QUEEN’S UNIVERSITY

SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2020-2021

The original (2017) version of this document was compiled on behalf of the Division of Student Affairs by Lea Keren, Sexual Violence and Bystander Awareness Student Coordinator. The Vice-Provost and Dean of Student Affairs sincerely acknowledges the work of all students, staff and faculty in contributing to the framework, and more importantly, in responding to sexual violence at Queen’s University.
Introduction

The Sexual Violence Prevention and Response Framework document reflects a joint effort between the Alma Mater Society, the Society of Graduate and Professional Students, the Sexual Violence Prevention & Response Coordinator, the Division of Student Affairs and others. These groups and individuals are committed to the reduction of the prevalence of sexual violence on campus and improving the supports, resources and programming available to our community.

This framework is intended to contribute to increased collaboration and coordination among staff, student-affiliated groups and other community partners who plan and organize prevention and awareness activities for students. Although most of the programming described in this document was developed for student audiences, programming for other target audiences may also be included. This framework acknowledges that a holistic prevention and response strategy involves commitment to and collaboration with the broader community, including faculty and staff.

Partners are encouraged to use the framework as a guideline to make decisions in terms of efficacy, fit, breadth and depth of activities. Reference to this framework should not preclude any of the efforts of the Sexual Violence Prevention & Response Task Force to develop and implement campus-wide initiatives to support prevention and response. Nor should it preclude any group from doing anything that they feel will meet student needs related to sexual violence. In fact, it should help identify gaps in programming, and assist in the coordination of the efforts of the stakeholders involved.

Background

A Sexual Violence Prevention and Response Working Group\(^1\) was established in 2013 by the Division of Student Affairs. This cross-campus network of students, faculty and staff convened to mobilize efforts to prevent and respond to sexual assault involving students.

Starting in Fall 2015, new sexual violence prevention and education initiatives and resources were introduced, starting during Orientation Week and continuing throughout the year. Based on the working group’s recommendations, the University

\(^1\) In 2019, in response to directives from the provincial government, the name of the committee was changed to the Sexual Violence Prevention & Response Task Force. 
also created a Sexual Violence Prevention & Response Coordinator (SVPRC) position. The position was filled in Spring 2016. The Coordinator is part of the Human Rights and Equity Office (HREO). In Summer 2020 the University created and filled a Sexual Violence Prevention & Response Community Outreach & Student Support Worker position to work with the SVPRC in the HREO.

In March 2015, Queen’s undergraduate and graduate students took part in a campus climate survey. This survey collected student’s self-reported experiences with sexual assault on campus as well as perceptions of the climate in terms of bystander intervention, support, and response. The survey response rate was 14%, with 2,243 students participating.

The data collected indicated that 25% of respondents had experienced at least 1 incident of sexual violence since arriving on campus. Fifty-three percent reported the assault took place when they were “incapacitated” and just over half (53%) of incidents were perpetrated by someone known to the survivor. Only 2% of students reported an incident to University officials however, 63% students disclosed to a roommate, friend, or classmate. These results are consistent with national data related to sexual violence.

In December 2016, the University’s sexual violence policy was updated and approved, by the University’s Board of Trustees, to align with provincial legislation and regulations. The updated policy replaced a policy first approved in March 2016. That policy was developed after extensive consultation with students and other campus stakeholders. Another policy review took place in 2018/19 as required by legislation.

The Policy on Sexual Violence Involving Queen’s University Students outlines the University’s commitment to Sexual Violence Awareness, Education & Training and will also guide the work outlined in this framework:

- The Sexual Violence Prevention & Response Coordinator will work with campus partners to develop and implement an annual education strategy to:
  (i) promote a culture of Consent;
  (ii) address issues of Sexual Violence; and

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2 EAB. (2015). Building an Effective University Infrastructure: Addressing Sexual Violence on Campus. The Advisory Board Company
4 [https://www.queensu.ca/secretariat/policies/board-policies/sexual-violence-involving-queen%E2%80%99s-university-students-policy](https://www.queensu.ca/secretariat/policies/board-policies/sexual-violence-involving-queen%E2%80%99s-university-students-policy)
(iii) facilitate access to support mechanisms for Students affected by Sexual Violence.

