SVSPO Prevention Education Plan

2020-2021

Introduction

The Sexual Violence Support & Prevention Office (SVSPO) is responsible for the development of a holistic and comprehensive University-wide approach to sexual violence and misconduct prevention spanning SFU's Vancouver, Burnaby and Surrey campuses along with community members based out of Great Northern Way. The SVSPO is committed to an evidence-based approach to prevention as outlined in this plan. Each year, the SVSPO clearly communicates its progress in meeting the University's long-term education goals in SFU's *Sexual Violence and Misconduct Policy Annual Report*. The SVSPO will continue to work proactively with the University Community to develop ongoing learning opportunities that meet the needs of our unique populations.

The SVSPO seeks to develop a comprehensive educational strategy to equip students, faculty and staff with the awareness, knowledge and skills required to make social change towards ending sexual violence and misconduct. Students, staff and faculty are invited to participate in learning opportunities that address the following topics:

a) active bystander intervention & empowering actions;
b) consent, healthy relationships, communities & boundaries;
c) responding to disclosures of sexual violence & supporting survivors;
d) understanding the root causes of sexual violence.

Working in collaboration with key university and community partners, the SVSPO will identify specific projects and initiatives to address the learning needs of SFU's diverse community members. One of the critical keys to sexual violence and misconduct

prevention is education, which starts with creating an awareness and understanding of the issues in a variety of ways that are accessible for all audiences within the University Community.

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 and misconduct. This is by no means an exhaustive list of definitions.

Sexual violence and misconduct 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, 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 any act of violence (physical, sexual, economic, emotional, spiritual, social) based on a person's gender identity, perceived gender identity and/or gender expression.

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 and misconduct. 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 and misconduct. Sexual violence and misconduct can be perpetrated by students, faculty, staff or others, and an individual from any of these groups can be a Survivor of sexual violence and misconduct. 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 or misconduct 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.

Desired outcomes

Working closely with university and community partners, we will strive to meet the following outcomes:

1. Develop evaluative tools to gauge benchmark understandings of the awareness of sexual violence and misconduct prevention at SFU and the efficacy of the SVSPO's prevention education efforts.

2. Build awareness of the Sexual Violence Support & Prevention Office (SVSPO), SFU's policy GP 44 and an understanding of the definitions above.

3. Ensure that students, faculty and staff are equipped to respond appropriately to disclosures of sexual violence and misconduct. Provide University Community members access to a variety of resources to ensure that they are equipped to respond in a supportive, appropriate and confident way.

4. Connect Survivors of sexual violence and misconduct to appropriate supports and resources; ensure that they feel supported and that they have opportunities to understand the different support and reporting options available to them.

5. Promote a culture of bystander intervention across all university communities. Leverage bystander intervention as a way to promote the important role that active bystanders can play in creating safe(r) and respectful communities; connect current and potential active bystanders to related resources and opportunities where they can learn more; and foster a greater understanding of acquaintance sexual violence and misconduct.

6. Promote healthy, respectful and consensual relationships and communities: increase an understanding of how to build healthy relationships, healthy communities and healthy boundaries within diverse communities at the university; increase understanding of consent; build the capacity to engage with and develop safe(r) party plans; understand the impact of alcohol and drugs and their relationship to sexual violence and misconduct; and facilitate explorations of power, privilege and colonization as they intersect with sexual violence and misconduct.

7. Support the creation of a safe(r) and respectful university environment: increase an understanding of the root causes of sexual violence; build capacity to engage critically with social media and popular culture; build the capacity to recognize and understand the impacts of rape culture; and enhance the capacity of key student, staff and faculty to address systemic causes of sexual violence and misconduct.
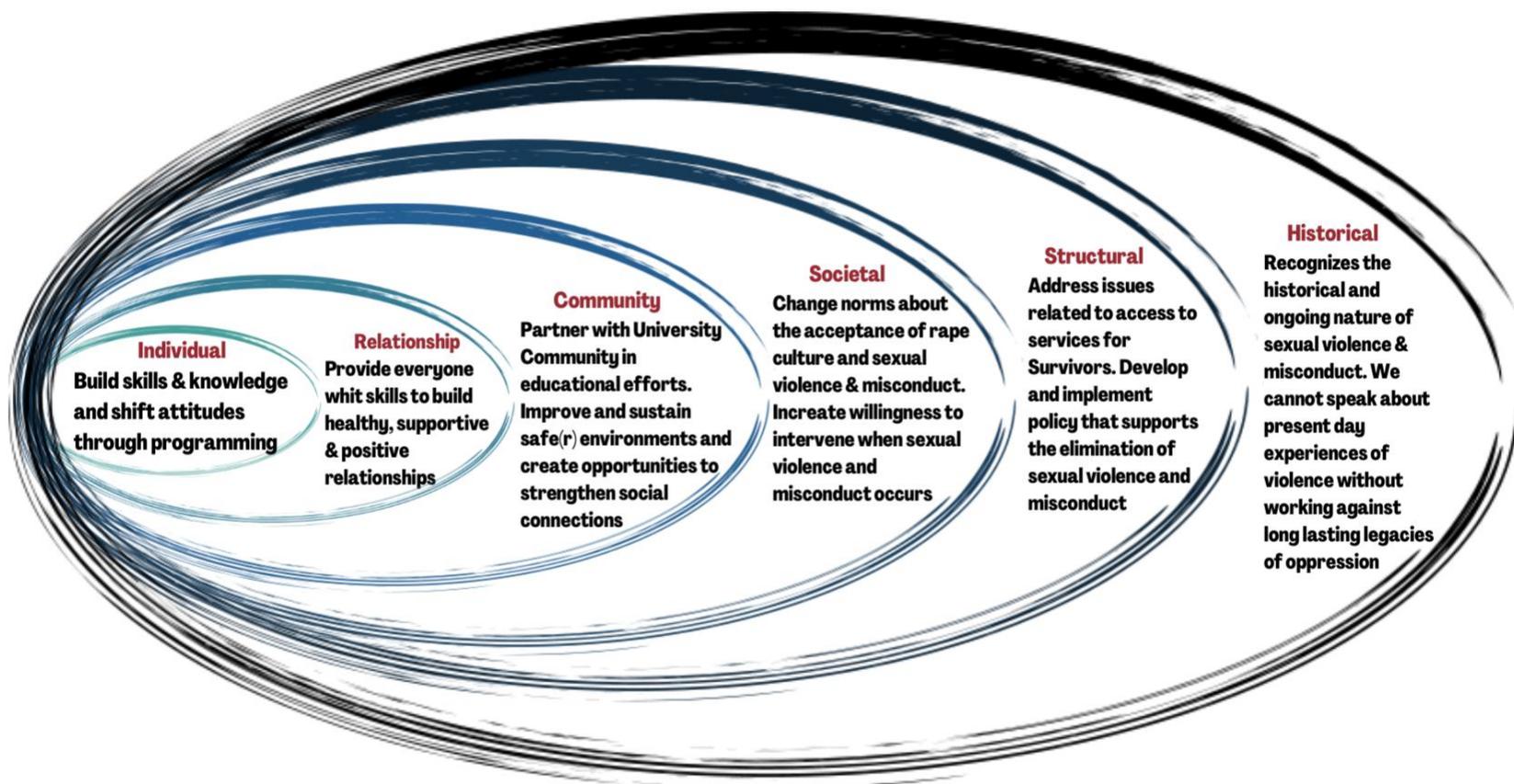
In order for prevention strategies to be well rounded and create meaningful social change towards ending sexual violence and misconduct, our aim is to incorporate different types of programming, strategies and outreach methods into our educational activities. The SVSPO will continue to employ a number of programs and initiatives in partnership with University Community members, units and groups as we work to achieve these outcomes.

