

## **Second Year Student Online Anti-Violence Education Final Report February 2020**

A work group was recruited in July 2019 and charged with reviewing online anti-violence education content from the current University of Iowa education vendor (Vector) and providing recommendations to the Title IX Coordinator on whether to utilize one of the available courses for the second semester or second year. Currently, all undergraduate students entering the University of Iowa are assigned the online “Every Choice” course in the summer as part of the Success at Iowa course. Graduate students are assigned the online “Not Anymore” course. Undergraduate students and graduate students are assigned the Not Anymore Refresher #1 course within the six weeks into the first semester.

**Work group members included:** Becca Don, University Student Wellness (Chair); Alicia Aguiar, Anti-Violence Assessment (Project Manager); Martha Pierce, WRAC; Emily Milke, RVAP; Pearl Tate, UI undergraduate student/SACSM Co-Chair; Kelsey Strandberg, UI student/ Online Sexual Misconduct Prevention Education Program Assistant

### **The charge was based on the following strategies of the 2018-2021 Anti-Violence Plan:**

“Identify opportunities for expanding education in the second semester and second year through increasing collaboration with campus partners.” in order to meet the overall strategy, “Expand student prevention and education so every student develops the knowledge and skills to engage in healthy relationships, serve as active bystanders, respond effectively to disclosures, and report problems.”

### **Content Reviewed**

Online programming options only included those courses available from the current vendor (Vector). Six programs in total were reviewed and evaluated.

- “Clarifying Consent” (25 minutes) This program explores in-depth the concept of consent and its key role in a healthy relationship. The program explores what consent is and why it’s so important; how consent is asked for/given/withheld/withdrawn; how consent is handled in healthy vs. unhealthy relationships, and much more. Testimonials about consent from real students convey the key importance of the topic.
- “Every Choice Refresher” (25 minutes) This program focuses heavily on bystander intervention, including how to recognize potentially dangerous situations and how to formulate a plan to safely intervene. Real-life scenarios and compelling testimonials highlight the life-changing power of intervening as a bystander.
- “Rethinking Relationships” (interactive, time-variable) This program is designed to help viewers rethink and improve relationships with romantic partners, family, friends and colleagues. Viewers work through interactive skill sets designed to help make relationships more positive, identify warning signs of abusive relationships as well as learn what to do if they, or someone they know, is in an unhealthy relationship or being abused.

- “Not Anymore Refresher #1” (25 minutes) Edited down from the full Not Anymore, this program focuses on consent, “yes means yes,” and bystander intervention, while using peer presenters, survivor and bystander testimonials, video-based scenarios, infographics, animations and more.
- “Not Anymore Refresher #2” (23 minutes) Edited down from the full Not Anymore program, this course focuses on verbal defense, healthy and unhealthy relationships, and dating/domestic violence, while using peer presenters, survivor and bystander testimonials, video-based scenarios, infographics, animations and more.
- “Not Anymore Refresher #3” (20 minutes) Edited down from the full Not Anymore program, this course focuses on sexual harassment and stalking, while using peer presenters, survivor and bystander testimonials, video-based scenarios, infographics, animations and more.

In addition, 2019 student feedback data about the Every Choice course was reviewed.

A brief literature review was conducted to inform recommendations regarding the timing of a 2<sup>nd</sup> semester and/or a 2<sup>nd</sup> year module.

- No compelling evidence was found to suggest a strong case for 2<sup>nd</sup> semester compared to 2<sup>nd</sup> year module so our recommendation regarding timing of the module is informed by the expertise and experience of the committee members.

#### **Final Recommendations:**

##### **Timeline:**

##### **The committee recommends:**

1. Continuing to offer an extended module prior to the start of classes, and a refresher module within the first 6 week of the semester.
2. In addition to the current programming timeline, include a refresher module at the start of the 2<sup>nd</sup> year of coursework.

**Rationale:** The significant portion of interpersonal violence prevention education that University students receive occurs within their first year as a student. By adding a module to the 2<sup>nd</sup> year, it extends out the timeline that all students are formally engaging with this subject matter.

Additionally, feedback from the current online program and other University in person programs show that students often remark that content feels too repetitive which can cause them to disengage from the material. By adding the additional module to the 2<sup>nd</sup> year rather than 2<sup>nd</sup> semester, students are less likely to feel like they only recently completed the previous requirements. This timeline recommendation helps to provide consistent messaging throughout student’s undergraduate experience, instead of only receiving this messaging in year 1. “Not Anymore #1”, our recommendation for year 2, is aimed at older students, who have heard some of this messaging before. As a result, it is more appropriate later in students time on campus.

##### **Program Content:**

##### **The committee recommends:**

1. Replace the current refresher offered in the first 6 weeks, “Not Anymore Refresher #1” with “Clarifying Consent”.
2. Move “Not Anymore Refresher #1” to the start of the 2<sup>nd</sup> year.

**Rationale:**

**The committee unanimously agreed that “Clarifying Consent” best addressed the questions we were considering.**

- Is it consistent with our policies?
- Is the content engaging and relevant to the population?
- Is the delivery engaging?
- Does it reflect the campus culture we want to promote?
- Is it inclusive and reflective of all students?
- Is it culturally competent?

This module directly aligns with the Anti-Violence Plan strategy to help students “develop the knowledge and skills to engage in healthy relationships.”

The module addressed information about consent and healthy relationships in a way that students aren’t receiving in current online programming. Understanding consent and building consent skills are vital to healthy relationships. We recommend this information is given to students within the first 6 weeks on campus not just because we know statistically sexual violence occurs in high rates during this time, but also because the University of Iowa is committed to promoting healthy relationships on our campuses. We want and expect students to have the information and develop the skills for healthy relationships during their time as a Hawkeye.

This course builds on the programming students complete prior to arriving on campus but is not repetitive. Student feedback data on this program and content experts indicated that students often have questions regarding the intersection of consent and alcohol. A portion of this module directly addresses these questions, providing students clear information to understand what can be perceived as an unclear subject.

In consultation with the Office of Student Accountability, the program was confirmed to be in line and supportive of current policy and university messaging regarding policy.

While all the modules could strive to be more inclusive, this module did better than others in not limiting discussion to heterosexual relationships or a gender binary. The program did represent individuals across multiple identities (race, ability, sexual orientation, etc.), though all the modules including this one, could do a better job.

**Additional Recommendations for Implementation:**

1. Include a text glossary students can access during “Clarifying Consent” that defines different body parts and key terms.
2. Add in an explanation of the “triggering content” red box that occurs during the “Clarifying Consent” course.

3. When implemented, pre-testing and post-testing of Clarifying Consent should be included and evaluated as part of the annual assessment processes.