

Configuring Sexual Assault Prevention for Undergraduate Students



Sexual Assault Prevention for Undergraduate Students 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, 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 heading 'This is the custom title'; 3. A paragraph of placeholder text (Lorem ipsum); 4. A video player showing a large number '3' on a film strip background, with a play button, a 'Watch later' button, and a 'Share' button.

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 policy acknowledgment pop-up.

Main Page Configuration:

- 1. Title:** A text field containing "This is the custom title".
- 2. Body Text:** A text area containing Lorem ipsum placeholder text.
- 3. Policy / Resource Title:** A text field containing "Sample Policy".
- 4. Policy / Resource:** A text field containing "View Policy".

Policy Acknowledgement Pop-up:

- 3. Policy / Resource Title:** A text field containing "Sample Policy".
- 4. Policy / Resource:** A text field containing "View Policy".
- 4. Policy / Resource:** A checkbox labeled "I hereby acknowledge that I have reviewed and understand this policy".
- Close:** A button labeled "Close".

Sexual Assault Prevention for Undergraduate 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 addresses Title IX and Clery Act training that engages undergraduate students in fostering healthy relationships and preparing them to recognize and respond to sexual assault and harassment when it occurs.

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

In this course, learners will recognize sexual assault and harassment behavior, identify healthy and unhealthy relationship practices, practice skills to navigate consent-focused conversations, and safely engage in bystander intervention.

Course Details

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

Course Map

Module 1: Introduction

- Welcome
- Sexual Assault Prevention
- What do you think?
- Your Voice, Your Experience
- Pre-Course Survey
- Pre-Course Quiz
- **Welcome Letter***
- **Welcome Video***
- Summary

Module 2: Values, Identities, and Relationship

- Values, Identities, and Relationships
- **Standard Custom Page***
- Who Am I?
- Our Unique Identities
- Our Values
- **Local Support Information Resource Page***
- **Medical/Healthcare Options Resource Page***
- Summary

Module 3: Identities and Stereotypes

- Identities and Stereotyping
- **Standard Custom Page***
- Why are Gender Stereotypes Harmful?
- What Can You Do About Harmful Language
- He was acting like such a...
- She was dressed like such a...
- He sounded like he was...
- Title IX of the Education Amendments Act of 1972
- **Sexual Misconduct Policy***
- **Custom Video Page***
- Summary

Module 4: Our Values and Relationships

- Our Values and Relationships
- **Standard Custom Page***
- Recognizing Healthy Relationships
- Recognizing Relationship Abuse
- Federal and State Laws: Relationship Violence
- Jen and Alex
- Jen's response
- A Few Months Later...
- Understanding the Warning Signs of Digital Abuse
- Using Strategies to Stay Safe
- **Custom Video Page***
- Summary

Module 5: Consent, Coercion, and Stepping In

- Consent, Coercion and Stepping In
- **Standard Custom Page***
- Consent: Part of Healthy Communication
- What Does Consent Look Like?
- Understanding Consent
- What Should Sonia Do?
- What Should Ian Do?
- What Should Jameel Do?
- Coercion
- What Does Coercion Look Like?
- Alcohol and Coercion
- State Law: Consent
- Federal and State Laws: Sexual Assault
- Party Intervention
- Taking a Closer Look
- Knowing When to Call 911
- **Student Groups and Organizations Resource Page***
- Summary

* indicates a configurable page

Course Map

Module 6: Sexual Harassment and Stalking

- Sexual Harassment and Stalking
- **Standard Custom Page***
- Sexual Harassment
- Forms of Sexual Harassment
- Responding to Sexual Harassment
- Walking Interrupted
- Problematic Proposition
- Stalking
- Making Friends
- Love Letters
- A Prank or a Problem?
- Federal and State Laws: Stalking
- **Custom Video Page***
- Summary

Module 7: Reporting and Responding

- Reporting and Responding
- **Standard Custom Page***
- Impact of Trauma
- How Identities May Impact Survivors' Experiences
- Responding to Survivors
- National Resources
- Student Engagement Survey
- **School and Local Resources Page***
- Reporting
- Reporting Options and Processes
- State Law: Legal Protections
- **Reporting Contact Information Resource Page***
- Summary
- Exam

