SVSPO 2022-2023 Prevention Education Plan

Introduction

According to SFU’s *Sexual Violence and Misconduct Prevention, Education and Support Policy* (GP 44), the Sexual Violence Support & Prevention Office (SVSPO) is responsible for developing and implementing comprehensive sexual violence prevention programming for the SFU University Community, including undergraduate and graduate students, faculty, and staff, at the Burnaby, Surrey, Vancouver, and Great Northern Way campuses. The Policy indicates that all members of the University Community have a responsibility to:

- be knowledgeable about and to contribute to the reduction and prevention of sexual violence;
- be knowledgeable about how to appropriately respond to a disclosure of sexual violence; to treat survivors with compassion, dignity, and respect; and to inform survivors of the support services available through the SVSPO.

The SVSPO supports members of the University Community towards these outcomes by developing, facilitating, and coordinating comprehensive educational programming that equips them with the awareness, knowledge and skills to prevent sexual violence and to support survivors. All SFU Community Members are invited to participate in learning opportunities that address the following topics:

a) active bystander intervention;
b) consent, healthy relationships, and personal and professional boundaries;
c) responding to disclosures of sexual violence and supporting survivors;
d) understanding the root causes of sexual violence.

Each year, the SVSPO communicates its progress in meeting the University’s long-term sexual violence prevention education goals in SFU’s *Sexual Violence and Misconduct Policy Annual Report.*
The following document explains the methodologies and methods that the SVSPO uses to fulfill its educational mandate and outlines the goals, projects, and initiatives for the 2022-2023 academic year.

Definitions

The following section provides definitions for a number of key terms used in this document. The purpose of providing these definitions below is to provide a general understanding, rather than a comprehensive account of Canadian law and the University’s policy on sexual violence. This is by no means an exhaustive list of definitions.

Sexual violence is an umbrella term that encompasses a continuum of acts. Many aspects of sexual violence intersect. It means a sexual act or an act targeting a person’s sexuality, gender identity or gender expression that is committed, threatened or attempted against a person without the person’s Consent. Such behavior may or may not involve physical contact. It includes but is not limited to: sexual assault, sexual exploitation, sexual harassment, stalking, indecent exposure, voyeurism, stealthing, and the distribution of sexually explicit photographs or videos of a person without their Consent.

Consent means clear, ongoing and voluntary agreement to engage in sexual activities. Consent is informed, freely given, and actively communicated as demonstrated by words or conduct objectively assessed. For clarity, Consent:

a. is a freely given “yes”;
b. cannot be given by someone who is incapacitated, including for example a person who is asleep or unconscious;
c. can never be obtained through threats, coercion or other pressure tactics;
d. can be revoked at any time, regardless of whether other sexual activities or agreements have taken place;
e. cannot be obtained if someone abuses a position of trust, power or authority over another person; and
f. cannot be assumed from previous consent to the same or similar activities.

Gender-based violence is the use and abuse of control over another person and is perpetrated against someone based on their gender expression, gender identity, or perceived gender. Gender-based violence includes various forms of sexual violence as well as other forms of harm based on a person’s gender expression or identity or perceived gender, such as physical, emotional, psychological, or financial abuse, forced marriage, reproductive coercion, genital mutilation, human trafficking, or neglect (Khan et
al., 2019). While we recognize the interconnectedness between gender-based and sexual violence, the SVSPO is mandated by GP 44 to focus its education and support services on sexual violence.

**Sexual assault** is defined in the *Criminal Code of Canada*, sections 265(1) and (2), and 271-273. It is important to note that some of the definitions in this document refer to terms that are fully defined by the Criminal Code of Canada, which all members of the University Community are legally obligated to abide by.

**Sexual harassment** is unwelcome conduct of a sexual nature that detrimentally affects the working, learning or living environment for the person subjected to the harassment. Sexual harassment can include cat calling, repeatedly asking someone for a date when they have said no, sexual jokes, making sexual gestures or displaying sexually suggestive objects or pictures in a space or online without someone’s consent.

