearly.
- ❑ Everyone has a right to be in relationships that meet their expectations.

Transition:

- ❑ *...one major expectation in the many relationships we develop is effective communication, especially so we can share the needs and wants we just discussed. Let's talk a little more about what that looks like...*
- ❑ *...to maintain a healthy relationship, effective communication of what we want, need, and expect is key. Let's take a look at what that might look like...*

| Expectations of Relationships |

It is important to think about what your expectations are in terms of the many relationships that you will develop during college. Think about the following questions:

- What is the difference between acquaintances and established relationships?
- What do you want from these types of relationships?

Friendships

Dating Partners

Family

Mentors/Advisors

Professors

- What are reasonable expectations in these different relationships?
- How much time will it take to properly develop these relationships?
- What factors keep you in a healthy relationship?
- What factors or events end a healthy relationship?

It is important to realize that relationships take time to develop. There are many different types of relationships in college. These questions are important to consider throughout this transition. Making connections at Orientation or at your first residence hall or commuter meetings is wonderful, but it is important to realize that developing healthy relationships takes some time and effort. Not all of these people will automatically become your instant friends. This is okay! Take the time to meet new people and be thoughtful in developing relationships that are motivating and life-giving.

Facilitator Notes

Points to emphasize:

- ❑ Four types of communication exist.
- ❑ Assertiveness as typically the most effective form of communication.
- ❑ Assertive communication is about respecting and articulating your wants and needs in a way that also respects others. It can be difficult for some people to use.

Tips for engaging students:

- ❑ Role model types of communication.
 - ❑ Facilitators may choose to use examples of how the 4 types of communication may play out when discussing borrowing a book, or ordering a pizza.
- ❑ Ask students how they communicate, particularly if there is a conflict. Ask for an example and identify the type of communication and its effects.
- ❑ Ask what types of communication are common over text or social media.
- ❑ Have students review the roadblocks; ask them what resonates.

Summary points:

- ❑ There are 4 types of communication, and assertive communication is usually the goal, as it is most effective.
- ❑ If you do assert yourself, the results might vary, though honestly sharing your needs and wants is a right everyone should have.
- ❑ After reviewing the roadblocks, emphasize that assertive communication is particularly important when talking about any level of sexual activity.

Transition:

- ❑ *...most of us can identify why assertive communication is best for healthy relationships, but it can be hard to use in practice for many reasons. For some of us not used to communicating this way, it can be uncomfortable at first. I am sure some of you are already thinking of some reasons, so let's get them out there.*
- ❑ After reviewing roadblocks: "Acknowledging what prevents assertive communication and reframing those fears in our mind can help us more confidently use this type of communication. This is especially important when we are discussing sexual activity."

| Communication |

Assertive communication is critical in developing and sustaining healthy relationships. Listening to others and really "hearing" their needs, likes, and dislikes is a sign of a strong relationship. In a relationship that may be intimate, communication cannot be compromised. Partners need to be able to talk about whether they are comfortable before engaging in any sexual activity.

In order to engage in meaningful communication, it is important to understand the four types.

Passive Communication is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings. Thus, protecting their rights and identifying and meeting their needs is difficult. Passive communication is usually born of low self-esteem. These individuals often believe: "I'm not worth being cared for or loved."

Aggressive Communication is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are often verbally and/or physically abusive. Aggressive communication may be born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness. Retaliation, or hurting someone else because you have been hurt, is a form of aggressive behavior.

Passive-Aggressive Communication is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. Individuals often act in passive-aggressive ways to deal with an overwhelming lack of power. A passive-aggressive individual can frustrate the people around them and seem sincerely dismayed when confronted with their behavior.

Assertive Communication is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Assertive communication aids a person in developing clear expectations, needs, and desires. It is a balance between articulating directly and clearly one's needs while respecting the needs of another. Think about some reasons why individuals might hesitate in asserting themselves in a relationship. On the next page you will find some roadblocks in achieving effective and assertive communication.

| Roadblocks to Assertiveness |

Roadblock	Assertive Counterpart
If I assert myself in any relationship, others will get mad at me.	If I assert myself the results may be positive, negative, or neutral. However, since assertion involves legitimate rights, the odds of having positive results are in my favor.
If I do assert myself and others do become angry with me, it will be awful; I will be devastated.	Even if others become angry, I am capable of handling it without falling apart. If I assert myself when it is appropriate, I don't have to feel responsible for others' feelings.
Although I prefer others to be straightforward with me, I am afraid that if I am open with them and say "No," I will hurt them.	If I am assertive, others may or may not feel hurt. Others are not necessarily more fragile than I am. I prefer to be dealt with directly and quite likely others will too.
If my assertion hurts others, I am responsible for their feelings.	Even if others are hurt by my assertive behavior, I can let them know I care for them while also being direct about what I want or need. Although at times, they will be taken aback by my assertive behavior, they are not so vulnerable and fragile that they will be shattered by it.
It is wrong to turn down legitimate requests? Others will think I am selfish and won't like me.	Even legitimate requests can be refused assertively. Sometimes, it is acceptable to consider my needs before others. I can't always please others.
I must avoid making statements or asking questions that might make me look ignorant or stupid.	It is okay to lack information or make a mistake; it just shows that I am human.
Assertive people are cold and uncaring. If I am assertive I'll be so unpleasant that others won't like me.	Assertive people are direct and honest and behave appropriately. They show a genuine concern for other people's rights and feelings as well as their own. Their assertiveness enriches their relationships with others.

Facilitator Notes

Points to emphasize:

- The definition of consent.
- Consent must be given freely
- Consent cannot be given if the person is incapacitated by alcohol or drugs.
- Consent is an on-going process and can be revoked at anytime, **for any reason.**
- Consent must be received the first time, every time, all the time.**

Tips for engaging students:

- Have 3 students read the definition of the *consent*.
- Ask students what parts stick out
- Activities and Analogies.*
 - Role playing activity: take someone's cell-phone or supplies.
 - Role play on-going consent to common events that occur during a date or interaction with a friend. (NOT presumed for future events)
 - A. Will you have dinner
 - B. Will you go to a movie
 - C. Will you go to a party
 - D. Will you hold my hand
- Tea-pouring video of consent.
- Chair analogy– you are either on it or not, There is not middle ground, it is a YES or NO answer.

Summary points:

- When consent cannot be given (the numbered points).
- What does consent look like (bulleted points)?
- The fact that consent is an active and positive exchange.
- Verbal consent is always preferred.

Transition:

- Now that we are hopefully clear about the definition of consent, the next page will go into greater depth about principles of consent, and signs of non-consent.*

| Consent |

Consent is the *active* and positive exchange of words or actions that indicate a willingness to participate freely and voluntarily in mutually agreed upon sexual activity. Consent can only be given when there is equal power between the involved parties. The use of force, threats of force, or coercion does not constitute consent. Neither the existence of a dating relationship between persons (including past sexual relations) nor silence indicate consent. Consent **cannot** be given if a person is:

1. physically or mentally incapacitated by alcohol or other drugs;
2. unconscious;
3. asleep;
4. under the age of consent (16 in Pennsylvania)

Learning how to talk about consent, gain consent or refuse consent can help each person's responsibility in minimizing the risk of unwanted sexual contact. There are several components of consent, all of which must be present before people can mutually and equally participate in a sexual relationship. Persons must:

- clearly understand what they have agreed to participate in.
- be aware of the consequences of and the alternatives to their choice and actions.
- know that a decision not to participate will be respected as much as a decision to participate.
- voluntarily agree.
- recognize that consent is an ongoing process; It can be given or taken away at any time.

The only way to guarantee consent is to make sure it is offered verbally and at each step of sexual activity. Remember clear and meaningful communication is key for all parties involved.

Facilitator Notes

Points to emphasize:

- ❑ Examples of non-consenting signs
- ❑ **If sexual activity continues after any of these indications, a crime has been committed.**

Tips for engaging students:

- ❑ Have students read the principles; ask if there are any questions on them.
- ❑ Review the signs of non-consent. Ask students if this clarifies the definition of consent: there must be active and positives exchanges; there is no middle ground. If there is not a clear yes, then the answer is no.

Summary points:

- ❑ When sexual activity occurs when consent is not clearly given, misconduct has occurred.
- ❑ Acknowledge the signs of non-consent.
- ❑ Acknowledge the principles of consent.
- ❑ Refer back to the importance of building healthy relationships and assertive communication.

Transition:

- ❑ Use the last sentence or paraphrase into your own words:
 - ❑ *...If sexual activity continues after any of these indicators, misconduct has occurred. Misconduct is a broad term, so let's get into what it actually means at Marywood...*

| Principles of Consent and Signs of Non-Consent |

When consent is not actively present, an unhealthy relationship exists.

