

Title IX and UWC Professional Development Day

September 22, 2023



Communication, Consent, and Sexual Misconduct Prevention

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September 2023

Today's Conversation

- Yale's Definition of Consent
- Teaching about Communication & Sexual Consent in Yale College
- Application & Discussion

Yale's Definition of Consent

Sexual Misconduct & the Yale Community

“Yale University is committed to maintaining and strengthening educational, working, and living environments founded on mutual respect in which students, faculty, and staff are connected by strong bonds of intellectual dependence and trust. Sexual misconduct is antithetical to the standards and ideals of our community. Therefore, Yale University prohibits all forms of sexual misconduct.”

Consent

“Under Yale’s policies, sexual activity requires affirmative consent, which is defined as positive, unambiguous, and voluntary agreement to engage in specific sexual activity throughout a sexual encounter. Consent cannot be inferred merely from the absence of a “no.” A clear “yes,” verbal or otherwise, is necessary. Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent. Consent must be ongoing throughout a sexual encounter and can be revoked by any participant at any time.”

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Voluntary

“Consent cannot be obtained by **threat, coercion, or force**. Agreement under such circumstances does not constitute consent. Consent cannot be obtained from someone who is **asleep** or otherwise **mentally or physically incapacitated due to alcohol, drugs, or some other condition**. A person is mentally or physically incapacitated when that person lacks the ability to make or act on considered decisions to engage in sexual activity. Engaging in sexual activity with a person whom one knows—or reasonably should know—to be incapacitated constitutes sexual misconduct.”

“When alcohol or other drugs are involved, **incapacitation is a state beyond drunkenness or intoxication**. An inability to remember events is not on its own sufficient to demonstrate incapacitation. A person may be able to make and act on a considered decision to engage in sexual activity but not remember having done so.”

Unambiguous

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Guidance Regarding Sexual Consent

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“Consent can be accurately gauged **only through direct communication** about the decision to engage in sexual activity. Presumptions based upon contextual factors (such as clothing, alcohol consumption, or dancing) are unwarranted, and should not be considered as evidence for consent.

Although consent does not need to be verbal, verbal communication is the most reliable form of asking for and gauging consent. Talking with sexual partners about desires and limits may seem awkward, but it serves as the basis for positive sexual experiences shaped by mutual willingness and respect.”

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Teaching about Communication & Consent in Yale College



Yale College First-Year Workshop

- Delivered during first-year orientation
- Facilitated by trained peer educators (CCEs)
- Discussion of communication, consent, and community values
- Combined with ongoing, embedded education

Application

- Name
- Role that brings you to this meeting
- How does our conversation today apply to your work?

Citations & Further Reading

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- Palmer, Rebekka S., Thomas J. McMahon, Bruce J. Rounsaville, and Samuel A. Ball. 2010. "Coercive sexual experiences, protective behavioral strategies, alcohol expectancies and consumption among male and female college students." *Journal of interpersonal violence* 25(9):1563-78
- Vannier, Sarah A., and Lucia F. O'Sullivan. 2011. "Communicating interest in sex: Verbal and nonverbal initiation of sexual activity in young adults' romantic dating relationships." *Archives of sexual behavior* 40(5):961-69.

Thank You!

*If you have questions, ideas, or would like to
connect to collaborate, please email
gcc@yale.edu.*

A blue-tinted aerial photograph of a city, likely Philadelphia, featuring a large Gothic cathedral on the left and a prominent domed building in the center. The word "Break" is overlaid in white, bold, sans-serif font in the middle of the image.

Break



DYNAMICS OF INTIMATE PARTNER VIOLENCE

JENNIFER CZINCZ, PHD - SHARE DIRECTOR

LIZ SCHACHT, LCSW - SHARE CLINICIAN

NICOLE TARRANT, LCSW - SHARE CLINICIAN

The SHARE Center: Our Services & Team



+ our new
SHARE
Clinician
Sabrina!

Information, Advocacy & Referral:

- Coordination with/referral to campus and community resources: Title IX, UWC, Yale PD
- Accompaniments to medical services, criminal and civil court, and meetings with other resources

Support: (students)

- One-on-one supportive counseling
- Short-term trauma-focused therapy
- Support groups
- Trauma-Informed Yoga Program for Survivors

Accessing SHARE:

- Appointments weekdays 9am to 5pm
- 24/7 on-call service at 203-432-2000 for time-sensitive concerns
- Confidential/anonymous

SHARE is here for support...

- If you experience sexual misconduct (recent and/or past experiences)
- If you counsel someone who has experienced sexual misconduct or are supporting a friend, family member, etc.
- If you observe sexual misconduct
- If you are confused about an experience and just want to talk
- During a sexual misconduct complaint or hearing process
- If you are interested in a support group
- If you have concerns about your own behavior
- If you are planning a workshop on campus



NOTE: This presentation will provide more general information about intimate partner violence (IPV) and the terminology used does not necessarily refer to the behaviors as defined in Yale University policy.



Yale's Definition: "IPV occurs when a current or former intimate partner uses or threatens physical or sexual violence. IPV also may take the form of a pattern of behavior that seeks to establish power and control by causing fear of physical or sexual violence. Stalking may also constitute IPV. IPV may be accompanied by a range of abusive/controlling behaviors by a current or former intimate partner, such as verbal, emotional, or financial abuse."

Intimate Partner Violence

(also referred to as domestic violence, dating abuse, or relationship abuse) is a pattern of behaviors used by one partner to maintain [power and control](#) over another partner in an intimate relationship (current or past). IPV doesn't discriminate. People of any race, age, gender, sexuality, religion, education level, or economic status can be a victim — or perpetrator — of IPV. (National Domestic Violence Hotline)

Forms of Abusive Behaviors:

- Physical
- Sexual
- Verbal
- Financial/Economic
- Emotional/Verbal
- Cultural/Identify
- Digital



Note: Only physical and sexual violence, threatening and stalking would be considered a violation of Connecticut criminal law.

Spotlight on Cyber Abuse

General Information About Cyber Abuse

TECHNOLOGY-FACILITATED SEXUAL MISCONDUCT

Just as technology is now intertwined with most aspects of daily life in our society, it has also become another tool for those who engage in sexual misconduct. Both in cases of intimate partner violence (IPV) and in cases where the harm-doer may not be as well-known (as in stalking or harassment), reliance on tech is a growing area of concern because it is widely available and easy to implement. And because it is not always easy to trace or identify, it provides a wide latitude for exercising control or psychologically abusing. Several terms are used to define cyber abuse (which may or may not be sexual in nature) including cyber-harassment, cyberstalking, cyber-bullying, and digital abuse. The common factor is the use of technology to establish power and control by causing fear and/or intimidation.



Cyber Abuse

Definition

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Common Tech-Enabled Abusive Behaviors

- ▶ **Device access** – Compelling someone to provide passwords, obtaining cloud access, installing spyware, locking someone out of accounts, hacking, changing privacy settings/passwords, overseeing virtual conversations (email, text, other).
- ▶ **Location tracking** – Commercially available trackers used without consent. Apps to track children repurposed for abuse.
- ▶ **Doxing** – Sourcing and collecting someone's personal/private information and then publicly releasing it online.
- ▶ **Spoofing** – Falsifying of phone numbers, email addresses, IP addresses, location/GPS to confuse source of communication.
- ▶ **Non-consensual image/video sharing** – Distribution of sexually explicit images/videos of individuals without their permission. Threat of sharing may also be used to manipulate.
- ▶ **Deep fakes** – Videos in which a person's face/voice is interposed in another video to make them appear as though they participated in certain acts or made certain statements. Altering pictures.
- ▶ **Use of social media, other platforms** – Creating harmful posts, sharing personal or false information, inciting others to harass a target on-line.

Cyber abuse can be as serious as any other type of abuse.
If something is upsetting to you, REACH OUT.
Talk to a friend, SHARE, a Title IX Coordinator, or a trusted person to process your experience and explore your options.

National IPV Statistics

On average, nearly 20 people per minute are physically abused by an intimate partner in the US. During 1 year, this equates to more than 10 million people.

On a typical day, there are more than 20,000 phone calls placed to domestic violence hotlines nationwide

Women between the ages of 18-24 are most commonly abused by an intimate partner.

Intimate partner violence accounts for 15% of all violent crime.

1 in 4 women
and **1 in 10 men**

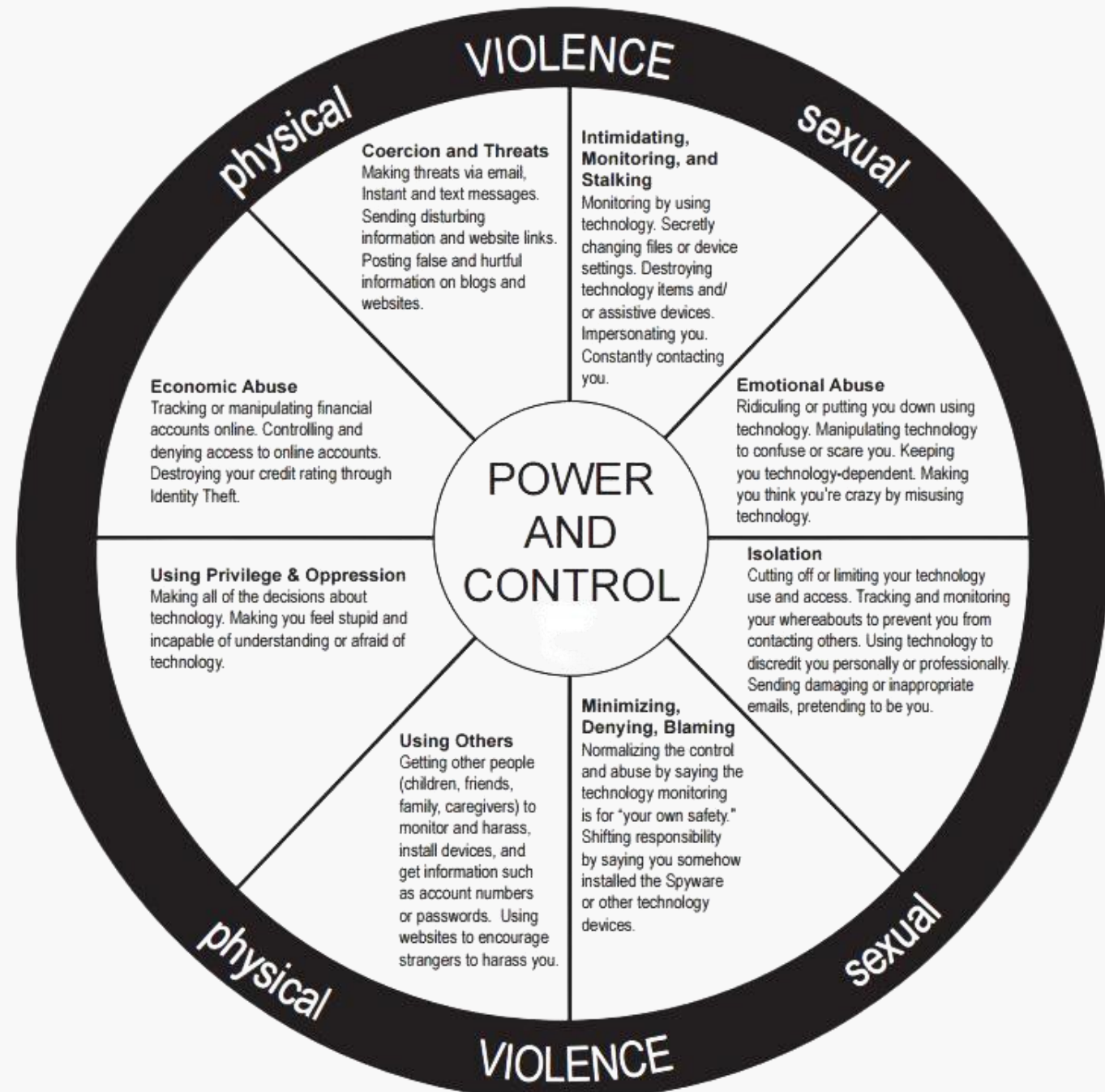
have experienced contact sexual violence*, physical violence, and/or stalking by an intimate partner in their lifetime.

