



## Sexual Misconduct Prevention: Virtual Training for Students

MAY 2020

# POLL QUESTION

Does your institution currently provide sexual misconduct prevention training to students?

1. Yes
2. No
3. Not Sure

# POLL QUESTION

How prepared are your students to navigate difficult situations related to sexual misconduct?

1. **VERY PREPARED**  
No additional training needed
2. **SOMEWHAT PREPARED**  
They could benefit from additional training
3. **NOT PREPARED AT ALL**  
They have not received training
4. **NOT SURE**

# OUR MISSION

Combine the science of learning, the art of conversation, and the power of virtual human simulations to measurably improve social, emotional, and physical health.



CON

# CURRENT HIGHER EDUCATION SIMULATIONS

- Mental Health and Suicide Prevention
- Military Cultural Competency
- Sexual Misconduct Prevention for Students



At Risk for University and College Faculty and Staff



At Risk for College Students



Veterans on Campus for Faculty & Staff



Together Strong



Sexual Misconduct Prevention for Students



Alcohol and Other Drugs for Students

VISIT:  
[kognito.com/products](https://kognito.com/products)

# TODAY'S PRESENTERS



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# SEXUAL MISCONDUCT ON CAMPUS – CURRENT LANDSCAPE

## 2019 AAU Study

- Rates for women, TGQN\* and undergraduate students being significantly higher than for men and graduate/professional students. **25.9% of undergraduate women** report sexual misconduct. **“1 in 4” statistic is still truer than ever.**
- Among undergraduate TGQN students, **65.1% reported experiencing harassing behavior since first enrolling at the school**, 21.5 percent with partners reported intimate partner violence (IPV) and 15.2 percent stalking. Among undergraduate women 59.2, 14.1 and 10.0 percent experienced harassing behavior, IPV and stalking, respectively.

The **current virtual landscape** lends itself to experiences surrounding **online harassment** and stalking, **disclosing previous instances** of sexual misconduct/sexual violence now in the comfort of not seeing the other individual/group, **new trauma and continuous anxiety** in homes where domestic violence might occur.

*\*TGQN represents the Trans, Gender Queer and Gender Non Conforming Student Community from the AAU Campus Climate Survey in 2019.*

# OVERVIEW ON PREVENTION – NEW REALITIES

*“Colleges and universities **must continue to educate students** about how to report sexual assault and misconduct...we now know that **schools should continue to concentrate their educational efforts and resources on incoming first-year undergraduate students**, since they are clearly more vulnerable to sexual assault and misconduct than their older classmates.” – President Mary Sue Coleman*

## Key Areas of Prevention

- Continued emphasis in training for new students (including transfer students)
- Consent and healthy relationships both in person as well as virtually
- Navigating Domestic Violence Resources during COVID
- Better Serving Marginalized Student Identities In Prevention Education (e.g., Trans\* communities, students of color, first generation students, non-traditional students, etc)



## WHAT IF...

every student gained the knowledge and skills to navigate difficult situations related to sexual misconduct in a **safe practice** environment?

# SEXUAL MISCONDUCT PREVENTION FOR STUDENTS

## Learning Objectives

Understand the importance of preventing sexual assault and recognize warning signs

Analyze strategies for intervening and how to respond effectively in situations where peers have been affected by sexual violence or misconduct

Differentiate between on- and off-campus resource services, and know when and how to refer peers

Determine when consent has or has not been given, and how to ask for, give, and not give sexual consent

75-min interactive, self-paced and evidence-based simulation



# CONTENT STRUCTURE OVERVIEW

## MODULE 1: OVERVIEW



## MODULE 2: BYSTANDER INTERVENTION



## MODULE 3: WHAT IS CONSENT?



## MODULE 4: SUPPORTING THE VICTIM

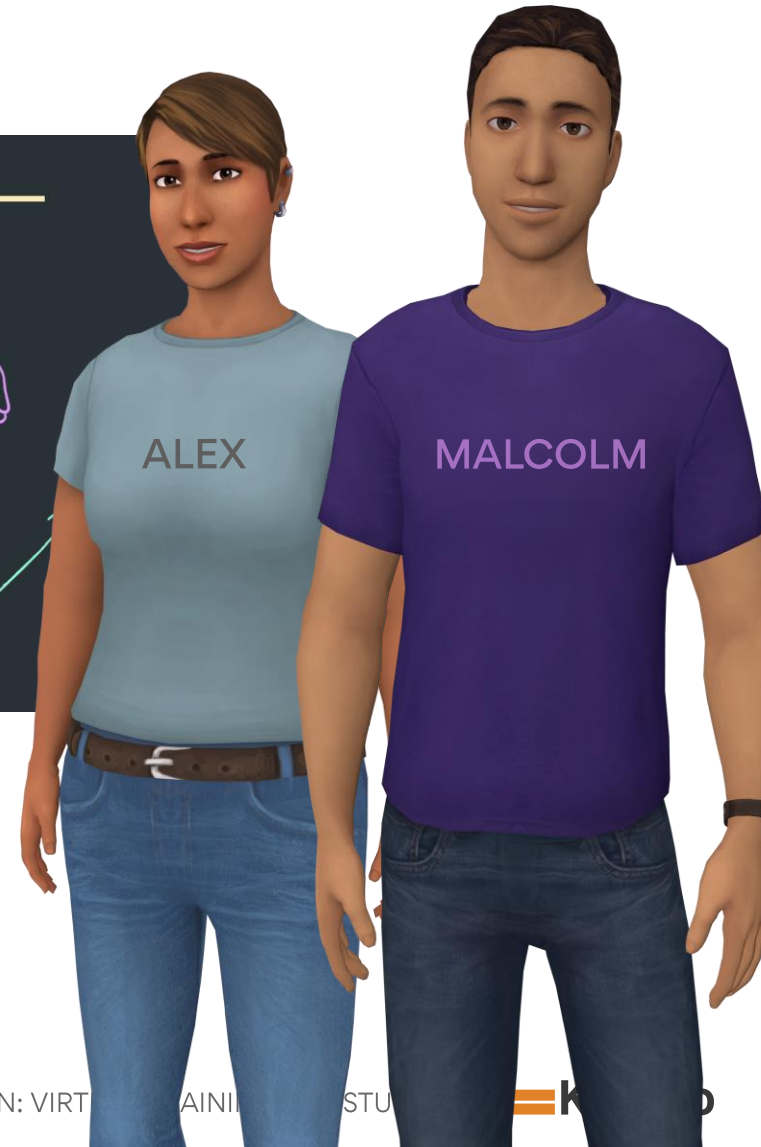


## MODULE 5: STAYING SAFE



# INTRODUCTION

You are introduced to your virtual coaches Alex and Malcolm, and learn about the elements of sexual misconduct.



# CHECK FOR UNDERSTANDING

< BACK

2/3 | SUPPORT OPTIONS

NEXT >

**Directions:** Select which option or options would be best.

A student was sexually harassed by her boss at her off-campus job. She wants to discuss options for protecting herself against further harassment.

- Title IX coordinator
- Campus security
- Title IX coordinator and campus security

**Both the Title IX coordinator and campus security are great options. Even though the incident happened off campus, the student can get support from the Title IX coordinator. Campus security is also a good option since they're available 24/7. Both can refer you to other on- and off-campus support.**

NEXT PAGE



# BYSTANDER INTERVENTION

## Logan and Sara

You're at your friend Abby's party and see Logan getting handsy with Sara. Sara seems too drunk to give informed consent.

**How do you help?**

## Goal

Assuming the role of a bystander at a party, the user must navigate a situation where a fellow student is pressured to drink even though they are too drunk to give informed consent.

The coaches explain the three D's of bystander intervention: delegate, distract, and direct.