**Survivor** is an individual who identifies as someone who has experienced sexual violence. SFU recognizes that an individual may not wish to use the term Survivor and will respect an individual’s preferred term of self-identification.

People of all ages, genders and identities can experience sexual violence. Sexual violence can be perpetrated by students, faculty, staff or others, and an individual from any of these groups can be a Survivor of sexual violence. It is important to know that most people know the person who assaulted them. It can be someone the Survivor knows a little, such as a first date, or very well, such as a good friend or partner. Many people do not tell anyone of their experience or even realize that what they experienced was sexual violence until months or years later.

Please refer to the *Sexual Violence and Misconduct Prevention, Education and Support Policy* (GP 44) for a more detailed list of definitions, available online [https://www.sfu.ca/policies/gazette/general/gp44.html](https://www.sfu.ca/policies/gazette/general/gp44.html).

**Desired Outcomes**

The SVSPO’s educational programming is designed to support the University Community in meeting the following outcomes.

Our goal is to empower University Community members to be able to:
1. Identify and describe the key points of SFU’s *Sexual Violence and Misconduct Prevention, Education, and Support Policy* (GP 44), including the various services offered by the SVSPO and how to access them.

2. Respond appropriately and supportively to disclosures of sexual violence from other members of the University Community. This includes offering to help Survivors understand the different support and reporting options available to them.

3. Practice active bystander intervention safely and appropriately in situations that could result in sexual violence. This involves being able to identify situations that could lead to sexual violence and applying skills (such as the Four Ds: Direct, Distract, Delegate, and Delay) to intervene safely and effectively in these situations.

4. Engage in healthy, respectful and consensual personal and professional relationships within a diverse University Community, and to empower others to do the same.

5. Identify opportunities to create a culture of respect and care both at SFU and within the wider community; and to engage in efforts to dismantle rape culture and to address sexual violence at a variety of levels within a social-ecological framework.

In order for prevention and education strategies to be well-rounded and to create meaningful social change towards ending sexual violence, the SVSPO employs a variety of methods to engage all members of the University Community (students, faculty, and staff) in our programming.

**Framework**

The framework supporting SFU’s sexual violence prevention education is informed by a **social-ecological approach** to health promotion and sexual violence prevention (Banyard, V.L. 2014; Casey & Lindhorst, 2009; DeGue, S., 2014). Research on preventative programs regarding other issues — such as HIV transmission, bullying, drunk driving, and more — show that the most efficient way to creating lasting change is through a multilevel or “ecological” approach (Casey & Lindhorst, 2009). These theories recognize that there are a multitude of factors that reciprocally shape human behaviour. Casey and Lindhorst (2009) argue that “in particular, [...] developing peer and community-level intervention strategies that are offered in conjunction with approaches that address individual rape-related risk factors offers new opportunities for decreasing rates of sexual assault” (p. 92). This approach considers the factors beyond the individual to explore the multiple determinants within which the determinants of health exist (Public Health Agency of Canada, 2011). The application of this model to address sexual violence prevention education in higher education is well supported
(ACPA, 2015; EAB, 2015; ACHA, 2016). Approaching sexual violence prevention education through this lens acknowledges the complex roots of rape culture, social norms, power dynamics, and multiple forms of oppression while seeking to prevent individual instances of sexual violence. This approach works to create a culture free of sexual violence, one that encourages positive behaviours and community accountability. Strategies may include:

(Adapted from Casey & Lindhorst, 2009, McLeroy, Steckler, Bibeau, & Glanz, 1988 and CAMPUS Technical Assistance and Resource Project, 2018)
The education strategies within this approach require comprehensive education planning that is developmentally sequenced and integrated throughout the student, faculty and staff experience (ACPA, 2015). Research suggests that programming must be targeted to meet all audiences, students, staff and faculty, where they are in relation to their readiness for change (ACPA, 2015). EAB’s (2015) guide outlining effective approaches to sexual violence prevention programming highlights the importance of developmentally appropriate programming for all populations. For example, for undergraduate students, education may focus more specially on procedures and responsibilities, support services, as well as a basic introduction to other concepts. Programming later in a student’s experience can become progressively more comprehensive and in-depth with a focus on applying concepts, values and world views to their own behaviour and influence them to engage with social change. EAB (2015, p.6) further articulates that an effective pedagogical approach is one that includes content and delivery that is:

1. Sequenced developmentally,
2. Integrated throughout the learner’s experience,
3. Presented in varying formats,
4. Messaged consistently and tailored for specific communities, and
5. Inclusive of multiple and intersecting identities.