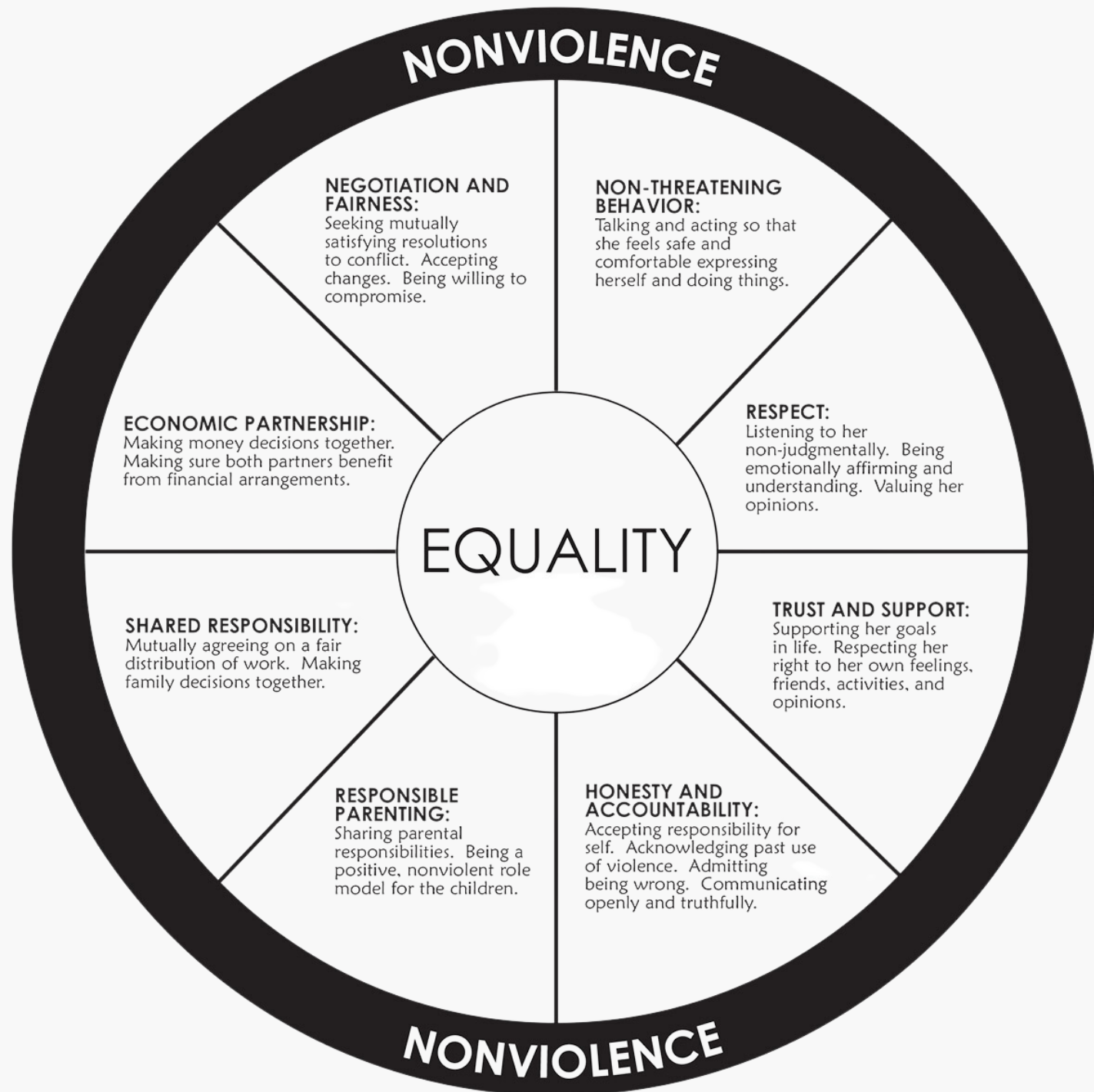


<https://ncadv.org/statistics>

POWER & CONTROL

“The power and control wheel describes the behaviors that are used together as a system in violent relationships. The wheel is drawn with violence as the outer rim and the other behaviors as spokes. Just like a wheel, they depend upon and reinforce each other. Together this system of behaviors builds barriers to [...]escape.” (NNADV)





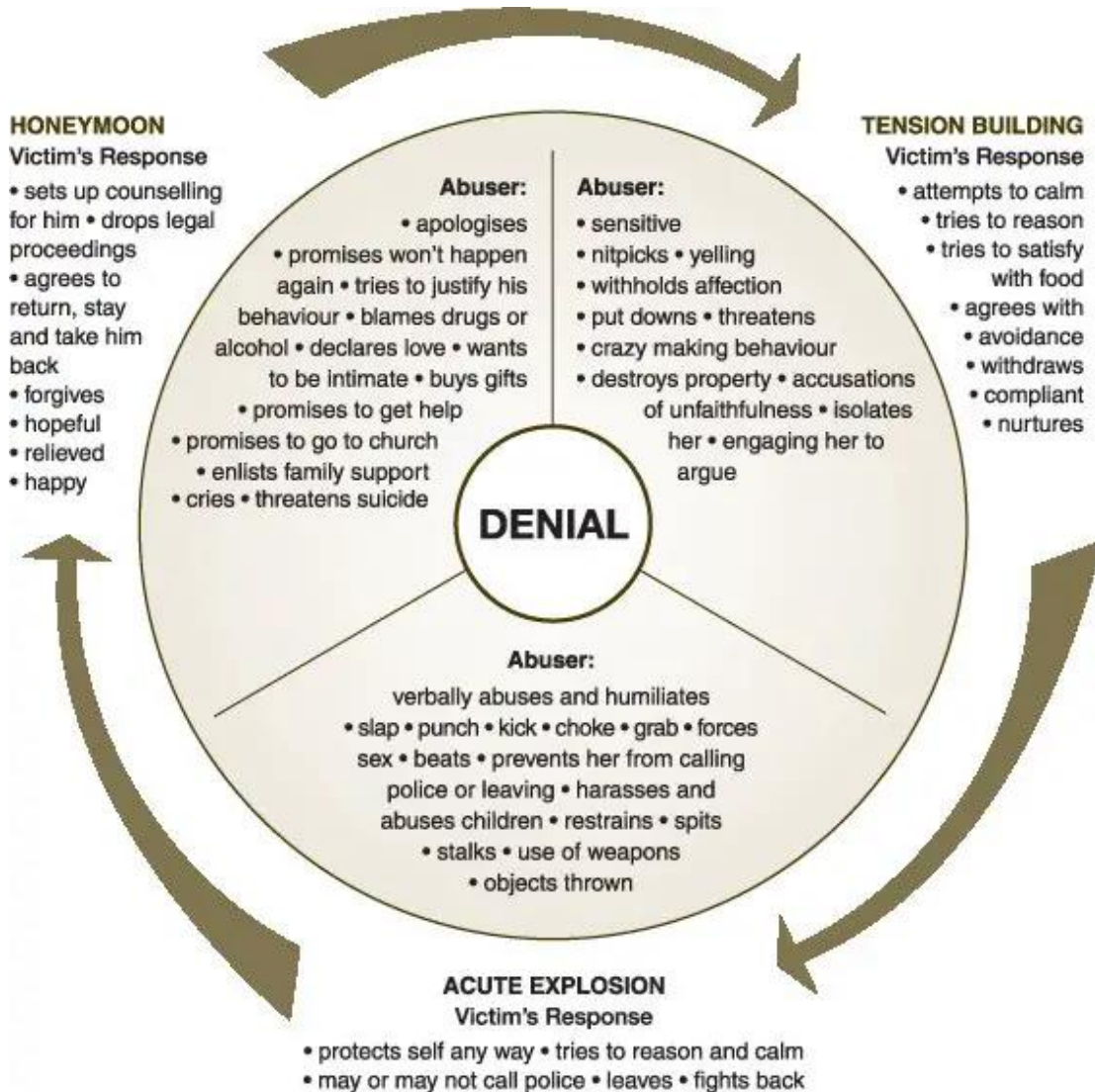
EQUALITY

The Equality Wheel is a visual representation of the qualities necessary for healthy relationships and serves as a guide for individuals who have engaged in abusive behavior to transition towards non-violent partnerships.

https://iamcourageous.org/sites/default/files/content_equality_wheel_0.jpg

<https://www.socialworkerstoolbox.com/the-equality-wheel-the-duluth-model/>

The “Cycle of Abuse”

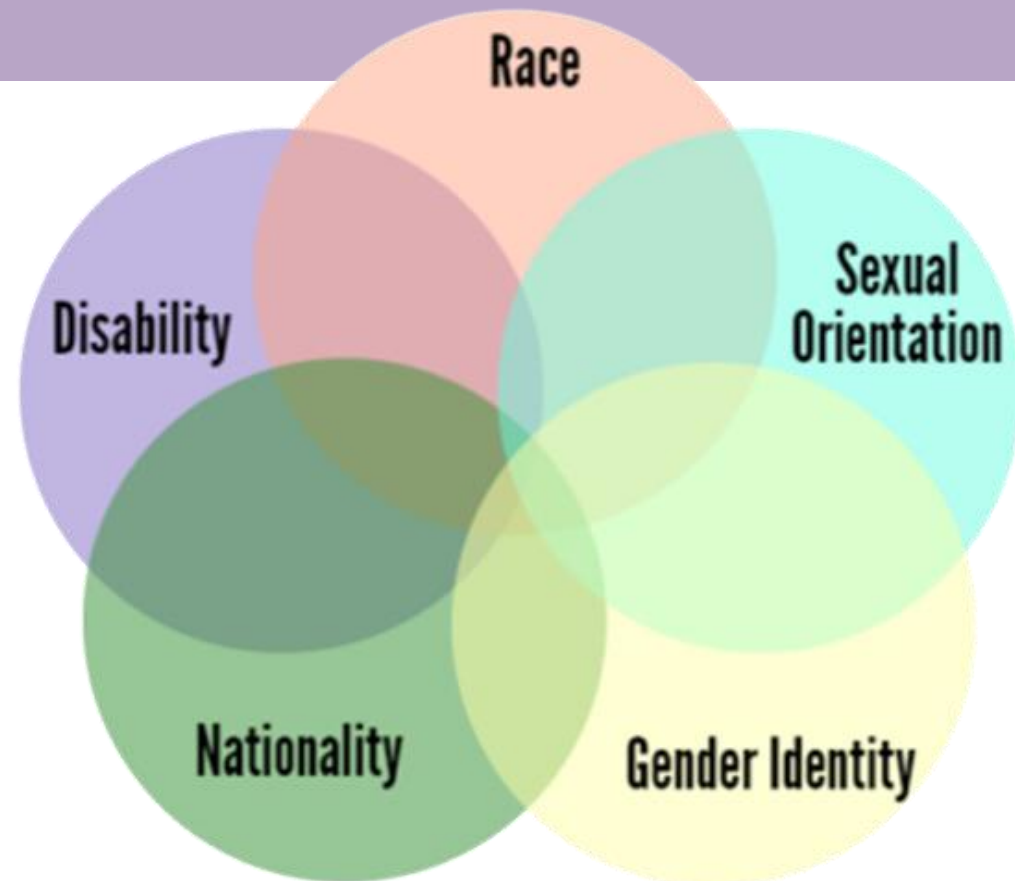


- TENSION-BUILDING
- VIOLENT/ABUSIVE EPISODE
- HONEYMOON PHASE

- This “repetitive roller coaster” of events tends to continue until something changes to stop it
- The process is perpetuated by the victim’s love of the abusive partner, hope that they will change, and fear of consequences of ending the relationship
- There is typically an escalation of violence over time

INTERSECTIONALITY

Arises from Black Feminist theory and argues the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage



55.5% of American Indian and Alaska Native women experience physical intimate partner violence in their lifetimes.

45.1% of Black women and 40.1% of Black men have experienced intimate partner violence in their lifetimes.

1 in 4 men have been physically abused (slapped, pushed, shoved) by an intimate partner.

