Healthy Huskies

Be well. Feel well. Do well.

Title IX & Bystander Intervention
Disclaimer

This is an *INTERACTIVE* presentation! No one wants to just listen to us!

Anything goes. (Within reason of course!)

Some humor is used – not to offend

Victim/Survivor terminology

Some of the topics are difficult to discuss – if you need to, you can leave & talk with an orientation leader or a facilitator after the presentation.
What are we going to talk about?

- Sexual Assault, Relationship Violence & Stalking
- Mutual Respect & Consent
- Impact of Alcohol
- Protect Our Pack (bystander intervention)
- Resources
- Healthy Huskies

Although we’re going to talk about females being the victim & males being the offender, it DOES happen all ways!
<table>
<thead>
<tr>
<th>BLACKBOARD EXERCISE</th>
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<tbody>
<tr>
<td>MEN</td>
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<tr>
<td>WOMEN</td>
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</table>
87% of sexual assaults are committed by someone the victim knows.
The First Line of Defense

97% of sexual assault victims indicated they informed at least one close person.

As a roommate or friend, you may be the first person that they turn to for support and help!
What is consent?

Consent is *willing* agreement to participate in specific sexual acts.

Consent should be enthusiastic!

Sex should **NEVER** take place without consent.

Consent may be withdrawn at any time – even during the act.
UConn Consent Definition

Consent: an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response is not consent. An individual who is incapacitated by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent of sexual activity does not imply ongoing future consent.
Incapacitation

A state where an individual cannot make rational, reasonable decisions because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the “who, what, when, where, why, or how” of their sexual interaction.
Incapacitation

Alcohol related incapacity results from a level of alcohol ingestion that is more severe than impairment, being under the influence, drunkenness or intoxication. Evidence of incapacity may be detected from context clues, such as:

- Slurred speech
- Bloodshot eyes
- The smell of alcohol on their breath
- Shaky equilibrium
- Vomiting
- Unusual behavior
- Unconsciousness

Context clues are important in helping to determine incapacitation. These signs alone do not necessarily indicate incapacitation.
Sexual Assault – Who Is Affected?

• **1 in 5** women & **1 in 16** men are sexually assaulted while in college

• Only **2%** of incapacitated sexual assaults are reported to the police

• Less than **20%** of crimes of sexual violence are reported to police

• Only **2%-5%** of reported sexual assaults have been determined to be false reports

• **83% of sexual assault victims are under 25**
A *pattern* of behavior in an intimate relationship used to establish *power and control* over another person through fear and intimidation. The violence can be verbal, emotional, and/or physical.
Examples of Abuse

- Controlling what to do, where you can go, who you can talk to, etc.
- Punching things, throwing things, etc. to scare you
- Making you feel responsible for everything (bad moods, things going wrong, etc.)
- Threats (including threats of suicide)
- Physical or sexual assaults & activities against your will
Statistics

• 1 in 3 teens in the U.S. is the victim of physical, sexual, emotional, or verbal abuse by a partner, a rate much higher than other types of youth violence.

• Girls and young women 16 to 24 experience the highest rate of IPV — almost triple the national average.

• Over 30% of victims told NO ONE about the assault.
Barriers to Leaving:

- Embarrassment
- Fear
- Family Pressures
- Money
- Self Blame
- Violence
- No one to tell
- Live together
- Afraid to be alone
- Believe it’s deserved
-friends with the same people
- Money
- Denial
- Hopes their partner will change
- LOVE
Stalking

Stalking is a course of conduct directed at a specific person that causes fear for their safety, the safety of others or causes substantial emotional distress. It can include:

- Non-consensual contact including in person, phone calls, texts, etc.
- Following someone around
- Unwanted gifts or objects
- Vandalism / damage to personal property

*Stalking is strongly linked to partner violence – 60.8% of women & 43.5% of men who were stalked had a current or former partner as the offender*
Use of technology to stalk

• At least 1 in 4 victims report offender used technology
• This is an underestimate since many forms can be used without a victim's knowledge
• Up to 90% of partner violence cases involve cyberstalking
Victims and offenders exist in all classes, races, ages, and ethnicities.

It can happen to anyone.
LGBTQIA2+ Victims

• Violence occurs at the same or higher rates as in heterosexual relationships but is less likely to be reported.
• Stereotypes regarding sexual orientations and gender and, in some cases, the fear of being “outed” may make it harder for the victim to report.
• Increased access to victim by perpetrator.
• Connecticut laws and UConn student code of conduct protect all victims.
## Effects on Victims

<table>
<thead>
<tr>
<th>Behavioral effects:</th>
<th>Emotional effects:</th>
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<tbody>
<tr>
<td>• Sleep</td>
<td>• Shame</td>
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<tr>
<td>• Eating</td>
<td>• Guilt &amp; Self Blame</td>
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<tr>
<td>• Sexual behavior changes</td>
<td>• Fear</td>
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<tr>
<td>• Increased use of drugs &amp; alcohol</td>
<td>• Anger</td>
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<td></td>
<td>• Betrayal</td>
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<td></td>
<td>• Denial</td>
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<td></td>
<td>• Depression</td>
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People take cues from those around them. One person -- or several -- engaging in a crime or a good deed, will often lead others to follow – and to do either the wrong thing or the right one!
<table>
<thead>
<tr>
<th>Situations Where You Can Help</th>
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<tbody>
<tr>
<td>Sexual assault</td>
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<td>Partner violence</td>
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<tr>
<td>Stalking</td>
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<tr>
<td>High levels of intoxication</td>
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<tr>
<td>Depression</td>
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<tr>
<td>Racism / homophobia / etc.</td>
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<tr>
<td>Drunk driving</td>
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<tr>
<td>Hazing</td>
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<tr>
<td>Fights</td>
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<td>Academic dishonesty</td>
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<td>Others</td>
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Why Do We Need to Protect Our Pack?