- The University will deliver appropriate information and education related to Sexual Violence to the University Community, including Students in all years, with a focus on incoming Students during orientation week. The University will work with campus partners to provide ongoing awareness, education and training opportunities throughout the academic year.
- Subject matter experts will collaborate to adapt existing content, lead the development of new content and format design, in consultation with Students, to ensure information and educational material is tailored to the audience and context.
- Specific attention will be given to issues of consent, healthy relationships, bystander intervention strategies, and policies and procedures for responding to Sexual Violence.
- Awareness, education and training initiatives will take into account the vulnerability of particular communities to sexual violence and, specifically, the intersection of sexual violence with categories such as race, gender, religion, class and ability.
- The University will make training related to this policy available for staff, faculty, academic staff, Students, and members of the governing board and senior administration.

Over time, Queen’s University has continued to participate in research related to assessing the health and well-being of students. Students have participated in National College Health Assessment (NCHA) surveys in 2013, 2016 and again in 2019. The data from these surveys is an important source of information to help guide program development on campus.

Additionally, in the winter of 2018, full-time students were invited to respond to a provincial climate survey. Approximately 26.5% of University students in Ontario participated in the Student Voices on Sexual Violence Survey. The survey included questions with a focus on five main themes:

- perceptions of consent,
- knowledge of sexual violence supports, services and reporting procedures
- experiences of sexual violence
- satisfaction with institutional response to sexual violence, and
- the behavior of bystanders.⁵

In March of 2021, all Queen’s students were invited to complete the Student Experiences survey. This campus climate survey gathered information from Queen’s students about overall campus culture and climate, including experiences, perceptions, and behaviours with respect to diversity, inclusion, and sexual violence at the university.

Students were asked questions about experiences and perceptions of:
- Training and bystander response
- Complaint to campus authority
- Obtaining support
- Experiences of sexual harassment
- Experiences of sexual violence
- Community actions and responses
- Relationship dynamics

Campus partners have made a commitment to use the survey data to identify trends and areas of concern, to identify gaps in supports and service provision and to guide the development of educational programs on campus.

Sexual violence, complacency and the normalization of sexual violence are serious cultural problems within our society, and specifically within the constructs of university campuses. Sexual violence is not an issue that affects only the few, rather it is a social justice issue that affects all of us. Sexual violence is an issue that is related to other struggles of equity and can occur between individuals regardless of sexual orientation, gender, and gender expression and gender identity or relationship. There is often an intersection of sexual violence with discrimination and harassment, and those who experience the intersection of multiple identities such as, but not limited to, indigenous people, persons with disabilities, racialized people, and those whose gender identity or gender expression does not conform to historical gender norms.

Queen’s University, the Alma Mater Society, the Society of Graduate and Professional Students, the SVPRC/HREO and the Division of Student Affairs are committed to underpinning our approach to sexual violence prevention and awareness in research and evaluation about the programs and services we provide while tailoring them specifically to the experiences of Queen’s students.

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6 [https://www.queensu.ca/inclusive/initiatives/student-experiences-survey/overview](https://www.queensu.ca/inclusive/initiatives/student-experiences-survey/overview)
Strategic Areas:

1 Education and Awareness
   1.1 Making sexual violence prevention and response information available, accurate, up-to-date, relevant and accessible to students
   1.2 Ensuring effective education and awareness programs developed using research-based program considerations and guided by strategic priorities

2 Skill Building
   2.1 Providing students with the tools needed to prevent and respond to instances of sexual violence
   2.2 Equipping students with the ability to assess the risk of sexual assault
   2.3 Providing students with the opportunity to learn and apply practical skills as they relate to sexual violence prevention and response

3 Culture of Support
   3.1 Fostering a campus culture that supports survivors/victims of sexual violence
   3.2 Recognizing how different aspects of one’s identity interact and influence their experiences, including and especially those related to sexual violence and having this inform coordinated prevention and response efforts