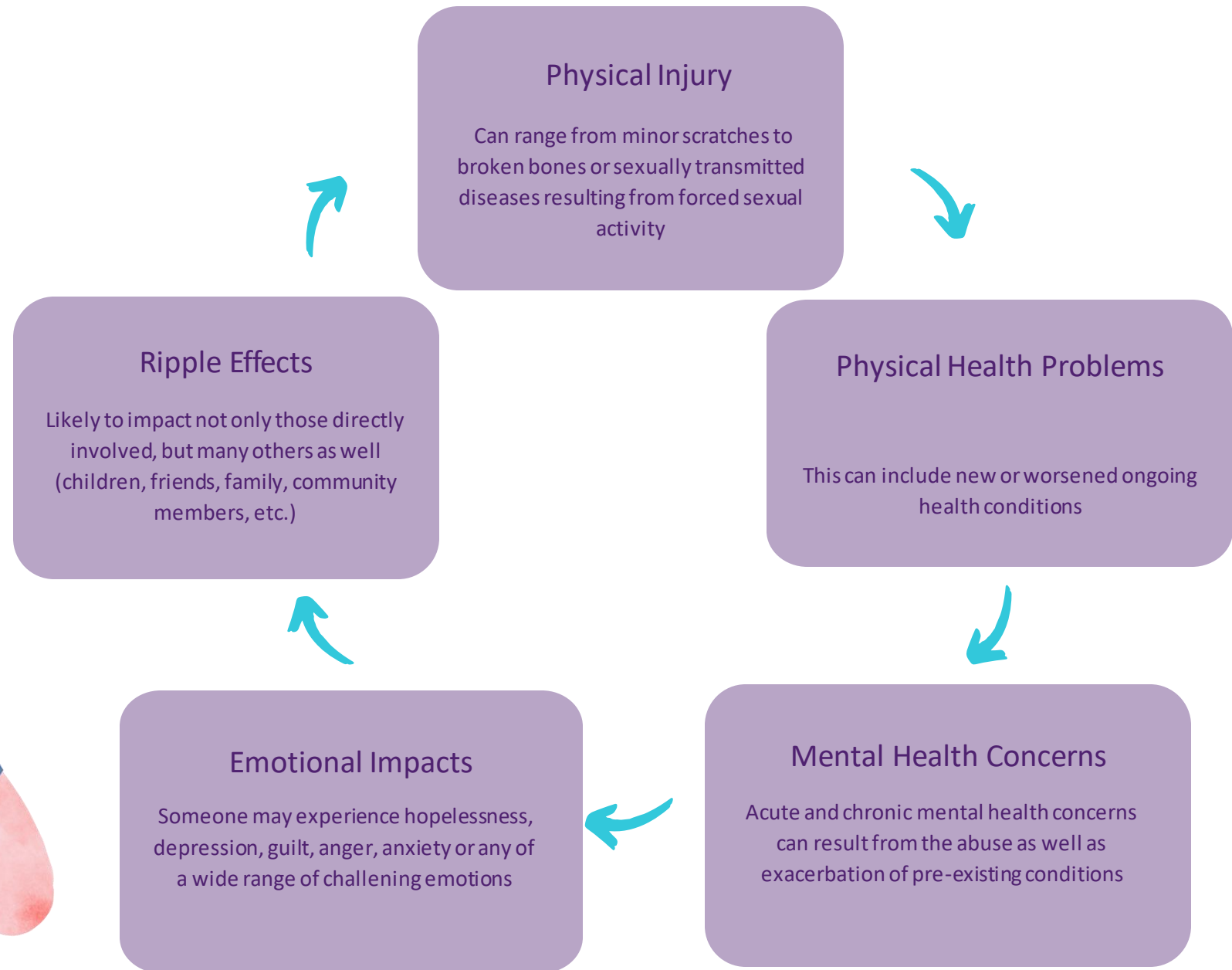
44% of lesbian women and 61% of bisexual women experienced rape, physical violence, and/or stalking by an intimate partner in their lifetime.

36% of gay men and 37% of bisexual men experienced rape, physical violence, and/or stalking by an intimate partner at some point in their lifetime.

Intersectionality is about fighting discrimination *within* discrimination, tackling inequalities *within* inequalities, and protecting minorities *within* minorities.

Impacts of IPV

While these are all common impacts of IPV, please remember that there is no typical or “right” reaction/response to an atypical or traumatic situation



Why do people stay in abusive relationships?

- Fear
- Normalized abuse
- Shame
- Intimidation
- Low self-esteem
- Lack of resources
- Disability
- Immigration status
- Cultural context
- Children
- Love
- Institutional responses (religious institution, police)
- Hope for change

Leaving can be dangerous: Many people experiencing intimate partner violence realistically fear that their abusive partners' actions will become more violent and even lethal if they attempt to leave. The abuser may have threatened to kill them or hurt their child, family member or pet if they leave.

“Most victims cope with the bad and hope for the better, living with the status quo, making the decisions they must, and doing what they can to make things better along the way. Leaving is not a simple decision, nor one easily made.” - Jill Davies, Advocacy Beyond Leaving

Barriers to Reporting:

Limited knowledge of laws/policies, rights, and services

Fear of retaliation by partner or others

Discrimination or racism within service delivery or reporting channels

Protecting the person who has harmed them from possible consequences

Social stigma related to disclosure of an experience/ being a “victim”

Too overwhelmed by coping with trauma symptoms

Misplaced feelings of shame and guilt

Concerns about privacy and confidentiality

Minimizing - from self or others (i.e. “It’s not that bad...”)

Fear of not being believed or nothing coming of a report

Victim does not recognize their experience as IPV

Lack of trust in institutions or experiences of institutional betrayal

No or limited support system

Concerns about impact on immigration status

The relationship spectrum

All relationships exist on a spectrum from healthy to abusive, with unhealthy somewhere in the middle.



Healthy relationships are based on equality & respect

You make decisions together and can openly discuss whatever you're dealing with, like relationship problems and sexual choices. You enjoy spending time together but can be happy apart.

- respect
- good communication
- trust
- honest
- equality



Unhealthy relationships are based on attempts to control the other person

One person tries to make most of the decisions. He or she may pressure their partner about sex or refuse to see how their actions can hurt. In an unhealthy relationship, you feel like you should only spend time with your partner.

- breaks in communication
- pressure
- dishonesty
- struggles for control
- inconsiderate behavior



Abusive relationships are based on an imbalance of power & control

One person is making all the decisions—about sexual choices, friend groups, boundaries, even what's true and what's not. You spend all of your time together and feel like you can't talk to other people, especially about what's really happening in your relationship.

- accusations
- blame shifting
- isolation pressure
- manipulation

Abusive versus unhealthy relationships

“Abuse is about an imbalance of power and control. In an unhealthy or abusive relationship, there may be unhealthy behaviors from both/all partners in response to the abuse, but in an abusive relationship, one person tends to have more control than the other.” (thehotline.org)



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What about “Mutual Abuse” ?

“Some people, especially partners who are abusive, use this language to manipulate or gaslight their partner into thinking the abuse is happening on both ends.” (thehotline.org)

Self-Defense:

Self-defense is not abuse, and identifying it as such can increase any fear you already feel in the situation. Everyone has the right to defend their safety, both emotionally and physically.

Blame-Shifting:

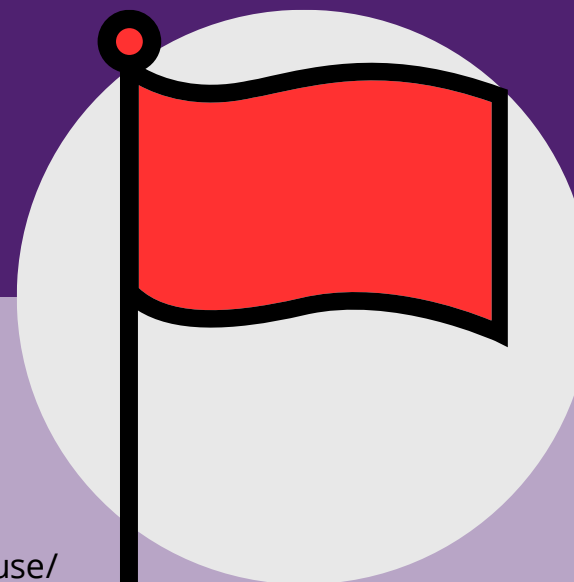
Believing you’re at fault helps the abusive partner continue to have control and often leaves you feeling as if you’re the one who needs to make changes.

Willingness to Change:

Admitting to unhealthy or abusive behavior, committing to stop, reaching out for help and asking about the process of change are things that abusive people rarely do.

Warning Signs of IPV

- Checking your phone, email, or social media accounts without your permission.
- Putting you down frequently, especially in front of others.
- Isolating you from friends or family (physically, financially, or emotionally).
- Extreme jealousy or insecurity.
- Explosive outbursts, temper, or mood swings.
- Any form of physical harm.
- Possessiveness or controlling behavior.
- Pressuring you or forcing you to have sex.

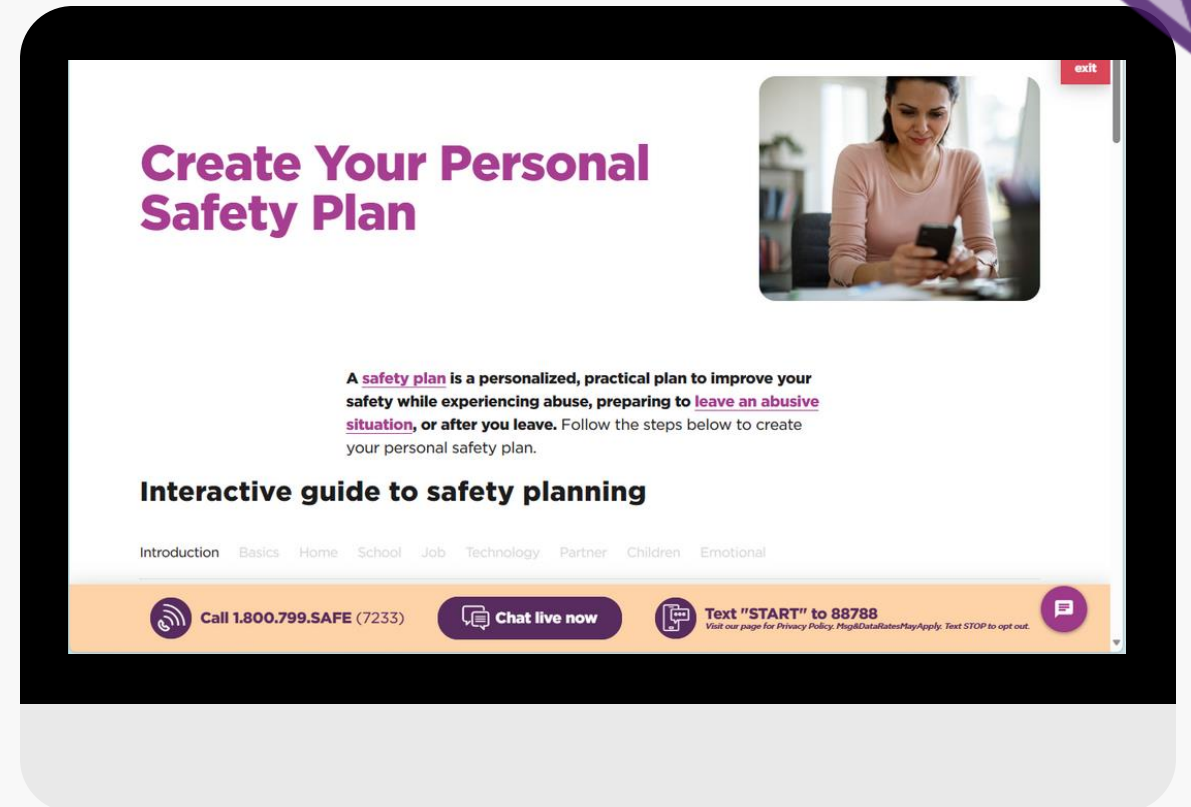


Considering Safety

Safety Plan: a set of actions that can help lower a person's risk of being hurt by their partner. It includes information specific to their life that helps them to consider and increase their safety at school, home, and other places they might go on a daily basis.

It is important to remember that while proactive safety planning can be a helpful step, abuse is always the responsibility of the person causing the harm.

