

Configuring Sexual Assault Prevention for Community College



Sexual Assault Prevention for Community College Configuration Guide

Welcome to the Course Configuration Guide. The purpose of this resource is to provide useful information for administrators to understand what all the options are to customize their EVERFI courses. Whether every single page is used or just one, it is important that learners are receiving the most up-to-date and relevant information they need.

Each EVERFI course has standard configuration options while newer, updated courses have additional fully-configurable pages throughout the content. These options allow you to tailor the learning experience to your unique organization. Not only will this impact the aesthetic, but it will also help the content resonate more with participants and build trust knowing their organization put thought and intention into the training.

We recommend reading through and printing out the full guide to understand the course learning objectives and to plan what content you want to use at your organization. There are suggestions from our subject-matter experts throughout the guide and areas to make notes and collaborate with other colleagues or departments who may have content to contribute.

What you can find in this guide:

1. Configurations Layouts
2. Course Overview
3. Course Map
4. Configuration Options per Module

Configurations Layout: Standard Page

Important to note: All elements per page (Title, Body Text, and Image) must be included in order for the page to populate in the course. If an element is not included, then the entire page will be removed.

1. Your Logo

This logo appears throughout your Foundry account. Please contact your Account Manager to add or update this element.

The logo should be a high resolution image that can render well on small screens.

2. Title

The title appears in the top left corner of the configurable page just below the navigation bar.

We recommend having no more than 6 words that summarize the content below.

3. Body Text

This open text field is positioned under the Title on the left half of the page.

There are specific content suggestions in the following pages for this specific course and where it occurs in the experience.

4. Image

Images appear in the top right corner of the page.

Using your organization's imagery here goes a long way. Forgo the stock photos if you can and upload familiar faces and places your learners will recognize.

1

EVERFI

🔧 Tools
👤 Michelle C

🏠 Main Menu
☰ Navigation
📄 Citations

2

This is the custom title

3

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

4



Back

Next

Configurations Layout: Video Page

Important to note: All elements per page (Title, Body Text, and Video) must be included in order for the page to populate in the course. If an element is not included, then the entire page will be removed.

1. Your Logo

This logo appears throughout your Foundry account. Please contact your Account Manager to add or update this element.

The logo should be a high resolution image that can render well on small screens.

2. Title

The title appears at the top of the configurable page just below the navigation bar.

We recommend having no more than 6 words that summarize the content below.

3. Body Text

This open text field is positioned under the Title and spans the full length of the page.

There are specific content suggestions in the following pages for this specific course and where it occurs in the experience.

4. Video

Uploaded videos appear below the Body Text.

Requirements:

- YouTube URL input
- Use the highest quality possible (HD)
- Quality adjusts per connection speed
- Enable Closed Captioning

The screenshot shows a web interface for configuring a video page. It features a dark blue navigation bar at the top with the Everfi logo (1), a 'Tools' icon, and the user name 'Michelle C'. Below the navigation bar are links for 'Main Menu' and 'Navigation'. The main content area is white and contains a custom title (2) 'This is the custom title', followed by a block of placeholder text (3) 'Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.' Below the text is a video player (4) showing a large number '3' on a film strip background. The video player includes a play button, a 'Watch later' button, and a 'Share' button. The video title is 'TEST VIDEO'.

Configurations Layout: Policy and Resource Page

1. Title

The title appears at the top of the configurable page just below the navigation bar.

Because this is the policy page, simply stating the policy name or call-to-action is sufficient.

2. Body Text

This open text field is positioned under the Title.

This space can be used to add context and company expectations around the following policy.

3. Policy / Resource Title

Add the name of the specific policy or resource in this field. This appears in the content page as well as in the Policy Acknowledgement pop-up as shown below.

To configure this element go to the Policies or Resources sections of the Admin Dashboard.

4. Policy / Resource

This is where you attach your specific policies or resources for learners to access and e-sign.

Some courses have the option to include multiple documents or web pages which will be indicated in the following pages. We strongly recommend using a URL for easy maintenance.

The screenshot illustrates the configuration layout for a Policy and Resource page. It is divided into two main sections: a main page configuration and a pop-up acknowledgment window.

Main Page Configuration:

- 1. Title:** A text field containing "This is the custom title".
- 2. Body Text:** A text area containing placeholder text: "Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum."
- 3. Policy / Resource Title:** A text field containing "Sample Policy".
- 4. Policy / Resource:** A text field containing "View Policy".