The Five Principles of Consent

- 1) **Privilege:** Sexual activity is never a right, it is always a privilege.
- 2) **Permission:** Since sexual activity is a privilege, permission must be given each time.
- 3) **Justification:** There is never a good enough excuse to violate another's boundaries.
- 4) **Intent:** Do not intend to harm another person while engaging in sexual activity.
- 5) **Responsibility:** Act responsibly. Understand that persons who experience sexual assault or violence never bear any responsibility for the harm caused by another.

Signs of Non-Consent

The following are some examples and signs of non-consent.

Verbal Refusal: When someone says "no" or "don't do that" or "please stop" or "I don't want to do this."

Implied Verbal Refusal: When someone says "I don't think I want to go this fast" or "I'm not sure I want to do this"

Physical Resistance: Trying to get away, freezing up, trying to leave, rolling over or away, pushing away, moving someone's hands, trying to put clothes back on.

If sexual activity continues after any of these indicators, misconduct has occurred.

Facilitator Notes

Points to emphasize:

- ❑ Of utmost importance in learning these definitions is reinforcing the importance of respecting and honoring a partner's choices, agency, and autonomy. Additionally, students are expected to abide by these policies and will be held accountable to them, so it is important to review them.
- ❑ Definitions of sexual assault, sexual misconduct, and sexual harassment
- ❑ Sexual misconduct occurs when consent is not given

Tips for engaging students:

- ❑ Ask for volunteers to read definitions
- ❑ Lead a brainstorming session to create a list of words, thoughts, and feelings that describe sexual misconduct. Questions to ask: *What words and thoughts does the phrase **sexual misconduct** suggest to you?*
- ❑ Discuss the role of social media, particularly when discussing sexual exploitation.

Summary points:

- ❑ Sexual harassment and misconduct, including assault, are in violation of the Student Code of Conduct.
- ❑ Sexual misconduct is never the fault of the person experienced it.
- ❑ At anytime, you have the right to withhold or withdraw consent
- ❑ All parties must give and receive consent, at every point.

Transition:

- ❑ Provide time for a check-in. Do they understand these definitions? Where do they think this can happen? In what situations?
- ❑ Facilitate a deep breath exercise before moving onto the next page.
- ❑ *"...reading these definitions can be heavy and difficult. Know we, and our Support Person, are here if you need us. We are going to talk a bit more now about alcohol and drugs, and also talk about resources. Please let us know if you have questions at any time."*

| Sexual Harassment and Sexual Misconduct What Are They? |

Sexual harassment and sexual misconduct include a wide range of non-consensual behavior, none of which are tolerated in our Marywood community. Many of these behaviors also constitute crimes. Please refer to the full definitions in the Sexual Misconduct Policy.

Sexual harassment is unwelcome sexual or gender based behavior that creates an environment that would reasonably be perceived and is perceived by the complainant as hostile or abusive. Sexual assault is the most serious form of sexual harassment. Examples include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature.

Sexual misconduct including, but not limited to sexual assault, sexual exploitation, intimate partner violence, and stalking is prohibited, as defined fully in the Sexual Misconduct Policy.

Sexual assault is any non-consensual attempted or completed sexual intercourse (oral, anal, or vaginal penetration, however slight) with a body part and/or object.

Relationship Violence/Intimate Partner Violence (IPV) is defined as any act of violence or threatened violence that occurs between individuals who are involved or have been involved in a sexual, domestic, dating, or other intimate relationship.

Stalking is defined as a course (more than once) of conduct directed toward another person that could be reasonably regarded as likely to alarm, harass, or cause fear of harm or injury to that person, or to a third party, such as a roommate or friend. Examples of stalking include following someone or making repeated, unwanted communications (including over social media).

Physical force is not necessary for an act to be sexual harassment or sexual misconduct, it is the unwelcome nature and/or **absence of consent** that makes these acts violations of our Sexual Misconduct Policy.

Sexual assault is **never** the fault of the person who was assaulted. This is true even if the person who was assaulted was an acquaintance, very close friend, partner, neighbor, date, or previous intimate partner with the person who engaged in the assault. It is also true even if the person who was assaulted was consuming alcohol, flirting, wearing revealing clothes, froze and did not or could not say "no," originally said "yes" and then said "no," or elected not to report the assault.

Facilitator Notes

Points to emphasize:

- ❑ **Don't get hung up on this section, suggest they keep for future reference, but that we will review it briefly to give context.**
- ❑ Drugs, including alcohol, can be used to render someone incapacitated and thus unable to give or withhold consent.
- ❑ **Emphasize that alcohol is the most widely used and accepted drug used to facilitate a sexual assault—it is legal and often socially acceptable.**
- ❑ The names, appearances, and side effects of the drugs listed.

Tips for engaging students:

- ❑ Ask students, what do you know about drug facilitated sexual assault? Have you heard of these drugs?

Summary points:

- ❑ Just briefly go over this page, and encourage students to use this page as a reference .
- ❑ Students have this brochure to reference these drugs at any time
- ❑ Safety tips in reducing your risk
- ❑ Acknowledge the side effects of these drugs

Transition:

- ❑ *While these drugs present a risk, what is the most commonly used drug in facilitating sexual misconduct?*

| Drug-Facilitated Sexual Misconduct |

Drug-facilitated sexual misconduct involves administering an anesthesia-type drug to render a person physically incapacitated or helpless, and thus incapable of giving or withholding consent. A person who has been drugged may be unconscious or otherwise incapacitated during all or parts of the sexual misconduct and may be unable to recall events that occurred while under the influence of the drug. Alcohol is by far the most prevalent drug used to facilitate sexual misconduct and is easy to use because it is legal and socially acceptable.

Remember:

Alcohol is the primary drug used to facilitate sexual misconduct, and is most likely to be the vehicle used to administer anesthesia-type drugs

Other commonly used drugs to facilitate sexual misconduct are listed below.

Rohypnol is a strong sleeping, anti-anxiety pill. Rohypnol is also known as roofies, rophies, roche and forget-me pill. The drug used to be a dime-sized pill with no taste or odor, but the manufacturer changed the makeup of the drug because it was being used to facilitate sexual assaults. The newer form dissolves more slowly and releases a blue dye. This can give color to light drinks and make darker drinks cloudy. The tablets can be taken whole or crushed, smoked, or injected as a liquid. It takes effect within 20 minutes and can last up to 12 hours.

GHB is a sedative also known as G, liquid ecstasy, grievous bodily harm, scoop and Georgia home boy. GHB is a liquid with a salty taste that can be made into a powder and put into capsules. It takes effect in as little as 20 minutes and can last from two to six hours. **GHB can lower blood pressure, heart rate and breathing, reducing the amount of oxygen in your blood, leading to serious injury and/or death.**

Ketamine is a sedative and animal tranquilizer. Ketamine is also known as K, special K, ket, vitamin K and cat valium. It can be liquid, a powder or a pill. It is sometimes laced into marijuana or cigarettes. It takes effect within four minutes when injected or ten minutes when swallowed and lasts up to five hours.

[About 85-90% of sexual assaults reported by college students involve alcohol use by one or both parties and occur by someone who is known to them.]

Facilitator Notes

Points to emphasize:

- ❑ **Suggest they keep this for future reference rather than spending too much time on it today.**
- ❑ Share statistics on alcohol and sexual assault
- ❑ **Alcohol does not cause sexual assault**
- ❑ It is never your fault if you experience sexual misconduct, even if you were drinking or doing drugs
- ❑ Alcohol impairs judgment, ability to communicate, and capacity to read/interpret others' communication
- ❑ Regardless of level of use, alcohol and other drugs makes it difficult to determine clear, unambiguous consent
- ❑ Drinking can lead to someone being incapacitated, meaning they cannot give consent.
- ❑ It can be difficult to know if someone is incapacitated, so drinking and engaging in sexual activity is risky
- ❑ How to determine if a sexual assault has been drug or alcohol facilitated.
- ❑ What to do if you or a friend may have been drugged.
- ❑ If you chose to be tested for the presence of Rohyphol/GHB, you must verbally specify, as general drug screenings are not designed to detect the presence of these drugs.

Tips for engaging students:

- ❑ Ask students: why do you think most college sexual assaults involve alcohol use?
- ❑ Ask students, What do you remember is a major factor regarding the definition of consent? How does alcohol or other drugs affect the ability to give and receive active, positive, and freely given consent?