The Hotline has an interactive safety planning tool available on their website that can help someone start to think through ways that they can promote their own safety and the safety of those around them.



Trauma-Informed Response



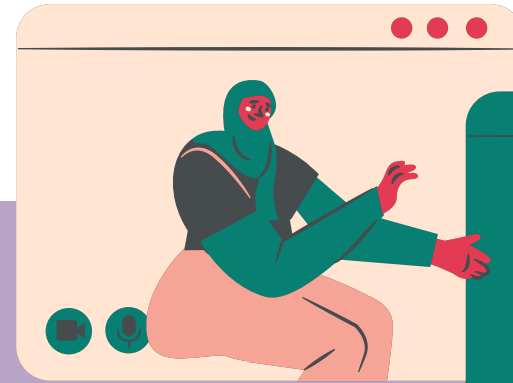
- Listen first
- Let them lead
- Be nonjudgemental
- Explore needs (safety, support)
- Explain why when asking sensitive questions
- Offer resources (& warm handoffs)
- Ask permission
- Give choices



- Do not make assumptions
 - Details of situation
 - Their reaction
 - If/how/when to seek support, report, etc.
- Do not label their experience
- Do not ask unnecessary questions
- Do not share your own experience
- Do not give your opinion on what they 'should do' or what you 'would do'

USEFUL PHRASES:

- “Thank you for sharing this with me. I know it isn’t easy to talk about.”
- “I’m here to support you no matter what you decide to do, if anything.”
- “We can discuss your options together if you’d like. Whether or not you pursue any of those options will be up to you.”
- “Would you like me to tell you about some resources that might be helpful to you?”
- “You can share with me as much or as little as you would like/feel comfortable.”
- “This does not have to be a one-time conversation.”



Active Listening Strategies



Non-verbal communication:

- Eye contact
- Nodding
- Facial expressions – display appropriate emotions for what the person is currently talking about / be mindful not to convey judgment
- Body posture – be open and relaxed, lean in slightly

Verbal following:

- Let the person determine the course of the conversation
- Try your best not to interrupt or change the subject
- Resist the temptation to give advice or share your own feelings or experiences
- Use paraphrasing
- It sounds like...
- Be mindful of open versus closed questions

Don't forget to take care of yourself too

- Be aware of your own feelings.
- Know and respect your own limits.
- Set compassionate boundaries.
- Reach out for support - social and professional.
- Practice self-care regularly.
- SHARE is also here for you!





CALL / TEXT



CHAT



EMAIL

Local IPV Resources

Umbrella Center for Domestic Violence

24/7 confidential hotline (203 736 9944) and provides services for individuals experiencing domestic violence and their children at two sites located in New Haven and Ansonia.

Hope Family Justice Center

Multi-disciplinary team of professionals who work together, under one roof, to provide free wraparound services and care to victims, survivors and thrivers of domestic violence.

cca | DV MEMBER ORGANIZATIONS
Connecticut Coalition Against Domestic Violence

Susan B. Anthony Project
SAFETY • HEALING • GROWTH

PRUDENCE CRANDALL CENTER
Empowering Healing & Hope since 1973

the network
working for a safer, free society

PROJECT SAGE
to end relationship violence

SAFE HAVEN
FOR WOMEN WITH BABIES

The Center
for Empowerment and Education
formerly The Women's Center of Greater Danbury

DVCC
DOMESTIC VIOLENCE CENTER OF CONNECTICUT

ywca greenwich
40th Anniversary 2012-2022
Hotline: 203.622.2002

The Center for Family Justice
Hope. Support. Healing.

United Services, Inc.
Creating healthy communities

INTERVAL HOUSE
working to end domestic violence

Safe Futures

CHRYSLIS
DOMESTIC VIOLENCE SERVICES

NEW HORIZONS
DOMESTIC VIOLENCE SERVICES
A Necessary Community Health Initiative

CT's Domestic Violence Resource Hub
CTSafeConnect.org | 888.774.2900
Call • Text • Chat • Email • 24/7
Connect to Your Local Provider

National IPV Resources



Call **1.800.799.SAFE** (7233)



National Domestic Violence Hotline

Free, confidential 24/7 hotline (1-800-799-7233) as well as an online chat function

National Coalition Against Domestic Violence (NCADV)

Working to cultivate a national culture in which we are all safe, empowered and free from domestic violence. Their website has a number of helpful resources and webinars.



Love Is Respect

24/7 information, support, and advocacy to young people between the ages of 13 and 26, including free, confidential 24/7 hotline (1-866-331-9474) as well as an online chat function



SCENARIO #1:

Alex comes to you to report that they have information about a classmate that appears to be in a coercive and violent relationship with another student. Alex reported that they had taken pictures of bruises they saw on their classmate's arms and legs without their classmate's authorization and plan to go to the YPD and show the above mentioned pictures out of concern for their friend. Their story is also eliciting memories of a very personal experience from your youth related to IPV.

1. What are the potential impacts of what's happening in this scenario?

2. What dynamics are at play that might affect how you would respond?

3. How might you respond in this situation?

Questions? Comments?
Concerns?



203-432-2000
(24/7)



sharecenter
@yale.edu



Yale Health
55 Lock St., LL

SCENARIO #2:

Riley and Casey are two graduate students who participate in a student organization together. They went on a few dates earlier this year but have stopped seeing each other. Casey seems to regularly seek out Riley, including dropping by their department to see if Riley is working. One day, you see Riley leaving the building and notice Casey waiting at the door. Riley looks surprised and upset.

1. What are the potential impacts of what's happening in this scenario?

2. What dynamics are at play that might affect how you would respond?

3. How might you respond in this situation?

Clery Act Compliance and Campus Security Authorities (CSAs)

Fall 2023

Caroline Hendel, Deputy General Counsel

**Lisa Skelly Byrnes, Director of Compliance
and Crime Analysis, Yale Police Department**

WHAT IS THE CLERY ACT?

- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act amends the Higher Education Act of 1965 and is codified at 20 U.S.C. § 1092, with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46. Enacted in 1990 and amended 6 times.
- Think of the Clery Act as a consumer protection law that aims to provide transparency around campus crime policy and statistics.

PENALTY FOR NON-COMPLIANCE

- Fines of up to \$67,544.00 per violation (as of February 2023).
- Damage to institutional reputation.
- Loss of federal funding
- Use as a cautionary tale for other institutions.

Clery Requirements:

- **Disclose, collect, classify and count crime reports and statistics.**
- **Issue Crime Alerts** - timely warning for any Clery Act-specified crime that represents an ongoing threat to the safety of students or employees.
- **Issue Emergency Notifications** upon confirmation of significant emergency or dangerous situation involving immediate threat to health or safety.
- **Publish Annual Security Report (ASR).**
- **Submit Crime Statistics** to Department of Education.
- **Maintain a publicly available daily crime log.**
- **Implement missing student notification procedures and other policies.**
- **Maintain Fire Safety information** - including fire log, annual fire report with statistics and policy statements.

How does that impact your role and responsibilities?

Although we encourage members of the Yale Community to report all crimes to the Yale University Police Department, we know they do not always do so. Students, staff and faculty may report these incidents to other individuals on campus and these individuals are likely to be **Campus Security Authorities (CSAs)**. Think of CSAs as mandatory reporters of criminal offenses that were brought to their attention or that they personally observed. These criminal acts must be reported to the Yale University Police Department (YUPD) even if the individual involved does not want to file a formal complaint. The reporting is included in the Annual Security report (ASR) if it is a Clery Act crime occurring on Clery defined geography.

If you have significant responsibility for student and campus activities or play a role in providing safety and security for students, you are a CSA. **As Title IX Coordinators or members of the UWC, you are considered CSAs.**

The reporting is done via the CSA website. <https://your.yale.edu/csa>. The site has additional resources, guides, and a training video. Each fall you will receive an email advising that you are a CSA and providing you information on what and how to report crimes. Each spring, you will be sent an email asking you to fill out a form confirming that all crimes reported to you were reported via the CSA form or that no crimes were reported to you.

Clery Crimes:

- Criminal Homicide to include: murder/non-negligent manslaughter and negligent manslaughter
- Sex Assault to include: rape, fondling, incest and statutory rape
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson
- Stalking
- Dating violence
- Domestic violence

Hate Crimes Based on the Offender's Bias of:

- Disability
- Ethnicity
- Gender
- Gender identity
- National origin
- Race
- Religion
- Sexual orientation

Involving a Clery crime or:

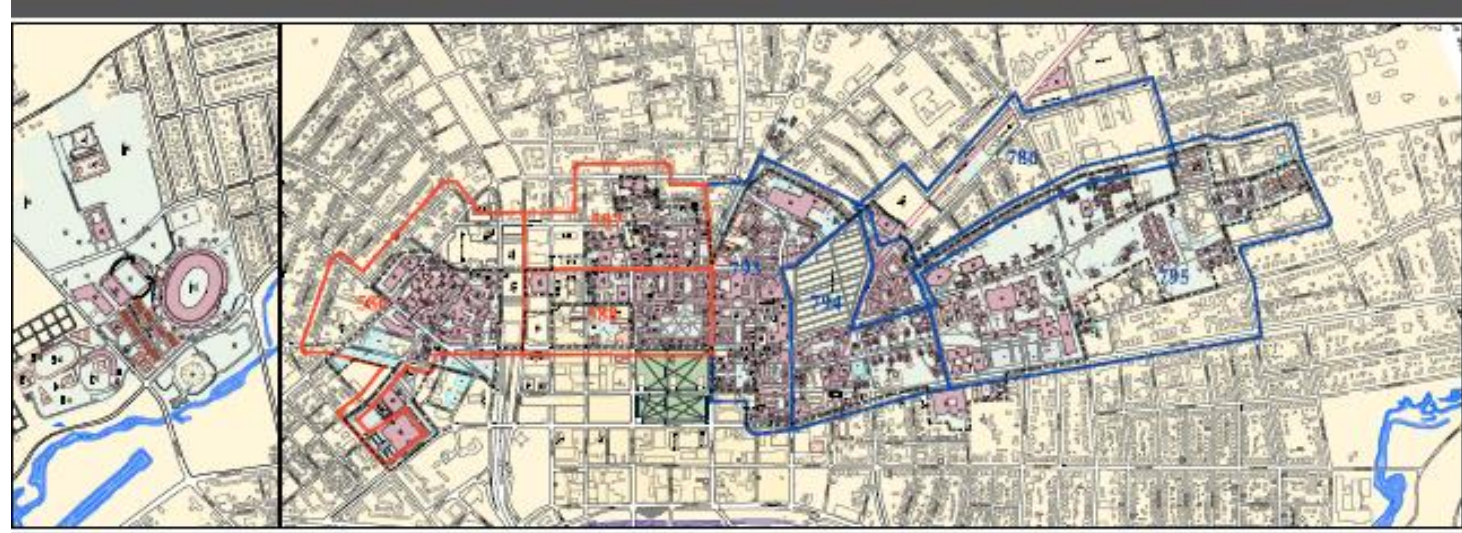
- **Larceny-theft**
- **Simple assault**
- **Intimidation**
- **Vandalism**

Do not investigate or take steps to ascertain the validity of the complaint-just report and call/email if you have questions. Please report the incident asap via the website: your.yale.edu/csa.

Location, Location, Location:

Clery is concerned with WHAT happened, WHEN did it happen and WHERE did it happen. Basics of Clery geography:

- On campus (location within our core campus- a defined area encompassing most of the academic and administrative buildings in New Haven).
- Campus residential (just as it sounds- student housing-residential colleges, grad housing).
- Non-campus (locations/sites owned or controlled by Yale that are not within the core campus. Yale Bowl, hotels used by students during Yale-sponsored trips/study abroad and leased clinical locations for educational purposes).
- Public property (sidewalks and streets within our core campus).
- West Campus is just West Campus.



Bottom Line- Don't worry about the geography terms or crime definitions- that is our job! You just should be aware/sensitized to the definitions. Just report and we will figure it out.

