

## **Gender-Based Violence Prevention Learning Outcomes**

### Campus Education Subcommittee

The University of Iowa is committed to comprehensive education to end gender-based discrimination and violence in our community. In 2016, the Anti-Violence Coalition published the [Anti-Violence Plan for Sexual Misconduct, Dating Violence, and Stalking](#), which consisted of 32 strategies in the areas of prevention and education, intervention, and policy. The [Campus Education Subcommittee](#) (CES) was charged with meeting the prevention and education goal to “implement a strategy for continuous improvement by establishing learning benchmarks for all students in their first, second, third, and fourth years, and assessing outcomes.” This document reflects the outcome of that work.

Gender-based violence prevention education is delivered in many forms across campus by multiple providers. The learning benchmarks outlined in this document clarify how the varied forms of education across campus fit into larger shared goals. The four goals related to gender-based violence prevention that all undergraduate students should achieve by the time they graduate from The University of Iowa are to:

- 1) engage in healthy relationships,
- 2) engage as an active bystander,
- 3) respond effectively to disclosures, and
- 4) report problems.

Under each goal are the objectives and outcomes needed to achieve that goal, and the programs offered at the university that offer the opportunity for students to achieve each objective or outcome are outlined. The benchmarks will be used to identify gaps and opportunities in current programming and to prioritize new projects by providing a view into what is already being covered and how.

This document works in conjunction with university’s [Comprehensive Education Model](#). Learning outcomes describe only one dimension of comprehensive education, the end goals. Effective best practices for achieving these goals are described in the comprehensive model. We strive to deliver socioculturally relevant programming that is tailored to students’ needs. We recognize that achieving these goals will require multiple exposures to appropriately timed, varied, ongoing education by well-trained staff. The four goals embody the core learning that we are working for every UI undergraduate student to achieve; the Comprehensive Education Model describes additional learning areas that are available to students beyond this core.

As these goals and outcomes continue to develop, several future directions remain to be explored. Gender-based violence does not occur in a vacuum; as we move forward a priority for our subcommittee will be to determine how our work integrates with prevention efforts related to intersecting forms of violence, including bias incidents, and education about discrimination and oppression.

## Gender-Based Violence Prevention Learning Outcomes Summary

**By the time they graduate from The University of Iowa, we aim for all undergraduate students to be able to...**

### **Engage in healthy relationships**

- Articulate how confronting rape culture contributes to culture change.*
- Critically analyze cultural messaging that supports or enables sexual violence.*
- Analyze the way they engage in daily rape supportive attitudes and beliefs.*
- Develop skills to communicate relationship boundaries.*
- Develop skills for STI protection.*
- Develop skills to engage in wanted sexual activity.*
- Develop skills for integrating consent into relationships.*
- Analyze the way they engage in healthy and unhealthy relationship behaviors.*

### **Engage as an active bystander**

- Articulate how bystander intervention contributes to culture change.*
- Recognize situations that require intervention.*
- Overcome barriers to intervention.*
- Develop skills to safely intervene to de-escalate, interrupt, or reduce harm.*

### **Respond effectively to disclosures**

- Recognize situations where survivors need support.*
- Develop skills to respond compassionately to survivors.*
- Identify resources available on campus.*

### **Report problems**

- Articulate why it is important to report.*
- Summarize the university's response process.*
- Identify resources available on campus.*

Gender-Based Violence Prevention Education Learning Goals and Outcomes	Better Men; Better Hawkeyes	Bystander 101	Bystander 201	CHOOSE	Dismantling Rape Culture	Enthusiastic Consent	Every Choice	Know the Law, Know Your Rights	Queering Consent	Queer Relationship Remix	R.A.D.	Relationship Remix	Responding to Disclosures	View into Policy	Sexual Health Outreach	Flip the Script
<b>Engage in healthy relationships</b>																
<i>Articulate how confronting rape culture contributes to culture change.</i>																
Define rape culture.					X											
Identify effects of rape supportive behavior.					X											
Give examples of ways gender is policed in society.	X				X											X
Recognize that sexual misconduct, stalking, and dating violence are issues on college campuses.		X	X				X				X					X
<i>Critically analyze cultural messaging that supports or enables sexual violence.</i>					X											
Define rape culture.					X											
Identify practices, beliefs, attitudes, interpersonal behavior, and ideas that excuse rape or rape supportive behavior.					X											X
Recognize cultural messages and media that require intervention.					X											
Recognize messages they receive about relationships through different forms of media.					X											X
<i>Analyze the way they engage in daily rape supportive attitudes and beliefs.</i>					X											

