

Carleton-centered Sexual Violence Prevention and Education

Research Coordinator: Margaret Janse van Rensburg
Researchers: Rochelle Sealy, Holly Smith, and Kris Cormier
Additional assistance: Alexia Vettese

**Commissioned by: Campus Safety Services and
Equity and Inclusive Communities Department**
Carleton University

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TCPS-2 as a quality assurance and quality improvement study.**

Summary of Findings

This document overviews the activities and research which supports Carleton-centered Sexual Violence Prevention and Education.

During the Fall of 2020, we reviewed literature and identified that literature supports a variety of logistical, theoretical, and content recommendations which could be included in different sexual violence prevention and education approaches in post-secondary institutions. Notably, these logistical, theoretical, and content recommendations change based on the specific populations and goals of prevention and education strategies.

During the Winter of 2021, we consulted with twenty community members, each representing a different organization, to identify the needs specific to Carleton University. We engaged with community groups on campus, Ottawa-based services, external organizations within Canada, and other post-secondary institutions. Following our consultations, we identified key themes amongst consultants: (1) the need for conversations with those being educated to be accessible; (2) the fact that using insiders can help to promote change; (3) the requirement specific populations have for diverse educational, preventative, and support resources; (4) the fact that terminology must be specific and relevant; (5) the presence of notable practical considerations to take into account when creating prevention and education programming; and (6) the always-present goal of cultural change.

The following three recommendations are therefore supported by literature and community consultations: (1) to provide assistance for sexual violence prevention, education, and support services at Carleton University using a Coalition model; (2) to create a spectrum of programs and modules; and (3) to use incentivization to encourage program participation, instigate cultural change, and promote a culture of consent.

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1. Coalition Model

Many community organizations emphasized the need for an intersectional approach to conversations about sexual violence. Prioritizing intersectionality in all sexual violence programming could be accomplished by involving individuals from a wide variety of lived experiences at every stage of program design and implementation (e.g., during planning, as providers of feedback, as program facilitators, etc.). This includes, but is not limited to, members of 2SLGBTQ+ communities, racialized people, Indigenous people, international students, and those living with disabilities and neuroatypicalities. Obtaining feedback from community members would be especially valuable when designing programs for specific populations, since programs developed *for* a group requires the input *of* that group. A coalition at Carleton could include individuals with these lived experiences as well as organizations who have experience serving students of various identities and intersecting experiences. We recommend seeking to consult with individuals and campus organizations such as:

- Current students and postgrad/previous students
- Well-known athletes and members of student leadership teams
- International students
- Cultural affinity groups
- Members of Muslim communities
- Graduate students
- Mature students and people who may not fit a typical “first year” identity
- Campus groups/clubs
- Varsity teams/students involved in athletics; athletic teams that use Carleton resources
- Greek organizations
- Staff/Faculty and Departments willing to be involved in course/credit creation
- People involved in residence life
- Co-op, practicum, placement, and internship offices and providers

Given that too many programs can be unsustainable, there is a need within institutions to focus on fewer specific programs rather than increasing different programs. Therefore, another major advantage of a Coalition model involves maximizing the efficient use of resources (such as funding, supplies, and the paid time of employees and facilitators) by encouraging collaboration and communication in planning programs to include content on consent, prevention, resistance support, and education. This allows for multiple avenues for information to be presented to members of the Carleton community, so that it becomes familiar and habitual. Collaboration in programming can ensure that this is done in a diverse and accessible way, allowing for prevention content, education, resistance, and support to reach a wide range of experiences.

