



# THE ROYAL PACT PROGRAM

Promoting Awareness of the College Transition



## Local and National Resources

### Women's Resource Center

[www.wrcnepa.org](http://www.wrcnepa.org) (Lackawanna County)  
570-346-4671 (24-hour hotline)

### Rape, Abuse & Incest National Network

[www.rainn.org](http://www.rainn.org) • 1-800-656-HOPE (24-hour hotline)

### Pennsylvania Coalition Against Rape

[www.pcar.org](http://www.pcar.org) • 1-888-772-PCAR (24-hour hotline)

### National Domestic Violence Hotline

[www.ndvh.org](http://www.ndvh.org) • 1-800-799-7233 (24-hour hotline)

### National Sexual Violence Resource Center

[www.nsvrc.org](http://www.nsvrc.org)

### Pennsylvania Coalition Against Domestic Violence

[www.pcadv.org](http://www.pcadv.org)

### Men Can Stop Rape

[www.mencanstoprape.org](http://www.mencanstoprape.org)



Developed and facilitated by the Jane Kopas Women's Center as part of the Division of Student Formation & Campus Life and the Counselor Training Center at The University of Scranton



# THE ROYAL PACT PROGRAM

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he PACT (Promoting Awareness of the College Transition) Program was originally developed to assist students in the transition from high school to college. The transition can be both exciting and overwhelming as students meet new people, immerse themselves in a new environment, and begin a new phase of their academic career.

Royal PACT serves as an opportunity for current University of Scranton students to speak with new first-year students about healthy relationships, relationship violence and sexual assault. This Royal PACT brochure is intended to serve as an accompanying document to the presentations and contains important definitions, information, and resources.

The transition from high school to college is an exciting and meaningful time full of potential for learning and growth. Royal PACT seeks to empower students with knowledge and skills to foster a campus community that is safe, healthy and free from violence and threats. Therefore, consider this program both an educational and preventative endeavor.

*Consistent with The University of Scranton's ideals of cura personalis, this program strives to consider the physical and emotional wellness of the whole person by providing essential information that is instructive and relevant to young adults. Most importantly, this program aims to enhance the safety and well-being of our "whole" community. We hope that this brochure will inform you and that you are excited about the new challenges ahead.*



## Why are We Here?

**The Promoting Awareness of the College Transition** program is vital in understanding more about the transition to University life.

Inherently, such a transition requires meeting new people, developing new relationships and getting used to a new routine. However, it is important to understand that developing safe and healthy relationships takes time and care. PACT facilitates conversations about this transitional period.

### **This program will enable you to understand:**

- the difficulty that can sometimes be met with the **transition to college**
- **meaningful communication** in relationships
- the difference between **healthy and unhealthy relationships**
- relationship development should be met with both **care and caution**
- the necessity and legality of **agreement and consent**
- **definitions** of sexual assault and misconduct
- implications of **alcohol and other drugs**
- University and community **resources**

Colleges and universities are exciting places of learning and growth as students pursue new ideas and opportunities. Yet this period of transition can also be a time of higher risk as students venture into unfamiliar environments and situations. To enhance the probability of safety and success, it is imperative that students use care and caution when navigating new relationships and environments. Awareness of "The Red Zone" can help students choose appropriate social activities and model safe behaviors.





## “The Red Zone”

The “Red Zone” is the period between freshman move-in and fall break. During this time, there is a higher occurrence of sexual assaults on college campuses. Specifically, first-year students are at a higher risk of experiencing a sexual assault. This occurs in part due to the following:

- **Navigating a New Environment:** Students may unknowingly make poor decisions such as attending parties or gatherings in unfamiliar or unsafe locations in order to create new relationships and establish a social network.
- **No Parents:** This new-found freedom may lower inhibitions and allow students to test their limits in various situations. Therefore, students tend to take more risks.
- **Acceptance:** A desire for social acceptability may cause students to succumb to peer pressure while ignoring their own values and personal safety.
- **Stereotyping:** Society still encourages males to be competitive and aggressive, while teaching females to be more passive and non-confrontational.



**Most people who experience a completed rape are 25 or younger.**

*The National Intimate Partner and Sexual Violence Survey: 2010 Summary Report (2010)*

**84% of college women who reported a sexual assault experienced the incident during their first or second year of college.**

*Krebs, C., Lindquist, C., Warner, T., Fisher, B., Martin, S. December, (2007). The Campus Sexual Assault Study. National Institute of Justice.*



## Healthy Relationships

Relationships are central to peoples' lives across all personal, social and professional contexts. We learn about other people in relationships, but we also learn a great deal about ourselves and our world as well. Healthy relationships are possible and can provide us with the gift of connection and growth.

