

# Configuring Sexual Assault Prevention Ongoing: Healthy Relationships

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# Sexual Assault Prevention Ongoing: Healthy Relationships Configuration Guide

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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

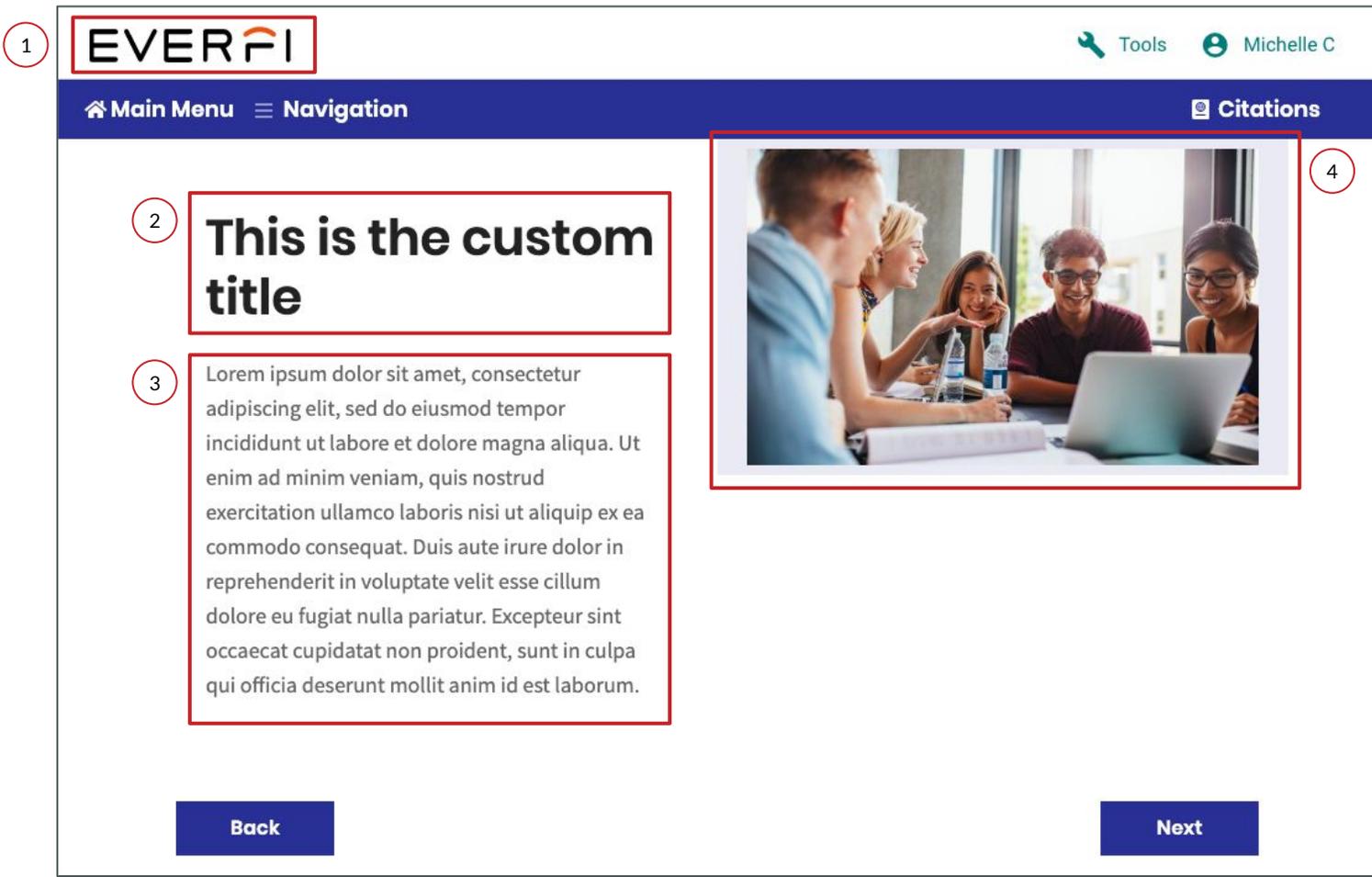
This open text field is positioned under the Title on the left half of the page.

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.



# 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 large, bold title 'This is the custom title'. 3. A block of 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.' 4. A video player showing a large number '3' on a grey background. The video player includes a play button, a 'TEST VIDEO' title, a profile picture, and 'Watch later' and 'Share' buttons.

# 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. The main page features a navigation bar with 'Navigation' and 'Citations' options. The content area is divided into three sections:

- 1. Title:** A text field containing 'This is the custom title'.
- 2. Body Text:** A text field 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' and 'View Policy'.

A pop-up window (4) is shown, titled 'Sample Policy', with a close button (X). The pop-up contains the following elements:

- A link labeled 'View Policy' (4) with the instruction: 'Click the link below before e-signing.'
- A checkbox with the text: 'I hereby acknowledge that I have reviewed and understand this policy'.
- A 'Close' button.

# Sexual Assault Prevention Ongoing: Healthy Relationships

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## 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 empowers students beyond their first year by strengthening their consent and relationship skills, and their ability to intervene when friends engage in unsafe or unhealthy behavior. Building on students' developmental experiences, this course prepares them to navigate professional environments using realistic scenarios and increases survivor empathy through understanding the impact of trauma. This course satisfies compliance mandates for continuing education as defined in the Clery Act.

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:** Non-First Year Students
- **Course Length:** 25 minutes
- **Mobile-Friendly:** Compatible with desktops, tablets, and mobile devices

# Course Map

## Module 1: Introduction

- Welcome to Sexual Assault Prevention  
Ongoing: Healthy Relationships
- Building a Safe Community
- Building on What You Know
- Our Community
- Pre-Course Survey
- **Custom Welcome Letter\***
- **Custom Welcome Video\***
- Pre-Course Quiz
- **Policy Acknowledgement\***
- Summary

## Module 2: Values, Identities, and Relationship

- Introduction
- **Standard Custom Page\***
- What Do You Value?
- What Makes a Good Relationship?
- Healthy Approaches to Ending a Relationship
- Recognizing Relationship Abuse
- Test Your Knowledge
- Supporting a Friend
- Darrell's Dilemma
- It's Academic
- Under Control
- Federal and State Laws: Relationship Violence
- Title IX of the Education Amendments Act
- **Local Support Resources\***
- **Medical/Healthcare Resources\***
- Summary

## Module 3: Consent, Coercion, and Bystander Intervention

- Communication is Key
- **Standard Custom Page (Custom Consent Definition)\***
- Test Your Knowledge
- Eva and Jake
- A Couple of Weeks Later
- Ben and Dai
- Monique and Byron
- Coercion
- Types of Coercion
- Alcohol and Coercion
- Bystander Intervention Techniques
- State Laws: Consent
- State Laws: Sexual Assault
- **Student Groups and Organizations\***
- Summary

## Module 4: Sexual Harassment and Stalking

- Sexual Harassment
- What is Sexual Harassment?
- **Standard Custom Page\***
- Identifying Sexual Harassment
- Stalking
- Break-Up Blues
- Test Your Knowledge
- Chris and Sara
- Chris and Sara
- Chris and Sara
- State Laws: Stalking
- **Standard Custom Page\***
- Summary

\* indicates a configurable page

# Course Map

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## Module 5: Reporting and Responding

- Reporting and Responding
- Reporting and Responding
- **Standard Custom Page\***
- Impact of Trauma
- Understanding and Supporting Survivors
- Supporting a Friend
- Lowell's Story
- Lowell's Story
- Lowell's Story
- When a Friend Needs Help
- Reporting
- Reporting Options and Processes
- Join the Team (Student Engagement Survey)
- National Resources
- **School and Local Resource Page\***
- State Laws: Legal Protections
- **Reporting Contact Information and Confidential Reporting Resources\***
- Summary
- Post-Course Exam

## Module 6: Conclusion

- **Custom Closing Video Page\***
- **Custom Closing Letter Page\***
- Exam

## Sexual Assault Prevention Ongoing - 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 preventing sexual violence, relationship violence, and stalking is everyone's responsibility
- Understand the importance of contributing to a safe and supportive community