# FEEDBACK DASHBOARD

## Helping a Friend: Feedback

Overall Result

When Becky revealed she'd been assaulted, she felt like you blamed her. This made it hard for her to listen when you started talking about support options.

You did a pretty good job of letting her pick which options she most likely seek out help because of your support.

### There For Her

There was a moment you showed Becky you were there for her when she needed. You said:

*"I'm so sorry. That's awful."*

You also said:

*"Were you drinking? Was Tom?"*

When a friend tells you something like this, it's natural to want to know what happened. But this sounded like you were blaming her. Instead, you should hear her out, believe her, and support her.

### Listen

There was a moment when you gave Becky space to share what she wanted to. You said:

*"Do you wanna talk about it?"*

You also said:

*"Wait, back up... tell me exactly what happened."*

That pushed her to share and it made her uncomfortable. Instead of pushing her, show you're there to listen.

### Discussion Options

#### Discuss Counseling

You said, *"You need to see a counselor."* It's fine to bring up suggestions, but make sure you let Becky lead this conversation. Only she can decide what options are best for her.

Then you followed it up with, *"If you don't see someone, things could get worse. You don't want that."* Pressuring her doesn't help her make a good decision. Instead, she needs help finding information. Then support her in whatever she chooses.

# CHECKING FOR CONSENT

## Kate

It's hard to know what your partner is thinking. Learn how to make sure consent is informed, enthusiastic, and informed

## Goal

Users practice checking for consent, recognizing when consent is taken away, and reacting appropriately.

The coaches explain how consent must be informed, enthusiastic, and continuous.



# HELPING A FRIEND

## Becky

Becky seems upset after seeing her ex, Tom. Becky isn't herself. You want to check in with her.

## Goal

Users practice responding effectively to friend who is a victim of sexual assault, suggesting support options

The coaches explain on- and off-campus resource services available to victims of sexual misconduct.



# STAYING SAFE

The coaches talk about some tips and tools to stay safe. They also talk to users about recognizing the warning signs of abusive behavior.



# EVIDENCE-BASED

Real world results from more than 100,000 faculty, staff, and students who engaged with a Kognito simulation



## USER SATISFACTION

**90%** would recommend to colleagues

**92%** rate as “excellent/very good”

**90%** report scenarios are realistic representations of those they engage with in real-life



## COMPETENCY

**Statistically significant increases** in reported preparedness and self-efficacy to recognize, approach, and discuss a referral with students exhibiting signs of distress (3-month longitudinal data)



## BEHAVIOR CHANGE

**Users report a 45%-70% increase** in the number of students they approach to discuss mental health concerns and referral to support services

**82%** of students report that due to the simulation they would self-refer if they ever experience psychological distress”

**90%** report scenarios are realistic representations of those they engage with in real-life

These findings are supported by peer reviewed publications:

- Fordham University Publication in the *Journal of Suicide and Life Threatening Behavior* published by American Association of Suicidology
- West Virginia University Publication in the *Journal of American College Health*

# FEATURES



## PRACTICE-BASED

Role-play conversations in realistic scenarios (on bystander intervention, consent, and supporting a victim) that keep students engaged.



## COMPLIANT

Includes content required by law and is consistent with student training requirements under the Clery Act, the Campus SaVE Act, and Title IX guidelines. Customize your own list of campus Title IX policies and resources.



## IMPACT MEASUREMENT

Admin tools allow for easy usage tracking to monitor compliance. Customizable pre/post surveys support program evaluation.



## DEVELOPED BY EXPERTS

Content created with input from Title IX legal experts, sexual assault prevention leaders, instructional designers, and real students. Includes diverse examples of sexual orientation and gender identity.

# Q & A



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For information tailored to your  
school, email:

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# RESOURCES

Demo Link to SMP [\(LINK\)](#)

\*Expires June 19th\*

Click to Learn Pricing information

\*This page is in the works\*

SMP Trailer [\(LINK\)](#)

Product Sheet [\(LINK\)](#)