Policy Acknowledgment Pop-up:

- 3. Policy / Resource Title:** A text field containing "Sample Policy".
- 4. Policy / Resource:** A text field containing "View Policy".
- Text: "Click the link below before e-signing."
- Text: "I hereby acknowledge that I have reviewed and understand this policy" (with a checked checkbox).
- Button: "Close".

Sexual Assault Prevention for Community College

Course Overview

Preparing students to succeed post-graduation means equipping them now with the skills and knowledge to identify and intervene when they witness unsafe or unhealthy behavior with friends or coworkers. Research shows that the most effective prevention education requires messaging that is tailored to diverse populations and delivered across the student lifecycle.

EVERFI's Sexual Assault Prevention Suite is a comprehensive education solution that engages students as they progress, fostering healthy relationships and preparing them to recognize and respond to sexual assault and harassment when it occurs.

Sexual Assault Prevention for Community Colleges addresses preventing sexual assault and harassment on campus, in the workplace, and at home. Learners will learn about relationship abuse in established or long-term relationships, financial abuse, specific concerns students with children may face, and how to support loved ones who have experienced trauma.

This course reflects training requirements outlined in the 2020 Title IX changes.

In this learning experience, the main course is considered Part 1 and includes a pre-course survey, pre-course knowledge assessment, the learning modules, and a post-course knowledge assessment. There is an additional post-course, follow-up survey (which mirrors the pre-course survey) that is assigned as a separate learning activity and considered Part 2.

EVERFI recommends assigning Part 2 of the course 30-45 days after the learner completes Part 1. This 30-45 day intersession period allows learners to process the information from the course, start putting their new knowledge and skills into practice, and become more acclimated to their environment. This enables the Part 2 follow-up survey to assess changes in learner attitudes and behaviors, as well as the impact of the school or organization environment.

Course Details

- **Audience:** Students Enrolled at Community Colleges
- **Course Length:** 45 minutes
- **Mobile-Friendly:** Compatible with desktops, tablets, and mobile devices

Course Map

Module 1: Introduction

- Welcome
- **Custom Welcome Letter***
- **Custom Welcome Video***
- Introduction
- Pre-Course Survey
- Pre-Course Quiz
- Your Experience, Your Insight, Your Contribution

Module 2: Values, Identities, and Relationship

- Values, Identities, and Relationships
- **Standard Custom Page***
- Who Am I?
- My Identity
- Identities are Complex
- My Values
- My Values Matter
- Title IX of the Education Amendment Acts of 1972
- **Sexual Misconduct Policy Acknowledgement***
- What Does a Healthy Relationship Look Like to You?
- What Makes a Good Relationship?
- Recognizing Relationship Abuse
- **Experiencing or Witnessing Abuse Resource Page***
- Federal and State Laws: Relationship Violence
- **Local Support Information Resources***
- **Medical/Healthcare Options Resources***
- Helping a Friend or Loved One
- Jen's Response
- Digital Abuse
- **Standard Custom Page***
- Summary

Module 3: Understanding Our Identities

- Understanding Our Identities
- **Standard Custom Page***
- Gender Stereotypes
- Gender Roles and Stereotypes
- What Can You Do About Harmful Language?
- He Was Acting Like Such A...
- She Was Dressed Like Such A...
- He Sounded Like He Was...
- **Standard Custom Page***
- Summary

Module 4: Sexual Harassment and Stalking

- Sexual Harassment and Stalking
- **Standard Custom Page***
- Sexual Harassment
- Quid Pro Quo
- Hostile Environment
- Respond to Harassment
- Walking Interrupted
- Problematic Proposition
- Stalking
- Making "Friends"?
- Too Close for Comfort
- A Prank or a Problem?
- Federal and State Laws: Stalking
- **Standard Custom Page***
- Summary

* indicates a configurable page

Course Map

Module 5: Consent, Coercion, and Bystander Intervention

- Consent, Coercion and Stepping In
- [Standard Custom Page*](#)
- Consent: Part of Healthy Communication
- What Should Sonia Do?
- What Should Kim Do?
- Coercion
- What Does Coercion Look Like?
- Factoring in Alcohol
- Alcohol and Coercion
- State Law: Consent
- Federal and State Laws: Sexual Assault
- Identifying a Problematic Situation
- Taking Action
- Stepping into Action
- When to Call 911
- [Student Groups and Organizations Resource Page*](#)
- Summary

Module 6: Reporting Options and Responding to a Survivor

- Reporting Options and Responding to a Survivor
- [Standard Custom Page*](#)
- Impact of Trauma
- How Identities May Impact Survivors' Experiences
- International and Undocumented Survivors and Survivors from Communities of Color
- Responding to Survivors
- Student Engagement Survey
- State Laws: Understanding Legal Protections
- Reporting
- Reporting Options and Processes
- Grievance Process
- [Reporting Contact Information Resource Page*](#)
- Summary

Module 7: Conclusion

- [Reporting Options Resources Page*](#)
- [Custom Closing Letter*](#)
- [Custom Closing Video*](#)
- Post-Course Exam
- Course Summary

Sexual Assault Prevention for Community College - Part Two

This is a separate learning activity that is to be assigned after a 30-45 day intersession.

- Post-Course Survey

* indicates a configurable page

Module 1: Introduction

Learning Objectives:

- Understand that everyone has a responsibility to intervene and stop sexual violence/assault.
- Understand the importance of learning about sexual assault, healthy relationships, and consent, and contributing to a supportive community.

Configuration Name(s)	Page Layout	Suggested Content
Welcome Letter <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	<ul style="list-style-type: none"> • A written welcome message to declare the goals and takeaways of the experience, community expectations, any course deadlines, expectations to complete the course, any mandates if not done on time • Direct learners to existing resources relevant to the course topic • Have the message come from leadership that learners will recognize and will relay the importance of the course (President, Dean, Provost) • Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus • All elements must be populated for this page to appear for learners
Welcome Video <ul style="list-style-type: none"> • Header • Text • Video 	Video Page	<ul style="list-style-type: none"> • A welcome message in video format for learners that can be used instead of or in addition to the written letter • Have the message come from leadership that learners will recognize and will relay the importance of the course (President, Dean, Provost) • Reiterate the goals and takeaways of the experience, community expectations • Use footage from your institution that learners will recognize • Requirements <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning • All elements must be populated for this page to appear for learners

Module 2: Values, Identities, and Relationships

Learning Objectives:

- Identify key elements of their personal identities, including their core values.
- Describe how their identities and values influence how they view relationships and sexual violence.
- Recognize that institutional policies and Title IX prohibit sexual harassment and violence, relationship violence, and stalking
- Describe the key elements of healthy and unhealthy relationships.
- Explain ways to support someone who is in an abusive relationship, and how to seek assistance or access local resources.
- Understand that anyone can be the victim of abuse.

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section (listed above)
Policy Page <ul style="list-style-type: none"> • Header • Text • Sexual Misconduct Policy 	Policy Page	<ul style="list-style-type: none"> • Add your institution's Sexual Misconduct Policy as well as additional policies that you'd like your learners to review and acknowledge, such as your Student Code of Conduct • Provide context and reassurance of your institution's commitment to upholding the promise of a safe and healthy culture • Explain consequences of a violation of the policy • This can be a PDF or URL - we recommend URL to ensure information is up to date • All elements need to be populated for this page to appear in the course • If more than 1 policy is uploaded, they will all appear on this page to be read and acknowledged in the order they are uploaded

Configuration Name(s)	Appears in Course	Suggested Content
Experiencing or Witnessing Abuse <ul style="list-style-type: none"> ● Resources 	Resource Page	<ul style="list-style-type: none"> ● Add any relevant resources to this page, such as <ul style="list-style-type: none"> ○ Bystander Intervention resources / guides ○ The counseling center information ○ Local community or national resources ● These can be direct phone numbers, URLs, or other contact information ● The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners ● We recommend including URLs that will be maintained without having to update the course on a regular basis ● All elements need to be populated for this page to appear in the course
Local Support Info <ul style="list-style-type: none"> ● Header ● Text ● Local Support Info Resources 	Resource Page	<ul style="list-style-type: none"> ● List out local support information and medical/healthcare options for learners ● These can be direct phone numbers, URLs, or other contact information ● The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners
Medical/Healthcare Options Page <ul style="list-style-type: none"> ● Header ● Text ● Medical/Health-care Resources 	Resource Page	<ul style="list-style-type: none"> ● We recommend including URLs that will be maintained without having to update the course on a regular basis ● All elements need to be populated for this page to appear in the course ● If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded
Configurable Page 2 <ul style="list-style-type: none"> ● Header ● Text ● Image 	Standard Page	<ul style="list-style-type: none"> ● Communicate your institution’s stance and resources on the topics covered in this section (listed on previous page)

Module 3: Understanding Our Identities

Learning Objectives:

- Explain the relationship between sexual assault and individual attitudes, assumptions, and behaviors.
- Describe how a person's various identities can impact how they think about sexual violence.
- Describe the impact of gender stereotypes on both male victims and non-binary individuals.