Summary points:

- ❑ Recognize the effects and social acceptability of alcohol on a college campus
- ❑ Alcohol does not excuse sexual assault, harassment or misconduct
- ❑ If you experience a sexual assault- it is never your fault
- ❑ Alcohol and drug use make giving and receiving consent difficult, so engaging in sexual activity after drug or alcohol use carries significant risks
- ❑ Reference risk reduction tips toward the end of the brochure

| Alcohol-Facilitated Sexual Misconduct | (continued on next page)

Alcohol often forms the basis for social interactions on campus. There is a correlation between the amount of alcohol consumed on a campus and the incidences of sexual misconduct; more alcohol means the possibility of more sexual misconduct. **Alcohol does not cause sexual violence.** People are unlikely to perpetrate sexual violence while impaired by alcohol or other drugs if it is not something they think about while sober. Instead, alcohol acts more like a permission slip. By reducing inhibitions, alcohol often makes it more likely that someone will choose to perpetrate sexual violence. Sexual misconduct occurs despite alcohol use, not because of it. When someone is intoxicated, we call that person "impaired." "Impaired" means that the person has more difficulty utilizing good judgment. People who are impaired by alcohol or other drugs have an increased likelihood of perpetrating sexual violence, and a decreased ability to withhold or give consent. Alcohol does not excuse responsibility and is never a defense for sexual assault or sexual misconduct.

Consider This:

- Drinking is a socially acceptable activity used as an excuse for socially unacceptable behavior
- Alcohol results in cognitive impairments and can halt utilizing good judgment.

The Effects: How Drugs and Alcohol Used to Facilitate Sexual Misconduct Make You Feel

- Relaxed with lower inhibitions and impaired judgment.
- Blurred vision, seeing things that are not there
- Sudden, unexplained drowsiness, dizziness, or confusion
- Nauseous
- Numb and/or unable to speak or move; trouble with coordination
- Loss of consciousness and memory loss

Facilitator Notes cont.

Notes:

- ❑ Sexual assault is a form of violence within a relationship
- ❑ Do a check-in here. This is often a difficult part of PACT for students to understand.
- ❑ Clarify any questions or miscommunications they might have.

Transition:

- ❑ *“How is everyone doing? We know this can be a challenging topic, but the point is for you to understand the risks involved with engaging in sexual activity after drug or alcohol use due to the decreased ability to give and receive consent as we define it. [Pause here to look around the room, leave room for questions]. Sexual assault is a form of violence within a relationship. We are going to move on now to talk about other forms of unhealthy relationships, particularly that which can occur within an intimate partnership...”*

| Alcohol-Facilitated Sexual Misconduct | (continued on next page)

How Do I Determine if Sexual Misconduct May Have Been Facilitated by Drugs or Alcohol?

- You remember taking a drink but cannot recall what happened for a period of time after consuming the beverage.
- You feel a lot more intoxicated compared to the amount of alcohol consumed, or you feel intoxicated after drinking a non-alcoholic beverage.
- You wake up in a strange or different location without knowing how you got there.
- You wake up feeling “hung over” or “fuzzy,” experience memory lapses, or are unable to account for a period of time.
- You feel as though you have had sexual intercourse but cannot recall any or all of the incident.
- Your clothes are absent, inside out, disheveled or not yours.

What To Do If You Think You May Have Been Drugged

If you suspect that you have experienced drug- or alcohol-facilitated sexual misconduct, you have many options regarding the type of assistance you may want. It is important that you get to a place where you feel safe and can talk to a person about what happened. Consider telling more than one person who will help you explore your options and ensure safety.

Please refer to the reporting section of this brochure for more detailed information on reporting options & resources.

Facilitator Notes

Points to emphasize:

- ❑ Define intimate partner violence; can be verbal, sexual, emotional, or physical.
- ❑ Violence is about power and control.
- ❑ Violence develops as a pattern of controlling behavior.
- ❑ **Intimate partner violence can occur in any relationship, regardless of gender, sexual orientation, length or status of the relationship.**

Tips for engaging students:

Paper Activity

- ❑ Turn to student with “healthy relationship” paper and ask for it back. Thank them for taking such good care of the relationship your group created.
- ❑ Ask students, what types of behavior would cause harm in a relationship? *What are signs of intimate partner violence or an unhealthy relationship?*
- ❑ As they respond, tear, rip, or crumble the paper.
- ❑ Afterwards, say *“In looking at our once healthy relationship, it is clear it is very damaged. We could try to repair it and work on it [smooth out paper, etc.], but it will never be the same.”*
- ❑ Also remind them of the importance of being assertive in creating healthy relationships, connected to consent. When consent is not present, relationships become unhealthy.

Frog in Water Analogy

- ❑ *“We can think of intimate partner violence or unhealthy relationships as a frog in water. If you put a frog in boiling water, it will likely just jump right out, knowing it is being hurt. However, if you put a frog in room temperature water, and slowly turn up the heat. It may not realize it is being boiled. The same can be true for relationships. If they are violent right away, we might know to avoid them. But if it starts out good, and then slowly worsens with the signs on the page, we may not see how bad it is until it is too late.”*
- ❑ Use this analogy to point to the importance of friends. *“As friends, when we see this behavior, it can be really important to assertively confront a friend, tell them we care, and explain what we notice. Express concern for them, and offer resources or support.”*

Summary points:

- ❑ Definition of intimate partner violence and signs of it.
- ❑ Intimate partner violence is about power and control.
- ❑ Remove yourself from a violent relationship if you are able, using tips in red box.
- ❑ Relate to consent. When consent is not present, intimate partner violence can exist.

Transition:

- ❑ *“The absence of consent and the indicators on the page are signs of intimate partner violence and unhealthy relationships. As friends and members of a caring community, we should look out for each other and support those who may be experiencing any of these signs. Another aspect of sexual misconduct, stalking, is important to understand if we are going to work toward a violence free community..”*

| Intimate Partner Violence |

(continued on next page)

Intimate partner violence is defined as any act of violence or threatened act of violence that occurs between intimate partners.

- intimate partner violence includes **threatening or causing physical harm** or engaging in other conduct that endangers the health or safety of the other partner.
- Violence is about **power and control**.
- Violence often develops as a **pattern of controlling behavior**.

Abusive behavior is any act carried out by one partner aimed at hurting or controlling the other. Intimate partner violence can occur in any relationship, regardless of gender, sexual orientation, length or status of the relationship. Verbal and emotional abuse can be equally as harmful as physical violence and can often be a warning sign of physical violence.

If you witness or experience intimate partner violence, it is important to consider taking measures to protect yourself such as,

- removing yourself from the situation immediately,
- telling someone that it is happening,
- notifying authorities if unwanted contact continues.

[In 2010, violent crimes (against both male and females) by intimate partners totaled 509,230 and accounted for 13.36 percent of violent crimes.]

Truman, J.L. (2011). Criminal Victimization, 2010. U.S. Department of Justice - Bureau of Justice Statistics.

| Indicators of Potential Intimate Partner Violence | *(continued)*

A person who demonstrates a pattern of these behaviors may perpetrate intimate partner violence including sexual misconduct.

- **Lack of respect**
Especially toward intimate partners and women
- **Abuses alcohol and drugs**
Abuses these substances and encourages others to do the same
- **Quick involvement**
Comes on strong; requests serious commitment right away
- **Jealousy**
Extremely possessive; calls/texts constantly or visits unexpectedly
- **Controlling behavior**
Always has to know who you talked to and where you were; makes you ask for permission to go anywhere
- **Unrealistic expectations**
Expects you to be perfect
- **Isolation**
Tries to cut you off from family and friends; takes away your phone or car; tries to keep you from attending class or being involved with campus activities
- **Blames others for problems**
It's always someone else's fault if anything goes wrong
- **Blames others for feelings**
Says *"You're hurting me by not doing what I tell you"*
- **Hypersensitivity**
Easily insulted
- **Cruelty to animals and children**
Treats animals poorly; may expect children to do things far beyond their ability or tease them until they cry
- **Makes comments about use of force during sex**
Claims the use of force (i.e., holding one down, restraining a person) is exciting to them during sexual activity
- **Verbal abuse**
Constantly criticizes you or says cruel things; puts you down, curses, calls you ugly names
- **Sudden mood swings**
Goes from sweet and loving to explosively violent in a few minutes
- **Past abuse**
Admits hitting partners in the past but says the situation caused it
- **Threats of violence**
Makes statements such as *"I'll break your neck,"* then says, *"I didn't mean it";* threatens self-harm or suicide if the relationship does not progress a certain way

Facilitator Notes

Points to emphasize:

- Stalking is a form of harassment.
- Stalking can exist in numerous ways, including online.
- Review safety tips in protecting your privacy online.
- Highlight the “What to do” box—action steps if you or something you know is being stalked.