Framework

The framework supporting SFU's sexual violence and misconduct 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 and misconduct prevention education in higher education is well supported (ACPA, 2015; EAB, 2015; ACHA, 2016). Approaching sexual violence and misconduct 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 and misconduct. This approach works to create a culture free of sexual violence and misconduct, one that encourages positive behaviours and community accountability.

Strategies may include:

Individual
Build skills & knowledge and shift attitudes through programming

Relationship
Provide everyone whit skills to build healthy, supportive & positive relationships

Community
Partner with University Community in educational efforts. Improve and sustain safe(r) environments and create opportunities to strengthen social connections

Societal
Change norms about the acceptance of rape culture and sexual violence & misconduct. Increate willingness to intervene when sexual violence and misconduct occurs

Structural
Address issues related to access to services for Survivors. Develop and implement policy that supports the elimination of sexual violence and misconduct

Historical
Recognizes the historical and ongoing nature of sexual violence & misconduct. We cannot speak about present day experiences of violence without working against long lasting legacies of oppression

(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 and misconduct 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.

Key examples of SFU programming, outreach, partnerships and initiatives for 2020/21 include:

Passive programming	Events	Workshops	Ambassador Training	Partnerships
Consent Matters Campaign	Dialogue Sessions/ Panel Discussions	Professional Boundaries and Healthy Relationships (graduate students, faculty & staff)	Safer Party Planning	SAAM Committee
Educational videos	"Let's talk about sex"		Active Bystander Network (undergrad & grad student)	Dec 6th Planning Committee
Sexual Assault Awareness Month	Film screenings	Healthy Relationships and Boundaries (undergraduate students)	"Certificate Program"/Ambassador Program (staff & faculty)	IP Project Committee
Digital Signs	Featured speakers		Residence CA training	Residence & Housing
Support Pamphlets (in multiple languages)	Sexual Assault Awareness Month events	Bystander Intervention		Faculty of Science

Blog articles Active Bystander Network Social Media You Matter: Self-care book Safer-Partying Toolkit Responding to Disclosures: Toolkit SVSPO business card Interactive website SVSPO Newsletter SVSPO social media New staff orientation New faculty orientation Blog articles	ARThrive	Responding to Disclosures Practicing Consent Sexual Violence and Misconduct Policy (GP44) workshop Cyberconsent and Digital Boundaries SFU101 and other online learning modules		Athletics SFU Health Peers SFSS Women's Centre SFU Health & Counselling/Health Promotion Office of Student Supports, Rights and Responsibilities Fraser International College Global Student Centre SFSS GSS CEE Human Rights Office

				HR
				Interfaith
				Unions: TSSU, SFAFA, APSA, CUPE, etc
				Faculty Relations

Guiding Principles

Educational initiatives supported by the SVSPO are informed by the following guiding principles:

1. Adopt and develop approaches to education that are evidence-based and supported by research.

2. Privilege and empower Survivors to access supports and resources relevant to their needs and experiences.

3. Promote positive messaging and education surrounding consent, relationships, sexual health, and sexualities.

4. Encourage a broader University Community engagement in making sexual violence and misconduct intervention and prevention a priority.

5. Reflect and respect the multi-faceted and diverse nature of SFU's university communities.

6. Commit to respectful collaboration with university and community partners, including students, staff and faculty, in program development and in achieving our collective goals.

Future Priority

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 will involve a continued robust consultation with the University Community (Lichty, Campbell & Schuiteman; 2008) to assess impact and engagement of existing programming and to identify areas for growth and development. This collaborative strategic planning process will help address how to build capacity across the institution so that more community members have the knowledge, skill set and approach needed to engage with sexual violence and misconduct prevention education within various, programs, units and communities.

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