*What does a healthy relationship look like?* Here's what to look for:

### RESPECT

A healthy relationship means learning about the other person and valuing what is important to him or her. In friendship, we seek people we feel supported by and with whom we enjoy spending time. Respect, in a sexual relationship, asks for each partner to feel valued enough to talk openly about their desires and fears on a sexual level. Each partner should have respect for his or her own body, should feel comfortable choosing whether or not to be sexually active, and, if so, at what pace and level. When someone makes a *choice* to participate in an activity that person is giving consent. This is a critical dimension of respect.

### HONESTY

In the context of human communication, people are generally said to be honest when they tell the truth to the best of their knowledge and share what they know, think or feel. Most people would agree that honesty is crucial to any healthy relationship. At the same time, honestly expressing our thoughts and feelings about what we want to happen in a relationship is a challenge. Sometimes, women and men can neglect their own thoughts or beliefs for fear of disagreement or judgment. You may not be ready to be sexually active with your partner. It is important to be true to yourself and clear with your partner at every step in a relationship.



### TRUST

Trust is fragile because it takes time to build up and little time to tear down. Healthy relationships are dependent on cooperation. This means you can count on each other and that the other person will be there for you. Trust doesn't come easy and, for most people, needs to be earned over time.

### SAFETY

Safety is an important aspect of a relationship. Relational safety exists when both partners are free to express their feelings and beliefs without fear of consequences for being who they are.

**A safe relationship exists when:**

- Each person's dignity is upheld.
- Both partners are free from fear, intimidation or judgment.
- It is free from threat of danger, harm or risk.



**“A healthy relationship is a relationship built on trust, commitment, and loyalty. It's a judgment-free zone.”**

Deepa Patel '16



# Expectations of Relationships

It is important to think about what your expectations are in terms of the many relationships that you will develop during your college career. Think about the following questions:

- What is the difference between acquaintances and established relationships?
- What do you want from these types of relationships?

## FRIENDSHIPS

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## DATING PARTNERS

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## FAMILY

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## MENTORS/ADVISORS

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## PROFESSORS

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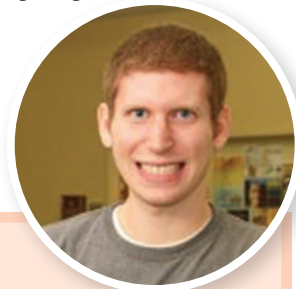


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- What are reasonable expectations in these different relationships?
- How much time will it take to properly develop these relationships?
- What factors keep you in a healthy relationship?
- What factors or events end a healthy relationship?

It is important to realize that relationships take time to develop. There are many different types of relationships in college. The questions above are important to consider throughout this transition. Making connections at Orientation or at your first residence or commuter meetings are wonderful. But it is important to realize that developing healthy relationships takes some time and effort. Not all of these people will automatically become your instant friends. This is okay! Take the time to meet new people and be thoughtful in developing relationships that are motivating and life-giving.

*What is your definition of a healthy relationship?*



**“A healthy relationship is one in which two people can openly share their feelings about various issues without being criticized. Both people are comfortable around each other and act as a support system for one another.”**

Taylor Ott '15



**“A healthy relationship is one where a person is able to say what is on their mind without feeling judged. They don't have to worry about what others think of them; they can be honest and respectful with whom they are talking to.”**

Amy Arias '16



*Assertive communication is critical in developing and sustaining healthy relationships.*

# Communication

Assertive communication is critical in developing and sustaining healthy relationships. Listening to others and really “hearing” about their needs, likes, and dislikes is a sign of a strong relationship. In a relationship that may be intimate, communication cannot be compromised. Partners need to be able to talk about whether they are comfortable before committing to any sexual activity.

In order to engage in meaningful communication, it is important to decipher between the four types.

**Passive Communication** is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings. Thus, protecting their rights and identifying and meeting their needs is difficult. Passive communication is usually born of low self-esteem. These individuals believe: “I’m not worth being cared for or loved.”

**Aggressive Communication** is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive. Aggressive communication is born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness. Retaliation, or hurting someone else because you have been hurt, is a form of aggressive behavior.

**Passive-Aggressive Communication** is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. Individuals often act in passive-aggressive ways to deal with an overwhelming lack of power. A passive-aggressive individual can frustrate the people around them and seem sincerely dismayed when confronted with their behavior.

**Assertive Communication** is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Assertive communication aids a person in developing clear expectations, needs, and desires. It is a balance between articulating directly and clearly one’s needs while respecting the needs of another. Think about some reasons why individuals might hesitate in asserting themselves in a relationship. On the next page you will find some roadblocks in achieving effective and assertive communication.

# Roadblocks to Assertiveness

## ROADBLOCK

## ASSERTIVE COUNTERPART

If I assert myself in any relationship, others will get mad at me.

If I assert myself the results may be positive, negative, or neutral. However, since assertion involves legitimate rights, the odds of having positive results are in my favor.

If I do assert myself and others do become angry with me, it will be awful; I will be devastated.

Even if others become angry, I am capable of handling it without falling apart. If I assert myself when it is appropriate, I don't have to feel responsible for others' feelings.

Although I prefer others to be straightforward with me, I am afraid that if I am open with them and say, "No," I will hurt them.

If I am assertive, others may or may not feel hurt. Others are not necessarily more fragile than I am. I prefer to be dealt with directly and quite likely others will too.

If my assertion hurts others, I am responsible for their feelings.

Even if others are hurt by my assertive behavior, I can let them know I care for them while also being direct about what I want or need. Although at times, they will be taken aback by my assertive behavior, they are not so vulnerable and fragile that they will be shattered by it.

It is wrong to turn down legitimate requests. Others will think I am selfish and won't like me.

Even legitimate requests can be refused assertively. Sometimes, it is acceptable to consider my needs before others. I can't always please others.

I must avoid making statements or asking questions that might make me look ignorant or stupid.

It is okay to lack information or make a mistake; it just shows that I am human.

Assertive people are cold and uncaring. If I am assertive I'll be so unpleasant that others won't like me.

Assertive people are direct and honest and behave appropriately. They show a genuine concern for other people's rights and feelings as well as their own. Their assertiveness enriches their relationships with others.

# Consent

**Consent is the active and positive exchange of words or actions that indicate a willingness to participate freely and voluntarily in mutually agreed upon sexual activity.** Consent can only be given when there is equal power between the involved parties. The use of force, threats of force, or coercion does not constitute consent. Neither the existence of a dating relationship between persons (including past sexual relations) nor silence indicate consent.

### Consent cannot be given if a person is:

- **physically or mentally incapacitated by alcohol or other drugs;**
- **unconscious;**
- **asleep;**
- **under the age of consent (16 in Pennsylvania);**
- **physically or mentally impaired.**

Learning how to talk about consent, gain consent or refuse consent helps each person minimize the risk of unwanted sexual contact. There are several components of consent, all of which must be present before people can mutually and equally participate in a sexual relationship.

### Persons must:

- **clearly understand what they have agreed to participate in.**
- **be aware of the consequences of and the alternatives to their choice and actions.**
- **know that a decision not to participate will be respected as much as a decision to participate.**
- **voluntarily agree.**
- **be mentally competent (not underage, drunk or high).**
- **recognize that consent is an ongoing process; It can be given or taken away at any time.**

The only way to guarantee consent is to make sure it is offered verbally and at each step of sexual activity. Remember clear and meaningful communication is key for all parties involved.



**A healthy relationship involves, "no stress or pressure, open communication, when two people can be themselves around each other."**

Will Dempsey '14





When consent is not actively present, unhealthy relationships including relationship violence can exist.

## The Five Principles of Consent

- 1) **Privilege:** Sex is never a right, it is always a privilege.
- 2) **Permission:** Since sexual contact is a privilege, you must have permission each time.
- 3) **Justification:** There is never a good enough excuse to violate another's boundaries.
- 4) **Intent:** To ensure that sexual boundaries are not crossed, your intent must be to "First, do no harm."
- 5) **Responsibility:** You are entirely responsible for your own actions. Persons who experience sexual assault or violence never bear any responsibility for the harm caused by another.

<http://www.rdvcc.org/consent.html>



**"A healthy dating relationship should be about the quality of it, not the pressure to move to the next step."**

Colin Holmes '13

## Signs of Non-Consent

*The following are some examples and signs of non-consent.*

**Verbal Refusal:** When someone says "no" or "don't do that" or "please stop" or "I don't want to do this."

**Implied Verbal Refusal:** When someone says "I don't think I want to go this fast" or "I'm not sure I want to do this."

**Physical Resistance:** Trying to get away, freezing up, trying to leave, rolling over or away, pushing away, moving someone's hands, trying to put clothes back on.

If sexual activity continues after any of these indicators, **a crime has been committed.**

## Sexual Harassment and Sexual Misconduct: What Are They?

Sexual harassment and sexual misconduct include a wide range of non-consensual behavior, none of which are tolerated in our University community. Many of these behaviors constitute crimes and are motivated by a desire for power and control rather than by sexual desire. People who engage in sexual misconduct use sexual behaviors as a means to dominate and have power over others.

At The University of Scranton, sexual harassment and sexual misconduct including, but not limited to, sexual assault, sexual exploitation, dating violence, domestic violence, stalking, and other forms of sexual harassment as set forth in the University's Sexual Harassment and Sexual Misconduct Policy is prohibited.

**Sexual assault** is defined as any non-consensual attempted or completed sexual intercourse (oral, anal, or vaginal) with a body part and/or object.

**Sexual exploitation** is defined as conduct that exploits another person in a sexual and non-consensual way, including, but not limited to non-consensual touching, fondling, or kissing, non-consensual voyeurism, non-consensual recording (audio or visual), non-consensual dissemination of recordings, allowing others to view sexual activities without the consent of all of the participants, exposure of one's body in an indecent or lewd manner, or sexual activity in public or semi-public places.

