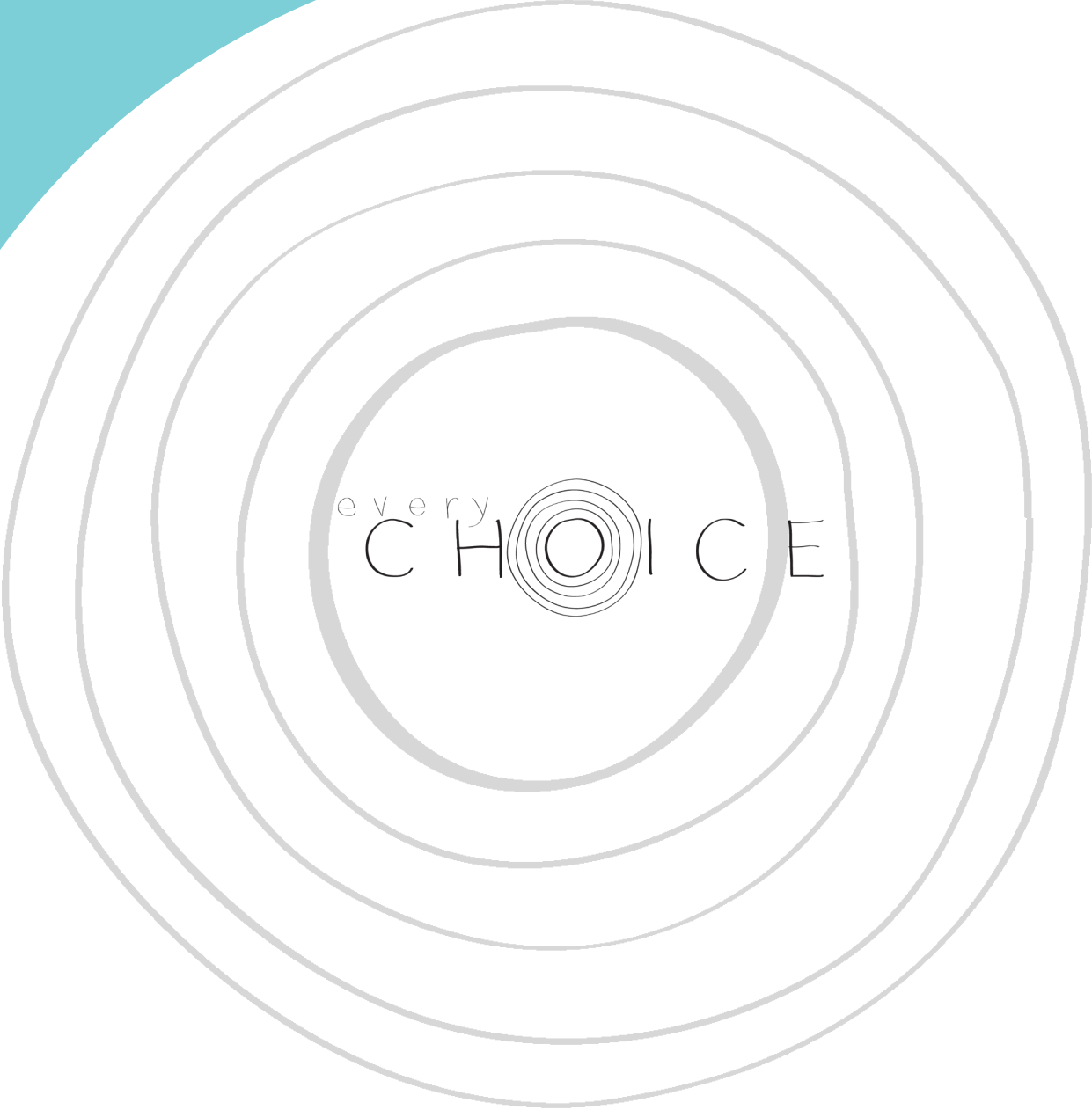


# Faculty Toolkit

for supporting efforts on campus  
to address sexual violence, dating  
violence and stalking



every  
CHOICE



Dear Faculty Member,

Thanks for taking the time to help! Finding a way to integrate violence prevention into your course curriculum or lesson plans this semester just got easier with this handy toolkit. The toolkit outlines several different ways you can support the message of *Every Choice* and the students as they figure out how to make their campus safer.

***What is Every Choice?***

*Every Choice* is a video-based, research informed online learning program that is designed to reduce sexual assault, dating/domestic violence, and stalking on college campuses through a focus on bystander intervention. All first year students on this campus have viewed the video at the beginning of the academic year. The video stresses the importance of being an “active bystander” when someone sees a potentially harmful situation related to sexual assault, dating violence or stalking. The message of the video is that “every choice” matters when someone’s safety is at stake and that we must all be willing to do something when we encounter these situations.

***How can I help?***

What you can do to support this program is integrate homework, class discussion, powerpoint slides, etc. to get your students to reflect on the reality of violence on their campus and in their community and to connect to their role in making their campus and community better specifically by being an active bystander.