Define rape culture.					X														
Identify practices, beliefs, attitudes, interpersonal behavior, and ideas that excuse rape or rape supportive behavior.					X														X
<i>Develop skills to communicate relationship boundaries.</i>												X		X					X
Develop personal relationship boundaries.												X		X					X
Develop personal standards for intimacy and consent.						X			X	X		X		X					X
<i>Develop skills for STI protection (engage in self-protective behaviors)</i>																			
Describe effective ways to protect against STIs																		X	X
Describe the importance of protecting against STIs																		X	
Explain how to properly use barrier methods																		X	
Name at least one place to get tested for STIs																		X	
Describe the process of getting tested for STIs																		X	
<i>Develop skills to engage in wanted sexual activity</i>																			X
Increase comfort talking openly about sex																		X	X
Describe a range of possible sexual activities																		X	X
Identify personal preferences for engaging in or not engaging in a range of sexual activities						X				X									X
Develop skills to negotiate sex and sexual activity that is wanted						X				X									X
<i>Develop skills for integrating consent into relationships.</i>	X					X	X			X									X
Define consent.	X					X	X			X									X
Identify conditions that must be present for consent to be valid.	X					X	X			X									X

Recognize the difference between common misunderstandings of consent and true consent.						X			X									X
<i>Analyze the way they engage in healthy and unhealthy relationship behaviors.</i>																		X
Describe healthy relationship behaviors.	X									X		X						X
Identify abusive relationship behaviors.										X		X						X
Recognize messages they receive about relationships through different forms of media.					X													X
<b>Engage as an active bystander</b>																		
<i>Articulate how bystander intervention contributes to culture change.</i>																		
Recognize that sexual misconduct, stalking, and dating violence are issues on college campuses.		X	X					X				X						X
Define bystander intervention theory.		X																
Define an active bystander.	X																	
<i>Recognize situations that require intervention.</i>		X																
Recognize predatory/perpetrator behavior.			X						X									X
Identify problematic/potentially harmful behaviors and situations they may encounter during their time as a UI student.				X				X										X
<i>Overcome barriers to intervention.</i>																		
Identify barriers to intervention.		X						X										
Examine barriers to intervention in complex situations.			X															
<i>Develop skills to safely intervene to de-escalate, interrupt, or reduce harm.</i>																		
Develop skills for safely intervening.		X																

Identify multiple strategies which can be used to intervene in such situations/behaviors to de-escalate, interrupt, and/or reduce potential harm.				X			X										
Outline the steps to effectively intervene in situations with varying power dynamics.			X														
Develop advanced skills for safely intervening.			X														
Commit to using at least one strategy learned in the session in situations they may encounter during their time as a UI student.				X													
<b>Respond effectively to disclosures.</b>																	
<i>Recognize situations where survivors need support.</i>																	
Recognize predatory/perpetrator behavior.			X				X										X
Identify abusive relationship behaviors.									X		X						X
<i>Develop skills to respond compassionately to survivors.</i>																	
Interpret trauma in someone's response.													X				
Recognize and be able to reject myths about how someone should respond to trauma.													X				
Recognize the barriers to disclosing and reporting.													X				
Summarize techniques for responding compassionately to survivors.													X				X
Identify ways to support someone in an unhealthy relationship.										X		X					
<i>Identify resources available on campus.</i>							X	X			X						
Explain the responsibility of some employees to report disclosures to OSMRC.							X	X			X						
List confidential offices on campus.							X	X			X		X				
List non-confidential offices on campus.							X	X			X						
Identify resources that are available 24/7.							X	X			X						

<b>Report problems.</b>																			
<i>Articulate why it is important to report.</i>																			
Recognize that sexual misconduct, stalking, and dating violence are issues on college campuses.		X	X					X							X				X
Describe why offender accountability is essential to prevention.																			
Explain the importance of reporting as it relates to informed decision making.																			
<i>Summarize the university's response process.</i>																			
Recognize behaviors prohibited by the Sexual Misconduct and Sexual Harassment policies.								X										X	
Explain options for intervention.																			
Distinguish between the criminal and administrative processes.																			
Differentiate between "reporting a problem" and "making a complaint".																			
Recognize the role and constraints of university policies and complaint process.																		X	
Describe the components of the complaint process.																			
Examine privacy as it relates to reporting a problem or making a complaint.																			
Summarize how to access protective measures and support.																			
<i>Identify resources available on campus.</i>								X	X					X					
Explain the responsibility of some employees to report disclosures to OSMRC.								X	X					X					
Articulate the role of OSMRC.								X	X					X					
List confidential offices on campus.								X	X					X			X		
List non-confidential offices on campus.								X	X					X					
Identify resources that are available 24/7.								X	X					X					