Guiding Principles

Educational initiatives supported by the SVSPO are informed by the following guiding principles. We aim to develop and facilitate educational programming that is:

- Trauma and violence-informed
- Survivor-centered
- Intersectional
- Culturally responsive
- Developed collaboratively with campus and community partners
- Accessible; guided by Universal Design Principles
- Evidence-based and supported by research; informed by best practices in the field of sexual violence prevention education
- Relevant and engaging; responsive to the needs of specific audiences
2022-2023 SVSPO Educational Programming

Key examples of SFU programming, outreach, partnerships, and initiatives for 2022-2023 include:

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<td>Consent Matters</td>
<td>Consent Matters Keynote</td>
<td><strong>Synchronous in-person or virtual workshops:</strong></td>
<td>Active Bystander Network (undergrad &amp; grad students)</td>
<td>SVSPO Advisory Panel</td>
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<td>(Sept 19-23)</td>
<td>December 6th Memorial (with WiE and the Faculty of Applied Sciences)</td>
<td>Professional Boundaries and Healthy Relationships (graduate students, faculty &amp; staff)</td>
<td>SVSPO Advisory Panel</td>
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<td>Active Bystander Intervention</td>
<td>Sexual Assault Awareness Month Keynote and other events and activities</td>
<td>Healthy Relationships and Boundaries (undergraduate students)</td>
<td>SAAM Advisory Committee</td>
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<td>(Oct 24-31)</td>
<td>Moose Hide Campaign Day Event (SFU institutional event)</td>
<td>Bystander Intervention Strategies</td>
<td>Dec 6th Planning Committee</td>
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<td>Sexual Assault</td>
<td>Monthly Dog Therapy (in partnership with HCS and Student Engagement)</td>
<td>Responding to Disclosures</td>
<td>Residence &amp; Housing</td>
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<td>Awareness Month</td>
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<td>SFU Health Peers</td>
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<td>SVSPO and ABN social media channels (Instagram and Facebook)</td>
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<td>SFSS Women’s Centre</td>
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<td>SVSPO website</td>
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<td>SFU Health &amp; Counselling/Health Promotion</td>
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<td>SVSPO brochures, business cards, sticky notes, and wallet cards</td>
<td>Sexual Violence and Misconduct Policy (GP44) workshop</td>
<td>Office of Student Support, Rights and Responsibilities</td>
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<td>SVSPO posters</td>
<td>Cyberconsent and Digital Boundaries</td>
<td>Fraser International College</td>
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<td><em>You Matter</em> and <em>My Healing Journey</em> self-care workbooks</td>
<td>How to Have Collaborative Conflict Conversations (with Human Rights Office)</td>
<td>Global Student Centre</td>
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<td>Responding to Disclosures Guide</td>
<td>Interrobang?! (game about healthy relationship and consent for students)</td>
<td>SFSS</td>
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<td>Safer Partying Toolkit</td>
<td><strong>Asynchronous virtual courses and modules:</strong></td>
<td>GSS</td>
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<td>Guide to Content Notes (with CEE and SLC)</td>
<td>SFU101</td>
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<td>Guide to BIPOC Sexual Violence Support Services (with ISC)</td>
<td>Safer Campuses for Everyone (online sexual violence non-credit course for students)</td>
<td>Human Rights Office</td>
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2022-2023 Priorities

Over the next academic year, the SVSPO will continue to engage in the development and execution of a long-term strategic plan for the University’s educational programming. This process will involve regular consultation with the members of the SVSPO Advisory Panel. In addition, the SVSPO will continue to work collaboratively with campus and community partners, including other Canadian post-secondary institutions, to build community capacity towards creating a culture of respect and care at SFU and beyond.
References and Resources