- Nationally 1 in 5 college women are sexually assaulted
- 1825 students die per year and 599,000 are injured in alcohol related incidents
- Students from diverse backgrounds often feel marginalized and unsupported
- Over 36% of college students suffer from depression
Protect Our Pack
The 4 Step Decision Making Model

1. Notice the problem
2. Assume personal responsibility
3. Decide how to help
4. Protect Our Pack
At a party you see a male student trying to get an obviously drunk female to leave with him. She is clearly intoxicated and seems reluctant.

*What can you do?*
Possible Responses

• Ignore it, it’s not my problem.

• Talk to her and get her away from him.

• Get some of her friends and strongly persuade her to leave the party with them.

• Ask some of his friends to intervene.

• Other options........
How Do You Intervene – What’s Your Style?

Some people are comfortable **stepping right in** – “hey, hold up. What are you doing? That’s not OK.”

Some use the **subtle touch** – “oh, I’m sorry, were you talking to her? I just need to steal her away for a minute.”

Some use the **group approach** – “my 3 friends and I are leaving and we need to take her with us – sorry but we’re all going together”.

Some do it from the **outside** – “see that guy over there, he’s trying to take that drunk freshman out of the party. As her friend you need to go get her.”
You stop by the library to see a friend and say “hi”. He has bruises on his face and arm. He says they came from tripping while out on a run. You have heard his girlfriend yelling at him in the past and have seen bruises before.

What can you do?
Possible Responses

Tell him he needs to break up with her immediately
Confront her and tell her to stop
Tell him it’s not his fault and be supportive
Offer to help connect him with resources on campus and get him the appropriate information
OTHER
In the dining hall your new roommate starts making racist comments and jokes in front of other students. Other people laugh awkwardly at the jokes.

*What can you do?*
Possible Responses

Laugh along with them
Be consciously and obviously silent
Do nothing now but later explain why it is an unacceptable thing to say
Say “Hey, that’s not funny, it’s offensive”
OTHER
Bias-Related Incidents/Graffiti/Images

A bias-related incident is an incident that negatively targets, intimidates, or threatens an individual or group due to race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, gender identity or expression, age, physical, mental, and intellectual disabilities, as well as past/present history of mental disorders. This includes, but is not limited to, graffiti or images that harass or intimidate individuals or groups due to the above characteristics.
Bystander intervention works when all pieces are in place

**Individual** – modify and develop new awareness, attitude and skills for addressing problems

**Groups** – become educated, develop sense of group responsibility and accountability, practice how to address issues

**Campus community** – create awareness of “new” norms, publicize support and reporting info, clearly enforce standards and laws
Erica Granoff, Director of Student Services: (203) 251-8484

University’s Title IX Office, Office of Institutional Equity (OIE) (860) 486-2943

University of Connecticut Police: (860) 486-4800 or 911
UConn On Campus Confidential Resource

Katie Griffin, LPC
Clinical Case Manager
Mental Health Resource Center
(203) 251-9597
Katlyn.griffin@uconn.edu
Off Campus
Confidential Resource

The Rowan Center
A Sexual Assault Resource Agency

10 minute walk from campus
Free, confidential resources for sexual assault and secondary survivors
### What Impacts Student Success…

<table>
<thead>
<tr>
<th>Factor Impacting Academic Performance</th>
<th>% of Respondents Reporting Impact</th>
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<tbody>
<tr>
<td>Stress</td>
<td>35.8%</td>
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<tr>
<td>Anxiety</td>
<td>28.7%</td>
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<tr>
<td>Sleep Difficulties</td>
<td>23.4%</td>
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<tr>
<td>Depression</td>
<td>18.7%</td>
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Source: National College Health Assessment Survey, UConn, Spring 2017
The Big Five

1) Stress
2) Sleep
3) Alcohol & Other Drugs
4) Connection & Support
5) Emotional Health
The Big Five:

1) Stress
Lack of motivation or focus

Sleep problems

Drug or alcohol use

Feeling overwhelmed

Headache

Fatigue

Change in sex drive

Short-Term Outcomes of Stress
The Big Five:

2) Sleep
How might disrupted sleep impact college?

• Cognition:
  ➢ Difficulty focusing, paying attention, and remembering information
  ➢ Impacts ability to think critically

• Mood:
  ➢ Increased irritability
  ➢ More vulnerable to stress
The Big Five:

3) Alcohol & Other Drugs
By a show of hands, how many people know someone who has struggled with substance use?
Why We’re Talking About Substances

Impacts of Substances on Wellness

- Missing Classes
- Longer to Graduate
- Decreased GPA
- Increased Stress
- Increased Anxiety
- Depressive Symptoms

Substances impact student success at UConn
The Big Five:

4) Connection & Support
Why Connections Matter…

- Learn from different cultures
- Boost grades
- Relieve Stress
- Gain professional experience
- Create friendships
- Enhance emotional wellness
- Learn new skills
Healthy Relationships

- Friends, family, faculty/staff, romantic
- Communication!

Social Media

- Impact on emotional well being
- Not all bad! UConn Stamford has a great social media presence
The Big Five:

5) Emotional Health
What is Emotional Health?

• How we think, how we feel and how we cope with tough things
• There is a range! Positive, negative, or somewhere in between
• Things to look for that might mean you or a friend could use some help:
  • *Significant* changes in mood and attitude: irritability, sadness, helplessness, acting-out behaviors
  • Changes in academic performance
  • Change in hygiene
UConn On Campus
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Katie Griffin, LPC
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(203) 251-9597
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Thank you and welcome to UConn!