**Sexual harassment** is defined as unwelcome sexual or gender based behavior that creates an environment that would reasonably be perceived and is perceived by the complainant as hostile or abusive. Sexual assault is the most serious form of sexual harassment.

Physical force is not necessary for an act to be sexual harassment or sexual misconduct, it is the **absence of consent** that makes these acts violations of our Sexual Harassment and Sexual Misconduct Policy.

The comprehensive Sexual Harassment and Sexual Misconduct Policy can be viewed at [Scranton.edu/Diversity](http://Scranton.edu/Diversity).

**Sexual assault is NEVER the fault of the person who was assaulted.**

This is true even if the person who was assaulted was an acquaintance, very close friend, partner, neighbor, date, or previous intimate partner with the person who engaged in the assault. It is also true even if the person who was assaulted was consuming alcohol, flirting, wearing revealing clothes, froze and did not or could not say "no," originally said "yes" and then said "no," or elected not to report the assault.

*You have the right to give or withhold consent in any situation.*





# Alcohol and Sexual Assault

Alcohol often forms the basis for social interactions on campus. There is a positive correlation between the amount of alcohol consumed on a campus and the incidences of sexual assault; more alcohol means more cases of sexual assault. Alcohol does not cause sexual violence. If you do not at least think about doing something while sober, you are not likely to do it when drunk. We don't do things while drunk that we haven't thought of while sober, for example, asking for a date. Instead, alcohol acts more like a permission slip. By reducing

inhibitions, alcohol often makes it more likely that someone will choose to sexually assault another person. Sexual assault occurs despite alcohol use, not because of it. When someone is intoxicated, we call that person "impaired." "Impaired" means that you have more difficulty utilizing good judgment. Therefore, if you are drunk or impaired the likelihood of committing sexual assault goes up and the ability to withhold or give consent goes down. Alcohol does not excuse responsibility and is never a defense for sexual assault or misconduct.

## Consent must be present in healthy relationships. INTOXICATED PERSONS CANNOT GIVE CONSENT!

### Consider This:

- Drinking is a socially acceptable activity used as an excuse for socially unacceptable behavior.
- Alcohol results in cognitive impairments.
- Consent must be present in healthy relationships. **Intoxicated persons cannot give consent!**

About **85-90%** of sexual assaults reported by college students involve alcohol use by one or both parties and occur by someone who is known to them.

National Institute of Justice, 2008.

More than **696,000** students between the ages of **18 and 24** are assaulted by another student who has been drinking.

Hingson, R.W., Zha, W. & Weitzman, E.R. (2009). Magnitude of & trends in alcohol-related mortality & morbidity among US college students ages 18-24, 1998-2005. *Journal of Studies on Alcohol & Drugs*, Supplement No. 16: 12-20, July.



# Drug-facilitated Sexual Assault

**Drug-facilitated sexual assault involves administering an anesthesia-type drug to render a person physically incapacitated or helpless, and thus incapable of giving or withholding consent. A person who has been drugged may be unconscious during all or parts of the sexual assault and, upon regaining consciousness, may be unable to recall events that occurred while under the influence of the drug. Alcohol is by far the most prevalent drug used to facilitate a sexual assault and is easy to use because it is legal and socially acceptable. It is important to remember that alcohol is the primary drug used to facilitate a sexual assault, and is most likely to be the vehicle used to administer anesthesia-type drugs.**

### Other commonly used drugs to facilitate a sexual assault are listed below.

**Rohypnol** is a strong sleeping, anti-anxiety pill. Rohypnol is also known as roofies, rophies, roche and forget-me pill. The drug used to be a dime-sized pill with no taste or odor, but the manufacturer changed the makeup of the drug because it was being used to facilitate sexual assaults. The newer form dissolves more slowly and releases a blue dye. This can give color to light drinks and make darker drinks cloudy. The tablets can be taken whole or crushed, smoked, or injected as a liquid. It takes effect within 20 minutes and can last up to 12 hours.

**GHB** is a sedative also known as G, liquid ecstasy, grievous bodily harm, scoop and Georgia home boy. GHB is a liquid with a salty taste that can be made into a powder and put into capsules. It takes effect in as little as 20 minutes and can last from two to six hours. **GHB can lower blood pressure, heart rate and breathing, reducing the amount of oxygen in your blood, leading to serious injury and/or death.**

**Ketamine** is a sedative and animal tranquilizer. Ketamine is also known as K, special K, ket, vitamin K and cat valium. It can be liquid, a powder or a pill. It is sometimes laced into marijuana or cigarettes. It takes effect within four minutes when injected or ten minutes when swallowed and lasts up to five hours.

### The Effects: How Drugs Used to Facilitate Sexual Assault Make You Feel

- Relaxed with lower inhibitions and impaired judgment
- Blurred vision, seeing things that are not there
- Sudden, unexplained drowsiness, dizziness, or confusion
- Nauseous
- Numb and/or unable to speak or move; trouble with coordination
- Loss of consciousness and memory loss
- experience memory lapses, or are unable to account for a period of time.
- You feel as though you have had sexual intercourse but cannot recall any or all of the incident.
- You wake up in a strange or different location without knowing how you got there.
- Your clothes are absent, inside out, disheveled or not yours.

### How Do I Determine If a Sexual Assault May Have Been Facilitated by Drugs?

The following scenarios may point to the possibility that you were drugged to facilitate a sexual assault;

- You remember taking a drink but cannot recall what happened for a period of time after consuming the beverage.
- You feel a lot more intoxicated compared to the amount of alcohol consumed, or you feel intoxicated after drinking a non-alcoholic beverage.
- You wake up feeling "hung over" or "fuzzy,"

### What to Do If You Think You May Have Been Drugged

If you suspect that you have experienced a drugging and/or a drug-facilitated sexual assault, you have many options regarding the type of assistance you may want. It is important that you get to a place where you feel safe and can talk to a person about what happened. Consider telling a safe person who will help you explore your options.

Please refer to the reporting section of this brochure on page 15 for more detailed information on reporting options & resources.



## Relationship Violence

Relationship violence is defined as any hurtful or unwanted physical, sexual, verbal, or emotional act inflicted by a casual or intimate partner.

- Relationship violence is the **physical, emotional, and/or verbal abuse** of one partner by the other partner in a current or former dating/committed relationship
- Violence is about **power and control**
- Violence develops as a **pattern of controlling behavior**, not just a single event.

Abusive behavior is any act carried out by one partner aimed at hurting or controlling the other. Relationship violence can occur in any relationship, regardless of gender, sexual orientation, length or status of the relationship. Even if you are not being hurt physically, verbal and emotional abuses are just as painful and can often lead to physical violence.

**If you are presented with relationship violence, it is important to consider taking measures to protect yourself such as,**

- **removing yourself from the situation immediately,**
- **telling someone that it is happening,**
- **notifying authorities if unwanted contact continues.**

**In 2010,**  
**violent crimes (against**  
**both**  
**male and females)**  
**by intimate partners**  
**totaled 509,230**  
**and accounted**  
**for 13.36%**  
**of violent crimes.**



**“Love doesn’t hurt.”**

Krista Pipan '14

## Indicators of Potential Relationship Violence

If your partner displays a combination of these behaviors, he or she may be a person who could potentially commit partner violence including sexual assault.

- **Lack of respect**  
Especially toward intimate partners and women
- **Abuses alcohol and drugs**  
Abuses these substances and encourages others to do the same
- **Quick involvement**  
Comes on strong; requests commitment right away
- **Jealousy**  
Extremely possessive; calls/texts constantly or visits unexpectedly
- **Controlling behavior**  
Always has to know who you talked to and where you were; makes you ask for permission to go anywhere
- **Unrealistic expectations**  
Expects you to be perfect
- **Isolation**  
Tries to cut you off from family and friends; takes away your phone or car; tries to keep you from attending class or being involved with campus activities
- **Blames others for problems**  
It's always someone else's fault if anything goes wrong
- **Blames others for feelings**  
Says *“You're hurting me by not doing what I tell you”*
- **Hypersensitivity**  
Easily insulted
- **Cruelty to animals and children**  
Treats animals poorly; may expect children to do things far beyond their ability or tease them until they cry
- **Makes comments about use of force during sex**  
Claims the use of force (i.e., holding one down, restraining a person) is exciting to them during sexual activity
- **Verbal abuse**  
Constantly criticizes you or says cruel things; puts you down, curses, calls you ugly name
- **Sudden mood swings**  
Goes from sweet and loving to explosively violent in a few minutes
- **Past battering**  
Admits hitting partners in the past but says the situation caused it
- **Threats of violence**  
Makes statements such as *“I'll break your neck,”* then says *“I didn't mean it”*; threatens self-harm or suicide if the relationship does not progress a certain way



# Stalking

Stalking is a serious form of sexual harassment. Anyone can be stalked or engage in stalking behavior. Stalking is a crime that is often ignored and sometimes viewed more as a joke than a problem. Stalking is a problem that can often lead to threats – and even worse – violence.

## What is Stalking?

Stalking is a complex form of interpersonal violence involving a pattern of behavior directed at or related to a specific person. According to The University of Scranton's Sexual Harassment and Sexual Misconduct Policy, stalking is defined as a course of conduct (more than once) directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. The behavior is experienced as unwanted or intrusive and the targeted person may react with fear, concern and avoidance.

## How do I Know If I'm Being Stalked?

There are many behaviors associated with stalking. The following is a list of common behaviors that persons who stalk engage in.

- Persistent phone calls, texts messages, e-mails or other communications
- Direct verbal or physical threats
- Waiting or showing up uninvited at or near one's residence, workplace or classroom
- Gathering information about a person from friends, family and/or co-workers
- Unwanted following or surveillance
- Manipulative behaviors such as threatening suicide
- Sending unwanted gifts, cards or other items
- Defamation – lying to others about a person.