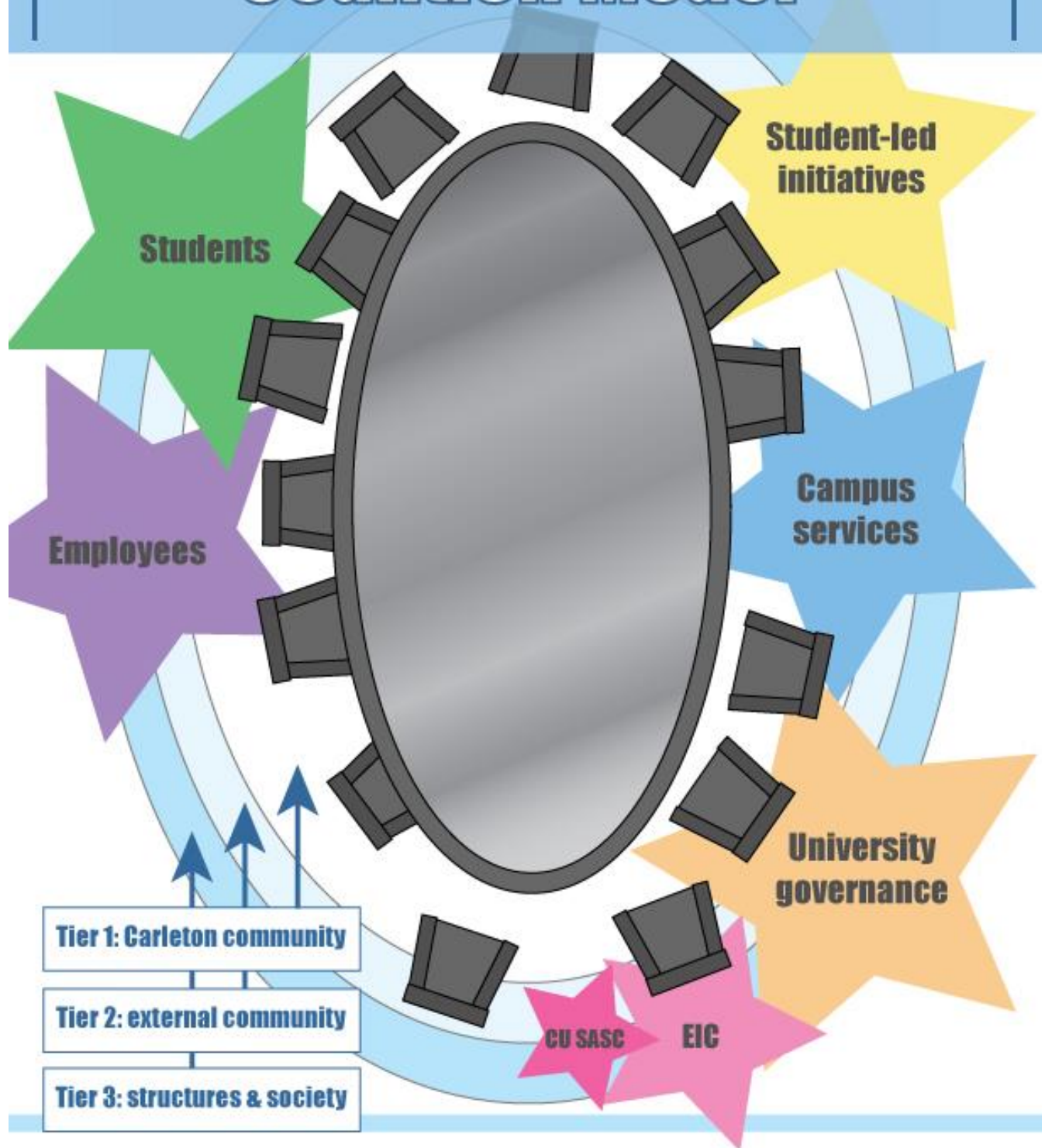
The purpose of a coalition is to share ideas about sexual violence programming, to seek feedback from each other about those initiatives, to plan public-facing events and workshops in a way that invites maximum participation from the campus community, and to cross-promote each other’s work. Furthermore, the coalition members are key players in identifying goals towards prevention, education, resistance, and support.

