WORKING TOGETHER TO
END SEXUAL VIOLENCE

CHANGING THE CAMPUS CULTURE ONE CONVERSATION AT A TIME

Dear UB Faculty Member,

Thanks for getting involved in the Violence Prevention efforts at UB! Finding a way to integrate Violence Prevention into your course curriculum this semester just got easier with this handy tool kit. The tool kit outlines several different ways you can do culture change in your course, and help make UB a safer, more equitable place for everyone!

In this tool kit you will find paper topics, projects, extra credit assignments and a host of other creative ways to incorporate Violence Prevention into your classroom and make a difference.

We understand your lives are tremendously busy and for that reason (among others) we appreciate your willingness to partner with Wellness Education Services to help reduce violence, improve safety and thereby improve the quality of education available to all students attending UB. In an attempt to minimize the stress that can often be associated with pledging your time or effort to an organization, we have compiled this tool kit in the hopes of offering simple suggestions that you can refer to or implement throughout the semester that will allow for you, an affiliated faculty member, to actively help spread Violence Preventions across campus without ever having to leave your classroom.

What exactly is a change moment? A change moment represents any moment, big or small, that either directly or indirectly helps reduce the prevalence of violence on UB’s campus. While it certainly can, creating change doesn’t necessarily require steadfast, over-arching commitment or participation in activities that are involved and time-consuming. You can help create change by creating opportunities for your students to learn about or further explore how power based personal violence affects us all.

Please visit our Rape and Other Sexual Violence Prevention website to learn more, or contact me directly at acperyea@buffalo.edu.

Thank you.

Anna Sotelo-Peryea

DON’T CANCEL THAT CLASS!

Called away on business? Attending a conference? Family obligations? There’s no need to cancel your class. The Student Wellness Team (Counseling Services, Wellness Education Services, and Health Services) by way of the Don’t Cancel That Class program can cover your class by presenting on a number of topics that are relevant to college students. Even if you don’t need to cancel a class, you are always welcome to request any of these presentations for your classes throughout the year.

Presentations are typically 50 - 90 minutes in length, depending on the presentation and your class’s schedule. Our in-service offerings for Violence Prevention are included below:

How to help a sexual assault survivor
1 in 4 college women will experience a sexual assault during her academic career (NYSCASA.org). Learn how to respond if someone you know experiences a rape or sexual assault. Participants will learn how to help others recover from rape and sexual assault, tap into local resources, and get involved in prevention efforts at UB.

Relationship Jeopardy
College takes relationship issues to the next level, and this game takes the conversation there too. This workshop utilizes a fun, competitive game to educate and test student’s knowledge about healthy relationships, safer sex, sexual violence, relationship diversity and more.
Gender Matters
An exploration and open discussion of gender, and its relationship to how we experience life – sex, television, sports, partying, violence, relationships, health, etc. The program separates the class into groups for a peer facilitated activity, before bringing everyone back together for an open, honest discussion where nothing is off limits.

Requests for in-service programming described above can be made at [https://www.student-affairs.buffalo.edu/shs/dontcancel.php](https://www.student-affairs.buffalo.edu/shs/dontcancel.php). Additionally, we have many events and workshops scheduled throughout the semester. Consider including a Violence Prevention event in your syllabus. Our key events are highlighted in the “Extra Credit” section below.

**PAPER TOPICS**

The following list is by no means exhaustive. You can assign topics from the list or offer it as a brainstorming tool for students. If your students need help gathering information about these topics, encourage them to stop by Wellness’ Violence Prevention offices and chat with a student leader who has completed Health & Wellness Peer Education training. These individuals will be more than happy to help!

1. Popular rape myths and an analysis of why they are so difficult to dispel
2. The portrayal of violence against women in the media
3. The history and application of the Violence Against Women Act
4. How male/female socialization perpetuates violence against women
5. The economic impact of interpersonal violence (see publication manual for estimating the economic costs of injuries due to interpersonal and self-directed violence)
6. Rates and impact of male victimization experiences (which includes but is not limited to child abuse)
7. Portrayal of violence against women in media
8. 7 characteristics of a rapist (see research by David Lisak)
9. The cycle of violence and ways to combat/eliminate IPV*
10. How technology has revolutionized stalking
11. Battered women syndrome
12. Outcomes in case law of famous domestic violence and rape trials
13. Objectives and impact of federal Office of Violence Against Women (OVW)
14. Problems with rape and domestic violence legislation
15. Violence against women from a global perspective
16. Bystander role in preventing sexual violence
17. IPV* in the LGBTQ community
18. Medical injuries sustained by victims of domestic violence
19. The psychological effects of rape victimization
20. The Battered Women’s Movement

*IPV= Intimate Partner Violence

**EXTRA CREDIT ASSIGNMENTS**

Offer extra credit to students who attend a function sponsored and/or endorsed by the Violence Prevention Unit at Wellness Education Services and write a summary of an appropriate page length that describes the event, what they learned and the overall experience. Wellness offers several one-time activities and annual events that students can attend during both the fall and spring semesters.

At your request, we can send you emails in advance of upcoming events throughout the fall and spring that will provide you with the dates and a description of each activity or event. You are welcome to attend with your whole class. The following are examples annual functions and project suggestions.

**How to Help A Sexual Assault Survivor**
Offered monthly through the Life and Learning Workshop series, this training is also a requestable program. How to Help a Sexual Assault Survivor is a basic training on how to respond if someone you know experiences a rape or sexual assault. Participants will learn how to help others recover from rape and sexual assault, tap into local resources, and get involved in prevention efforts at UB.
What would you do? Bystander Intervention Training
Offered monthly through the Life and Learning Workshop series, this training is also a requestable program. Life's most persistent and urgent question is 'What are you doing for others?'—MLK Jr. This workshop is focused on empowering each of us to be involved in preventing violence. Together we will be identifying problem behaviors, deciding when and when not to intervene, and working through scenarios to practice getting involved in a safe environment.