## Online Safety Tips

- Select a gender-neutral username, e-mail address, etc.
- Protect your cell phone and distribute your number appropriately.
- Keep your primary e-mail address private and create a separate email account for chat rooms and social media.
- Don't give out information simply because it is requested.
- Make sure to establish privacy settings on all social networks.
- Note that even with privacy settings, nothing online is truly secure.
- Be aware that by using social networks like Four-Square, the GPS allows others to know where you are.
- When you change your username or password, really change it!
- Know what's in your signature file.
- Never give your password to anyone, even significant others, family or friends.
- Be cautious about putting any pictures of yourself, family and friends online anywhere.

## What to do if you are being stalked?

- Clearly state that you do not want any further contact (it is best to do so in writing where you can save a copy of your correspondence). After doing so, end all communication.
- Create a log and save all copies of communication including date, time, and location of the incidents. Immediately print hard copies of all electronic or written correspondences. Do not delete any emails, texts, or pictures you receive.
- Notify University staff (i.e., University Police, Residence Life) as soon as possible. Please refer to the reporting section of this brochure on page 15 for more information.
- Re-analyze your social media, and ensure that your privacy settings are appropriately set. Block unwanted users and use filters when possible.
- Change your routine. Do not always go to the same places to hang out if you can.
- Don't answer the phone or door if you do not know who it is.
- Let others know you are being stalked/harassed.

## Online-Stalking

Although there is no universally accepted definition of online stalking, the term is used to refer to the use of the Internet, e-mail or other electronic communications devices to stalk another person. In addition, cellular phone technology inclusive of GPS technology allows stalking to occur undetected.

**Nearly 3 in 4 persons who experienced stalking knew their offender in some capacity.**

Baum, K., Catalano, S., Rand, M., and Rose, K. (2009). Stalking Victimization in the United States. U.S. Department of Justice – Bureau of Justice Statistics.

# Sexual Harassment and Sexual Misconduct: Resources and Reporting Information

Sexual harassment and sexual misconduct are defined in the University's Sexual Harassment and Sexual Misconduct Policy to include behaviors such as, sexual assault, sexual exploitation, dating violence, domestic violence, stalking,

Any form of sexual harassment or sexual misconduct is unacceptable and will not be tolerated in our University community, no matter the circumstances. The University strives to offer care and support for students

who have experienced sexual harassment or sexual misconduct, as well as to provide for the safety and well-being of the larger University community. Federal law (Title IX of the Education Amendments of 1972) requires the University to take immediate and appropriate steps to conduct an investigation into allegations of sexual harassment or sexual misconduct. The University will make every reasonable effort to preserve an individual's privacy in light of this responsibility.

*The following information is not to take the place of the Sexual Harassment and Sexual Misconduct Policy but, rather, is provided to raise awareness of appropriate services, support, and reporting options.*

## What to do if a sexual assault has occurred:

The University encourages students to report any situation in which they believe a sexual assault has occurred so that appropriate support and resources can be provided.

- **Call University Police at (570) 941-7777.** Since sexual assault is a criminal act and an egregious violation of the University's Sexual Harassment and Sexual Misconduct Policy, it is the University's recommendation that a student make immediate contact with University Police. However, a student may decline to notify University Police.
  - University Police will assess the situation and coordinate with various resources to provide for the safety and well-being of the person who experienced a sexual assault. This may include transporting a student to a hospital for medical care, assisting in obtaining a Protection from Abuse Order from the local court, and/or coordinating with appropriate legal authorities including the Lackawanna County District Attorney's Office and the Victim/Witness Unit.
  - Incidents of sexual assault may be reported anonymously to the University Police through the Silent Witness program at [www.scranton.edu/silentwitness](http://www.scranton.edu/silentwitness).
- **Preserve all evidence of the assault.** This includes, but is not limited to the following:
  - Do not bathe, change or dispose of clothing, use the restroom, wash hands, brush teeth, eat or smoke.
  - If you are still in the location at which the assault occurred, do not clean anything.
  - Write down all the details you can recall about the assault and the perpetrator that include any information related to previous concerning behavior or history.
- **Seek medical care as soon as possible.** Even if you do not have any visible physical injuries, you may be at risk of acquiring a sexually transmitted infection (women may also be at risk for pregnancy).
  - See page 17 for contact information for local hospitals.
  - Ask the health care professional to conduct a Sexual Assault Forensic Exam (SAFE).
  - If you suspect you have been drugged, request a urine or blood sample be collected to preserve evidence.
- **Recognize that healing from an assault takes time.** Give yourself the time you need and make sure to avail yourself of the many resources that the University community provides. It is never too late to get help.