Sample coalition tasks include:

- Developing guidelines for prevention, education, resistance, and support activities
- Identifying avenues for improvement in campus programming
- Promoting awareness of the structural causes of sexual violence (e.g., poverty, colonialism, racism) promoting awareness of issues related to sexual violence (e.g., substance use)
- Creating ways to challenge myths and stereotypes around sex and sexual violence
- Crafting a Carleton-specific “Culture of Consent”
- Developing multiple accountability structures to encourage Restorative Justice
- Determining what tasks and programs should be prioritized
- Finding ways to be present in Carleton community spaces other than our own Centers
- Determining ways to support individuals with marginalized identities without stigmatization
- Sharing current trends in terminology, research, and content to update prevention, education, resistance, and support activities
- Supporting the larger Ottawa community with sexual violence programming

As opposed to other initiatives (e.g., the triannual sexual violence Policy Consultations), conversations between members of the coalition would continue year-round, providing added stability in knowledge-keeping. Anyone who has expressed interest in promoting a culture of consent on-campus could be joined together to communicate outside of meetings (e.g., using a Discord or message board) and/or continue to receive updates on sexual violence programming (e.g., by newsletter). The work of the coalition could be advertised under one central name and/or brand with a unique logo and hashtag to be used by all members on promotional material, bringing together workshops and events under one theme and with the goal of developing a culture of consent on-campus.

Coalition Model



2. Framework for Modules

During the interview phase of our project, our team received helpful advice from various community organizations to broaden and build upon the scope of our existing initiatives by identifying and filling in specific programming gaps for various student populations within the Carleton community. Keeping in mind the emerging themes from the community consultations which included: practical considerations, groups for specific populations, use of insiders as avenues, social media, branding, and cultural change, we determined a need to invest in programming initiatives that will help to foster a safe campus environment and an inclusive campus culture. We propose a spectrum model of programming and foundational framework to inform future prevention programming at Carleton.

2.1 Important Considerations: A Spectrum Model of Sexual Violence Prevention and Education

The community consultation and coding stages of the Carleton-Centred Sexual Violence Prevention and Education project allowed our team to gain an understanding of the overarching requirements for successful sexual violence prevention campus curriculum.

First, there is a need for programming to be inclusive and tailored to the unique programming needs of various student populations. In doing so, programming should be led and informed by members of various communities and should also address relevant cultural or community issues as they pertain to a community's unique experience of sexual violence.

Next, successful programming must be engaging, thought provoking, and generationally relevant. This can be accomplished by acknowledging students' interests and using humor, prominent keynote speakers and interesting topics that will provide students with information that is useful for their personal lives and relationships.

Prioritization of students' mental wellness and a cognizance of the emotionally draining nature of this topic is also essential. During the consultations, one organization suggested that it is impossible to create a single program or "one-stop-shop" that can address all the diverse needs of Carleton's population.

The spectrum model is based on acknowledging the need to create a variety of programs addressing the intersectional and diverse experiences within the Carleton community, as well as the need for repeated exposure to prevention, education, resistance, and support material. This model provides avenues for exploring different modalities for getting information that maintains members interest and enthusiasm.

This spectrum model builds on our recommendation of a coalition model, by providing avenues for different community members to be involved in a tiered process of sexual violence prevention, education, resistance, and support programming.

2.2 A Spectrum Model of Programming

*Please see Programs and modules chart for full descriptions of each spectrum tier.

Tier 1: Support

The support category includes drop-in spaces, support groups, volunteer opportunities, and peer support programs.

Tier 2: Training

The training category includes multi-day workshops such as the Enhanced Assess Acknowledge and Act Program (EAAA, See [SARE Centre](#)) or Bringing in the Bystander (See [Culture of Respect](#)), which allows members of the Carleton community to expand their knowledge, gain confidence, and create safety plans to help themselves or their peers cope in emergency situations. This category would also include training programs for residence life workers, campus staff, and programs offered through external organizations locally and through partnerships (e.g., [Wen Do](#)).

Tier 3: Presence

The presence category requires members of the coalition to be present, representing the Sexual Assault Support Center or prevention, education, resistance, and support activities. Presence at events such as football games, night life activities, and fairs can have a large impact by sharing information about activities which work towards the goal of creating a culture of consent. This involvement provides members of the Carleton community and within Ottawa with another avenue of exposure to prevention, education, resistance, and support content.

Tier 4: Connection

In the connection category, elements of programming would include afternoon workshops, discussion groups, speaker series, and open and closed events, whether online or in-person. Topics for these events may range from more precise topics such as conceptualizing consent or deconstructing stereotypes to more sex-positive topics such as “Sex Toy Bingo”, “Love and relationships” and “Dating skills”. It is imperative to work with our coalition members in promoting their events, as well as to receive advice in making accessible, diverse, and desired programming.

Tier 5: Education

The education category involves the reconstruction or creation of educational materials such as Carleton Sexual Violence Prevention brochures and presentations to share new resources, relevant information and raise awareness. Within this tier, there is also an opportunity to create a new branch of online programming with asynchronous modules, working with Carleton resources such as the [Education Development Centre](#) and [Carleton Capture Mediaspace](#). Examples of topics for asynchronous modules could include a comprehensive sex education program or a crash course on pertinent sexual violence prevention information. These modules could be used as pre-requisites for further educational programming offered through the university.

Tier 6: Media

Social media platforms such as Instagram, Facebook, Twitter, or Tik Tok are important avenues for spreading awareness, offering members of the Carleton community repeated exposure of

sexual violence prevention content. Live stream features on prominent platforms such as Instagram could be used to create conversations about consent, safe(r) sex tips or party culture. These conversations could involve featuring other influencers, Carleton community members, or student leaders who work within this field. Furthermore, social media can be used as a marketing tool to market higher-spectrum events such as afternoon workshops or in-person events. Cross-promotion and collaboration with coalition members is imperative, as not all of these activities would be sustainably upheld by EIC.

2.3 Foundational Frameworks for Programs and Modules

From the consultations and analysis of the findings, there were three overarching frameworks that the representatives from various organizations, colleges, and universities believed were essential to education, prevention, resistance, and support programming. These foundational frameworks include:

Intersectional and anti-oppressive approaches

The term intersectionality describes the diversity in the social, political, and economic experiences of various equity-seeking groups such as women, people of color, trans and gender-diverse folks, and gay, lesbian, and bisexual communities. This framework acknowledges that oppression and discrimination are experienced in a multiplicity of ways at various levels, with some forms, such as gender and racial discrimination, overlapping each other. Due to the intersectional nature of sexual violence, an anti-oppressive approach would require education initiatives to be designed with specific and unique responses that meet the needs of each student or survivor with special attention paid to the impact of their socio-cultural identity on their experience with violence (UN Women, 2019).

Trauma-informed and Survivor Centred approaches

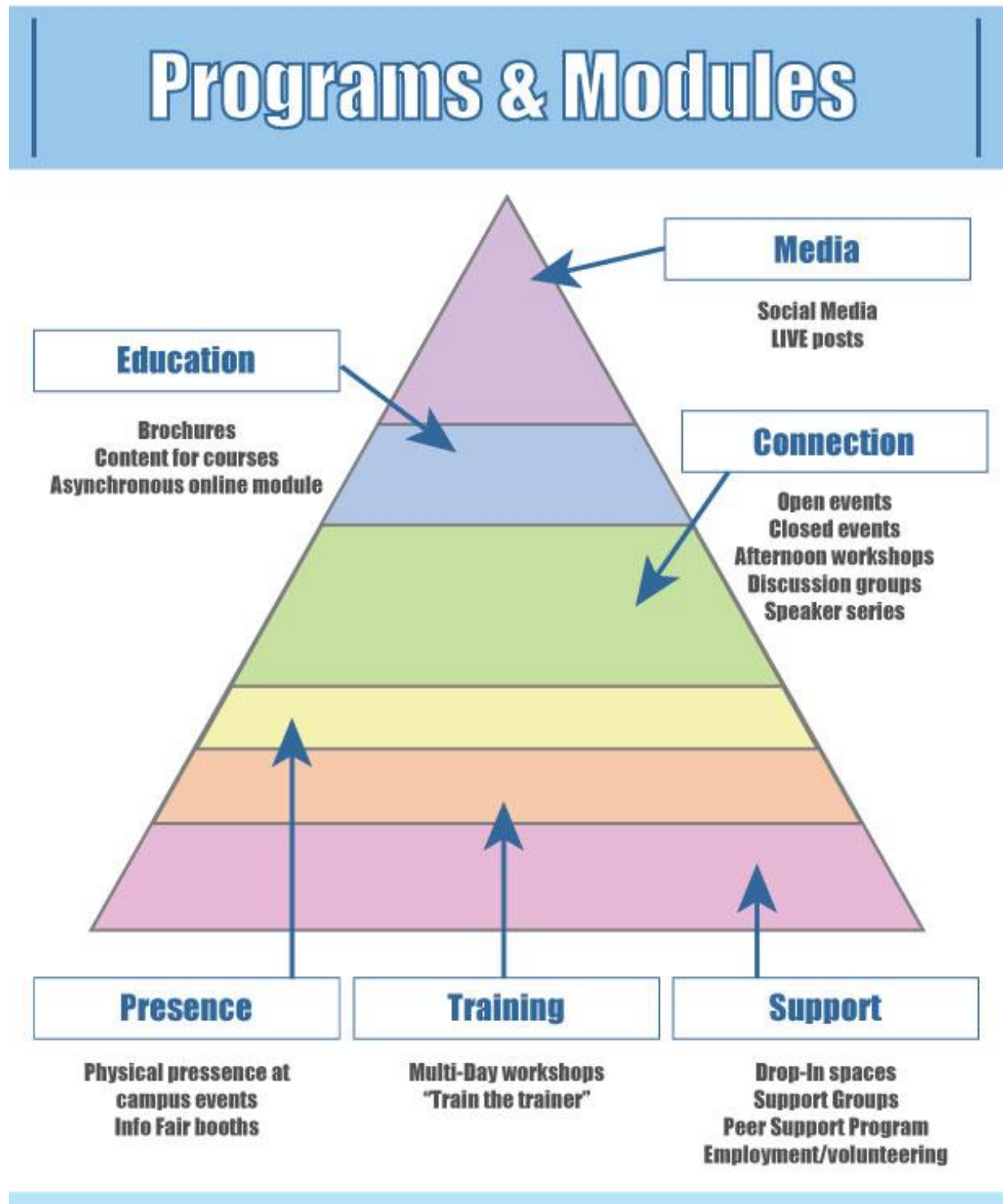
A trauma-informed approach recognizes the widespread impact of trauma on an individual's physical, social, and emotional well-being. Trauma-informed approaches involve refraining from pathologizing an individual by asking "what is wrong" and shifting the focus onto "what happened". Incorporating a trauma-informed approach would call for greater attention paid to the six guiding principles recognized by the CDC, which are:

- Safety
- Trustworthiness and Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment and Choice
- Cultural Historical and Gender Issues

Restorative Justice Approaches

Restorative Justice is an approach that aims to offer alternative options for reconciliation that are directed at healing the survivor, the community, and the individual who has caused harm. Restorative Justice approaches do not rely on punitive measures but instead offer a space for

collaboration, relationship building, and opportunities for growth and support for every party involved.



Spectrum:	Potential modules:	Info/Rational:
Instagram stories, Twitter threads, Facebook Posts, Tok-tok Videos, and other social media posts	Safety Tips, party culture Sex-positive info Relationship Red Flags What is Bodily Autonomy? Everyday Consent Types of relationships (platonic) AMA – submit questions Socialization Messages Myths & Stereotypes Taboo topics (normalize) Negotiating Boundaries	Raise awareness, repeat exposure of important topics Students could respond in comments (if and only if someone is able to monitor them and answer any questions students may have) Use for marketing other “higher spectrum” events”
LIVE streams	Any of the above topics plus partnerships with community members, influencers, to increase traffic	Use to market “higher spectrum” events and promote presence on- and off-campus
Swag and pass-bys	Making short presentations in classes, faculty/staff/board meetings to increase awareness of services	
Education Materials	Any of the above... Awareness of Community Resources	e.g., Non-event Posters / Brochures
Package of Content created for others	Inspiration from Indigenous Bundle: to work with EIC for faculty to include in courses and for staff training	
Async online module	Sex education Addictions SV 101	Good option for embarrassment factor Could be mandatory or not
In-person closed events	Specific populations	
Online closed events (Labs)	Conceptualizing consent: what it means for you Specific populations (e.g., for 2SLGBTQ+ students, racialized students, etc.)	Consent-themed Discord or Slack could be created
Open events	Sex-positive (e.g., Sex Toy Bingo) Specific populations (e.g., for 2SLGBTQ+ students, racialized students, etc.)	
Afternoon Workshops	Any of the topics from social media plus... Love & Relationships Sexual Orientation & Gender ID Improving Communication Improving Dating Skills Dating Apps – profiles	May be helpful for folks with “blind spot” (people who don’t see SV as a problem or who don’t see their responsibility in SV prevention and response)

	Talking about Pornography	
Closed Discussion groups	Deconstructing Stereotypes Survivors Speaks	e.g., queer community, men’s programs
Seminars (in between groups and panel series)	Specific populations Healing through Intersection of Race & SV Substance Use Healthy Masculinity Systemic Power (after Consent 101) Exploring Root causes of SV	Unhealthy power dynamics (including w/in communities)
Speaker series / panels	Speakers who are from specific populations (e.g., Men who are community leaders, Disabled survivors, Gender non-binary survivors, etc.) Highlighting diverse experiences of coping and resilience Bringing awareness of different forms of violence, options for resistance Allowing for exploration of topics around sex in fun, safe, and even controversial	Could be like the Abundant Approaches speaker series and centered around a central topic (e.g., spirituality)
Physical presence	At campus events In other spaces (e.g., night life)	e.g., previous presence at Panda Games
Info Fairs – booths, tables	The Sexual Violence Policy, lite On- and off-campus resources [with validation that they are useful resources]	Provide brochures with swag
Multi-day Workshops	External Programming (e.g., EAAA, Bringing Bystander, Wen Do) Sex Education	
Training	“Train the trainer” Training for frontline staff Training for key community members, who may not be aware of their part (e.g., personal trainers, pharmacists, transportation)	Responding to disclosures Being an active bystander How to get out of sexually assaultive situations Reporting sexual violence
Drop-In Spaces	Partnerships with different on-campus and off-campus support centers so people can access drop-in spaces where they feel comfortable	Providing a regular space where students can drop in as needed

Support Groups	Support groups for specific populations (e.g., those who cause harm, low-income students, newcomers who experienced SV, etc.) Trauma-informed supporting survivors	As described in consults, these provide informal and casual opportunities for people to interact Consider in-person vs. Virtual (if virtual, find ways to allow for those side conversations (e.g., break out rooms, “after party” casual discussion))
Peer Support Program	Students provide peer support to survivors and others Allow a space to “unpack” what constitutes sexual violence	Long-term
Other Programs	Mentor Programs Train the Trainer programs Supporting people who are in IPV situations	
Volunteer/employment opportunities	Employment at Equity and Inclusive Communities Employment, Placement, Practicum opportunities at Equity and Inclusive Communities and local/national SV-oriented Providing honorariums for Members of the Carleton Community to host workshops and trainings outside of SV settings.	“Doing the work” long-term can cause burnout - being paid or gaining an incentive for “doing the work” can increase retention and commitment

3. Incentivization

The theme “incentivization” focuses on additional factors beyond general interest (which we know is often lacking) that can motivate students to attend voluntary sexual violence prevention programming. Within this theme, consultants spoke of the following methods they use, or think would be useful, to increase students’ interest in programming:

- Academic credit
- Insiders buy-in and peer leadership
- Positive and familiar branding
- Food, swag, and other goodies

3.1 Academic Credit

While this model comes with high administrative needs and requires faculty/department involvement and support, students can be effectively incentivized through providing academic credit for their involvement in sexual violence prevention education. Elective courses that allow them to learn about sexual violence early in the undergraduate career, and in their upper years, deliver programming to more junior students are a model which has been developed at another Ontario university. Another avenue to explore is the promotion of co-op, practicum, placement, and internship opportunities within sexual-violence prevention, education, resistance, and support organizations.

Steps to begin implementing academic credit incentivization at Carleton might include partnering with specific departments, professors, and leaders in the community who can endorse sexual violence prevention programs or workshops through extra credit, work towards including lectures and/or guest speakers on sexual violence-related content, working towards broader goals of developing course-based opportunities to be exposed to sexual violence prevention, education, resistance, and support materials.

3.2 Insider Buy-In and Peer Leadership

When students see themselves represented in social media content and professional teams delivering programs, their sense of relevancy and inclusion is increased, and this can reduce barriers and provide incentivization to get involved. This can be especially true for people from 2SLGBTQ+, Indigenous, and racialized communities who are often underrepresented. Involving peer leaders, whether formal or informal (i.e., not only those who volunteer or work as sexual violence educators or in other student support services) is imperative to advancing the goal of reaching underserved populations. These individuals often have influence in their peer networks, and their involvement can interest other students in violence prevention through positive peer-modeling. Peer leaders will be essential members of our coalitions. Providing peer-leaders who commit to sharing prevention, education, resistance, and support materials with incentives, such as honorariums or tokens of appreciation should be explored.

3.3 Positive and Familiar Branding

The use of branding to promote post-secondary institutions’ prevention efforts can assist with consistency and repeated exposure. A consolidated brand can create a sense of familiarity and

trustworthiness with the schools' prevention, education, resistance, and support efforts. A common brand is incentivizing, signaling that the provided activities and programs are reputable and trustworthy. After positive interactions with violence prevention initiatives, members of the Carleton community may be more likely to engage with future prevention, education, resistance, and support materials and encourage peers to engage with prevention, education, resistance, and support materials.

3.4 Food, Swag, and other Goodies

This includes, but extends beyond, ensuring programming is accessible to students. Physical space, language, and access to technology that can be used with safety are all factors that impact students' ability to attend virtual and in-person programming. Moving beyond the basics, staff involved with many colleges' and universities' sexual violence prevention efforts demonstrate that using material objects can help create a welcoming environment to access information, thus incentivizing students to show up. These include:

- Food. Meals, snacks, and drinks, that cater to the population and time of day/year. Care should be taken to provide options for common dietary restrictions where possible.
- Craft supplies, swag bags, raffle prizes, clothing, and more. During the pandemic, some colleges and universities have been mailing swag bags to students. These packages have included: everyday objects branded with a familiar logo and/or slogan; craft supplies or baking/cooking supplies to do an activity together at a live event virtually from home; and raffle prizes such as gift cards and more valuable items. For in-person events, these items can be provided day-of. Raffle prizes are typically gained by engaging with sexual violence prevention content on social media, submitting questions to Q&A times, or even regularly attending programs.

3.5 Incentivization caution

While incentivization is important, we are aware of the fine line between incentivization and coercion. Any incentives and use of incentives must be informed by intersectional, anti-oppressive, trauma-informed, survivor-centered, and restorative justice approaches; recognizing that willingness is key to the successful implementation of any sexual violence prevention, education, resistance, or support activities.

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