

# Course Outline & Learning Objectives:

# Sexual Assault Prevention

# For Community Colleges

Topics	Module Description	Learning Objectives
<b>Module 1: Introduction</b>		
<ul style="list-style-type: none"> <li>Welcome Page</li> <li>About the Course</li> <li>Welcome Letter/Video</li> <li>Introduction</li> <li>Pre-course Survey &amp; Quiz</li> <li>Your Experience, Perspective, Decisions</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 that sexual violence/assault is everyone's responsibility; everyone can do something to intervene and stop it</li> <li>Understand the importance of learning about sexual assault, healthy relationships, and consent to help self/friend/peer and contribute to safe/supportive community</li> <li>Know that their institution prohibits sexual assault/sexual violence</li> </ul>
<b>Module 2: Values, Identities, &amp; Relationships</b>		
<ul style="list-style-type: none"> <li>Introduction</li> <li>Who Am I?</li> <li>My Identity</li> <li>My Values</li> <li>My Values Matter</li> <li>Title IX</li> <li>Policy Acknowledgement</li> <li>What does a Healthy Relationship Look like?</li> <li>What We Want: Healthy Relationships</li> <li>What Makes a "Good" Relationship</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 their personal identities, including their core values</li> <li>Describe how their identities and values influence how they view relationships and sexual violence</li> <li>Describe the key elements of healthy and unhealthy relationships</li> <li>Explain ways to be supportive to someone who is in an abusive relationship</li> <li>How to refer a friend to local or national resources</li> <li>Seek assistance if the learner is questioning if their relationships is abusive</li> <li>Understand that anyone can be the victim of abuse</li> </ul>
<b>Module 3: Gender Identities &amp; Stereotypes</b>		
<ul style="list-style-type: none"> <li>Understanding our Identities</li> <li>Our Identities Influence Our Perspective</li> <li>Gender and Stereotypes</li> <li>Gender Roles and Stereotypes</li> <li>Why are Gender Stereotypes Harmful?</li> <li>What Can You Do About Harmful Language</li> <li>Video: Diversity</li> <li>Section Summary</li> </ul>	<p>Learners can reflect on what gender stereotyping is and how it can contribute to harassment and gender violence. They will be exposed to strategies for bystander intervention and learn about laws in place to protect individuals from gender-based harassment.</p>	<ul style="list-style-type: none"> <li>Explain that sexual assault is a complex issue involving many sociocultural factors that shape individual attitudes, assumptions, and behaviors</li> <li>Describe how a person's various identities can impact how they think about and experience sexual violence</li> <li>Describe the impact of gender stereotypes on both male victims and non-binary individuals</li> <li>Describe how laws, such as Title IX are meant to protect individuals from gender-based harassment</li> </ul>

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## Topics

## Module Description

## Learning Objectives

### Module 4: Sexual Harassment & Stalking

- Introduction
- Sexual Harassment
- Responding to Harassment
- Walking Interrupted
- Problematic Proposition
- Stalking
- Making Friends
- Too Close for Comfort
- A Prank or a Problem
- State Law: Stalking

Learners will be able to define and recognize forms of harassment common to college environments, including stalking. Learners will review relevant state laws related to stalking and are introduced to strategies for responding to disclosures.

- Recognize different forms of sexual harassment in learning and workplace environments
- Understand the emotional impacts of harassing behaviors
- Recognize examples of stalking behavior that are common in a learning environment
- Know how to intervene in a situation where someone may be engaging in sexual harassment/stalking-types of behaviors
- Recognize that your school may be able to take action to support your safety

### Module 5: Consent, Coercion & Bystander Intervention

- Introduction
- Consent: Part of Healthy Communication
- Consent in Action
- Scenarios
- Coercion
- What does Coercion Look Like?
- Alcohol & Coercion
- State Law: Consent & Sexual Assault

This module presents an in-depth exploration of consent and coercion. Designed to enable learners to distinguish between two, the course explores what it means for an individual to clearly give consent. Learners will also explore bystander intervention strategies to identify when an intervention may be necessary and evaluate how to take action.

- Define consent and its importance in all relationships--including long-term relationships
- Identify when an individual is incapable of giving consent
- Describe ways to ask for consent and to get clarification if the presence of consent is unclear
- Define and give examples of coercion
- Describe the role than alcohol plays in consent and coercion
- Evaluate different ways to intervene and/or get help if you witness a situation where consent is not present
- Identify common barriers to action and how to overcome them
- Describe when to call on others, including emergency professionals to a situation

### Module 6: Reporting Options & Responsibilities

- Introduction
- Impact of Trauma
- How Identities May Impact Survivors
- International & Undocumented Survivors
- Responding to Survivors
- National Resources
- Video: Support
- State Law: Victim Protections
- Reporting

This module provides the learner with guidance on responding to disclosures using empathetic and active listening skills. It exposes the learner to the reporting process, and introduces the learner to local and national resources.

- Identify ways to respond when a friend discloses a sexual assault
- Help a survivor identify counseling and reporting services, if he or she chooses to use them
- Describe the options for reporting a sexual assault to school or police officials
- Describe what happens during the reporting process (school/institution responsibilities under Title IX, etc.)