

Structured for Safety:

Infusing Gender-Inclusive Violence Prevention into
the First-Year Experience and Beyond

Getting to know you...

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Stony Brook
University

LGBTQ* Services

Your role...

...Prevention services?

...LGBTQ* services?

...Student Affairs?

...other?

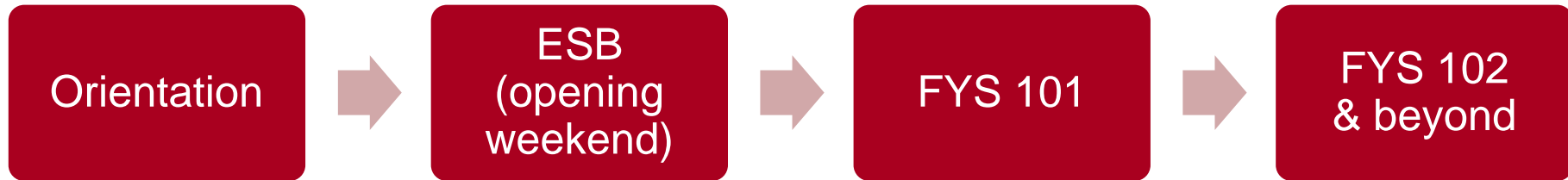
Stony Brook Students

	First-Year Students - Fall 2016	Undergraduate - Fall 2016
Total Enrollment	2934	17,026
Gender	54% Men; 46% Women	54% Men; 46% Women
Non-resident alien	16%	14%
Hispanic or Latino	11%	12%
Black or African American	6%	6%
Asian	29%	23%
American Indian or Alaskan Native	0.07%	0.1%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%
White	28%	35%
Two or More Races	3%	2%
Residency		80% NY State; 20% Out-of-State
Commuters	15%	49%
Financial Aid	76% financial aid; 42% federal loan aid	

First-Year Experience

The Undergraduate Colleges are academic learning communities that ground the first year experience at Stony Brook

- Students select an UGC following admission to SBU
- Students attend orientation by UGC, as well as activities during ESB
- Students also take a required fall and spring FYS within their specific UGC





Prevention & The First-Year Experience

- Three-part curricular/co-curricular experience
- Scaffolded from Orientation to Opening Weekend to First-Year Seminar 101
- Foundation for ongoing involvement in prevention-related opportunities throughout undergrad/graduate career

“Scaffolding”

- A framework of support that guides process through progressively more complex thinking
- Social constructivist theory (James Bruner; Wood, Bruner and Ross 1976)
- Moving understanding step-by-step, cumulatively building on existing knowledge with formal learning opportunities and exposure to sociocultural meaning & awareness-building activities



Scaffolding and Content-Mapping

- Multipart layering of violence prevention information during first-year student experience paired with training for student leaders and peer-educators (Orientation Leaders, Fellows, CPO interns/Swallow This, LGBTQ* Services interns, Resident Assistants) and professional staff (FYS Instructors, Residence Hall Directors)
- Prevention information linked with diversity/inclusiveness messages
- **Inclusion + Prevention = Safety is for Everyone!!**

Inclusive Prevention

Understand specific needs of marginalized communities

- Overlapping identities/intersectionality
- Variations in cultural norms regarding gender & sexuality
- Acknowledge limits of hetero-normative /US-centric lens
- Avoid “othering”

Key strategies in addressing LGBTQ* violence in all settings

- Statistics
- Language
- Examples
- Resources

Key messages

- Safe & caring community
- Social responsibility and peer support as norms
- Skills to make a difference and resources to support

Orientation

Messages and Information

- Intro to culture of community and belonging at Stony Brook
- Names and pronouns introduced
- What it means to be a Seawolf: community expectations, peer support
- Core messages: SBU is a safe and caring place where people look out for each other; Respect is at the core of the community

Training and Development

- OL training: CPO/TCY; SV policies & resources; Green Dot; Safe Space; Social Justice concepts; OIDE
- FYS Instructor training



Seawolves support each other.

Learn how you can do your part.

Research shows that social support is a huge protective factor for college students – students who report feeling cared about and supported are less likely to experience depression, anxiety, stress or even academic problems.



SBU expects all members of our community to care for and look out for each other, and bystander intervention training opportunities provided by the Center for Prevention and Outreach such as the Red Watch Band (toxic drinking prevention) and Green Dot (violence prevention) programs reinforce these expectations, and provide tools to support the safety and wellness of yourself and others.



Yoshii, M. and Doukaki, M. (2010) The Relationship between social support and psychological problems among students. *International Journal of Business and Social Science* 1(2)

Know the resources.

Help is available when you need it.

Center for Prevention and Outreach (CPO)

Sexual Violence and Alcohol & Other Drug Prevention, Education, and Bystander Intervention Services
www.stonybrook.edu/cpo

Complainant Navigator

Samantha Winter
631 - 457 - 9981

SANE Center (Sexual Assault Nurse Examiner)

Entrance through Stony Brook University Medical Center Emergency Department

University Police Department (UPD)

From a campus phone: 911
From off-campus/cell phones: 631-632 - 3333

Title IX Coordinator

631 - 632 - 6280
www.stonybrook.edu/diversity/titleix

Student Health Services (SHS)

1st floor, Student Health Services building
631 - 632 - 6280
www.stonybrook.edu/shs

Counseling and Psych

2nd floor, Student Health Services building
631 - 632 - 6280
www.stonybrook.edu/counseling



Stony Brook University

83% of Stony Brook students would say or do something to help.



Social responsibility and bystander engagement are important SBU values.

Just asking "Are you okay?" can be an effective bystander intervention!



Connect with CPO to learn more skills & strategies to help you step up as a Seawolf!

SBU 2016 Campus Climate Survey Data

Getting involved matters!

Student involvement & engagement in campus life increases the likelihood that students will continue on into their sophomore year of college. Student learning & personal development is also associated with involvement in student life.

Krumrei-Mancuso, E. J., Newton, F. B., Kim, E., & Wilcox, D. (2013). Psychosocial factors predicting first-year college student success. *Journal of College Student Development*, 54(3), 247-266


Experience Stony Brook (Opening Weekend)

Messages and Information

- Deeper dive into campus culture, SBU values, and community expectations – Community Pledge, Upstander Awards
- Seawolves Step Up (SV/AOD/BI; affirmative consent); This Community (CPO, Title IX, OIDE, UPD; Good Samaritan Policy); Diversity and Gender Workshops (gender/cultural awareness, microaggressions, language, pronouns)
- Prevention/outreach at ESB social/recreational events (First/Second/Third Night Out), Queeraoke (social event for LGBTQ* community building)
- Core messages: SBU is a community that values diverse communities; SBU is serious about safety; SBU is a place where people look out for each other; resources available to help you – or to help you help others

Training and Development

- RAR/RHD training: Safe Space, Social Justice concepts, OIDE, SV policies & resources, Green Dot
- Integration of CPO peer educators into ESB programs

<i>CONSENT IS:</i>	Informed	Enthusiastic
INFORMED <i>Enthusiastic!</i>	Both partners know about the activities & risks involved and agree on them.	Both partners are eager & want to participate in sexual activity
 continuous	Continuous	Uncoerced
UNCOERCED	Agreeing to one act, like kissing, does not imply consent to another act, like oral sex - either partner can stop anytime!	There is no direct or implied threat; neither partner's consent is based on fear, intimidation, or pressure.

What are we talking about?

- Myths and facts about alcohol, consent and sexual assault
- Red flags and resources
- Strategies for getting involved and making a difference



We're all in.

DIVERSITY
AT STONY BROOK

**FAR
BEYOND**

FYS 101

(UGC First-Year Seminar)

Messages and Information

- Associations between inclusive campus culture, prosocial community norms/expectations, and student responsibility are reinforced, as are specific strategies and skills for making a difference (such as the 3D's and the reintroduction of utilizing appropriate names and pronouns) and resources for support
- Students participate in reflection and engagement activities to enhance grasp of concepts and information
- CPO lesson: emphasis on engaging students around sexual violence, other topics related to risk, safety, wellness, and social responsibility; framing of peer engagement in prevention efforts and bystander intervention as campus norms
- Diversity and Inclusion lesson & Gender Awareness and Equity lesson: microaggressions in everyday life; social identities and privilege

Training and Development

- Ongoing training and support for UGC Fellows and FYS Instructors: Safe Space, Green Dot, Brown-Bag workshops, AMAs

FYS 101: Co-curricular programming

- Safe Space Workshops
- Green Dot training
- Take A Stand/Walk with Me (UGC Battle Event)
- Transgender Day of Remembrance & Transgender Day of Visibility Collaborations
- VIP Workshops/Collaborations
- Healing Arts collaborations
- DVA/SAAM programming



Prevention Beyond the First Year

- Awareness events and collaborations
- Fellows (role in UGC, Curriculum Committee)
- Peer education and leadership (RWB, GD, USG, IFSC)
- Undergrad and grad internships/assistantships (CPO, LGBTQ* Services, President's Office, DOS, UGC)

Checking in...

Obstacles to scaffolding at your school?