Configuration Name(s)	Page Layout	Suggested Content
Welcome Letter <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	<ul style="list-style-type: none"> <li>• 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</li> <li>• Direct learners to existing resources relevant to the course topic</li> <li>• Have the message come from leadership that learners will recognize and will relay the importance of the course (President, Dean, Provost)</li> <li>• Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus</li> <li>• Stay away from using stock images</li> </ul>
Welcome Video Page <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Video</li> </ul>	Video Page	<ul style="list-style-type: none"> <li>• A welcome message in video format for learners that can be used instead of or in addition to the written letter</li> <li>• Have the message come from leadership that learners will recognize and will relay the importance of the course (President, Dean, Provost)</li> <li>• Reiterate the goals and takeaways of the experience, community expectations</li> <li>• Use footage from your institution that learners will recognize</li> <li>• Requirements               <ul style="list-style-type: none"> <li>○ Needs to be a Youtube Video</li> <li>○ Enable Closed Captioning</li> </ul> </li> </ul>

Configuration Name(s)	Appears in Course	Suggested Content
Policy Page <ul style="list-style-type: none"> <li>● Header</li> <li>● Text</li> <li>● Sexual Misconduct Policy</li> </ul>	Policy Page	<ul style="list-style-type: none"> <li>● Add your institution's <b>Sexual Misconduct Policy</b> as well as additional policies that you'd like your learners to review and acknowledge, such as your <b>Student Code of Conduct</b></li> <li>● Provide context and reassurance of your institution's commitment to upholding the promise of a safe and healthy culture</li> <li>● Explain consequences of a violation of the policy</li> <li>● This can be a PDF or URL - we recommend URL to ensure information is up to date</li> <li>● All elements need to be populated for this page to appear in the course</li> <li>● 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.</li> </ul>

# Module 2: Values, Identities, and Relationships

## Learning Objectives:

- Identify strategies to prevent relationship violence by promoting positive and healthy behaviors, and encouraging safe bystander intervention, as well as positive and healthy behaviors that foster healthy, mutually respectful relationships [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].
- Define relationship abuse and violence under state and federal laws [20 USC § 1092(f)(8); 34 CFR § 106.30].
- Explain Title IX protections against sex discrimination and sexual harassment [20 USC § 1681; 34 CFR § 106.9, 106.30].

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 (Page 3: page-1b) <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	<ul style="list-style-type: none"> <li>• Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> <li>○ Explore the dynamics of relationship abuse</li> <li>○ Review forms of relationship abuse and signs of each</li> <li>○ Identify the warning signs and safety strategies for targets of digital abuse</li> </ul> </li> </ul>
Local Support Information Page <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Local Support Resources</li> </ul>	Resource Page	<ul style="list-style-type: none"> <li>• List out <b>local support information and medical/healthcare options</b> for learners</li> <li>• These can be direct phone numbers, URLs, or other contact information</li> <li>• The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners</li> <li>• We recommend including URLs that will be maintained without having to update the course on a regular basis</li> <li>• If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded</li> </ul>
Medical/Healthcare Resources <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Medical/Healthcare Resources</li> </ul>	Resource Page	
Configurable Page 1 (Page 18: page-13b) <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	<ul style="list-style-type: none"> <li>• Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> <li>○ Explore the dynamics of relationship abuse</li> <li>○ Review forms of relationship abuse and signs of each</li> <li>○ Identify the warning signs and safety strategies for targets of digital abuse</li> </ul> </li> </ul>

# Module 3: Consent, Coercion, and Bystander Intervention

## Learning Objectives:

- Define consent and describe ways to ask for consent
- Recognize when an individual is incapable of giving consent
- Define and give examples of coercion
- Describe the role that alcohol plays in consent and coercion and identify intervention strategies

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	<ul style="list-style-type: none"> <li>• State your institution's <b>consent definition</b></li> <li>• Explain how the topics presented in this section play out at your institution               <ul style="list-style-type: none"> <li>○ Recognize when stereotypes are negatively impacting how we think about or treat someone</li> <li>○ Learn how gender stereotypes can impact how we think about and respond to sexual violence</li> <li>○ Identify the potential impacts of gender stereotypes as it relates to preventing sexual violence</li> </ul> </li> </ul>
Student Groups and Orgs Page <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> <li>• Student Groups &amp; Organizations Resources</li> </ul>	Resource Page	<ul style="list-style-type: none"> <li>• Gather existing resources available to promote on this page. They can come from <b>administration, student organizations leaders, or the local community.</b></li> <li>• Promote <b>organizations and groups on campus</b></li> <li>• Include information on where to get more support and resources</li> <li>• The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners</li> <li>• We recommend including URLs that will be maintained without having to update the course on a regular basis</li> <li>• If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded</li> </ul>

