

Configuring Sexual Assault Prevention for Graduate Students



Sexual Assault Prevention for Graduate Students Configuration Guide

Welcome to the Course Configuration Guide. The purpose of this resource is to provide useful information for administrators to understand their options for customizing EVERFI courses. Whether every configurable page is used or just one, institutions can ensure learners are receiving the most up-to-date and relevant information they need.

Each EVERFI course has standard configuration options and recently, updated courses have additional fully-configurable pages within each module. 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. Header

The header 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



← Back

2

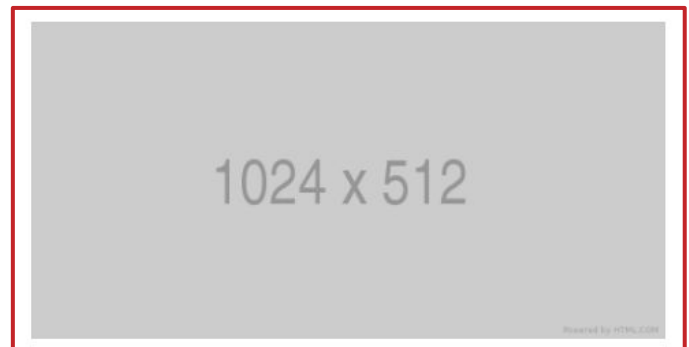
**This is the M01_P02
custom title PH Welcome
Letter**

3

Welcome letter text M01_P02. Slug: sapg-m1p2-text

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4



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, there are two menu items: 'Main Menu' and 'Navigation'. The main content area is white and contains four elements highlighted with red boxes and numbered callouts: 2. A custom title 'This is the custom title'; 3. A block of placeholder text (Lorem ipsum); and 4. A video player showing a large number '3' with a play button, a 'TEST VIDEO' title, and 'Watch later' and 'Share' options.

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 large 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".
- Below the title, there is a message: "Click the link below before e-signing." followed by a "View Policy" link.
- Below the link, there is a checkbox with the text: "I hereby acknowledge that I have reviewed and understand this policy".
- At the bottom, there is a "Close" button.

Sexual Assault Prevention for Graduate Students

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.

This course equips graduate students with the tools needed to navigate new and complex relationships including how to identify and respond to harassment from a faculty member or advisor, other workplace-based harassment, how to respectfully engage with undergraduate students, and how to respond to student disclosures.

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.

Learning Outcomes

- Learn strategies to help you recognize and take action in risky or harmful situations.
- Explore options for how to respond if someone who has experienced this behavior comes to you for help.
- Learn how to access resources for support if you're personally affected by these issues.

Course Details

- **Audience:** Graduate Students
- **Course Length:** 45 minutes
- **Mobile-Friendly:** Compatible with desktops, tablets, and mobile devices

Course Map

Module 1: Introduction

- Welcome Page
- **Welcome Letter***
- **Welcome Video***
- Survey
- Pre Course Quiz
- Introduction to the Course

Module 2: Values, Identities, and Relationship

- What are your values?
- **Standard Custom Page***
- What is a “good” relationship?
- Maintaining Healthy Relationships
- Recognizing Relationship Abuse
- Supporting a Friend
- Darrell’s Dilemma
- It’s Academic
- Stressful Situation
- **Standard Custom Page***
- Federal and State Laws: Relationship Violence
- Title IX of the Education Amendments Act of 1972
- **Sexual Misconduct Policy***
- Summary

Module 3: Sexual Harassment and Stalking

- Defining Sexual Harassment
- **Standard Custom Page***
- Power and Responsibility
- Identifying Sexual Harassment
- Defining Stalking
- Rethinking that Recommendation
- Uncharitable Actions
- Clear Communication
- Federal and State Laws: Stalking
- **Standard Custom Page***
- Summary

Module 4: Consent, Coercion, and Taking Action

- Communication is Key
- Defining Consent
- **Standard Custom Page (Custom Consent Definition)***
- Test Your Knowledge
- Eva and Jake
- A Couple of Weeks Later
- Ben and Dai
- Defining Coercion
- Coercion Comes in Many Forms
- Hannah and Jaime
- Hannah and Jaime
- **Standard Custom Page***
- The Impact of Alcohol
- State Law: Consent
- Federal and State Laws: Sexual Assault
- Taking Action
- **Student Groups and & Other Resources Page***
- Summary

* indicates a configurable page

Course Map

Module 5: Reporting and Responding

- Change is Possible
- Reporting and Responding
- **Standard Custom Page***
- Student Engagement
- The Impact of Trauma
- Survivor Support
- Responding to a Student's Disclosure
- Supporting a Friend: Rachel's Story
- Supporting a Friend: Rachel's Story
- Supporting a Friend: Rachel's Story
- Supporting a Friend: Rachel's Story
- **School/Local Support Resources Page***
- National Resources
- How to Report
- Reporting Options and Processes
- **Standard Custom Page***
- **Reporting Contacts & Medical/Healthcare Resources Page***
- Reporting Resources
- State Laws: Legal Protections for Survivors
- Summary
- **Custom Video Page***
- **Custom Closing Letter***
- Post-Course Exam
- Conclusion

Sexual Assault Prevention for Graduate Students - 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 goals/focus of course
- Understand that sexual assault impacts everyone - even if they haven't personally experienced it
- Recognize the prevalence of sexual assault on college campuses
- Understand the importance of learning about sexual assault to help self/friend/peer and contribute to safe and supportive campus 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 • Stay away from using stock images
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

Module 2: Values, Identities, and Relationships

Learning Objectives:

- Identify key elements of personal identity, including core values
- Describe how identities and values can influence how people view relationships and sexual violence
- Describe the key elements of healthy and unhealthy relationships
- Explain ways to be supportive to someone who is in an abusive relationship
- Seek assistance if YOU are questioning if your relationship is abusive
- Explain ways to intervene if a friend is the one potentially being abusive

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: <ul style="list-style-type: none"> • Explore the dynamics of relationship abuse • Review forms of relationship abuse and signs of each • Identify the warning signs and safety strategies for targets of digital abuse
Configurable Page 2 <ul style="list-style-type: none"> • Header • Text • Image 	Standard Page	
Policy Acknowledgement <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.

Module 3: Sexual Harassment and Stalking

Learning Objectives:

- Recognize different forms of sexual harassment that are likely to be common in a college environment
- Understand the emotional impacts of these kinds of behaviors
- Recognize examples of stalking behavior that are common in a campus environment
- Know how to respond to someone who is experiencing sexual harassment/stalking

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
Configurable Page 2 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	

Module 4: Consent, Coercion, and Taking Action

Learning Objectives:

- Ability to define “consent” and differentiate from what is “not consent,” and deeper understanding of different forms of coercion
- Perception of/respect for the seriousness of obtaining/giving consent from an interpersonal and legal perspective (i.e., “I respect others and their agency; I am ethically obligated to obtain consent” and “I understand consent as a legal issue, with serious academic/legal consequences, etc.”)
- Ability to clearly give/request consent
- Ability to define sexual coercion and recognize it in “real life”
- Ability to step in where consent does not appear to be possible

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"> • 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
Module 4, Page 10a <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	
Student Groups & Other Resources <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

Module 5: Reporting & Responding

Learning Objectives:

- Awareness of reporting options and procedures
- Physiological effects of sexual assault on survivor
- Recognition of appropriate/supportive ways of responding to sexual assault survivor
- Ability to practice empathetic, active listening to a sexual assault survivor

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"> • Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> • Explore how to support survivors by listening and discussing reporting options • Learn how to access resources for additional support • Explore how to empower others to make their own choices about their experience
Local Resources <ul style="list-style-type: none"> • Header • Text • Image • Local Support Information • Medical/Health-care Options 	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 • 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
Configurable Page 2 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> • Explore how to support survivors by listening and discussing reporting options • Learn how to access resources for additional support • Explore how to empower others to make their own choices about their experience

Configuration Name(s)	Page in Course	Suggested Content
Reporting Resources <ul style="list-style-type: none"> ● Header ● Text ● Image ● 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
Closing Video Page <ul style="list-style-type: none"> ● Title ● 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
Closing Letter Page <ul style="list-style-type: none"> ● Title ● 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