Tips for engaging students:

- Any one use the phrase “Facebook Stalking”? It may have some truth, but also know there is a very serious definition of stalking, and it is not something to joke about.
- What do people think of when they hear the word “stalking”?
- What are some examples of stalking? What about specifically on campus?
- Is there anything you would add to the tips of what to do if you are being stalked?

Summary points:

- Be mindful of the information you are sharing on the internet, including GPS capabilities that can publish your current location (SnapChat map feature).
- Know the privacy settings of social media and your phone.
- Stalking is a form of sexual harassment and is not tolerated at the University, or legally.
- If you feel that you are being stalked, contact Campus Safety right away.

| Stalking | *(continued on next page)*

Stalking is a serious form of sexual misconduct. Anyone can be stalked or engage in stalking behavior. Stalking is a crime that is often ignored and sometimes viewed more as a joke than a problem. Stalking is a problem that can often lead to threats—and even worse—violence.

What is Stalking?

Stalking is a complex form of interpersonal violence involving a pattern of behavior directed at or related to a specific person. According to Marywood’s Sexual Misconduct Policy, stalking is defined as engaging in a course of conduct or repeatedly committing acts towards another person, including following the person without proper authority, under circumstances which demonstrate either an intent to place the other person in reasonable fear of bodily injury or to cause substantial emotional distress to the other person or engaging in a course of conduct or repeatedly communicating to another person under circumstances which demonstrate or communicate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to the other person.

How Do I Know If I’m Being Stalked?

There are many behaviors associated with stalking. The following is a list of common behaviors of persons who engage in stalking.

- Persistent phone calls, texts messages, e-mails or other communications
- Direct verbal or physical threats
- Waiting or showing up uninvited at or near one’s residence, workplace or classroom
- Gathering information about a person from friends, family and/or co-workers
- Unwanted following or surveillance
- Manipulative behaviors such as threatening suicide
- Sending unwanted gifts, cards or other items
- Defamation – lying to others about a person.

Online-Stalking

Although there is no universally accepted definition of online stalking, the term is used to refer to the use of the Internet, e-mail or other electronic communications devices to stalk another person. In addition, cellular phone technology inclusive of GPS technology allows stalking to occur undetected.

Online Safety Tips

- Select a gender-neutral username, e-mail address, etc.
- Protect your cell phone and distribute your number appropriately.
- Keep your primary e-mail address private and create a separate email account for chat rooms and social media.
- Don’t give out information simply because it is requested.
- Make sure to establish privacy settings on all social networks.
- Note that even with privacy settings, nothing online is truly secure.

Facilitator Notes

Transition:

- *"...As we mentioned at the beginning, as a Catholic University, we care about each other, and that means not only ensuring our actions are respectful, it also means looking out for each other. Know there are several options or steps you can take if you or someone you know is experiencing stalking or any other form of unhealthy relationships or sexual harassment and misconduct. One option is reporting to the police. Others involve private and confidential resources on and off campus. Let's spend some time talking about those..."*

| Stalking | (continued)

- Be aware that by using social networks like Four-Square, the GPS allows others to know where you are.
- When you change your username or password, really change it!
- Know what's in your signature file.
- Never give your password to anyone, even significant others, family or friends.
- Be cautious about putting any pictures of yourself, family and friends online anywhere.

What to do if you are being stalked?

- Clearly state that you do not want any further contact (it is best to do so in writing where you can save a copy of your correspondence). After doing so, end all communication.
- Create a log and save all copies of communication including date, time, and location of the incidents. Immediately print hard copies of all electronic or written correspondences. Do not delete any emails, texts or pictures you receive.
- Notify University staff (i.e., Campus Safety, Residence Life) as soon as possible.
- Re-analyze your social media, and ensure that your privacy settings are appropriately set. Block unwanted users and use filters when possible.
- Change your routine. Do not always go to the same places to hang out if you can.
- Don't answer the phone or door if you do not know who it is.
- Let others know you are being stalked/harassed.

[1 in 6 women and 1 in 19 men experienced stalking at some point during their lifetime.]

Findings from the CDC's National Intimate Partner and Sexual Violence Survey: 2010-2012 State Report (2017).

Facilitator Notes

Points to emphasize:

- ❑ Difference between privacy and confidentiality:
 - ❑ Private resources must share any information they learn about sexual harassment and misconduct to the Title IX Coordinator or a Deputy Title IX Coordinator to ensure students are connected to resources and best cared for, and also to make sure our community is safe. Information is not shared beyond those who need to know.
 - ❑ Confidential resources (on campus, this includes the Counseling/Student Development Center, Student Health Services, and priests acting in their pastoral duties) do not have to report information unless one of a few circumstances exist, including if the individual is under 18.
- ❑ If you experience sexual harassment or misconduct, you are not alone; there are lots of people here to care for you.
- ❑ This section should be brief. Encourage students to look through this information on their own.
- ❑ If students want more information on this topic, refer them to the Student Handbook.

Tips for engaging students:

- ❑ Ask if any one has seen the sexual misconduct policy. Where can you find it? [Online or in the Student Handbook]

Summary points:

- ❑ Sexual harassment and misconduct are not tolerated at Marywood. If one engaged in this behavior, a process will be followed, and those found responsible will face consequences, including suspension or expulsion.
- ❑ Private means limited sharing
- ❑ Confidential means specific resources that do not have a duty to report.
- ❑ If you experience sexual harassment or misconduct, you are not alone; there are lots of people here to care for you.
- ❑ All employees, including RAs, are “Responsible Employees,” meaning they are private resources, not confidential. Only those specifically designated as confidential are confidential.

Transition:

- ❑ *..If you or someone you know experiences sexual misconduct, knowing how to report, and to whom, is important. Some of those resources are private, some are confidential. Let’s talk a bit more about these options and resources...*

| Sexual Harassment and Sexual Misconduct: Reporting Information, Support and Resources |

Marywood offers care and support for students who have experienced sexual harassment or sexual misconduct while remaining mindful of the safety and well-being of the larger university community. Federal laws (i.e., Title IX of the Education Amendments of 1972) require Marywood to take immediate and appropriate steps upon becoming aware of allegations of sexual harassment or sexual misconduct. Marywood will make every reasonable effort to preserve an individual’s privacy in light of this responsibility.

The following information does not take the place of the Sexual Misconduct Policy. Rather, it is provided to raise awareness of reporting options, support and resources.

PRIVACY AND CONFIDENTIALITY

Marywood encourages the reporting of all incidents of sexual harassment and sexual misconduct and is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under the Sexual Misconduct Policy. Marywood also is committed to providing assistance to help students make informed choices. With respect to any report under this Policy, Marywood will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate prohibited conduct, prevent its recurrence, and remedy its effects.

Privacy: Privacy means that information will be shared only with University employees who “need to know” in order to assist in the assessment, investigation, and resolution of the report. The University will keep private any accommodations or protective measures provided to the extent that maintaining such confidentiality would not impair the University’s ability to provide the accommodations or protective measures.

Confidentiality: Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, and ordained clergy, all of whom may engage in confidential communications under Pennsylvania law.

Facilitator Notes

Points to emphasize:

- ❑ Encourage reporting and medical care.
- ❑ Encourage students to look through this information on their own to go into greater detail. Hopefully it won't be needed, but it is good information to know if they or someone they know does need it.

Tips for engaging students:

- ❑ If students want more information on reporting or what happens afterward, refer them to the Student Handbook.

Summary points:

- ❑ Campus Safety is always available. When in doubt, call Campus Safety.
- ❑ It may seem scary, but if an assault occurs, seek medical attention, and observe these tips.

Transition:

- ❑ There are many options and resources to whom students can turn, including on campus resources.

Reporting Options (continued on next page)

The University encourages students to report any situation in which they believe sexual assault or other sexual misconduct has occurred.

EMERGENCY REPORTING AND IMMEDIATE CARE

The first priority for any individual is personal safety and well-being. Marywood encourages all individuals to seek immediate assistance from Campus Safety (570-348-6242), the City of Scranton Police Department at 911 and/or a medical facility. This is the best way to address immediate safety concerns while allowing for the preservation of evidence and an immediate investigative response. If you have experienced sexual misconduct, including sexual assault:

Preserve all evidence of the sexual assault or other form of sexual misconduct.

- Do not bathe, change or dispose of clothing, use the restroom, wash hands, brush teeth, eat or smoke.
- If you are still at the location of the incident, do not clean anything.
- Write down all the details you can recall about the incident and the perpetrator including any information related to previous concerning behavior or history.

In cases of sexual assault, seek medical care as soon as possible.

Even if you do not have any visible physical injuries, you may be at risk of acquiring a sexually-transmitted infection (women may also be at risk for pregnancy).

- See medical resources for contact info for local hospitals.
- Ask the health care professional to conduct a Sexual Assault Forensic Exam (SAFE).
- If you suspect you were drugged, request collection of a urine or blood sample.

Facilitator Notes

Points to emphasize:

- ❑ Resources on-campus and off-campus: Office of Institutional Equity and Inclusion oversees the Sexual Harassment and Misconduct Procedures Policy.
- ❑ All employees are responsible employees and thus private resources, unless specifically designated confidential.
- ❑ Title IX Coordinators receive reports of sexual misconduct.
- ❑ This section should be brief. **Encourage students to look through this information on their own.**

Tips for engaging students:

- ❑ If students want more information on this topic, refer them to the Student Handbook.

Summary points:

- ❑ Briefly review resources with students.
- ❑ If students have question regarding the University's response to sexual harassment and misconduct, please contact the Dean of Students

Transition:

- ❑ *Medical and support resources on campus and beyond are listed on this page and the next.*

Reporting Options (continued)

On-campus Reporting Options

Students are encouraged to directly report information regarding any incident of sexual harassment or sexual misconduct to any of the following reporting options:

MARYWOOD TITLE IX COORDINATORS (TO REPORT AN INCIDENT):

Mr. Ross Novak, Dean of Students

Deputy Title IX Coordinator – for complaints involving students
rnovak@marywood.edu
570-348-6236
Liberal Arts Center, Room 101

Nicole Malloy, Assistant Director Athletics

Deputy Title IX Coordinator
malloy@marywood.edu
570-340-2489
Marywood Center for Athletics and Wellness, Room 207

Dr. Yerodin Lucas, Interim Director of Equality & Inclusion

Title IX Coordinator — Diversity Efforts
ylucas@marywood.edu
570-340-6042
Liberal Arts Center, Room 218

Molly Baron, Director of Human Resources

Deputy Title IX Coordinator – Human Resources
mbaron@marywood.edu
570-340-6053
Liberal Arts Center, Room 86

Facilitator Notes

Points to emphasize:

- ❑ Sexual assault and misconduct is not tolerated at Marywood.
- ❑ Resources exist both on-campus and off-campus, and students are encouraged to seek out the support services with which they are comfortable.
- ❑ Medical and counseling services are confidential, except in rare cases.
- ❑ The WRC provides services to people of all genders, despite its name.
- ❑ This section should be brief. **Encourage students to look through this information on their own.**

Tips for engaging students:

- ❑ If students want more information on this topic, refer them to the Student Handbook.

Summary points:

- ❑ Briefly review resources with students.
- ❑ If students have question regarding the University's response to sexual harassment and misconduct, please contact the Dean of Students

Transition:

- ❑ *Beyond confidential resources, the University also has numerous other support services and people who care about all students.*

Support and Services (continued)

CAMPUS RESOURCES AND SUPPORT SERVICES:

Various resources within the University and local community are available for students who have experienced sexual harassment or sexual misconduct of any kind. In this regard, University policy and practices are designed to encourage students to seek support and receive assistance. Regardless of which resource(s) a student chooses to access, the situation will be handled with sensitivity and care designed to protect the privacy of the student/s involved.

Marywood University Campus Safety Department

campus-safety@marywood.edu
Nazareth Hall, 2300 Adams Avenue Scranton, PA 18509
570-348-6242 IN EMERGENCY DIAL 911

Student Health Services Office

Maura Smith, Director
mksmith@marywood.edu | healthservice@maryu.marywood.edu
Loughran Hall, Terrace Level
570-348-6249 | marywood.edu/healthservices/

Counseling and Student Development Center

Dr. Robert Shaw, Director
rsshaw@marywood.edu | csdc@marywood.edu
McGowan Center, Room 1017
570-348-6245 | marywood.edu/csdc/

Campus Ministry

Sr. Catherine Luxner IHM, Director
luxner@marywood.edu | campusministry@marywood.edu
Swartz Center for Spiritual Life
570-961-4723 | marywood.edu/campmin/index.html

Office of Disabilities Services

Kaitlin Anderle, Director
kaanderle@marywood.edu | disabilityservices@marywood.edu
Learning Commons 166
570-348-6211 x2335 | marywood.edu/disabilities/

Marywood is in the process of transitioning from our current reporting system to Maxient reporting system. Maxient confidential reporting options will be available after the start of the fall 2020 semester. In the meantime, confidential reports may still be made through the **Whistleblower Hotline**, available online marywood.edu/hotline/index/htm.

Reporter Statement

Marywood policy provides that every employee (except those specifically identified as "confidential" resources) who receives a report of sexual harassment or sexual misconduct is required to share the report with the Title IX Coordinator. **Resident Assistants, Graduate Assistants, and Student Officers are also required reporters.** While students are encouraged to directly report information to the designated reporting options listed above, the University recognizes that a student may choose to share information regarding sexual harassment and sexual misconduct with other employees of the University (e.g. a Resident Assistant, faculty member, or coach). The University is committed to ensuring that all reports are shared with the Title IX Coordinator/Deputy Title IX Coordinator for consistent application of the Sexual Misconduct Policy

Facilitator Notes

Points to emphasize:

- ❑ These resources are confidential. They do not have a duty to report unless one of a few circumstances exist, including if the individual is under 18.
- ❑ Marywood cares deeply about all students' well-being, and these are just some of the many resources available to students.
- ❑ This section should be brief. **Encourage students to look through this information on their own.**

Tips for engaging students:

- ❑ If students want more information on this topic, refer them to the Student Handbook.

Summary points:

- ❑ Briefly review resources with students.
- ❑ If students have question regarding the University's response to sexual harassment and misconduct, please contact the Dean of Students

Support and Services (continued)

to all individuals and to allow Marywood to respond promptly and equitably to eliminate the prohibited conduct, prevent its recurrence and address its effects.

CONFIDENTIAL SUPPORT SERVICES

If students desire confidentiality, they should make contact with one of the confidential resources/ support services listed below.

Counseling Services are provided by Marywood's Counseling/ Student Development Center located in McGowan Room 1017. They can be reached by calling (570) 348-6245. The Counseling Center will provide counseling as well as referrals to agencies off-campus, if requested. Counseling Services are available Monday through Friday 8:30 a.m.-4:30 p.m. or after business hours for crisis consultation by calling the number above.

Student Health Services & University Chaplain Professional staff in the Student Health Services, (570) 348-6249, and the University Chaplain, (570) 961-4723, have an obligation to report, but may withhold personally identifiable information upon request.

Women's Resource Center of Lackawanna County is a confidential, community-based agency serving those who have experienced sexual assault or other sexual misconduct. A counselor/advocate can be reached 24 hours a day by calling (570) 346-4671.

National Sexual Assault Hotline is a free, confidential national resource available 24 hours a day at (800) 656.HOPE or online. rainn.org.

MEDICAL SUPPORT SERVICES

Medical Services in cases of sexual assault or other misconduct are best handled by a hospital when the student seeks assistance within 72 hours of the incident. In addition to Student Health Services, which provides medical support and assistance to Marywood students, medical treatment and collection of evidence are available locally at:

Geisinger Community Medical Center

1800 Mulberry St. | Scranton, PA 18510 | (570) 969-8000

The Regional Hospital of Scranton

746 Jefferson Ave | Scranton, PA 18510 | (570) 348-7951

Moses Taylor Hospital

700 Quincy Ave. | Scranton, PA 18510 | (570) 340-2900

If the student visits a hospital for an exam, both the police and Women's Resource Center of Lackawanna County (WRC) should be notified by the hospital. The student may choose whether or not

Facilitator Notes

Points to emphasize:

- ❑ These resources are not confidential, but private.
- ❑ Marywood cares deeply about all students' well-being, and these are just some of the many resources available to students.
- ❑ This section should be brief. **Encourage students to look through this information on their own.**

Tips for engaging students:

- ❑ If students want more information on this topic, refer them to the Student Handbook.

Summary points:

- ❑ Briefly review resources with students.
- ❑ If students have question regarding the University's response to sexual harassment and misconduct, please contact the Dean of Students

Support and Resources (continued)

to speak to the police and/or the WRC. If the student chooses to speak to the police, the student still has the option of whether or not to file criminal charges against the person accused. The WRC Advocate will be able to provide support and information through the process.

Additional Resources and Support Services

Various resources within the University and local community are available for students who have experienced sexual harassment or sexual misconduct of any kind. In this regard, University policy and practices are designed to encourage students to seek support and receive assistance. Regardless of which resource(s) a student chooses to access, the situation will be handled with sensitivity and care designed to protect the privacy of the student/s involved.