***What is in the faculty toolkit?***

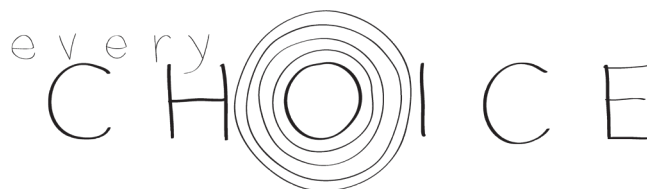
In this toolkit you will find paper topics, projects, extra credit assignments and a host of other creative ways to incorporate violence prevention into your classroom.

We understand your life is tremendously busy and for that reason (among others) we appreciate your willingness to partner with us to help reduce violence, improve safety and thereby improve the quality of education available to all students.

***Where can I get more information?***

Contact the administrator or office on your campus that is administering the *Every Choice* program for more information. See the contact information accompanying this toolkit.

Thank you.



# 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.

- Bystander dynamics and how they play out in social situations
- The role bystanders play in community safety
- How social movements have changed the culture over time
- The psychological effects of rape victimization
- The portrayal of violence against women in the media
- The history and application of the Violence Against Women Act
- How male/female socialization perpetuates violence against women
- The economic impact of interpersonal violence
- Rates and impact of male victimization experiences (which includes but is not limited to child abuse)
- Recidivism rate of previously incarcerated PBPV\* perpetrators
- Portrayal of violence against women in movies, television or music
- 7 characteristics of a rapist (see research by David Lisak)
- The cycle of violence and ways to combat/ eliminate PBPV\*
- How technology has revolutionized stalking
- Battered women syndrome
- Outcomes in case law of famous domestic violence and rape trials
- Objectives and impact of federal Office of Violence Against Women (OVW)
- Problems with rape and domestic violence legislation
- Violence against women from a global perspective
- Bystander role in violence against women prevention
- PBPV\* in the LGBTQ community
- Popular rape myths and an analysis of why they are so difficult to dispel
- Medical injuries sustained by victims of domestic violence
- Prevention on violence as a public health issue.

\*PBPV= Power Based Personal Violence

# Extra Credit Assignments

Offering extra credit to students is always a very motivating factor. Below are some activities or events that could be used as extra credit assignments.

- Attend a community or campus event which is focused on violence prevention or victim support (examples available in many communities (such as Take Back the Night rally; Clothesline Project; A Dress Speaks display; Victim Silhouette display).
- Interview a local or campus service provider about their work and their opinions on prevention of violence.
- Organize or participate in a project to further the prevention efforts on campus.
- Volunteer at the local rape crisis center or domestic violence shelter
- Write an article for the local or campus newspaper about the importance of violence prevention.
- Review on line resources and write an overview of what was helpful on each site.

» [www.livethegreendot.com](http://www.livethegreendot.com)

» [www.nsrvc.org](http://www.nsrvc.org)

» [www.nnadv.org](http://www.nnadv.org)

» [www.rainn.org](http://www.rainn.org)

» [www.ovw.usdoj.gov](http://www.ovw.usdoj.gov)

» [www.infoforhealth.org/endwaw](http://www.infoforhealth.org/endwaw)

» [www.mencanstoprape.org](http://www.mencanstoprape.org)

» [www.ncvc.org](http://www.ncvc.org)

» [www.stopitnow.org](http://www.stopitnow.org)

» [www.ncvc.org/src](http://www.ncvc.org/src)

» [www.loveisnotabuse.com](http://www.loveisnotabuse.com)

» [www.preventconnect.org](http://www.preventconnect.org)

# 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 part in community safety.

- Insert a slide in all your Powerpoint presentations that includes information about violence prevention and Every Choice (provided).
- Include a brief statement on your course syllabus and/or in your email signature line such as:
  - » On our campus, we take care of each other.
  - » It's important to be an active bystander.
  - » Distract - Delegate - Direct Which "D" are you?
  - » Sexual violence, dating violence and stalking will not be tolerated on our campus.
  - » Remember, an active bystander is someone who does SOMETHING, ANYTHING in order to keep someone from being hurt.
  - » Some choices matter A LOT!
  - » I believe our campus can be a safe place to live and learn and I am committed to making it so. I will be an active bystander because my choices matter.
- Have local resources brochures visibly available in your office and/or classroom.
- Put the "Every Choice" logo on all the web pages over which you have influence.

### ***In-Class Activity***

Sometimes students can best connect to their own hope and belief that we can make a positive difference when they look back and remember others who have changed the world for the better.

**Set up:** This activity can be done by having partners or triads or small groups talk about each prompt or by having individuals write their responses quietly, then have broader group sharing.

**Instructions:** Please write/talk about the following prompts:

# In-Class Awareness

- What movements in the past (i.e., women's movement, civil rights movement) or individual contributions (i.e., by a national or local leader or activist) have you benefited from and what are the ways you benefited?
- How does your power to make a difference compare to the power of those who came before?

## ***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:

Kathryn M. Ryan, "The Relationship Between \_Courtship Violence and Sexual Aggression \_in College Students." *Journal of Family Violence*, Dec 1998, Vol. 13 Issue 4, p 377-394.

--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:

# In-Class Awareness

Nancy J. Shook, "Courtship Violence Among College Students: A Comparison of 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.

# In-Class Awareness

## ***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