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section (listed above) • Add thought-provoking questions about learners' identities and perceived stereotypes • Promote institution resources, student groups, local communities • Highlight existing resources for viewers to learn more about identities, stereotypes and how they can be related to sexual violence • Reiterate diversity mission and repercussions for violation
Configurable Page 2 <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	

Module 4: Sexual Harassment & Stalking

Learning Objectives:

- Recognize different forms of sexual harassment in learning and workplace environments.
- Understand the emotional impacts of harassing behaviors.
- Recognize examples of stalking behavior that are common in a learning environment.
- Know how to intervene in a situation where someone may be engaging in sexual harassment or stalking behaviors.
- Recognize that your school may be able to take action to support your safety.

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section (listed above) • Share resources, procedures, and contact information for learners to reach out for guidance and to report • List specific examples of stalking behavior or sexual harassment to be aware of • Link out to student handbook or other document learners can reference later on
Configurable Page 2 <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	

Module 5: Consent, Coercion, and Bystander Intervention

Learning Objectives:

- Define consent and its importance in all types of relationships.
- Identify when an individual is incapable of giving consent.
- Describe ways to ask for consent and to get clarification if the presence of consent is unclear.
- Define and give examples of coercion.
- Describe the role that alcohol plays in consent and coercion.
- Evaluate different ways to intervene and/or get help if you witness a situation where consent is not present.
- Identify common barriers to action and how to overcome them.
- Describe when to call on others, including emergency professionals, in a risky situation.

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • State your institution's consent definition • Add the contact info of an office or individual who learners can reach out to with additional questions or resources • Add a URL to direct to existing campus and local resources and partners, and the student handbook
Student Groups and Organizations Page <ul style="list-style-type: none"> • Header • Text • Image • Student Groups & Organizations Resources • Other Resources 	Resource Page	<ul style="list-style-type: none"> • Gather existing resources available to promote on this page. They can come from administration, student organizations leaders, or the local community. • Promote organizations and groups on campus • Include information on where to get more support and resources • The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners • We recommend including URLs that will be maintained without having to update the course on a regular basis • If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded • All elements need to be populated for this page to appear in the course

Module 6: Reporting Options and Responding to a Survivor

Learning Objectives:

- Identify ways to respond when a friend discloses a sexual assault.
- Help a survivor identify counseling and reporting services.
- Describe the options for reporting a sexual assault to school or police officials.
- Describe the Title IX grievance process

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Declare your institution's sexual harassment and stalking policies and repercussions of a violation • Reiterate the importance of safety and well-being for your community • Include additional resources and materials for learners to continue their education • Point to resources and groups on campus that exist for learners to be more involved in setting policies and/or relevant student organizations
Reporting Resource Page <ul style="list-style-type: none"> • Header • Text • Reporting Contact Information • Confidential Reporting Resources 	Resource Page	<ul style="list-style-type: none"> • List out different types of resources (confidential or mandated reporter) and contact information or offices learners can go to • The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners • We recommend including URLs that will be maintained without having to update the course on a regular basis • If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded • All elements need to be populated for this page to appear in the course

Module 7: Conclusion

Learning Objectives:

- The learner will complete a post-course exam, and will briefly review the information covered in the course.

Configuration Name(s)	Page Layout	Suggested Content
School and Local Resources Page <ul style="list-style-type: none"> Header Text Image Local Support Information School Resources 	Resource Page	<ul style="list-style-type: none"> List out local support information and school resources for learners Gather existing resources available to promote on this page. They can come from administration, student organizations leaders, or the local community. Promote organizations and groups on campus Include information on where to get more support and resource These can be direct phone numbers, URLs, or other contact information The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners We recommend including URLs that will be maintained without having to update the course on a regular basis If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded All elements need to be populated for this page to appear in the course
Closing Letter Page <ul style="list-style-type: none"> Header Text Image 	Standard Page	<ul style="list-style-type: none"> A closing message for learners Have the letter come from the President, other leadership, or the person who wrote the Welcome Letter Reiterate the goals and takeaways of the experience, community expectations Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus Stay away from using stock images

Configuration Name(s)	Appears in Course	Suggested Content
Closing Video Page <ul style="list-style-type: none"> ● Header ● Text ● Video 	Video Page	<ul style="list-style-type: none"> ● A closing message for learners ● Have the letter come from the President, other leadership, or the person who wrote the Welcome ● Reiterate the goals and takeaways of the experience, community expectations ● Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus ● Requirements: <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning