

Ohio's Recommendation for Compliance:

Learning Objectives for Training Requirements of the Campus SaVE Act for Sexual Violence, Intimate Partner Violence, and Stalking

A Consensus Document

Primary prevention presents a compelling opportunity for Ohio colleges and universities to effectuate a critical paradigm shift—one that moves from addressing violence after it happens to stopping violence before it starts.

Comprehensive training should be available on all aspects of sexual and intimate partner violence and stalking for: campus administrators, campus law enforcement/security, health and counseling staff, faculty, staff, student leaders, first year and incoming students, the Greek community, student athletes, and coaches. Campuses should collaborate with rape crisis centers and domestic violence programs to provide this training.

Training should include:

1. definitions for sexual assault, dating violence, intimate partner violence and stalking,
2. the dynamics of sexual and intimate partner violence and stalking,
3. access to care,
4. impact of violence on victims, and
5. federal and state statutes and campus policies.

Programs should include information about:

- recognizing that sexual and intimate partner violence and stalking behavior is learned;
- addressing the role of consent in sexual relationships;
- encouraging the involvement of men;
- addressing alcohol and drug issues and the connection between substance use and violence;
- responding to sexual and intimate partner violence and stalking; and,
- providing concepts that encourage healthy consensual sexual relationships, that address non-stranger sexual violence, and that dispel traditional beliefs about sexuality and sexual violence.

Preparedness and Prevention

Primary Education Learning Objectives:

As a result of training provided within six months of enrollment, students should be able to:

1. Identify three strategies for recognizing when consent is given freely in a healthy relationship (i.e., neither party was under the influence, parity between partners);
2. Describe the role students, educators, and staff have in promoting a campus that is safe from sexual and intimate partner violence and stalking;
3. Identify campus and community resources available that support survivors in recovering and help potential perpetrators stop from committing acts of sexual and intimate partner violence and stalking; and,

4. Identify three strategies for effectively interrupting potential perpetrator behavior and promoting prevention of sexual and intimate partner violence and stalking.

Ongoing Education – all members of the campus community receive training to:

1. Increase the skills and confidence of individuals to safely intervene in an unhealthy or potentially violent situation in order to prevent abuse and assault;
2. Identify at least three ways healthy relationships and healthy sexuality are expressed (i.e., mutual support, trust, understanding, respect, empathy, honesty, communication, equality, choice, enjoyment and freedom – Duluth Equality Wheel); and,
3. Identify and advertise the campus website for community and campus hotline and resources, campus policies and procedures, and prevention and awareness materials.

Response and Recovery

Primary Education Learning Objectives:

As a result of training provided within six months of enrollment, students and newly hired staff should be able to:

1. Understand that violence and abuse occurs as a pattern of coercive and controlling behavior by the perpetrator;
2. Demonstrate communication skills that are nonjudgmental and compassionate with survivors, conveying the messages that they are not to blame, that they aren't alone, and that there are resources available to them;
3. Know steps to take to intervene safely and appropriately, or options for reporting, if abuse or assault are suspected; and,
4. Describe the importance of and process for implementing campus policies regarding sexual and intimate partner violence and stalking, including adherence to Title IX requirements.

Ongoing Education – all members of the campus community receive training to:

1. Describe the traumatic impact that sexual and intimate partner violence and stalking has on male, female and transgender survivors;
2. Increase skills and confidence in working with survivors in discussing safety strategies on campus and helping them to feel safe and supported in achieving their academic goals;
3. Learn skills for developing campus-wide communications regarding sexual and intimate partner violence and stalking that are factual and survivor-centered (i.e. campus crime alerts and bulletins in response to an incident of violence, print materials, and online resources);
4. Develop and maintain relationships with off-campus mental health and victim service organizations, and encourage/participate in cross-training when possible; and,
5. Recognize the signs and symptoms of vicarious trauma in myself and co-workers, and learn strategies for self-care.

Recommended Practices

1. Multiple sessions are active and interactive.
2. Activities that include practicing skills.
3. College Administration and student leaders model healthy and respectful relationship behavior.
4. Strategies that reach across multiple levels; from the individual level to peer/Greek level to the broader campus community level.
5. Each session includes strategies to reinforce key messages.
6. Strategies are inclusive of diverse, cultural beliefs and community norms.
7. Strategies include the participation and expertise of off and on campus resources, including community rape crisis centers and domestic violence programs, where available.
8. Prevention messages are integrated into curricular and extra-curricular activities.
9. Strategies are coordinated with other prevention efforts such as alcohol and other substance abuse, with caution to avoid the implication that victims of violence are to blame when they are victimized.

This document was developed through a group consensus process and involved the following individuals and organizations:

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