4 Policy and Procedures
   4.1 Maintaining a stand-alone sexual violence policy
   4.2 Communicating the information about the policy and associated procedures to all members of the campus community (students, all employee groups)
   4.3 Ensuring that the policy and related procedures are accessible
   4.4 Ensuring that information about related policies is communicated to all members of the campus community

5 Community
   5.1 Challenging societal norms that support sexual violence
   5.2 Working with and coordinating efforts with community partners to enhance efficacy of prevention
   5.3 Ensuring that community norms and attitudes shift to compliment and support individual-level behavioral changes
Strategic Priorities

1 Education and Awareness
   1.1 Student and awareness of resources and support services

2 Skill Building
   2.1 Improving Faculty/staff and student competency related to receiving disclosures

3 Culture of Support
   3.1 Increased support for students who disclose
   3.2 Break down barriers to disclosure and reporting
   3.3 Improve and streamline the process for receiving accommodations

4 Policy
   4.1 Policy, related resources and information should be easy to access and understand for students
   4.3 Increased accountability of respondents
   4.4 Improved process for reporting
   4.5 Increased transparency of processes initiated by formal reporting
   4.6 Improved and streamlined accommodations process

5 Community
   5.1 Invite a member of the Sexual Assault Centre Kingston (SACK) to participate on the Sexual Violence and Prevention and Response Task Force.

*The following table reflects the work of multiple clubs, groups and units across the Queen’s community that are actively engaged in prevention and response activities related to sexual violence. Due to COVID 19, almost all activities this year were online and some yearly in-person events were cancelled.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Unit</th>
<th>Program Facilitators</th>
<th>Description, Outcomes &amp; Learning Objectives</th>
<th>Content/Topic</th>
<th>Audience Characteristics</th>
<th>Format/Duration/Timing/Frequency</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEGaSUS A Supportive Psycho-educational group for people who have experienced sexual violence.</td>
<td>Student Wellness Services (Student Affairs)</td>
<td>Registered Counsellors and/or Social Workers.</td>
<td><strong>Culture of Support:</strong> Assists students who are coping and recovering from the effects of sexual violence through connection, education and empowerment</td>
<td>Understanding the impact of sexual violence. Developing effective coping skills to deal with the emotional aftermath. Exploring issues such as trust, intimacy, setting boundaries, assertiveness and positive body image.</td>
<td>Self-referral, graduate and undergraduate students. Female identified only</td>
<td>Once a week for 1.5 hours each. The group runs for 8 weeks. Offered online only. Offered in both the fall, winter, and spring.</td>
<td>10/group max</td>
</tr>
<tr>
<td>Bystander Intervention Training</td>
<td>Student Experience Office (Student Affairs)</td>
<td>Students (Peer-led)</td>
<td><strong>Education &amp; Awareness:</strong> Skill Building: Equips students with an understanding of the barriers of intervention and learn strategies for safely intervening</td>
<td>Sexual violence definitions, consent, statistics, Bystander intervention attitudes (recognize, respond)</td>
<td>Dons/ResSoc AMS staff Orientation Week leaders</td>
<td>One hour or two hour sessions, All year Module delivery to approx. 1100 orientation leaders</td>
<td>32 sessions to approx. 1100 students virtually</td>
</tr>
</tbody>
</table>
and changes social norms

<table>
<thead>
<tr>
<th>Orientation Week Consent Module</th>
<th>Student Experience Office (Student Affairs)</th>
<th>Other BK Chan</th>
<th>Education &amp; Awareness: Culture of Support: Consent</th>
<th>First year students</th>
<th>Late August</th>
<th>Incoming class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Sex Trafficking Awareness Session</td>
<td>Sexual Violence Prevention and Response Service (SVPRS), Campus Security and Emergency Services</td>
<td>Ed Cunningham, Kingston Police and Lana Sanders, Victim Services</td>
<td>Education &amp; Awareness: Information about sex trafficking, how to recognize, and resources for support</td>
<td>Human sex trafficking</td>
<td>Staff only</td>
<td>February 16, 2021</td>
</tr>
<tr>
<td>Red Flag Campaign</td>
<td>Health Promotion (Student Affairs)</td>
<td>Sexual Health Topic Team Students</td>
<td>Education &amp; Awareness: Addresses sexual assault, dating violence and stalking on university campuses Culture of Support: Encourages intervention when people see the warning signs of sexual violence</td>
<td>Bystander intervention, Harassment and stalking, Rape-myths, healthy relationships</td>
<td>Students at large</td>
<td>March 1-8, 2021 (Social Media Stories, Posts &amp; Live)</td>
</tr>
<tr>
<td>SV Website</td>
<td>Sexual Violence Prevention &amp; Response Service (HREO)</td>
<td>SVPRS and HREO staff</td>
<td>Education &amp; Awareness: increase access to info, services and supports</td>
<td>Information about multiple topics related to SV, policy and policy FAQ,</td>
<td>All students, faculty, staff and members of broader community</td>
<td>Permanent, on-going</td>
</tr>
<tr>
<td>SV Facebook and Instagram</td>
<td>Sexual Violence Prevention &amp; Response Service (HREO)</td>
<td>Education &amp; Awareness:</td>
<td>Event promotion, resources, education on topics related to SV, community building, etc.</td>
<td>All students, faculty, staff and members of broader community</td>
<td>Permanent, on-going</td>
<td>Since account creation (Sept 2020) Instagram at 264 followers. Account engagement reach +500 a month Facebook has 210 followers and 195 who have liked account Account engagement +100 each month on average</td>
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<tr>
<td><strong>Steps to Take Poster</strong></td>
<td>Student Affairs</td>
<td>Education &amp; Awareness:</td>
<td>Definition of SV, support services, resources,</td>
<td>Campus community</td>
<td>Regular distribution modified this year, digital version available</td>
<td></td>
</tr>
<tr>
<td>Consent infographic</td>
<td>Student Affairs</td>
<td>Infographic</td>
<td>Education &amp; Awareness: Explanation of consent and resources for support and services</td>
<td>Consent</td>
<td>1st year students plus</td>
<td>Early Fall distribution plus additional as requested</td>
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<tr>
<td>SV Policy information Sessions</td>
<td>SVPRC</td>
<td>SVPRC</td>
<td>Education &amp; Awareness Policy &amp; Procedures: employee responsibilities and how to respond to disclosures from students.</td>
<td>Policies, procedures</td>
<td>Staff and faculty</td>
<td>Winter 2021, open sessions by registration and others upon request, Zoom</td>
</tr>
<tr>
<td>Sexual Violence Awareness Week- Winter 2021</td>
<td>Sexual Violence Prevention and Response Service (SVPRS), Freedom From Violence</td>
<td>Staff and students</td>
<td>Education &amp; Awareness: Activism and sex work, consent and healthy relationships, Skill Building Trauma Informed education on responding to your inner critic and building compassion after trauma Building intimacy after trauma</td>
<td>Survivor supports, Consent, activism, sex positivity, self care and empowerment</td>
<td>All campus community with a focus on undergraduate students</td>
<td>January Reclaim Your Voice – talking to your Inner Critic Stripping, Art and Activism with Jacq the Stripper Sex after Trauma with Alisha Flisher</td>
</tr>
</tbody>
</table>

120 students attended total
<table>
<thead>
<tr>
<th>Substance Training</th>
<th>Health Promotion (Student Affairs)</th>
<th>Health Promotion Professional Staff</th>
<th>Education &amp; Awareness: Addresses harm reducing substance use strategies in training format. <strong>Culture of Support:</strong> Provides direct support in alcohol-related healthy lifestyle appointments (HLA)</th>
<th>Alcohol, cannabis, opioids/fentanyl Risk reduction strategies</th>
<th>Orientation leaders plus ResLife Student Staff COR student volunteers</th>
<th>Fall and Winter as requested, multiple sessions, 21 students attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Kits</td>
<td>Health Promotion (Student Affairs)</td>
<td>Substance Use Peer Health Educator (PHE) team, C.O.R. team leaders</td>
<td>Education &amp; Awareness Address substance use behaviours &amp; positive mental health <strong>Culture of Support</strong> Encourages practicing safe sex and awareness of harm reduction</td>
<td>Distribution of kits w focus on substance harm reduction + consent stickers, condoms and dental dams</td>
<td>Off-campus students</td>
<td>St. Patrick’s Day: March 15 &amp; 16, 400 kits distributed, reached 900 students</td>
</tr>
<tr>
<td>General Social Media + Ask Me Anything (AMA) About Sex Forum</td>
<td>Health Promotion (Student Affairs)</td>
<td>Sexual Health PHE team</td>
<td><strong>Education &amp; Awareness</strong></td>
<td>Students at large</td>
<td>All year</td>
<td>5300 reached</td>
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<tr>
<td><strong>How to Have Safe Sex During COVID-19</strong></td>
<td>Health Promotion (Student Affairs)</td>
<td>Sexual Health PHE team</td>
<td><strong>Education &amp; Awareness:</strong> Addresses intersection between sex &amp; COVID-19</td>
<td>Students at large</td>
<td>All year</td>
<td>4488 reached</td>
</tr>
<tr>
<td><strong>SV Training</strong></td>
<td>SIC/AMS and Peer Support Centre</td>
<td>Student leaders</td>
<td><strong>Education &amp; Awareness Skill Building</strong></td>
<td>SIC volunteers, Bystander Intervention Team, PSC, SHRC, SACK</td>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td><strong>Consent Workshops</strong></td>
<td>Sexual Health Resource Ctr.</td>
<td>Students (Peer led)</td>
<td><strong>Education &amp; Awareness:</strong> Facilitates discussions regarding the pillars of consent, means of practicing/promoting consent, and bystander intervention. Emphasizes the need for building a culture of consent early in the university experience.</td>
<td>Orientation week leaders</td>
<td>Orientation and on-going by request</td>
<td>Incoming class</td>
</tr>
<tr>
<td><strong>Teach-ins &amp; Regular Centre Programming</strong></td>
<td>SHRC</td>
<td>Students (Peer led)</td>
<td><strong>Education &amp; Awareness:</strong> Provides information and facilitates discussion regarding various aspects of sex and sexuality, emphasizing healthy relationships with partners &amp; with one’s self. Provides a resource and referral services relevant to sexual violence, sexuality, and sexual health (pamphlets, lending library, referral resources) (these services were remote this year, offered through their phone call hours)</td>
<td>Gender, sexuality, consent, barriers &amp; contraceptives, STI's, sex toys, healthy relationships, survivor supports</td>
<td>All students</td>
<td>All year</td>
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<tr>
<td><strong>Essential Items Bursary</strong></td>
<td>SHRC</td>
<td>Students (Peer led)</td>
<td><strong>Culture of Support</strong> Relieves financial strain on Queen’s students who,</td>
<td>Essential sexual health items Contraceptives Pregnancy tests Menstrual items</td>
<td>All students</td>
<td>All year</td>
</tr>
</tbody>
</table>
due to the SHRC’s closure during COVID-19 purchased essential items at other retailers for a higher price. EIB reimbursed applicants difference between the price paid and price available through SHRC.

<table>
<thead>
<tr>
<th>SA/DV Program Training</th>
<th>Sexual Assault/ Domestic Violence Unit, Kingston Health Sciences Ctr. KGH site</th>
<th>Program Manager</th>
<th>Education &amp; Awareness: Informing students and staff about the resource and how and when to refer students to their services</th>
<th>Survivor supports</th>
<th>Faculty of Medicine only this year (student clubs etc. did not request this year)</th>
<th>Year round, on-going as requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Harassment and Violence in the Workplace</td>
<td>Human Rights &amp; Equity Office</td>
<td>HREO Staff</td>
<td>Education &amp; Awareness: Raises awareness of the rights and responsibilities of community members related to sexual harassment.</td>
<td>Sexual harassment</td>
<td>Staff and Faculty, part of certificate program offered via The Learning Catalogue (Human Resources)</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Residence Staff Training</td>
<td>Residence Life (Student Affairs)</td>
<td>Staff plus Campus &amp; Community Partners</td>
<td>Education &amp; Awareness: Skill Building: Equips student &amp;</td>
<td>Sexual Violence, definitions, statistics, role specific</td>
<td>Student and professional staff in Residence, RES SOC</td>
<td>August Training and on-going sessions over the year</td>
</tr>
<tr>
<td>Program</td>
<td>Responsible Enrolment/Partnership</td>
<td>Event Details</td>
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</tbody>
</table>
| Consent Week                                    | Residence Life (Student Affairs)                        | **Skill Building**  
**Education & Awareness Community**  
Builds on messages from Orientation Week  
Sexual Violence, consent, healthy relationships, Rejection messaging COVID and physical distancing + hookup culture |
| Staff and Faculty Training On-Line Modules      | HREO and SVPRC host and promote CREVAWC link            | On-line **Education & Awareness**  
Sexual Violence, dynamics, intersectional approach, how to respond to disclosure, legal issues, consent |
| Mandatory Training for Athletes                  | Athletics and Recreation (Student Affairs)              | **Education & Awareness**  
All student athletes, attendance mandatory to maintain eligibility  
Sessions scheduled related to athletic “season” |
| Letters to Survivors Campaign                   | Sexual Violence Prevention and Response Service (SVPRS) | Staff **Culture of Support**  
Provides a space for students to anonymously  
Empowerment, culture of care, consent culture, myths and stereotypes |

(e.g., Kingston Police) professional staff with tools to be a first responder,  
**Culture of Support:** Learn how to support survivors of sexual violence  
(respect, respond, refer)
<table>
<thead>
<tr>
<th>Community, Support, and Action October Workshop Series</th>
<th>Educational &amp; Awareness</th>
<th>Skill Building</th>
<th>Culture of Support</th>
<th>All Students</th>
<th>Workshop from SACK on Trauma Informed Care</th>
<th>80 attendees across the three events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Violence Prevention and Response Service (SVPRS) and Social Issues Commission (SIC)</td>
<td>Trauma sensitive support, healthy relationships, student activism, boundaries, sex positivity, consent, rejection resilience, culture of support</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Know your Rights: Naming and Reporting Sexual Harassment in the Workplace</th>
<th>Education &amp; Awareness</th>
<th>Education on what sexual harassment looks like in the workplace and resources available</th>
<th>Sexual harassment, reporting, legal aid</th>
<th>All Students</th>
<th>1 hr workshop on naming and reporting sexual harassment in the workplace</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Violence Prevention and Response Service (SVPRS) and Trent University</td>
<td></td>
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</tr>
</tbody>
</table>

| SHARE Exchange Legal Action Centre | | | | | | |

| Culture of Support | Providing options and resources available to students pursuing reporting processes | | | | | |

+1,000 engagement
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Participants</th>
<th>Duration</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16 Days of Activism Against GBV Social Media Campaign</strong></td>
<td>Sexual Violence Prevention and Response Service (SVPRS)</td>
<td>Education &amp; Awareness Building awareness of the prevalence of GBV, the impact of COVID on rates of GBV, as well as education on intervention, healthy relationships, consent, and more</td>
<td>Gender Based Violence, femicide, consent, activism, community resources, sexual violence awareness</td>
<td>All Students</td>
</tr>
<tr>
<td><strong>Trauma Sensitive Yoga</strong></td>
<td>Sexual Violence Prevention and Response Service (SVPRS)</td>
<td>Culture of Support Space for those looking for a space that is trauma informed to practice affirming self care. Facilitator would start and end each session discussing consent, empowerment, and choice</td>
<td>Trauma sensitive care, self care, culture of support</td>
<td>All Students</td>
</tr>
</tbody>
</table>