Campus Ministry (570-961-4723) is located the Swartz Center for Spiritual Life and offers pastoral support. Students may stop by the office and ask to speak to a priest or campus minister or schedule an appointment. The University chaplain has an obligation to report, but may withhold personally identifiable information upon request.

The Title IX Coordinator/Deputy Title IX Coordinators are available to discuss any questions regarding the Sexual Misconduct Policy, to assist a student in accessing resources and support services, and to facilitate the investigation and resolution of reports of conduct that may violate the Sexual Misconduct Policy.

Campus Safety (570-348-6242) are available to coordinate with various resources to provide for the safety and well-being of the person who experienced sexual assault or another form of sexual misconduct. This may include arranging transport of a student to a hospital for medical care, assisting in obtaining a Protection from Abuse Order from the local court, and/or coordinating with appropriate legal authorities including the Lackawanna County District Attorney's Office.

Facilitator Notes

Points to emphasize:

- ❑ Sexual assault and misconduct is not tolerated at our University.
- ❑ The Dean of Students is one of the primary advocates for students, and can be a great resource for those who have experienced sexual misconduct, anyone struggling, or those looking for support for others.
- ❑ This section should be brief. **Encourage students to look through this information on their own.**

Tips for engaging students:

- ❑ If students want more information on this topic, refer them to the Student Handbook.

Summary points:

- ❑ If students have questions regarding the University's response to sexual assault, please contact the Dean of Students

Transition:

- ❑ *Our overall goal with this program is to help students transition to college and learn skills to help keep our community safe. We hope sexual misconduct never happens (though these resources are here for you for any sort of difficult situation!), but if sexual misconduct does occur, we want you to know where you can turn. Beyond that, we want you to know some possible responses to sexual assault.*

Support and Resources (continued)

The Dean of Students/Deputy Title IX Coordinator Mr. Ross Novak, is located in the Liberal Arts Center, Room 101 (570-348-6246). The Dean of Students (or designee) meets with students to offer support and resource information, safeguard the larger University community, discuss formal reporting options, and review the Title IX investigation process. The following is an outline of the information, resources and support provided by the Dean of Students or designee ("Dean").

- Assess student welfare, determining if immediate medical attention is necessary and/or desired.
- Triage the need for and provide information about support services and/or resources (either on or off campus). If the student chooses not to speak with Campus Safety or local police, this request will be honored. If the Dean believes there is an imminent danger to the student or to the larger University community, the Dean will contact Campus Safety.
- Discuss other formal reporting options by reviewing Marywood's Sexual Misconduct Policy.
- Provide information about and assistance in obtaining interim measures, including, but not limited to, no contact directives, academic support, and changes to living situations.

Facilitator Notes

Points to emphasize:

- ❑ Sexual assault is often traumatic, and everyone handles trauma differently.
- ❑ There is no one “right” or “wrong” way to respond to trauma.
- ❑ Review a few examples of how people may react after experiencing sexual misconduct or assault.
- ❑ People handle crises in different ways.

Tips for engaging students:

- ❑ Encourage students to look over this section on their own time in greater depth.

Summary points:

- ❑ Many people handle crises and trauma in different ways, below are possible reactions following a sexual assault.
- ❑ Know that you are not alone. We have many resources here to support you.

Transition:

- ❑ *...People may respond to sexual assault in any number of ways. It is important to know that sexual misconduct is never the fault of the person who experienced it. We do briefly want to touch on some risk reduction factors to empower you with more information...*

| Possible Responses to Sexual Misconduct |

Sexual assault is often traumatic, and we handle trauma in different ways. Though each person and situation is unique, the following summarizes the possible reactions someone may experience following a sexual assault.

- Persons may experience **emotional shock** and wonder why they are feeling **numb, calm**, or are **unable to cry**.
- Persons may experience **disbelief** and wonder if the event really happened. One may think: *Why me? Maybe I just made it up.*
- Persons may feel **embarrassment**. Someone may be **concerned about what others will think** and feel unable to tell family or friends.
- Persons may feel **shame or feel dirty**, like something is inherently wrong with them. One may feel a **strong desire to wash or shower all the time**.
- Guilt may cause persons to feel as if the event was their fault, or that **they did something to make it happen**.
- **Depression** may impact a person’s daily functioning at school or work. They may feel **tired and/or helpless**.
- Persons may experience **powerlessness** and wonder if they will ever feel in control again.
- **Disorientation** can impact one’s ability to remember routine things. One **may not remember** what day it is, where to be, or appointments that were scheduled.
- Persons may **experience triggers** that lead to flashbacks, causing them to relive the event over and over.
- **Denial** may cause someone to believe that it wasn’t really “rape” or “sexual assault.”
- Persons **may fear people, places and things**. One may wonder: *What if I’m pregnant? Could I get an STD? How can I ever feel safe again? Do people realize there’s anything wrong? I can’t sleep because I know I’ll have nightmares. I’m afraid I’m going crazy. I’m afraid to go outside. I’m afraid to be alone.*
- **Anxiety** can cause panic attacks and a feeling of being overwhelmed. Persons may **struggle to focus** or participate in some events that were previously enjoyable or routine.

Facilitator Notes

Points to emphasize:

- ❑ Sexual misconduct is never the fault of the person who experiences it, and we are all entitled to make choices about how we go about our lives.
- ❑ Risk reduction factors are meant to empower individuals with information about choices they have.
- ❑ We all have a right to be safe.

Tips for engaging students:

- ❑ Ask students if they can think of other risk reduction methods.

Summary points:

- ❑ The PACT brochure serves as a resource guide for you during your college years. Use this brochure whenever you have questions.
- ❑ Always know that if you experience a sexual assault, it is not nor will it ever be your fault.

Transition:

- ❑ *We can all take individual actions to reduce our risk, but perhaps more importantly, we can look out for others and our community and be engaged bystanders.*

| Risk Reduction Factors |

Risk reduction factors are steps people can take to minimize the possibility of sexual misconduct and increase their safety and their sense of empowerment. These risk reduction factors and safety ideas are a choice, not a responsibility. Whether or not someone chooses to use these ideas, sexual misconduct is never the fault of the person who experiences it. We have a right to be in the world without having people hurt us. Remember that sexual activity is a choice, and all people, at any time, are free to choose whether or not to engage.

- Trust your gut and intuition. If you feel threatened, yell or leave the situation if you can do so safely.
- Avoid people who don't listen to you, ignore personal space boundaries, etc.
- Only attend gatherings with friends you trust.
- Know your sexual intentions and limits. Communicate those limits firmly and directly.
- Avoid making sexual decisions when alcohol and/or other drugs are involved.
- Be aware of predatory drugs.

REMEMBER: Sexual misconduct can occur despite all precautions. If you experience any sexual misconduct or harassment, it is NOT your fault. The only person responsible for sexual misconduct is the person who committed it.

Facilitator Notes

Points to emphasize:

- ❑ We are a caring community, and that means acting when we see things that are not right or make our community unsafe. Become an advocate in creating a safe environment.
- ❑ Talk to your friends and challenge them in what they can do to enhance a safe community.
- ❑ Feel a sense of responsibility to help if you see something that is wrong.
- ❑ There are many strategies to engage: they can be active distraction or intervention, working with a group, or calling in help. Any action is helpful!
- ❑ Not all techniques work for all people.
- ❑ This list is not finite, other techniques can also be effective.

Tips for engaging students:

- ❑ Ask them if they can think of other ways to empower their communities.
- ❑ Ask them to read aloud.
- ❑ Ask them to think of a scenario where this technique might be useful.
- ❑ Ask if anyone has ever used one of these techniques.

Summary points:

- ❑ There are many ways to engage, none are more or less right than the others
- ❑ If you cannot engage during an incident, check in afterwards.
- ❑ There is never an excuse to tolerate abuse. Everyone has a right to be in a healthy relationship.
- ❑ When you see someone who needs help, you can intervene or get someone else's help, including the police.
- ❑ We can all help end violence.
- ❑ Thank the students for their time and respect, and tell them you hope they learned something that will help ease the transition, and assist them in developing healthy relationships.
- ❑ Let students know that you will stick around for a couple of minutes, if anyone would like talk.
- ❑ Remind them of the tear-out card in the back of the brochure: take it and keep it in your wallet so you have easy access to resources, and are reminded of all of our role in creating a safe and inclusive community.

| What You Can Do! |

Take Simple Steps to Become an Active Bystander:

- Notice the situation and be aware of your surroundings.
- Interpret it as a problem. Ask yourself, "Do I believe someone needs help?"
- Feel responsible to act. Educate yourself on what to do.
- Intervene safely. Keeping yourself safe while taking action is key.

