

# Sexual Assault Prevention – For Graduate Students

## Course Outline with Learning Objectives & Compliance Requirements

Topics	Module Description	Learning Objectives	Compliance Requirement
<b>Module 1: Introduction</b>			
<ul style="list-style-type: none"><li>• You Can Make a Difference</li><li>• Welcome Letter/Video</li><li>• Pre-course Survey &amp; Quiz</li><li>• Introduction to the Course</li></ul>	<p>The introduction welcomes learners into the course. Instructions will help ease learners into the course design and content, and learners are invited to reflect on the negative impact sexual assault has within a community, and the role individuals can play in creating a safe and supportive campus environment.</p>	<ul style="list-style-type: none"><li>• Understand the impact of sexual assault on all parties</li><li>• Recognize the prevalence of sexual assault on college campuses</li><li>• Understand the importance of learning about sexual assault to help themselves, a friend, or a peer</li><li>• Learn how they can contribute to safe and supportive campus community</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Programs to prevent sexual violence, relationship violence, and stalking must include strategies to promote positive and healthy behaviors, encouraging safe bystander intervention, and seeking to change behavior and social norms in healthy and safe directions [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li></ul>
<b>Module 2: Values, Identities &amp; Relationships</b>			
<ul style="list-style-type: none"><li>• What Are Your Values?</li><li>• Maintaining Healthy Relationships</li><li>• Recognizing Relationship Violence or Abuse</li><li>• Supporting a Friend: Interactive Scenarios</li><li>• Federal and State Laws: Relationship Violence</li><li>• Title IX</li><li>• Policy Acknowledgment</li></ul>	<p>In this module, learners reflect on their identities and personal values, and explore how these influence their perceptions of relationships and sexual violence. Learners will learn to respond to friends or peers who are or have experienced abuse as well as strategies to intervening if they think a friend is being abusive.</p>	<ul style="list-style-type: none"><li>• Identify key elements of personal identity</li><li>• Describe the influence of identities and values on people's perceptions of relationships and sexual violence</li><li>• Identify the key elements of healthy and unhealthy relationships</li><li>• Identify ways support strategies for those who may have experienced relationship abuse</li><li>• Identify intervention strategies</li></ul>	<ul style="list-style-type: none"><li>• Explain Title IX protections against sex discrimination and sexual harassment [20 USC § 1681; 34 CFR § 106.9, 106.30].</li><li>• Define relationship abuse and violence under state and federal laws [20 USC § 1092(f)(8); 34 CFR § 106.30].</li><li>• Identify strategies to prevent relationship violence by encouraging positive and healthy behaviors that foster healthy, mutually respectful relationships [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li></ul>

# Sexual Assault Prevention – For Graduate Students

## Course Outline with Learning Objectives & Compliance Requirements

Topics	Module Description	Learning Objectives	Compliance Requirement
--------	--------------------	---------------------	------------------------

### Module 3: Sexual Harassment and Stalking

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"><li>• Defining Sexual Harassment</li><li>• Power and Responsibility</li><li>• Identifying Sexual Harassment</li><li>• Defining Stalking</li><li>• Interactive Scenarios</li><li>• Federal and State Laws: Stalking</li></ul> | <p>Learners will be able to define and recognize forms of sexual harassment common to the academic workplace, and review information related to stalking. Learners will review relevant state laws related to stalking and are introduced to strategies for responding to disclosures.</p> | <ul style="list-style-type: none"><li>• Recognize different forms of sexual harassment</li><li>• Identify and interpret the nuances of power in relationship roles</li><li>• Understand the emotional impacts of harassing behaviors</li><li>• Recognize examples of stalking behavior</li><li>• Identify strategies for responding to disclosures</li></ul> | <ul style="list-style-type: none"><li>• Identify types of sexual harassment prohibited by Title IX, and define <i>quid pro quo</i> and hostile environment [34 CFR §§ 106.30].</li><li>• Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm when there is a risk of sexual harassment or stalking against another person [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li><li>• Provide state and federal laws defining stalking [20 USC § 1092(f)(8); 34 CFR §§ 106.30].</li></ul> |
|--|--|--|---|