CSA Website

It's Your Yale

[CALENDARS](#) · [WORKDAY](#) · [NEWS](#) · [DIRECTORIES](#)[Home](#)[Work at Yale](#)[Administrative Services](#)[Policies & Procedures](#)[Research Support](#)[Community](#)

CSA

Campus Security Authority Resources

To access any CSA resource, you must first [log in here](#).

If you are unable to log in or have any questions pertaining to the CSA reporting, please contact us via the [webform](#) here. (You do not need to log in to do this.)

- [CSA Training Video](#)
- [CSA Quick Reference Guide](#)
- [To complete the CSA Annual Report Form OR to report a crime](#)
- [CSA Training Information](#)
- [CSA Crime Definitions](#)
- [Sexual Misconduct Response Tips and Resources](#)

For questions or concerns, please email safe@yale.edu.

CSA Online Reporting

It's Your Yale

CALENDARS · WORKDAY · NEWS · DIRECTORIES

Home · Work at Yale · Administrative Services · Policies & Procedures · Research Support · Community

CSA Annual Reporting

Campus Security Authority Annual Crime Statistic Report Form

(For Incidents NOT reported to Yale Police)

CSA REQUIRED INFORMATION

CSA OR REPORTING PERSON *

Lisa Skelly-Byrnes

DEPARTMENT *

ADMPOP Campus Police

NO CRIMES REPORTED

If no crimes were reported to you between January and December of 2023, please check the box below.

CHECK IF

APPLICABLE BY CHECKING THIS BOX, YOU ARE CONFIRMING NO CRIMES WERE REPORTED TO YOU DURING THE CALENDAR YEAR LISTED ABOVE.

<http://your.yale.edu/csa-annual-reporting>

CSA Online Reporting

Enter the information.

Provide a brief description
of the incident.

What happened, when
did it happen,
where did it happen.

There is a link to crime
definitions.

Crime/Incident Information

CSA NUMBER

PHONE NUMBER

TYPE OF CRIME

- None -

PLEASE ENTER THE DATE INFORMATION BASED ON YOUR SELECTION BELOW. *

SINGLE DAY

MULTIPLE DAYS

UNKNOWN

- None -
Murder/Non-Negligent Manslaughter
Negligent Manslaughter
Robbery
Aggravated Assault
Burglary
Motor Vehicle Theft
Arson
Domestic Violence
Dating Violence
Stalking
Weapon Law Violations
Drug Abuse Violations
Liquor Law Violations
Sex Offenses - Rape
Sex Offenses - Fondling
Sex Offenses - Incest
Sex Offenses - Statutory Rape
Larceny
Vandalism
Intimidation
Simple Assault
Other

CSA Reporting Form

BIAS INFORMATION

If a hate (bias) related crime was reported to you, please fill out the above section and then complete the following information about the type of bias involved in the crime.

TYPE OF BIAS

- None -
Race
Ethnicity
National Origin National Origin
Sexual Orientation
Religion
Gender
Gender Identity
Disability

Submission

Please Note: When you left-click Submit, you will be emailed a copy of your submission. To avoid problems receiving this email, please add csa.reporting@yale.edu to your safe senders list.

Emergency notifications and Timely Warnings

- Known as Yale Alerts and Messages From The Chief
- OEM handles Yale Alerts (Emergency Notifications)
- YUPD handles Messages From The Chief (Timely Warnings)
- We have a third option- a Public Safety Advisory or PSA to cover instances when the incident does not fall into the Emergency Notification or Timely Warning parameters BUT it is in the best interest for public safety to send a message (e.g. Anton Sovetov missing staff member)
- Regulatory guidance for when the notifications and warnings are issued.
- DOE reviews media reporting and will check to see if an alert or warning was sent for particular incidents

Clery Contacts:

Lisa Skelly Byrnes

Director of Compliance and Strategic Initiatives

Yale University Police Department

Desk: (203) 432-1851

Cell: (203) 671-0661

Email: lisa.skelly-byrnes@yale.edu

Vanessa Schenking

Crime and Compliance Analyst

Yale University Police Department

Desk: (203) 432-4409

Cell: (475) 441-2703

Email: vanessa.schenking@yale.edu

A blue-tinted aerial photograph of a city, likely Philadelphia, featuring a large Gothic cathedral on the left and a prominent domed building in the center. The word "Lunch" is overlaid in white, bold, sans-serif font in the middle of the image.

Lunch



Gender, Sexuality, and Sexual Misconduct

An LGBTQ Cultural Competency Primer

Yale *Office of LGBTQ Resources*

Agenda

- LGBTQ Identity Development & Relationships
- Local and National Climate and Landscapes
- LGBTQ Community and Sexual Violence
- Title IX Considerations for the LGBTQ Community
- Best Practices
- Q&A

Objective:

To equip Title IX officers, investigators, hearing officers, and support personnel with LGBTQ cultural competency related to sexual misconduct

LGBTQ Identity Development & Relationships



Lesbian, Gay, Bisexual, Transgender, Queer or Questioning

Download Glossary



 **SCAN ME**



SOGIE Variables

- **Gender** - a social construct used within culture for classification of people or roles
- **Gender Identity**- a person's internal sense of self (man, woman, nonbinary, other genders)
- **Expression**- a physical manifestation or performance of a person's gender identity (clothing, hairstyles, mannerisms)
- **Sexual Orientation**- enduring emotional, romantic, sexual or affectional attraction or non attraction. Can be fluid and people use a variety of labels


Identity Formation



Socialization

- **Communities of Origin**
- **Navigating Cisgender, Heteronormative Environments**
- **Media Consumption**
- **National Sociopolitical Climate**
- **Homosocialization**
 - Relationships
 - Consent and Boundaries





LGBTQ Identities & Sexual Violence

LGBTQ Community & Sexual Violence

- **1** out of **10** LGBTQ survivors of IPV has experienced sexual assault from those partners
- **44%** of lesbians and **61%** of bisexual women experience rape, physical violence, or stalking by an intimate partner, compared to 35% of straight women
- **26%** of gay men and **37%** of bisexual men experience rape, physical violence, or stalking by an intimate partner, compared to 29% of straight men
- **46%** of bisexual women have been raped, compared to 17 % of straight women and 13% of lesbians
- **22%** of bisexual women have been raped by an intimate partner, compared to 9% of straight women
- **40%** of gay men and **47%** of bisexual men have experienced sexual violence other than rape, compared to 21% of straight men



LGBTQ Community & Sexual Violence

- The 2015 U.S. Transgender Survey found that **47%** of transgender people and bisexual women are sexually assaulted at some point in their lifetime.
- Among people of color, American Indian (**65%**), multiracial (**59%**), Middle Eastern (**58%**) and Black (**53%**) respondents were most likely to have been sexually assaulted in their lifetime
- Nearly half (**48%**) of bisexual women who are rape survivors experienced their first rape between ages 11 and 17.



Barriers to Reporting

LGBTQ community members face all the same barriers to reporting (fears of not being believed, being blamed and/or shamed, fear of retaliation, etc) AND:

- Disbelief that sexual violence affects LGBTQ people*
- Worries when one is not out yet or being uncomfortable at their particular stage of identity development
- Lack of Support (or even outright blame and/or shame), especially from some faith communities
- Fear of denial of services based on their sexual orientation, gender identity, or expression



Title IX Considerations

Title IX Considerations for the LGBTQ Community

- Title IX prohibits sex-based discrimination, which includes discrimination against LGBTQ+ individuals (based on their sexual orientation, gender identity and/or gender expression)
- It covers transgender and gender non-conforming students including their chosen name, pronouns, and gender identity and that they have access to facilities and activities consistent with their gender identity. Schools should avoid using trans student's birthnames
- Deliberate misgendering (using the wrong pronouns) can contribute to a hostile environment or be considered harassment
- Schools should maintain the privacy of LGBTQ students' private or sensitive information and avoid disclosing this without consent

OCR Resources



Local & National Climate and Landscapes

- While the interpretation of Title IX may evolve, federal guidance has recognized that discrimination against LGBTQ students is a form of sex-based discrimination.
- It's essential to stay informed about changes in legal interpretations and policies at both the federal and state levels.
- Nearly 500 anti-LGBTQ Bills have been introduced across the United States in 2023.
- The Equality Act would expand federal civil rights laws to protect LGBTQ people from discrimination and currently has broad public support but has failed to advance in Congress.



Best Practices

Suspending Assumptions & Recognizing Bias

- Your Positionality and Challenging Assumptions
 - It is always best to meet the individual where they are
 - Reflect the language they use
- Practice Cultural Sensitivity
- Explore Implicit Biases You May Hold



Coming Out / Disclosure

- The process in which an individual
 - Accepts and identifies with their gender identity and/or sexual orientation
 - Shares their identity willingly with others
- Though talked about as a one-time event, for most people it is a series of decisions (sometimes daily) of navigating spaces.
- People may be “out” in some spaces and “in” in others
- A decision to come out is one of safety, comfort, trust, & readiness.
- It is dangerous, unhealthy, and unhelpful to force someone to come out or to “out” someone, regardless of your intentions.



Misgendering & Pronouns

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listen to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself / Zirself	Ze is speaking. I listened to hir. The backpack is zirs.



Pronouns Matter

Samuel Neil Byrd, MTS MED NCC | any pronouns
Director, [Office of LGBTQ Resources](#)
Yale University
135 Prospect Street,
New Haven, CT 06511
Email: samuel.byrd@yale.edu
Phone: (203) 432-0309
[Schedule an Appointment](#)

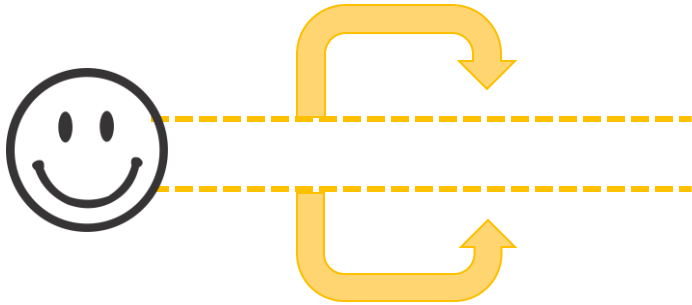


“Hi, I’m Sam and I use any pronouns.”

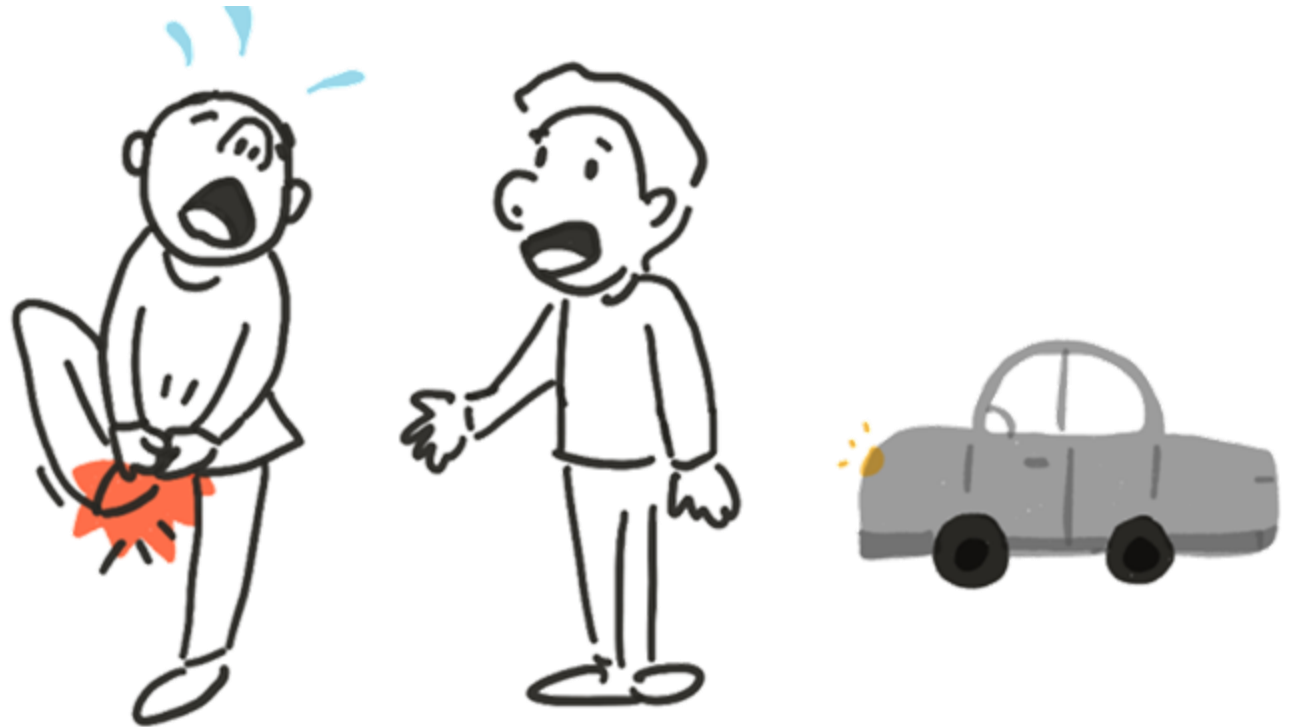


Navigating Mistakes

We judge ourselves by our **intentions**.