- Perception of prevention work as discrete and separate from other University programming
- Lack of partnerships with relevant departments/staff
- Buy-in from leadership and staff at all levels
- Political context and current events
- Assessing efforts

Strategies for Building Your Prevention Scaffold

- **Identify goals**

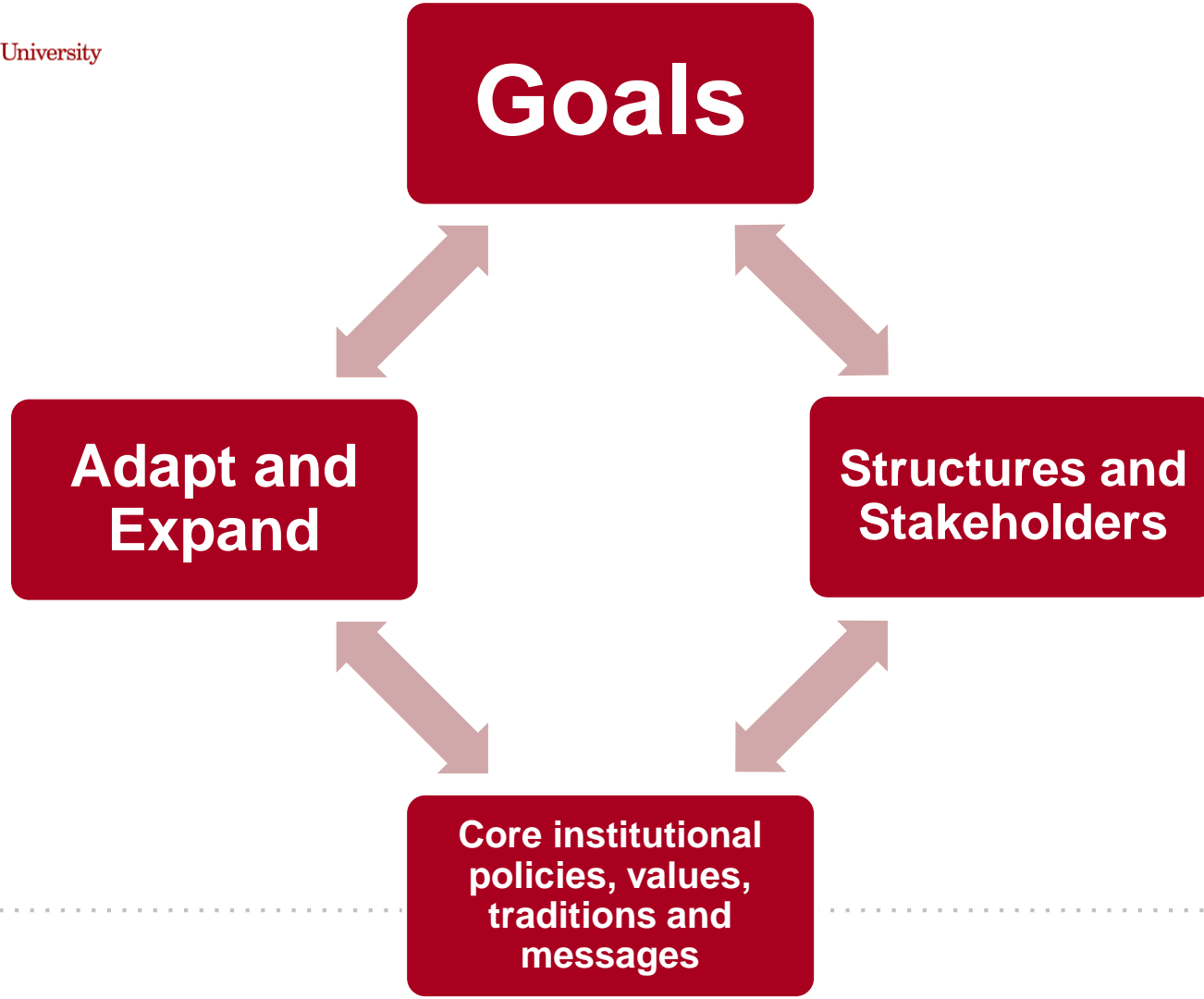
- Who are the students you want to reach? What is the information you want them to take away? What will they need to understand to grasp that information? What can you assume they already know?

- **Identify existing structures and stakeholders**

- What is the current First-Year experience for students at your institution? What opportunities exist to infuse inclusive prevention messages into existing programming, or create new programming content? Who should be involved in the planning and implementation?

Strategies for Building Your Prevention Scaffold

- **Identify core institutional policies, values, traditions and messages aligned with prevention themes**
 - What is your University's statement on community, diversity, inclusion, etc? What are the messages your institution sends students about social responsibility and community expectations? Are there existing traditions associated with awareness events? Are there sources of data you can pull from (ie: campus climate surveys)
- **Adapt and Expand**
 - Utilize a quality-improvement model with your team to review and fine-tune scaffolding model, messages, and information. Look for opportunities to expand exposure to content for identified population, as well as other populations that may benefit from scaffolding



Scaffolding: Action Planning

Goals	Structures & Stakeholders
Core policies, values, traditions and messages aligned with prevention themes	Adapt & Expand

Questions?