# Module 4: Sexual Harassment and Stalking

## Learning Objectives:

- Recognize different types of sexual harassment
- Identify and interpret the nuances of power in relationship roles
- Understand the emotional impacts of harassing behaviors
- Recognize examples of stalking behavior and identify strategies for responding to disclosures

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> <li>• Explore the dynamics of relationship abuse</li> <li>• Review forms of relationship abuse and signs of each</li> <li>• Identify the warning signs and safety strategies for targets of digital abuse</li> </ul>
Configurable Page 2 <ul style="list-style-type: none"> <li>• Header</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	

# Module 5: Reporting and Responding

## Learning Objectives:

- Identify ways to support someone who has experienced sexual violence, relationship violence, or stalking.
- Identify resources, supportive measures, and reporting options for someone who has experienced sexual harassment, including sexual or relationship violence, or stalking.
- Understand the grievance/disciplinary process that follows when a person files, or the Title IX Coordinator signs, a formal complaint alleging sexual harassment or violence.

Configuration Name(s)	Page Layout	Suggested Content
Reporting Module, Page 1 <ul style="list-style-type: none"> <li>• Title</li> <li>• Text</li> <li>• Image</li> </ul>	Standard Page	<ul style="list-style-type: none"> <li>• Communicate your institution's stance and resources on the topics covered in this section:               <ul style="list-style-type: none"> <li>• Explore how to support survivors by listening and discussing reporting options</li> <li>• Learn how to access resources for additional support</li> <li>• Explore how to empower others to make their own choices about their experience</li> </ul> </li> </ul>
JED Foundation: Mental Health Resource Center <ul style="list-style-type: none"> <li>• Mental Health Resources</li> </ul>	Resource Page	<ul style="list-style-type: none"> <li>• List out <b>mental wellness resources</b> for learners</li> <li>• Direct learners to the existing JED Foundation resources and other partners</li> <li>• Include information on where to get more support and resource</li> <li>• These can be direct phone numbers, URLs, or other contact information</li> <li>• The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners</li> <li>• We recommend including URLs that will be maintained without having to update the course on a regular basis</li> <li>• If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded</li> </ul>

Configuration Name(s)	Appears in Course	Suggested Content
<p>School and Local Resources Page</p> <ul style="list-style-type: none"> <li>● Header</li> <li>● Text</li> <li>● Image</li> <li>● Local Support Information</li> <li>● School Resources</li> </ul>	<p>Resource Page</p>	<ul style="list-style-type: none"> <li>● List out <b>local support information and school resources</b> for learners</li> <li>● Gather existing resources available to promote on this page. They can come from administration, student organizations leaders, or the local community.</li> <li>● Promote organizations and groups on campus</li> <li>● Include information on where to get more support and resource</li> <li>● These can be direct phone numbers, URLs, or other contact information</li> <li>● The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners</li> <li>● We recommend including URLs that will be maintained without having to update the course on a regular basis</li> <li>● If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded</li> </ul>
<p>Reporting Resource Page</p> <ul style="list-style-type: none"> <li>● Header</li> <li>● Text</li> <li>● Reporting Contact Information</li> <li>● Confidential Reporting Resources</li> </ul>	<p>Resource Page</p>	<ul style="list-style-type: none"> <li>● List out different types of <b>resources (confidential or mandated reporter) and contact information</b> or offices learners can go to</li> <li>● The Header, Text, Image, and at least 1 Resource must be populated for this page to appear for learners</li> <li>● We recommend including URLs that will be maintained without having to update the course on a regular basis</li> <li>● If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded</li> </ul>

# Module 6: Conclusion

## Learning Objectives:

- Encourage learners to use their experience, perspective, and values to make a positive impact in their communities

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