We judge others by their **impact**.



I DIDN'T MEAN TO RUN OVER YOUR FOOT...
I'M A GOOD DRIVER!

...

Inclusive Language

INSTEAD OF USING:	TRY WRITING:
GUYS (FOR A MIXED GROUP)	EVERYONE, FOLKS
GIRLS (FOR ADULTS), FEMALES	WOMEN
LADIES AND GENTLEMEN, MEN AND WOMEN	EVERYONE, FRIENDS, COLLEAGUES
SHE/HE	THEY (UNLESS PRONOUN KNOWN)
MINORITIES	PEOPLE OF COLOR, MARGINALIZED, OR UNDERREPRESENTED GROUPS
ELDERLY PEOPLE	OLDER ADULTS, ADULTS
CHAIRMAN (AND OTHER GENDER-BIASED TITLES)	CHAIRPERSON
POWWOW	MEETING, GET TOGETHER
NORMAL(WHEN REFERRING TO SEXUAL IDENTITY)	CISGENDER
TRANSGENDER (AS A NOUN)	TRANSGENDER PERSON
STRAIGHT	NON-LGBTQ
HOMOSEXUAL	LESBIAN OR GAY PERSON
LIFESTYLE, PREFERENCE (NOT REFERRING TO HOBBIES AND INTERESTS)	ORIENTATION, IDENTITY

Download Guide



Q&A

Additional Resources

- Office for Civil Rights – Resources for LGBTQI+ Students
- US Department of Education Toolkit (June 2023)
- National Coalition of Anti-Violence Programs
- National Sexual Assault Hotline
- National Domestic Violence Hotline
- The Trevor Project
- LGBTQ National Help Center
- Love is Respect Hotline
- The Network La Red
- Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling
- FORGE
- RAINN





Title IX/UWC Professional Development Training University-Wide Committee on Sexual Misconduct (UWC)

Judith Krauss and Anita-Sharif-Hyder

September 22, 2023



Yale's Sexual Misconduct Policy Statement

Yale University prohibits all forms of sexual misconduct. Yale aims to eradicate sexual misconduct through education, training, clear definitions and policies, and serious consequences for policy violations.

Yale's Sexual Misconduct Definitions*

Sexual Misconduct incorporates a range of behaviors, including:

- sexual assault
- sexual harassment
- intimate partner violence
- stalking
- violations of the teacher-student consensual relations policy
- any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person

** Section 5 of the UWC Procedures*

Title IX Sexual Misconduct Definitions*

Federal regulations for the implementation of Title IX of the Education Amendments of 1972 provide detailed rules for addressing formal complaints of some types of sexual misconduct. Sexual misconduct covered by these regulations is referred to at Yale as “Title IX sexual misconduct.”

- Sexual assault
- Sexual harassment
- Dating violence
- Domestic violence
- Stalking

**Section 4 of the UWC Procedures*



What Is the UWC?

- Central body that hears formal complaints of sexual misconduct against students, faculty, and some staff.
- Formal process has distinct parts: Investigation, Hearing, Decision, and Appeal.
- UWC membership is comprised of faculty, senior administrators, and G&P students who receive annual training on relevant topics.

Informational Meetings with Parties

- Receive referrals from TIX Office, SHARE, YPD and other campus partners
- Answer questions and review stages of the formal process, including Alternative Resolution options
- No expectation or request to know names or share specifics of incident(s) at this stage
- Review campus support resources
- Provide links or copies of:
 - UWC Procedures
 - Statement on Confidentiality of UWC Documents
 - Sexual Misconduct Policy and Definitions
 - UWC Advisor bios
- Available for follow-up questions by phone, email or in-person

Features of the Process

- Length of time
- Written complaint
- Jurisdiction
- Advisors
- No-contact orders
- Confidentiality
- Section 4 vs. Section 5 Procedures
- Section 2 Alternative Resolution*

Stages of the Process

- ❖ Complaint and Charge
- ❖ Investigation
- ❖ Hearing and Decision
- ❖ Appeals

Initiating a Formal Complaint

- ❖ Signed written complaint
- ❖ Jurisdiction
- ❖ Notice to the responding party
- ❖ Appointment of investigator
- ❖ Advisors
- ❖ No-contact order during the pendency of the UWC process

Investigation

- ❖ External investigators
- ❖ Interview parties and witnesses
- ❖ Gather documents and other evidence
- ❖ Prepare written investigation report for hearing panels and parties

Hearing and Decision

- ❖ Hearing panel: hearing officer and three UWC members
- ❖ Interviews of parties and witnesses
- ❖ Preponderance of the evidence standard
- ❖ Decision report
 - Findings of fact
 - Rationale and conclusions
 - Sanction, if applicable

Appeals

Grounds for appeal:

- Procedural irregularity that affected the outcome
- New evidence not reasonably available
- Conflict of interest or bias

UWC Outcomes

- No Finding
- Reprimand
- Probation
- Suspension
- Expulsion / Termination

Other potential requirements include:

- No-contact order
- Training
- Restrictions
- Limits on supervision, leadership, etc.

Questions?

Judith.krauss@yale.edu

anita.sharif-hyder@yale.edu

uwc.yale.edu



The image is a blue-tinted aerial photograph of a city. On the left side, there is a large, ornate Gothic-style cathedral with multiple spires. In the center-right, there is a prominent building with a large dome and classical architectural features. The rest of the city is filled with various residential and commercial buildings. In the background, there are rolling hills covered in dense trees. The word "Break" is written in a large, white, sans-serif font across the middle of the image.

Break

UWC Alternative Resolution Options


TIX / UWC Professional Development Day

Aley Menon

September 22, 2023



In this session...

- ❖ What are Restorative Practices?
 - ❖ Why offer Alternative Resolutions?
 - ❖ UWC AR Process
 - Core features
 - Pathways
 - Restorative Questions
 - Meaningful Accountability
 - Alternative Resolution Agreements
 - ❖ Questions?
- 

What are restorative practices?

A range of strategies and tools
to strengthen and repair relationships
and build community.



Questions

Traditional

- What rule or law or policy has been violated?
- Who violated it?
- What should the punishment be?

Restorative

- Who was harmed and in what ways?
- What is the impact of the harm?
- What can be done to repair the harm?
- Whose responsibility is it to undertake the repair?
- What can be done to rebuild trust?

Three Tiers of Campus Restorative Practice

Tier I – Building and strengthening relationships

Tier II – Responding to conflict and harm

Tier III – Supporting re-entry

Three Tiers of Campus Restorative Practice

Tier I – Building and strengthening relationships

Tier II – Responding to conflict and harm

Tier III – Supporting re-entry

DOE Discussion of Informal Resolution

Potential Benefits of Informal Resolution

- Encourages reporting
- Shortens time frames
- Enhances party control over outcomes
- Offers customizable remedies
- Increases compliance with outcomes
- Potential for learning and changing future behavior

What are harmed parties seeking?

Options to Pursue Alternative Resolutions (AR) of Sexual Misconduct Allegations

Section 2 of the UWC Procedures

- Parties must voluntarily consent in writing to participate in AR.

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- University must agree AR is appropriate to the circumstances of the case.

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Section 2 of the UWC Procedures

- Parties must voluntarily consent in writing to participate in AR.
- University must agree AR is appropriate to the circumstances of the case.
- At any point prior to reaching a signed AR agreement, any party may withdraw from the AR process and resume or initiate a formal complaint process.

Options to Pursue Alternative Resolutions (AR) of Sexual Misconduct Allegations

Section 2 of the UWC Procedures

- Parties must voluntarily consent in writing to participate in AR.
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- If an AR process is initiated but not completed, records of the process ordinarily will be destroyed.

Options to Pursue Alternative Resolutions (AR) of Sexual Misconduct Allegations

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- If an AR process is initiated but not completed, records of the process ordinarily will be destroyed.
- No documents or statements made in the AR process may be used in a subsequent formal complaint proceeding about the same allegations.

Options to Pursue Alternative Resolutions (AR) of Sexual Misconduct Allegations

Section 2 of the UWC Procedures

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- If an AR process is initiated but not completed, records of the process ordinarily will be destroyed.
- No documents or statements made in the AR process may be used in a subsequent formal complaint proceeding about the same allegations.
- AR is not available when:
 - Allegations are brought by or on behalf of students against Yale employees, including faculty.

Options to Pursue Alternative Resolutions (AR) of Sexual Misconduct Allegations

Section 2 of the UWC Procedures

- Parties must voluntarily consent in writing to participate in AR.
- University must agree AR is appropriate to the circumstances of the case.
- At any point prior to reaching a signed AR agreement, any party may withdraw from the AR process and resume or initiate a formal complaint process.
- If an AR process is initiated but not completed, records of the process ordinarily will be destroyed.
- No documents or statements made in the AR process may be used in a subsequent formal complaint proceeding about the same allegations.
- AR not available when:
 - Allegations are brought by or on behalf of students against Yale employees, including faculty.
 - Absent exceptional circumstances, in cases of behavior, which, if proven, would indicate the responding party presents a danger to the safety of the Yale community.

UWC AR: Key Steps

- Informational meeting with UWC Secretary
- Formal complaint*
- University determination of suitability for AR
- Notice of allegation(s)* or notice of request for AR to responding party
- Written description of AR process to parties
- Voluntary agreement by parties in writing to AR
- Preparatory meetings with facilitator
- Alternative Resolution (i.e., Shuttle Dialogue, Facilitated Dialogue, Restorative Circle)

**TIX Sexual Misconduct*

UWC Alternative Resolution Options

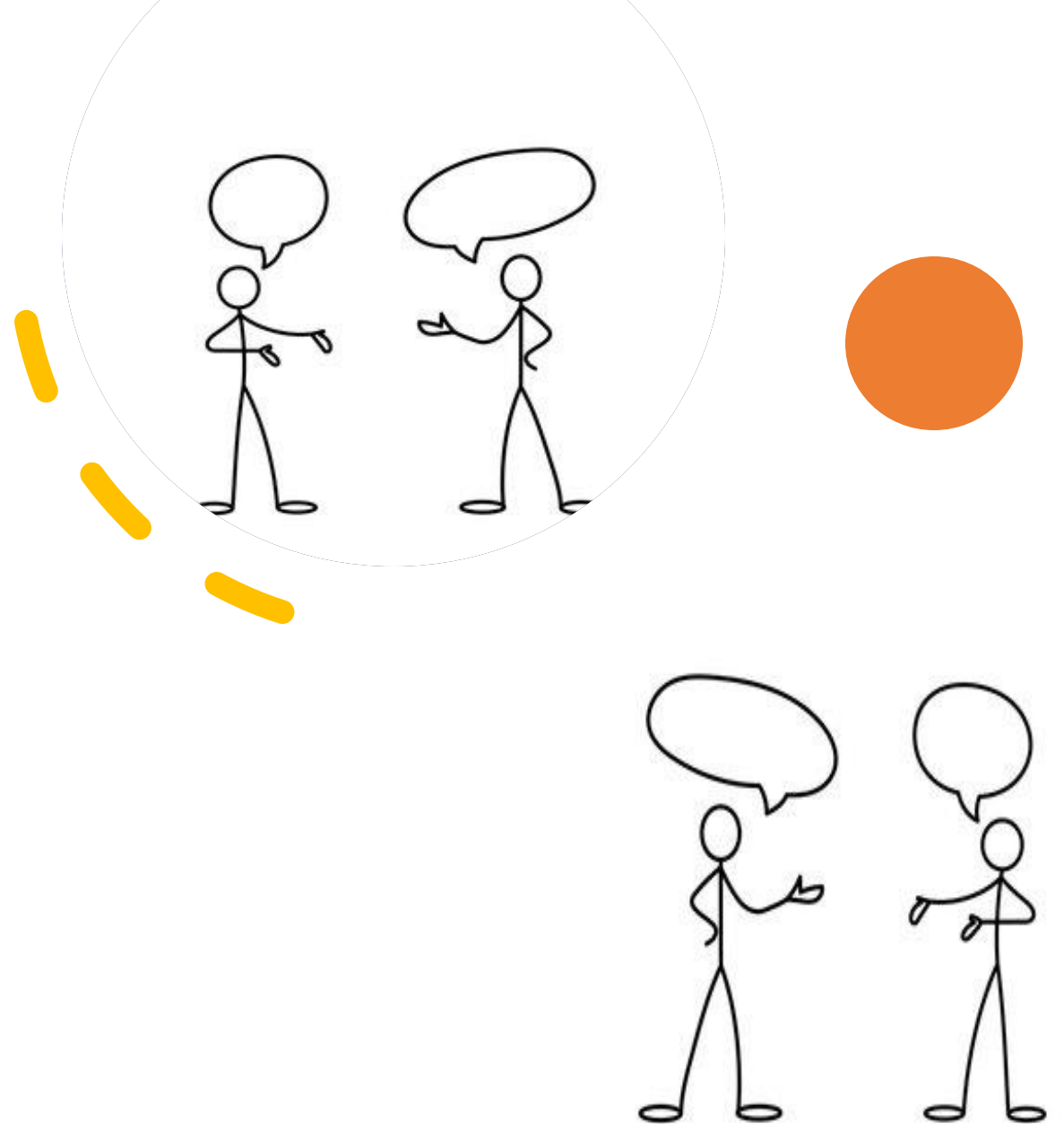
- ❖ Shuttle Dialogue
- ❖ Facilitated Dialogue
- ❖ Restorative Circle

Shuttle Dialogue

An indirect conversation between parties, facilitated by a trained third party.

Parties privately share their thoughts, feelings, experiences and perspectives about the harm with the facilitator.

The facilitator relays reflections, queries and responses between the parties and suggests ways to move the conversation forward.



Facilitated Dialogue

A face-to-face conversation between two or more parties guided by a trained facilitator.

Parties discuss issues of mutual concern and seek to understand one another's opinions and beliefs about a situation.

Written agreements are not a goal but may be reached as part of a facilitated dialogue.



Restorative Circle

The Circle Process includes:

- Opening and closing
- Land acknowledgement
- Clear guidelines established by the participants
- Guiding questions
- Decision making by consensus



Sample Restorative Questions for the Person Harmed

What happened?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What's been the hardest part of this for you?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What's been the hardest part of this for you?

What would you like to tell the person responsible? What do you want them to understand?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What's been the hardest part of this for you?

What would you like to tell the person responsible? What do you want them to understand?

What questions do you want them to answer?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What's been the hardest part of this for you?

What would you like to tell the person responsible? What do you want them to understand?

What questions do you want them to answer?

What do you think needs to happen to make things right?

Sample Restorative Questions for the Person Harmed

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What's been the hardest part of this for you?

What would you like to tell the person responsible? What do you want them to understand?

What questions do you want them to answer?

What do you think needs to happen to make things right?

What has not been asked or said that might help move this process forward?

Sample Restorative Questions for the Person Who Caused Harm

What happened?

Sample Restorative Questions for the Person Who Caused Harm

What happened?

What were you thinking at the time? What were you feeling?

Sample Restorative Questions for the Person Who Caused Harm

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

Sample Restorative Questions for the Person Who Caused Harm

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

=

Sample Restorative Questions for the Person Who Caused Harm

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What would you like to tell the person harmed?

Sample Restorative Questions for the Person Who Caused Harm

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What would you like to tell the person harmed?

What do you think needs to happen to make things right?

Sample Restorative Questions for the Person Who Caused Harm

What happened?

What were you thinking at the time? What were you feeling?

What have you thought about since?

What impact has this had on you? On others?

What would you like to tell the person harmed?

What do you think needs to happen to make things right?

What has not been asked or said that might help move this process forward?

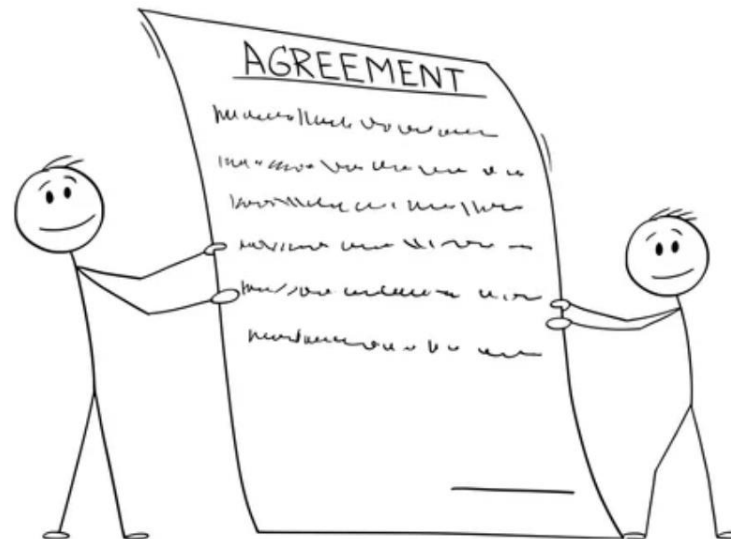
Meaningful Accountability:
How do we receive
feedback and make
amends?



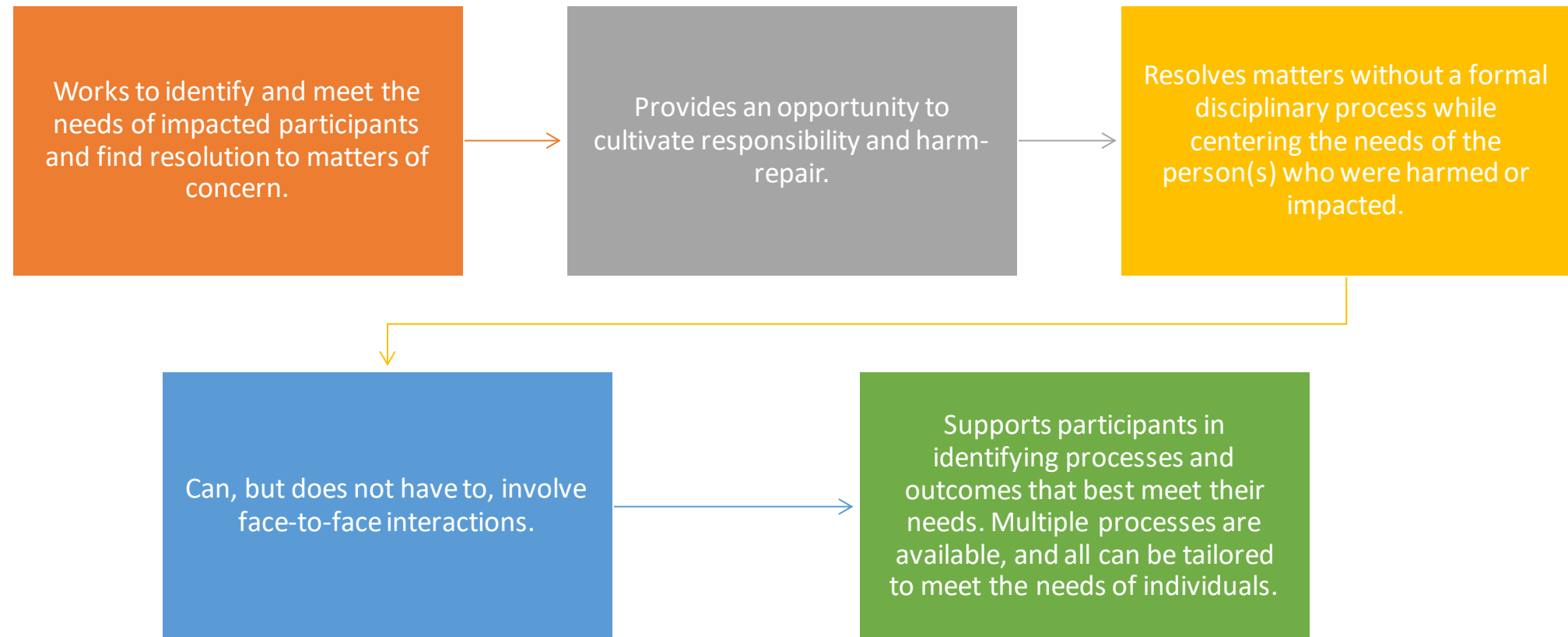
Barriers to meaningful accountability

Resolution Agreement

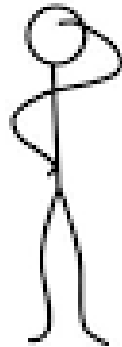
- Voluntary agreement as to how to move forward
- Terms are arrived at by consensus and approved by the facilitator
- Binding once signed by both parties
- Neither party may thereafter pursue a formal UWC resolution of the same matter



Core Features of AR



Questions?



SHARE Center Conduct Awareness Training Program: An Overview

Freda Grant, Ph. D.

Coordinator of Conduct Awareness Training and Prevention Education

A photograph of a lit lantern in a Gothic-style building at night. The lantern is illuminated, casting a warm glow. The background shows the intricate stone carvings and arches of the building.

Information Advocacy Support

SHARE IS HERE
TO SUPPORT
YOU...

- If you experience sexual misconduct (sexual assault, sexual harassment, intimate partner violence, and stalking)
 - * Recent or past experiences
- If you are supporting someone else who has experienced sexual misconduct
- If you observe/ witness sexual misconduct
- If you are confused about an experience and just want to talk
- **If you are concerned about your own behavior**

CONDUCT AWARENESS TRAINING

The SHARE Center's Active Psychoeducation/Conduct Awareness Training Program aims to provide educational information and opportunities for self-reflection in order to promote participants' understanding and empathy related to sexual misconduct behavior, including an examination of broader relationship patterns and dynamics.

CONDUCT AWARENESS PROGRAM

- Seven week evidenced-based psychoeducation program.
- Participants may be “self-referred” (i.e. voluntarily present for services on their own accord, possibly at the suggestion of a peer, staff member, etc.)
- Mandated participants are individuals who have been found responsible for a violation of Yale’s sexual misconduct policy by the University Wide Committee on Sexual Misconduct (UWC).
- The program sessions are based on the type of referral as well as the needs, engagement-level and responsiveness of the individual. The order, number and/or focus of sessions may change, particularly if the participant is self-referred.

Evidenced- based Intervention Models

SHARE's Active Psychoeducation/Conduct Awareness Training Program is informed by the STARRSA Program, Creative Interventions, and FVEP models, as well as relevant literature on campus sexual misconduct and transformative justice. With this robust theoretical foundation, we have reason to believe that the creation of this program will be beneficial not only to the participants, but to the campus culture and safety more broadly.

- The Science-Based Treatment, Accountability, and Risk Reduction for Sexual Assault (STARRSA) Program offers both Cognitive Behavioral Therapy (CBT) and Active Psychoeducation (AP) options to address both contact and non-contact sexual misconduct offenses, respectively, in order to reduce individual's risk for recidivism.
- Creative Interventions model is a community-based, transformative justice framework that aims to address gender-based harm at the grassroots level.
- Family Violence Education Program (FVEP) includes participation in a multi-session psychoeducational group that focuses on the impact of the violence on relationships and skill-building around alternatives to violence.