Encourage Safety for Yourself and Others

- Have a plan. Talk to your friends about your plans and intentions before you socialize.
- Watch out for others. If you are concerned about someone, offer your support.
- Diffuse situations. If you see a friend coming on too strong to someone who may be incapacitated or unable to make a consensual decision, interrupt, distract, or redirect the situation. If you do not feel comfortable doing so, get someone else to step in.
- Trust your instincts. If a situation does not feel right to you, trust your instinct. If possible, remove yourself and others from the situation.

Information is based on Bystander Intervention research being completed at the University of New Hampshire (Bringing in the Bystander®).

How to engage safely:

- **"I" Statements** - Three parts: 1. State your feelings, 2. Name the behavior, 3. State how you want the person to respond. This focuses on your feelings rather than criticizing the other person. Example: "I feel ____ when you ____." Please don't do that anymore."
- **Silent Stare** - Remember, you don't have to speak to communicate. Sometimes a disapproving look can be far more powerful than words.
- **Humor** - Reduces the tension of an intervention and makes it easier for the person to hear you. Do not undermine what you say with too much humor. Funny doesn't mean unimportant.
- **Group Intervention** - There is safety and power in numbers. Best used with someone who has a clear pattern of inappropriate behavior where many examples can be presented as evidence of their problem.
- **Bring it Home** - Prevents someone from distancing themselves from the impact of their actions. Ex: "I hope no one ever talks to you like that." Prevents someone from dehumanizing their targets. Ex: "What if someone said your partner deserved to be raped or called your parent a whore?"
- **We're friends, right?** - Reframes the intervention as caring and non-critical. Example: "Hey Sam, as your friend I've got to tell you that getting a girl drunk to have sex with her isn't cool, and you could get in a lot of trouble. Don't do it!"
- **Distraction** - Snaps someone out of their "sexist comfort zone." Example: Ask a harasser on the street for directions or the time". Allows a potential target to move away and/or to have other friends intervene. Example; Spill your drink on the person or interrupt and start a conversation with the person.
- **Call the Police.** Campus Safety: 570-348-6242 City of Scranton Police: 911

If you feel you are unable to safely engage before or during an incident, you can still **take action afterwards** by checking in on the person to see if assistance is needed. A supportive response can make a positive impact. Asking questions about the person's well-being, acknowledging the experience, offering resources and options, and encouraging self-care is appropriate. It is important to respect the person's choices and course of action. It is also important to remember that there is more than one way to respond as a bystander and resources are available to help you through this experience as well.

P.A.C.T. FACILITATOR RESOURCE PAGES

| Facilitating Tips |

- First, keep in mind that facilitation is a conversation not a lecture. Everything should be open for discussion.
- Always approach the conversation with respect and seriousness. Topics regarding sex and relationships are sometimes very challenging to facilitate, but if you approach the conversation with the appropriate level of seriousness and respect, it can be highly impactful.
- When first approaching your discussion, make sure you have created a comfortable space and climate for having the discussion. Students should all be able to see the facilitator and, optimally, be able to see each other.
- Establish criteria for the discussion, such as ensuring privacy, respect, appropriate language, etc. This is where you set the tone for the discussion.
- LISTEN WELL. This cannot be stressed enough and is where a facilitated discussion can turn into a lecture. Be sure to listen to students and respond in a way that not only lets them know that you heard but that you understood their point.
- Learn a few names so you can call on people if it is quiet. This is a good opportunity for an example of consent: “Alex, would you be willing to read ____ / share _____?” If they say no, move on, and highlight the importance of honoring the no.
- Use probing questions such as, “What do you mean by that?” or “Can you give me an example?”
- Utilize open ended questions to effectively prompt more conversation.
- Acknowledge tension or awkwardness if it exists, then move on.
- Give students time to respond. Just a few seconds can feel like hours for the facilitator, but it is valuable time for a student trying to process their thoughts. Facilitated discussions take time for warm-up, reflection and discussion.
- Let students talk first after starting a topic discussion. Remind students that no question is a stupid question and comments are always welcome. Use your judgment when answering difficult questions.
- Be open to any follow-up questions that might arise.
- Don’t be afraid to tell students you do not know something, but that you want to learn with them. If you forget something, bring it in when appropriate.
- Do your best to touch on every topic, but do not stress if you do not get to every word. Use your judgment on when it is time to move on. Some groups will want more time on various topics than others; that is okay.
- End the conversation by stressing what you hope students learned from the conversation. This is a great time to make sure you send the overall learning outcomes and message to students.

Remember to...

- Stay calm.
- Assess the atmosphere—some groups will be willing to talk more than others. If your group doesn’t seem to be responding to the topic, move to a lighter topic.
- Use open-ended questions
- Avoid insensitive language
- Share your experiences
- Respect their experiences
- Utilize your resources and training manual, and your support person!
- NEVER assume anything about the knowledge base of your group members; remember that students are coming from very different backgrounds.
- Be honest with answers—as long as you are honest, you can’t go wrong.
- You are a facilitator and you set the tone—students will look to you to determine how they should act!

P.A.C.T. FACILITATOR RESOURCE PAGES

| Challenges of Group Facilitation|

- **Nobody talks-** It is okay to ask people for their opinion or participation as long as you don't use inappropriate pressure. Ask the general group their opinions on a topic or ask a person who you believe might want to share but has not had the opportunity so far to give their opinion on a topic. Usually this is a good way to ease into a conversation. Respect a decision not to share if a student expresses it.
- **Difficult group/person-**Tough groups happen-this is not the fault of the facilitator and you should not feel that it is your fault. Difficult groups/people can take a few forms, but it is usually in not taking the discussion seriously or not participating due to low motivation where we find difficulty.
 - **Not taking the discussion seriously or actively trying to derail the conversation-**remind the group/individual about statistics of what happens on college campuses including Marywood University and how important this topic is to members of this community. Usually if you call a student/group about their inappropriate behavior, they will alter their attitude. If someone/group is causing a real challenge, ask your faculty/staff support person for assistance. Try to get information on that student because a follow-up discussion may be needed (use the RA).
 - **Low motivation-**Sometimes groups don't want to share their experiences or are just taking a little bit of time to "warm up". A good tip for a group that has little energy is to get them to stand up, stretch, and get their bodies moving. It could also be beneficial to move the group around to switch up seats so that really good friends aren't sitting together having side conversations while you are facilitating.
- **Someone is visibly upset-**These are sometimes very difficult topics to discuss and the topics discussed might negatively impact a member of your group. Announce before you start that it is ok if someone needs to leave because these are sensitive issues. This is a good time to remind the resident assistant that they should be attentive to this as well. Use your best judgment if you think you need to try to take the student out discussion for a bit. If you are working with another student for the facilitation or you have a faculty/staff support person, have them to take the student into the hallway or other private area for discussion. Please do this with care and concern for the feelings of the student experiencing discomfort. Don't call undue attention to the distressed student. If you think the student can stay for the discussion, but you see that they are upset, try to get the student alone after the presentation to ask if they are ok and see how you can help. Remember, you can't push the student to tell you specifically what is going on, but you can discuss the resources available on campus.
- **Someone leaves the room-**If you are working with another student or a staff/faculty support person, ask them or the RA to follow the person into the hallway/private space to see if the student is ok. Assess the situation and call appropriate people as needed.
- **You are not comfortable answering a question-**Honesty is always the best policy, but there is a fine line between honesty and full disclosure. Please always be appropriate and professional in your answers. You also have the right to say you are not comfortable answering that question.

P.A.C.T. FACILITATOR RESOURCE PAGES

| Frequently Asked Questions by PACT Participants |

RESOURCES & PROCEDURES

Do all colleges have a place where you can go and talk to someone?

For Marywood University students, our resources can be found beginning on Page 19 near the end of the PACT brochure. Marywood University is committed to providing a safe environment; students who have experienced a sexual assault can visit the Counseling/Student Development Center, Student Health Services, Campus Safety or the Dean of Students. Students also have the option of talking to an off-campus resource; the Women's Resource Center of Lackawanna County offers a 24-hour hotline where students can speak with an advocate.

A majority of colleges have identical organizations on their campuses where they can talk to someone about sexual assault. Students can visit their school's website and search for their Counseling Center, Campus Safety, Dean of Students or speak to their resident assistant (RA).

The PACT brochure offers a list of national resources with 24-hour hotlines for students to call. The National Sexual Violence Resource Center, Rape, Abuse & Incest National Network (RAINN), and National Domestic Violence Hotline. Students have the opportunity to speak with an advocate, and learn about their options.

What does Campus Safety do when a sexual assault is reported?

Campus Safety are available to coordinate with various resources to provide for the safety and well-being of the person who experienced sexual assault or another form of sexual misconduct. This may include arranging transport of a student to a hospital for medical care, assisting in obtaining a Protection from Abuse Order from the local court, and/or coordinating with appropriate legal authorities including the Lackawanna County District Attorney's Office.