# Support and Services

Students who report that they have experienced sexual assault to University Police, a Residence Life staff member or a University official are referred to the Dean of Students located in DeNaples Center, Suite 201 (570-941-7680). The Dean of Students (or designee) meets with each student to offer support and referral information, safeguard the larger University community, discuss formal reporting options, and review and initiate the Title IX investigation process. The following is an outline of the information, resources and support provided by the Dean of Students.

- Assess student welfare/well-being. Determine if immediate medical attention is necessary and/or desired.
- Triage need for support services and/or resources (either on or off campus).
  - The Dean of Students will refer the student to Police (if not already contacted) for an investigation and/or explanation of options. If the student chooses not to speak with University or local police, this request will be honored. If the Dean of Students believes there is an imminent danger to the student or to the larger University community, the Dean of Students will contact University Police.
  - Provide information on “Support Services” as outlined on page 17.
- Provide assistance in obtaining academic support.
  - The Dean of Students works closely with academic deans across the University to assist the student in dealing with academic concerns and issues that may arise as a result of an assault.
- Provide for interim measures if appropriate/necessary.
  - If the University is notified about a sexual assault involving two students, the Dean of Students may issue a “no contact directive.” This is a reciprocal directive that orders both students to have no contact with each other. It is enforceable through the University’s Student Code of Conduct.
- The Dean of Students can assist with room or academic scheduling changes in the event that a student lives in close proximity to or has classes with the alleged person and offer other types of accommodations as appropriate/necessary.
- Discuss formal reporting options.
  - The Dean of Students will review the University’s Sexual Harassment and Sexual Misconduct policy with a student when the person alleged to have committed the assault is University community member.
  - When a student is interested in pursuing/learning more about the criminal process, the Dean of Students will refer the student to the appropriate police authority and community advocates.
  - A Title IX Investigator designated by the Office of Equity and Diversity will conduct an investigation and facilitate the University disciplinary process when appropriate and/or requested.

## Privacy and Confidentiality

The University encourages the reporting of all incidents of sexual harassment and sexual misconduct. The University will respect the privacy of the reporting student and all individuals involved by handling each case with care and sensitivity and will make every reasonable effort to maintain confidentiality when requested in a manner that is consistent with its obligation to investigate in accordance with federal law. Given this responsibility, certain incidents may warrant investigation and resolution beyond the solution desired by the individual reporting the assault. Information will be shared, as necessary, in the course of the investigation, only with those people who need to know. When an incident of sexual harassment or sexual misconduct is reported to a University official and there is a potential for continued harm or danger to members of the campus community, the University must issue a timely warning to the campus. The University will only provide enough information to safeguard the campus community and will not disclose personally identifying information of the reporting person.

## Medical Support Services

Medical Services in cases of sexual assault or other misconduct are best handled by a hospital when the student seeks assistance within 72 hours of the incident. Medical treatment and collection of evidence is available locally at:

**Geisinger Community Medical Center**  
1800 Mulberry St.  
Scranton, PA 18510  
(570) 969-8000

**The Regional Hospital of Scranton**  
746 Jefferson Ave.  
Scranton, PA 18510  
(570) 348-7951

**Moses Taylor Hospital**  
700 Quincy Ave.  
Scranton, PA 18510  
(570) 340-2900

If the student visits the hospital for an exam, both the police and Women’s Resource Center of Lackawanna County will be notified by the hospital. The student may choose whether or not to speak to the police at the hospital. If the student chooses to speak to the police, he or she still has the option of whether or not to file charges against the person accused.

The University also provides support and assistance through **Student Health Services** (570-941-7667) from 8:30 a.m.-5:00 p.m. Monday through Thursday and Friday 8:30 a.m.-4:30 p.m. during the academic year. Student Health Services is located at the corner of North Webster Avenue and Mulberry Street in the Roche Wellness Center.

## Confidential Support Services

If a student desires strict confidentiality, she or he should make contact with one of the three confidential support services listed below.

**Counseling Services** (570-941-7620) are provided by the University Counseling Center located on the 6th floor of O’Hara Hall. If requested, the Counseling Center will provide counseling as well as referrals to agencies off-campus. Counseling Services are available Monday through Friday 8:30 a.m.-4:30 p.m. or after business hours for consultation by calling (570) 941-7777.

**Women’s Resource Center of Lackawanna County** is a confidential, community-based agency serving those who have experienced sexual assault. A counselor/advocate can be reached 24 hours a day by calling (570) 346-4671.

**National Sexual Assault Hotline** is a free, confidential national resource available 24 hours a day by calling (800) 656-HOPE or [online.rainn.org](https://www.rainn.org).

## Additional Support Services

In addition to University Police and the Division of Student Formation & Campus Life there are various resources within the University and local community that are available for students who have experienced sexual harassment or sexual misconduct of any kind. In this regard, University policy and practices are designed to encourage students to seek support and receive assistance. Regardless of which resource(s) a student chooses to access, the situation will be handled with sensitivity and care.

**Campus Ministries** (570-941-7419) is located the DeNaples Center, Suite 200 and offers pastoral support. Students may stop by the office and ask to speak to a priest or campus minister or schedule an appointment.

**The Jane Kopas Women’s Center** (570-941-6194) is located in the DeNaples Center, Suite 205. The Center is a safe and comfortable gathering place that also provides educational programming, leadership development, resources and referrals.

The Title IX Coordinator, Jennifer LaPorta, is located in the **Office of Equity and Diversity** (570-941-6645). This office, located in the Molecular Biology Institute, Room 100, provides programs, resources, and support.



# Possible Responses to Sexual Assault

Sexual assault is a crisis, and we handle crises in different ways. Though each person and situation is unique, the following summarizes the possible reactions someone may experience following a sexual assault.

- Persons may experience emotional shock and wonder why they are feeling numb, calm or are unable to cry.
- Persons may experience disbelief and wonder if the event really happened. One may think: Why me? Maybe I just made it up.
- Persons may feel embarrassment. Someone may be concerned about what others will think and feel unable to tell family or friends.
- Persons may feel shame or feel dirty, like something is inherently wrong with them. One may feel a strong desire to wash or shower all the time.
- Guilt may cause persons to feel as if the event was their fault, or that they did something to make it happen.
- Depression may impact your daily functioning at school or work. They may feel tired and/or helpless.
- Persons may experience powerlessness and wonder if they will ever feel in control again.
- Disorientation can impact your ability to remember routine things. One may not remember what day it is, where to be, or appointments that were scheduled.
- Persons may experience triggers that lead to flashbacks, causing them to relive the event over and over.
- Denial may cause someone to believe that it wasn't really "rape" or "sexual assault."
- Persons may fear people, places and things. One may wonder: *What if I'm pregnant? Could I get an STD? How can I ever feel safe again? Do people realize there's anything wrong? I can't sleep because I know I'll have nightmares. I'm afraid I'm going crazy. I'm afraid to go outside. I'm afraid to be alone.*
- Anxiety can cause panic attacks and a feeling of being overwhelmed. Persons may struggle to focus or participate in some events that were previously enjoyable or routine.



## Protective Factors

Protective factors are steps people can take to reduce their risk of sexual assault and increase their safety and their sense of empowerment. None of these guarantee prevention of sexual assault. There is no perfect guarantee against sexual assault except for persons to stop assaulting others. These protective factors and safety ideas are a choice, not a responsibility. Whether or not someone chooses to use these ideas, sexual assault is never the fault of the person who experiences it. We have a right to be in the world without having people hurt us. Remember that sexual activity is a choice, and all people, at any time, are free to choose whether or not to be sexually active.

- **Trust your gut and intuition. If you feel threatened, yell or leave the situation if you can do so safely.**
- **Avoid people who don't listen to you, ignore personal space boundaries, etc.**
- **Know your sexual intentions and limits and communicate those limits firmly and directly.**
- **Avoid mixing sexual decisions with drugs and alcohol.**
- **Be aware of predatory drugs.**
- **Attend large parties with friends you trust.**

## REMEMBER

Sexual assault can occur despite all precautions. If you experience a sexual assault, **it is NOT your fault!** The only person responsible for sexual assault is the person who committed the assault!







## What YOU Can Do

- **Realize** that gender violence is a major social problem that deeply affects the lives of all women and men.
- **Focus** on how you, as an empowered bystander, can support others by confronting abusive behavior.
- **Educate and empower** your peers to end sexism and not tolerate abuse.
- **Respect** yourself and use your strength as an example to empower others around you.
- **Learn** about University policies and resources related to sexual assault, sexual misconduct, and sexual harassment.
- **Understand** how attitudes, words and actions may perpetuate sexism and violence, and work towards changing them.
- **Gently offer** your support if someone you know has experienced gender violence.
- **Recognize and speak** out against homophobia and gay-bashing.
- **Educate** yourself and others about masculinity, gender inequality and the root causes of gender violence.
- **Participate** in a peer group or club working to end gender violence.
- **Volunteer** at a local agency that supports and empowers persons affected by gender-based violence.



### Resources at The University of Scranton

**University Police**, Parking Pavilion

570-941-7777 (Emergency)

570-941-7888 (Non-Emergency)

**Dean of Students**, 201 DeNaples Center

570-941-7680

**Office of Equity and Diversity**,

100 Molecular Biology Institute

570-941-6645

**Counseling Center**, 6th Floor O'Hara Hall

570-941-7620

Does the University have sexual assault and sexual harassment policies? . . . . .  Yes  No

Does your school have a clause that protects you from facing disciplinary action for policy violations (i.e., the use or abuse of alcohol) that occur incidental to sex offenses (i.e., assault or misconduct)? . . . .  Yes  No

Does University Police offer an escort service to walk or drive you to another location if you're alone? . .  Yes  No

Does Student Health Services pay for any post-assault medical services at an emergency room? . .  Yes  No