Free Hugs Consent Exercise
An exercise developed to teach and actively practice consent. Each year around Sweetest Day in the fall and Valentine’s Day in the spring students take to the campus armed with ‘Free Hugs’ signs and carnations bearing information tags about consent. Through actively requesting consent and positively affirming all responses our students reinforce individual rights to their bodies and increase awareness of what does and does not constitute consent.

Walk With Me
Walk With Me is a statewide event coordinated by Assemblywomen Naomi Rivera at the state level, and Wellness Education Services at the University level, that takes place each October during Domestic Violence Awareness Month. This event is exists to raise awareness of Domestic Violence/ Intimate Partner Violence, and show support for survivors. This event includes a wide variety of interactive experiences.

Walk A Mile in Her Shoes
Each year, an ever-increasing number of men, women and their families are joining Walk a Mile in Her Shoes: The International Men’s March to Stop Rape, Sexual Assault & Gender Violence. There is an old saying: "You can't really understand another person's experience until you've walked a mile in their shoes." Walk a Mile in Her Shoes® asks men to literally walk one mile in women's high-heeled shoes. Walk a Mile in Her Shoes is a fun opportunity for men to raise awareness and educate the community about a very serious subject and to rally the community to take action to prevent sexualized violence.

Take Back the Night
This traditional event began in the 70s as a way for women to speak out against rape and other forms of power-based personal violence. UB carries on the tradition every fall with a march through campus and a speak out. The event has expanded to include both men and women.

Custom Project
Students are welcome to visit Wellness’ Violence Prevention offices and work with a staff member or student leader to design their own Violence Prevention project. In the past students have collected clothes and other items for survivors of violence, organized fundraisers for Crisis Services, and developed outreach events to raise awareness on campus. The sky is the limit.

IN-CLASS AWARENESS

With just a few seconds, you can help establish concern for student safety and bystander intervention as the campus norms. With repeated exposures across settings, students and colleagues will begin to have the expectation that everyone has a role in community safety. Contact Wellness for the electronic versions of the suggestions below.

1. Insert a slide in all your PowerPoint presentations that includes information about Violence Prevention and/or the UB Men’s Group and/or the Student Survivor Advocacy Alliance. Display it before and after class.
2. Include a brief statement on your course syllabus reflecting your commitment to a safe campus and listing campus resources (including yourself) if someone needs a safe person to seek help.
3. Have a UB Men’s Group, Alliance or Violence Prevention poster hanging in your office.
4. Have VP brochures visibly available in your office and/or classroom.
5. Have an endorsement statement of some kind attached to your email signature line, such as “I'm a UB Men’s Group supporter” or “What will you do to make UB a safer place?”
6. Have a link to the Rape and Other Sexual Violence Prevention website on all the web pages over which you have influence.
7. Encourage your class to sign up as a team for Walk With Me in the Fall or Walk A Mile in Her Shoes in the Spring.
8. Three times per semester, simply ask your classes “What Violence Prevention efforts have you done or seen lately?” Research tells us that this simple task provides significant reinforcement of Violence Prevention behaviors.
**JOURNAL/Writing Assignments**

Read the following article: Sharon Aneta Bryant and Gale A. Spencer, “University Students' Attitudes About Attributing Blame in Domestic Violence” Journal of Family Violence, Dec 2003, Vol. 18 Issue 6, p 369-376. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Mary P. Brewster, “Power and Control Dynamics in Prestalking and Stalking Situations” Journal of Family Violence, Aug 2003, Vol. 18 Issue 4, p 207-217. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Ann Burgess, “Stalking Behaviors Within Domestic Violence” Journal of Family Violence, Dec 1997, Vol. 12 Issue 4, p 389-403. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Nancy J. Shook, “Courtship Violence Among College Students: A Comparison of Verbally and Physically Abusive Couples” Journal of Family Violence, Mar 2000, Vol. 15 Issue 1, p 1-22. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Michael A. Anderson, “‘Why Doesn’t She Just Leave?’ A Descriptive Study of Victim Reported Impediments to Her Safety” Journal of Family Violence, Jun 2003, Vol. 18 Issue 3, p 151-155. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Marsha E. Wolf, “Barriers to Seeking Police Help for Intimate Partner Violence” Journal of Family Violence, Apr 2003, Vol. 18 Issue 2, p 121-129. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Joetta L. Carr, “Risk Factors for Male Sexual Aggression on College Campuses” Journal of Family Violence, Oct 2004, Vol. 19 Issue 5, p 279-289. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article: Jennifer Broach, “Beyond Traditional Definitions of Assault: Expanding Our Focus to Include Sexually Coercive Experiences” Journal of Family Violence, Nov 2006, Vol. 21 Issue 8, p 477-486. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

**SCHOLARLY JOURNALS**

Encourage your students to use or refer to the following journals for papers, project ideas, etc.

- International Journal of Conflict and Violence
- Journal of Family Violence
- Journal of Interpersonal Violence
- Aggression and Violent Behavior
- Criminal Justice and Behavior
- Homicide Studies
- Journal of Traumatic Stress
- Law and Human Behavior
- Trauma, Violence & Abuse
- Violence Against Women
- Violence & Victims

Adapted from Dorothy J. Edwards, Ph.D., University of Kentucky Green Dot Strategy Faculty Toolkit