Marywood is in the process of transitioning from our current reporting system to Maxient reporting system. Maxient confidential reporting options will be available after the start of the fall 2020 semester. In the meantime, confidential reports may still be made through the **Whistleblower Hotline**, available online at marywood.edu/hotline/index/htm.

Why are clothes placed in a paper bag and not a plastic bag following a sexual assault?

When placed in a plastic bag, clothing may be exposed to moisture and bacteria which could compromise the evidence.

Why shouldn't someone eat, drink, or smoke following a sexual assault?

Eating, drinking, and smoking may compromise evidence that could be present in a person's mouth- especially if the sexual assault included oral sex.

What would happen if someone experienced sexual assault years ago and wanted to take action now? What would happen?

The statute of limitations for reporting a sexual assault varies from state to state. **In Pennsylvania, the limit is five (5) years.** At any point within that timeframe, the investigation process can occur. Nevertheless, resources found in the PACT brochure do not only apply to students who experienced a sexual assault within the five years; students can always seek support from any of the resources listed.

Is there financial support available through the State to cover at least some of the cost of a Sexual Assault Forensic Evience (SAFE) exam?

Yes. Please note that while all local hospitals can perform SAFE exams, only GCMC has Sexual Assault Nurse Examiners (SANE) nurses on staff.

P.A.C.T. FACILITATOR RESOURCE PAGES

| Frequently Asked Questions by PACT Participants |

SEXUAL ASSAULT

How should you react if you've just been sexually assaulted?

Sexual assault can be traumatic, and we all handle trauma in different ways. Some responses commonly experienced by people are anger, fear, and anxiety. You can find a more detailed description in your PACT brochure.

Is sexual assault the biggest problem on college campus? If not, what is?

Sexual assault is one of the bigger problems on college campuses. Other problems include, but not limited to, intimate partner violence, consumption of alcohol, drug use, mental health difficulties, bias incidents, and physical assaults.

Are first-year the easiest targets for sexual assault?

First-year students are at a higher risk of experiencing a sexual assault. But the risk doesn't go away after their first year. We always have to be vigilant.

This occurs in part due to:

- First-year students are in the process of navigating a new environment, learning new routines, and establishing new relationships.
- Life is experienced for the first time for many students with greater independence, and limits may be tested in various situations and levels.
- The strict way in which our culture stereotypes people based on gender can influence how we feel we “should” act. For example, society still encourages men to be competitive and aggressive, while teaching women to be more passive and non-confrontational.
- Cultural messages often devalue persons—women in particular.
- Their desire for social acceptance and status may outweigh safety needs and pressure students to succumbing to peer pressure and/or social norms.

Can men experience sexual assault?

Yes, people of all genders experience sexual violence. Statistically, women and trans* folks are more likely to experience sexual assault. However, the number of men who experience sexual assault is higher than most people think. Sexual assault of men is even more underreported than sexual assault of women as a result of societal stigma.

What is the best/safest way to get out of an abusive relationship?

No one deserves to be abused; physically, sexually, verbally, or emotionally. There are numerous resources that can help you in getting out of an abusive relationship. **Here are some tips that may help:**

- Seek community within a trusted friend, resident assistant, and/or resources found in the PACT brochure.
- Depending on your safety, tell the person who is abusive that the relationship is over.
- Avoid contact with the person.
- Spend time with friends. Walk with them and avoid being alone.
- Know the location and save the phone numbers of Campus Safety and other emergency numbers.
- Carry a cell phone or money to call for help.
- Decide on code words to use with friends in case of emergencies in difficult situations

Will I be okay if I experience a sexual assault?

Yes. If you have experienced a sexual assault, you may experience any number of reactions and emotions. The recovery process that occurs may feel overwhelming and never-ending, yet it is very much a process of healing and empowerment. Consider seeking support to help you understand and talk about your options.

How do you know who to trust with such high rates of sexual assault?

Discuss red flags, healthy relationships, trusting instincts, etc. Emphasize that although the majority of sexual assaults are committed by men, most men do not commit sexual assault.

P.A.C.T. FACILITATOR RESOURCE PAGES

| Frequently Asked Questions by PACT Participants |

ALCOHOL AND DRUG FACILITATED SEXUAL ASSAULTS

Can drugs used to facilitate sexual assault cause long term health risks?

The long-term effects of the drugs other than alcohol that are used to facilitate a sexual assault are unknown. We do know that those drugs in some cases can pose immediate threats to a person's well-being and result in death.

What percentage of assault occurs with drug facilitation as opposed to assault without drugs?

The specific percentage, established by either law enforcement or research, is not known. However, we do know that alcohol is most commonly used to facilitate sexual violence.

What is the most common drug used to facilitate a sexual assault?

Alcohol is by far the most prevalent drug used to facilitate a sexual assault and is easy to use because it is legal and socially acceptable. **It is important to remember that alcohol is (a) the primary drug used to facilitate a sexual assault, and (b) is most likely to be the vehicle used to administer anesthesia-type drugs.** Other commonly used drugs to facilitate a sexual assault are GHB, Rohypnol, and Ketamine. You can read more about these substances in the PACT brochure.

What should you do if you or someone you know has been drugged?

If you suspect that you have experienced a drugging and/or a drug facilitated sexual assault, you have many options regarding the type of assistance you may want. It is important that you get to a place where you feel safe and can talk to a person about what happened. Consider telling a safe person who will help you explore your options. Telling someone does not commit you to filing a formal report or to prosecuting the perpetrator. The use of these drugs and sexual assault committed with the use of these drugs or not, are both criminal and Maryland offenses.

Important Factors to Remember

- If you think you have been drugged, and want to be tested for the presence of drugs in your system, try not to urinate after the incident. If you must urinate, try to obtain a urine sample in a clean container.
- Since these drugs leave the body quickly, it is important to have a test to screen for the presence of the drug as soon as possible. Traces of these drugs may be present in the body for up to 3 days after ingestion.
- If you decide to be tested for the presence of these drugs, you will need to specifically ask to be tested for possible Rohypnol/GHB presence; a general drug screening will not detect Rohypnol or GHB.

P.A.C.T. FACILITATOR RESOURCE PAGES

| Frequently Asked Questions by PACT Participants |

ASSISTING SOMEONE YOU KNOW

How might someone act if they are in an unhealthy relationship?

- Act withdrawn, worried, depressed
- Have difficulty admitting there's a problem
- Makes excuses for an abusive partner's behavior
- Blame themselves
- Believe the partner's actions are signs of love
- Spend less time with you or avoid you
- Change how they act to avoid making their partner angry
- Apologize for partner's behavior

What You Can Do:

- Believe them.
- Tell them it wasn't their fault.
- Really listen, don't jump to solutions.
- Do not distract yourself with heroic fantasies to beat up the person engaging in abusive behavior.
- Offer to make an appointment with them to see a counselor, go to a domestic violence center, clergy, police, etc.
- Suggest counseling in addition to talking to you. Professional counselors are very useful.
- There is no limit to how long the healing process takes. Saying things like, "you've got to forget about this" won't help and may harm recovery.
- Be aware of school/local support resources and share those.
- Give them time and space
- Do not give advice, rather, help the person discern what options are available
- Respect their need for absolute confidentiality. Not making their secret public may be the only safe thing for them to do as they see it. If you get support for yourself as an affected "significant other," do not tell the details of the abuse to anyone.

ADDITIONAL QUESTIONS

What is the difference between a sexual assault and hook up culture?

Consent.

What if there was under-aged drinking involved and someone was sexually assaulted. We don't want to get in trouble, what do we do?

Regardless of circumstances, when a sexual assault has occurred, call Campus Safety. Marywood's number one concern is your safety and the safety of the campus community. Below is more information directly from the Sexual Misconduct Policy:

Amnesty for Conduct Violations for Complainants and Witnesses

The University encourages reporting and seeks to remove barriers to reporting by making the procedures for reporting transparent and straightforward, prohibiting retaliation and providing amnesty for individuals who report prohibited conduct. The University will generally not seek to hold any student who reports sexual harassment or sexual misconduct accountable for their own conduct at or near the time of the event which may have constituted a violation of the Student Code of Conduct, provided that any such violations did not and do not place the health and safety of any individual at risk. This means, for example, that students reporting sexual harassment or sexual misconduct will generally not face disciplinary action due to the personal ingestion of alcohol or other drugs. The University may choose, however, to pursue educational remedies including assessment and counseling, for those individuals.

For more information, refer students to the Code of Conduct or contact the Dean of Students with questions.

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