CONDUCT AWARENESS SESSIONS

- Session 1: Intro Session/ Rapport Building
- Session 2: Yale Policies and Identifying Types of Harm
- Session 3: Boundaries: Exploring Consent and Healthy Relationships
- Session 4: Impacts of Harm
- Session 5: Accountability
- Session 6: Safety Planning for the Future
- Session 7: Moving Forward



Conduct Awareness Program Session Overview and Objectives

Session 1: Introductory Session: Rapport Building and Engagement

- Ensure the participant understands the format of the Conduct Awareness Program and its expectations.
- Increase participant's understanding on the differences between the Conduct Awareness Program and University Mental Health supports
- CA program will present and explore general psychoeducational information about all types of sexual misconduct and provide a space for the participant to process and engage with the content presented.
- Connect the student with additional campus/community-based support (if needed).

Assessment: Is This Model Right for You?

Adapted from the
Creative Interventions Toolkit

The following boxes highlight some of the key points of the Conduct Awareness Program.

- Are you interested in and/or willing to identify and address harm that may have occurred by
- Seeking solutions among your friend network, campus community, organization, or within your intimate relationships?
- Thinking of at least one person who may be able to work with you to address the situation?
- Wanting to find a way to be responsible for harm that may have occurred (accountability) without giving them excuses (without colluding) and without denying the impact of the harm.
- Are willing to work together with others in your community.
- Are willing to work over a period of time to make sure solutions stick (last a long time).





Goal Setting Activity

Assist the participant with developing goals for the Conduct Awareness Program. Use the following questions to guide the process.

- What do you want?
- What do you not want?
- What are you looking to gain from the Conduct Awareness Program?
- What would you consider a success?

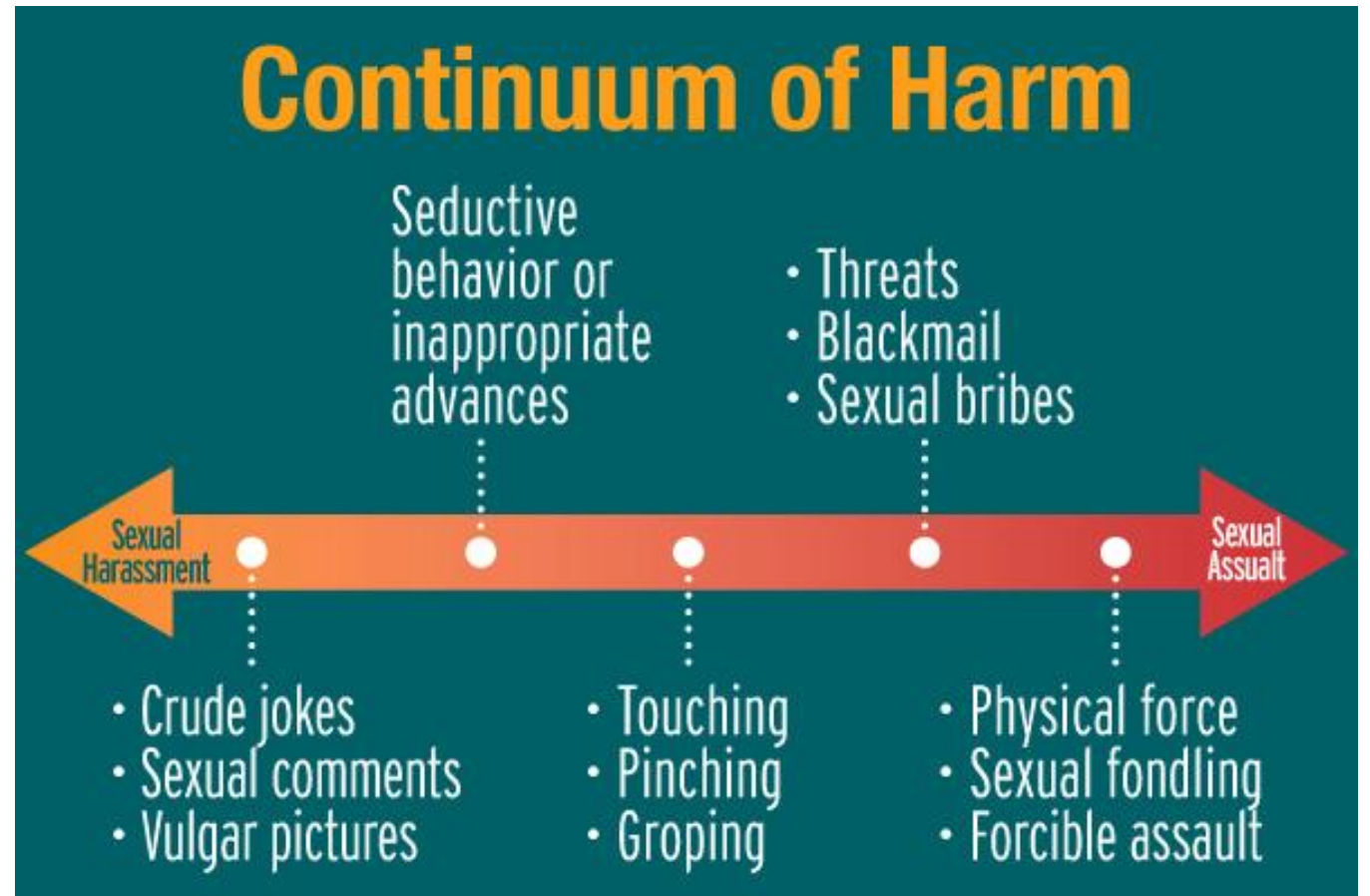
Session 2: Reviewing Yale Policies and Identifying Types of Harm in Relationships

Objectives

- Discuss and explore dynamics that underpin healthy vs. unhealthy relationships.
- Help participants understand and identify the six types of harm that can occur within relationships.
- Discuss and explore the participants' knowledge of and/or experiences with the six types of harm.

Continuum of Harm

*Source: The Berick's Women's Shelter



Session 3: Exploring Consent and Healthy Relationships

Objectives

- Understand the difference between healthy sexual behaviors and sexual misconduct by exploring the definition of consent.
- Increase understanding of sexual misconduct and its personal consequences.
- Increase understanding of attitudes and behaviors that contribute to sexual misconduct.
- Identify emotions/feelings that may contribute to sexual misconduct.

CONSENT IS...

Freely given

Reversible

Informed

Enthusiastic

Specific



*Source: Planned Parenthood

This image provides a more general overview of consent and the terminology used does not necessarily refer to how consent is defined in Yale University policy.

Session 4: Impacts of Harm

Objectives:

- Explore and establish shared understanding of events leading to participation in intervention.
- Introduce the continuum of harm. Have the participant identify any additional behaviors they exhibited.
- Explore the contextual factors that influence how someone experiences harmful actions.
- Assist the participant with defining the following terms: harm, impact, consequence.
- Help participants to understand the effects that this harm has had on self.

Session 5: Accountability

Objectives:

- Explore participant's perception of their role in the harm.
- Reflect upon how the harm has affected the other parties involved and/or the broader campus/community.
- Explore what accountability means to the participant.
- Help the participant gain acceptance of their own accountability and choice for their behaviors.



Staircase of Accountability

*Adapted from The Creative Interventions Toolkit

Session 6: Safety Planning for the Future

Objectives:

- Review gains made through participation in the program and examine how this new knowledge/perspective can be applied in the future.
- Identify how situations can increase the probability of sexual misconduct occurring.
- Develop and identify strategies for reducing risks of sexual misconduct.
- Assist participants in identifying campus/community-based resources for post-training support.

Safety Plan and Action Exercise

<i>This Safety Plan is for the Following Situation</i>	<i>This Safety Plan Covers the Time Period:</i>
<i>What are the risks and dangers? What can go wrong?</i>	<i>Who is Responsible for what part of the safety plan?</i>
<i>What can I do to stay safe?</i>	<i>What can I do to ensure I do not harm anyone?</i>
<i>Is there an emergency backup plan? If so, what should it involve?</i>	

Session 7: Moving Forward

Objectives:

- Define the term reintegration and how it applies to the participant's work in the CA Program.
- Explore how socialization may guide our views on gender roles, acceptable behaviors, and boundaries.
- Assist participants in identifying campus/community-based resources for post-training support.



PROGRAM EVALUATION/ ASSESSMENTS

- During the Summer of '23, an anonymous post-assessment survey was developed and distributed to past CA program participants.
- Former participants were asked to rate their previous and current understanding of the following: University Sexual Misconduct policy, consent, accountability, and risk reduction.
- To date, we have not collected enough data to make an adequate assessment. Program evaluation/assessments of the Conduct Awareness Program will remain an ongoing focus.

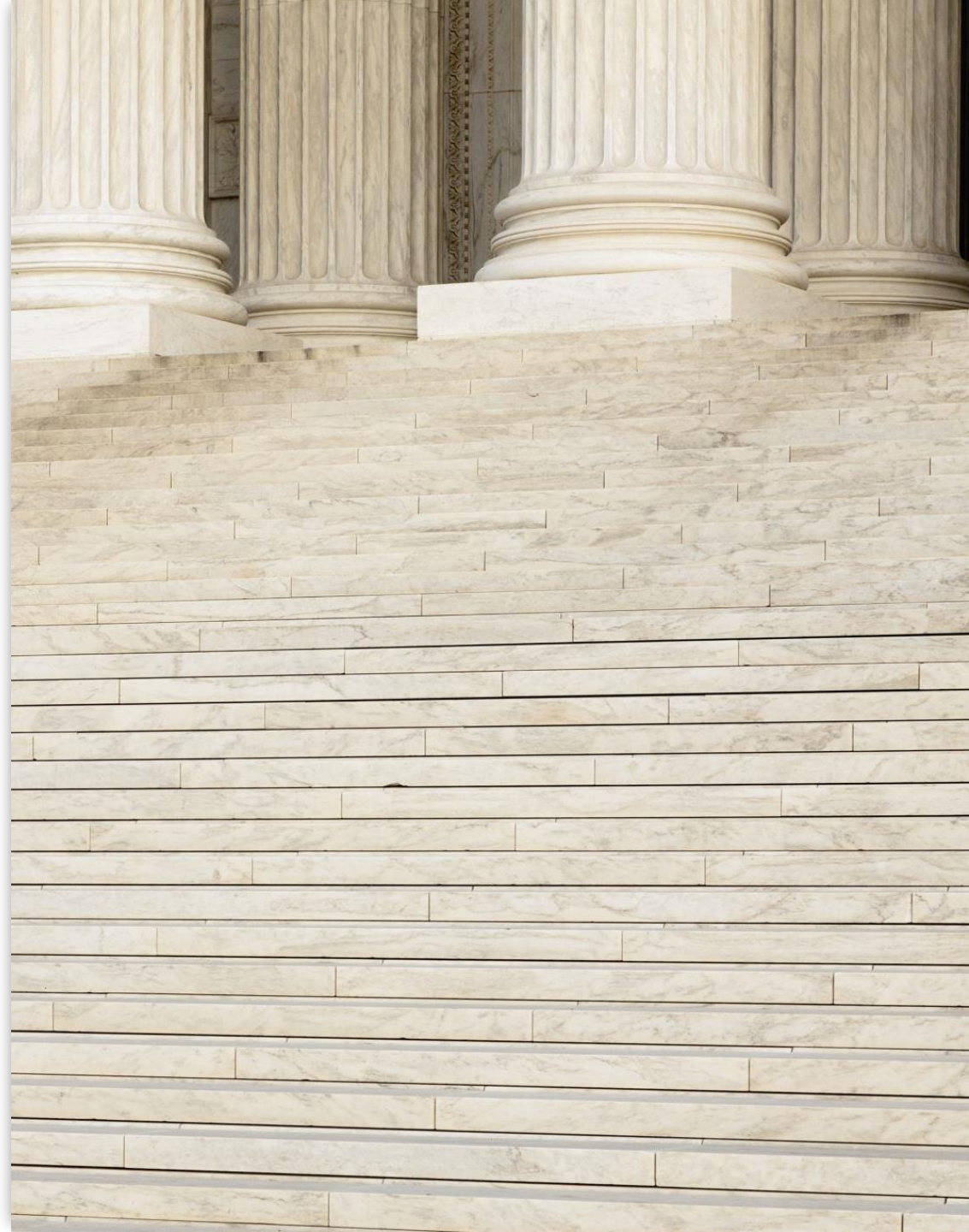
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Feedback Form