# Sexual Assault Prevention – For Graduate Students

## Course Outline with Learning Objectives & Compliance Requirements

Topics	Module Description	Learning Objectives	Compliance Requirement
--------	--------------------	---------------------	------------------------

### Module 4: Consent, Coercion, and Taking Action

- |   |  |  |   |
|---|--|--|---|
| <ul style="list-style-type: none"><li>• Communication is Key</li><li>• Defining Consent</li><li>• Interactive Scenarios</li><li>• Defining and Identifying Coercion</li><li>• The Impact of Alcohol</li><li>• State Laws: Consent</li><li>• Federal and State Laws: Sexual Assault</li><li>• Taking Action Safely</li></ul> | <p>This module presents an in-depth exploration of consent and coercion. Designed to enable learners to distinguish between two, the course explore what it means for an individual to clearly give consent.</p> | <ul style="list-style-type: none"><li>• Define consent</li><li>• Define and recognize sexual coercion</li><li>• Strategies for clearly giving/requesting consent</li><li>• Intervention strategies</li></ul> | <ul style="list-style-type: none"><li>• Describe safe and positive options for bystander intervention that may be carried out by an individual to prevent harm when there is a risk of sexual violence against another person; recognize attitudes, behaviors, cultural factors, and environmental risks, including the use of alcohol and coercion to facilitate sexual misconduct [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li><li>• Provide state and federal laws defining consent and sexual assault [20 USC § 1092(f)(8); 34 CFR §§ 106.30].</li></ul> |
|---|--|--|---|

# Sexual Assault Prevention – For Graduate Students

## Course Outline with Learning Objectives & Compliance Requirements

Topics	Module Description	Learning Objectives	Compliance Requirement
--------	--------------------	---------------------	------------------------

### Module 5: Reporting and Responding

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"><li>• Impact of Trauma</li><li>• Supporting and Responding to Survivors</li><li>• Interactive Scenarios</li><li>• National Resources</li><li>• Reporting</li><li>• Reporting Options and Processes</li><li>• Federal and State Laws: Legal Protections</li><li>• Closing Letter/Video</li><li>• Post-Course Exam and Survey</li></ul> | <p>This module provides the learner with guidance on responding to disclosures using empathetic and active listening skills. It introduces the learner to reporting options and the grievance/disciplinary process, and shares local and national resources.</p> | <ul style="list-style-type: none"><li>• Identify ways to support someone who has experienced sexual violence, relationship violence, or stalking.</li><li>• Identify resources, supportive measures, and reporting options for someone who has experienced sexual harassment, including sexual or relationship violence, or stalking.</li><li>• Understand the grievance/disciplinary process that follows when a person files, or the Title IX Coordinator signs, a formal complaint alleging sexual harassment or violence.</li></ul> | <ul style="list-style-type: none"><li>• Explain reporting options, supportive measures, confidential resources, and the grievance process [20 USC § 1092(f)(8); 34 CFR §§ 106.45].</li><li>• Understand an institution's responsibilities regarding confidentiality of the parties and orders of protection, no-contact orders, and restraining orders [20 USC § 1092(f)(8); 34 CFR § 106.71].</li><li>• Provide information on the importance of preserving evidence [20 USC § 1092(f)(8); 34 CFR § 668.46(a)].</li><li>• Provide state and federal laws on victim protections [20 USC § 1092(f)(8)].</li><li>• Provide institutional policies on reporting, supportive measures, grievance/disciplinary procedures, and possible sanctions for conduct violations [20 USC § 1092(f)(8); 34 CFR §§ 106.30, 106.44, 106.45].</li><li>• Notify students that questions or complaints regarding Title IX rights or violations may be directed to the Title IX Coordinator or the Department of Education's Office for Civil Rights [34 CFR § 106.9].</li></ul> |
|---|--|---|--|