Flex of 8-14 attendees per session
<p>| Affirmations Campaign | Sexual Violence Prevention and Response Service (SVPRS) | Staff | Culture of Support | Affirmations, sex positivity, 2SLGBTQ+ relationships | All Students | Affirmations campaign shared content the week of February 8th. Asked for affirmations from the community for a chance to win a gift card. Compiled affirmations and shared online to build culture of self-love and support around a time of year (Valentines) where students might feel pressures | 40 unique submission +500 engagement +35 unique shares to other Instagram accounts |
|-----------------------|--------------------------------------------------------|-------|---------------------|-------------------------------------------------(targeted to undergraduate) | Pilot two workshops 5 times total: Building a Consent Culture (2) | Healthy Relationships (3) |
| GBV Prevention and Awareness Pilot Workshop Program | Sexual Violence Prevention and Response Service (SVPRS) | Staff and Bystander Facilitators | Education &amp; Awareness | Healthy relationships, rape culture, consent culture, sex positivity, GBV, intersectionality and sexual violence, colonialism and GBV, power dynamics, rejection resilience | All Students | Pilot two workshops 5 times total: Building a Consent Culture (2) | 185 students completed the workshop |
| | Student Experience Office (SEO) | | Skill Building | Building skills in intervention, support, recognizing unhealthy and abusive relationships, | | | |
| | Bystander Intervention Program | | | | | | |</p>
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Hosting Organization</th>
<th>Co-hosting</th>
<th>Event Details</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movies for Mental Health: Creating supportive spaces for survivors of sexual violence</td>
<td>Sexual Violence Prevention and Response Service (SVPRS)</td>
<td>Art with Impact</td>
<td>Education &amp; Awareness</td>
<td>Consent, impacts of sexual violence, healing, culture of support</td>
</tr>
<tr>
<td>Sexual Citizens: Q/A with Authors</td>
<td>Sexual Violence Prevention and Response Service (SVPRS)</td>
<td>Jennifer S. Hirsch and Shamus Khan</td>
<td>Education and Awareness</td>
<td>Consent, sexual violence, hookup culture,</td>
</tr>
<tr>
<td>It Takes All of Us Online Training</td>
<td>Sexual Violence Prevention and Response Service (SVPRS)</td>
<td>Online Module</td>
<td>Education &amp; Awareness</td>
<td>Consent, sexual violence, debunking myths, bystander intervention, resources</td>
</tr>
</tbody>
</table>
available on campus

**Skill Building**
Bystander Intervention and disclosures

disclosure, and resources on campus

Tomasone) used the module as part of their course material

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1 Workshops and training should be supplemented with mass-media, campus-wide public service notices.
2 Increased cross-unit and cross-disciplinary collaboration enhances the efficacy of prevention efforts across units.
3 Effective programs are professionally facilitated. Program facilitators can be students, staff, faculty, community members and others.
4 Content should include consent, healthy relationships, risk reduction strategies, policies, bystander intervention, survivor supports, attitudes, rape-myths, alcohol, hazing, drugs, harassment and stalking and more.
5 Effective programing usually targets single-gender audiences and are administered to students at several times throughout their time at university. Other audience characteristics to be mindful of include identity and culture. Programming should look to focus on subgroups of vulnerable students.
6 Programs designed to be workshop-based or administered as classroom courses, occurring frequently and in long sessions, are the most effective for prevention. Lecture-based and longer formats are effective for improve rape attitudes and rape myth acceptance.

(Vladutiu, Marin, Macy, 2011).
Appendix 1: Research

The framework content is grounded in research focusing on determining the most effective methods for sexual violence prevention on university campuses. This research guided the adoption of the five strategic areas included, which complement one another with the ultimate goal of creating and maintaining a healthy campus community. The program considerations are based on research conducted by Vladutiu, Marin, and Macy ⁷, which sets out recommendations for effective programming. These considerations are applied to all programming developed and administered, regardless of the strategic areas under which it falls. More specific research guiding each of the strategic areas follows.

Education and Awareness & Skill Building:

The NASPA (2017)⁸ research for effective prevention strategies informs two of our strategic areas: Education and Awareness and Skill Building.

- **Comprehensive.** Prevention strategies should include multiple types of activities, affect multiple settings, and go beyond raising awareness.
- **Varied in their teaching methods.** Prevention strategies should include interactive, skills-based components.
- **Sufficient in dosage.** Participants need to be exposed to enough of the program for it to have an effect. Prevention programming needs to happen over a long enough period of time so that it impacts participants’ knowledge, attitudes, beliefs, behaviors, and skill acquisition.
- **Theory driven.** Strategies should have a scientific justification or logical rationale.
- **Focused on positive relationships.** Programs should foster strong and positive relationships between participants and their peers, families, and communities.
- ** Appropriately timed.** Program activities should happen at a developmentally appropriate time to have maximum impact in a participant’s life.

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• **Socio-culturally relevant.** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

• **Administered by well-trained staff.** Programs need to be implemented by staff members who are sensitive and competent, and who have received sufficient training, support, and supervision.

• **Focused on outcome evaluation.** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

• **Integrated.** Effective prevention programs are integrated throughout the framework of an organization.
Appendix 2: Intersectionality

Intersectionality is an essential lens through which to examine how various forms of privilege and oppression shape one’s experiences with trauma and their interactions with relevant resources and programming. Assuming this lens in our work is an acknowledgement that a variety of social factors contribute to sexual violence, the impact of violence, and individual’s subsequent experiences navigating support resources and engaging in various forms of programming.

No two people will engage with any part of this sexual violence framework the same way, as their experiences are shaped by the various intersections of their identities and social locations. Intersectionality gives attention to power as operating at structural and discursive levels to silence and exclude certain types of knowledge and experiences and the way that it shifts depending on various intersections. Using an intersectional lens throughout the development and application of Queen’s sexual violence framework, allows us to improve the way our framework is organized and how programs are delivered to best address the various intersections of oppression and ultimately better address sexual violence on our campus.

Things to consider when working intersectionally

- The social locations of the persons you are working with
- Your own position as a service provider
- The conditions that impact social locations

It is also important to use accurate statistics that reflect the diversity of experiences when reporting on the prevalence of sexual violence.

It is impossible to create a completely comprehensive list of all the ways that a person may identify. This diagram, created by The Learning Network (2015), provides some examples of the ways various identities may intersect with sexual violence and why it is important to keep this in mind when developing strategies for preventing and responding to instances of sexual violence.

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Graphic adapted from CRIAW/ICREF’s Intersectionality Wheel Diagram published in Everyone Belongs. A Toolkit for Applying Intersectionality (2009, p. 6)

(Baker, Barreto Elsa, & Ehterington, 2015)
Appendix 3: Sexual Violence Prevention Program Planning

How does your event fit into the Queen’s Sexual Violence Framework?

Questions to consider when planning your sexual violence prevention programming:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>With which of the five strategic objectives does your event/workshop/programming align?</td>
<td></td>
</tr>
<tr>
<td>Have you discussed your project plans with the Sexual Violence Prevention and Response Coordinator, other stakeholders and supervisors?</td>
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</tr>
<tr>
<td>Who is your audience?</td>
<td></td>
</tr>
<tr>
<td>What is your target reach?</td>
<td></td>
</tr>
<tr>
<td>How is your project being delivered? By who?</td>
<td></td>
</tr>
<tr>
<td>What other supports and services will you need to have in place before, during and after the event?</td>
<td></td>
</tr>
<tr>
<td>Has your program been well-researched? Is it evidence-based and evidence-informed?</td>
<td></td>
</tr>
<tr>
<td>What procedures and communications need to be applied regarding ensuring that your programming is accessible and inclusive?</td>
<td></td>
</tr>
<tr>
<td>What other organizations might be doing similar work?</td>
<td></td>
</tr>
<tr>
<td>Are there any existing programs similar to the one you are planning?</td>
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<tr>
<td>Are there opportunities for partnership?</td>
<td></td>
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<tr>
<td>Is your programming a one-time event or an on-going project? If on-going, is it sustainable? What is the life span?</td>
<td></td>
</tr>
<tr>
<td>What criteria will you use to measure program success?</td>
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</tr>
<tr>
<td>How will you evaluate your program?</td>
<td></td>
</tr>
<tr>
<td>How will you incorporate feedback from participants into future planning?</td>
<td></td>
</tr>
</tbody>
</table>
Additional References

Updates to this document in 2018, 2019 and 2020 were completed by Barb Lotan, Sexual Violence Prevention & Response Coordinator. Updates to this document in 2021 were completed by Taylor Mackenzie MacPherson, Sexual Violence Prevention and Response Community Outreach and Student Support Worker.