Module 8: Conclusion

- **Standard Page***
- **Standard Page***
- Course Summary

Sexual Assault Prevention for Undergraduate 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: Welcome and Introduction

Learning Objectives:

- Recognize the importance of sexual assault prevention education by understanding the context of the problem of sexual assault on campus communities
- Recognize the significance of sexual assault for both individuals and the community

Configuration Name(s)	Page Layout	Suggested Content
Welcome Letter <ul style="list-style-type: none"> • Title • 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"> • Title • 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:

- Analyze how they perceive their personal identities
- Recognize how values and identities influence and impact their relationships
- Explore the importance of being mindful of the values and identities of others

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
Local Support Information Page <ul style="list-style-type: none"> • Header • Text • Local Support 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 • 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
Medical/Healthcare Options Page <ul style="list-style-type: none"> • Header • Text • Medical/Healthcare Resources 	Resource Page	

Module 3: Identities and Stereotyping

Learning Objectives:

- Recognize when stereotypes are negatively impacting how we think about or treat someone
- Explain the connection between gender stereotypes and personal responses to sexual violence
- Identify the potential impacts of gender stereotypes as it relates to preventing sexual violence

Configuration Name(s)	Page Layout	Suggested Content
Identities Module, Page 1 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Reiterate diversity mission and repercussions for violation • Explain how the topics presented in this section play out at your institution <ul style="list-style-type: none"> ○ Recognize when stereotypes are negatively impacting how we think about or treat someone ○ Learn how gender stereotypes can impact how we think about and respond to sexual violence ○ Identify the potential impacts of gender stereotypes as it relates to preventing sexual violence
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
Identities Module, Page 4b <ul style="list-style-type: none"> ● Title ● Text ● Video 	Video Page	<ul style="list-style-type: none"> ● 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 ● Remind learners of their personal responsibility ● Requirements <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning

Module 4: Our Value and Relationships

Learning Objectives:

- Recognize the dynamics of relationship abuse
- Identify warning signs of various forms of relationship abuse
- Implement safety strategies for targets of relationship abuse

Configuration Name(s)	Page Layout	Suggested Content
Values Module, Page 1 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	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
Values Module, Page 9 <ul style="list-style-type: none"> • Title • Text • Video 	Video Page	<ul style="list-style-type: none"> • Create a talking head video reiterating the institution's values • Share resources on and off campus for learners who may need support • Requirements: <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning

Module 5: Consent, Coercion, and Bystander Intervention

Learning Objectives:

- Explore the role of communication in healthy relationships
- Review examples of respectful conversation about sexual activity
- Identify and implement bystander intervention techniques

Configuration Name(s)	Page Layout	Suggested Content
Consent Definition, 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

Module 6: Sexual Harassment and Stalking

Learning Objectives:

- Recognize quid pro quo and hostile environment sexual harassment in a higher education environment
- Understand the impact of trauma, and how to offer a kind and helpful response to someone who may have experienced harm
- Recognize examples of stalking behavior
- Identify bystander intervention strategies

Configuration Name(s)	Page Layout	Suggested Content
Sexual Harassment & Stalking, 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
Sexual Harassment & Stalking, Page 11 <ul style="list-style-type: none"> • Title • Text • Video 	Video Page	<ul style="list-style-type: none"> • Reinforce the learning objectives for this section <ul style="list-style-type: none"> ○ Sexual harassment and stalking have serious and negative effects on a person's security, emotional stability, academic performance, and right to feel safe on campus • 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 • Requirements: <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning

Module 7: Reporting & 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"> • 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
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

Configuration Name(s)	Appears in Course	Suggested Content
<p>Reporting Resource Page</p> <ul style="list-style-type: none"> • Header • Text • Reporting Contact Information • Confidential Reporting Resources 	<p>Resource Page</p>	<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

Module 8: Conclusion

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
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
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 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 • Requirements: <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning