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" is the period between first-year 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 acceptance 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.

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


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


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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. 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 people 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.

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“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?

• 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 is 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.

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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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

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 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

<table>
<thead>
<tr>
<th>ROADBLOCK</th>
<th>ASSERTIVE COUNTERPART</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I assert myself in any relationship, others will get mad at me.</td>
<td>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.</td>
</tr>
<tr>
<td>If I assert myself and others become angry with me, it will be awful; I will be devastated.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>If my assertion hurts others, I am responsible for their feelings.</td>
<td>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.</td>
</tr>
<tr>
<td>It is wrong to turn down legitimate requests. Others will think I am selfish and won’t like me.</td>
<td>Even legitimate requests can be refused assertively. Sometimes, it is acceptable to consider my needs before others. I can’t always please others.</td>
</tr>
<tr>
<td>I must avoid making statements or asking questions that might make me look ignorant or stupid.</td>
<td>It is okay to lack information or make a mistake; it just shows that I am human.</td>
</tr>
<tr>
<td>Assertive people are cold and uncaring. If I am assertive I’ll be so unpleasant that others won’t like me.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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; or
- under the age of consent (16 in Pennsylvania)

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.
- recognize that consent is an ongoing process; it can be given or taken away at any time.

The only way to guarantee consent exists 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 with anyone is one in which you can be yourself free from judgement.”

Sophia Cornejo ’18
The Five Principles of Consent

1) **Privilege:** Sexual activity is never a right, it is always a privilege.
2) **Permission:** Since sexual activity 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

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.

**Sexual misconduct** including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking are prohibited, as defined fully in the Sexual Harassment and Sexual Misconduct Policy.

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

**Sexual exploitation** is 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 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](Scranton.edu/Diversity) as well as [Scranton.edu/CARE](Scranton.edu/CARE).

As a student in the Commonwealth of Pennsylvania, it is important for you to be familiar with Commonwealth laws. Specifically, you are encouraged to review laws related to the Sexual Harassment and Sexual Misconduct Policy which are outlined in the Policy.

**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.

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 violation has been committed.

"Consent is found in communication and understanding."—Chloe Symone-Alvarado ’18
Drug-Facilitated Sexual Misconduct

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 or otherwise incapacitated during all or parts of the sexual misconduct and may be unable to recall events that occurred while under the influence of drugs or alcohol. Alcohol is by far the most prevalent drug used to facilitate sexual misconduct 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 sexual misconduct, and is most likely to be the vehicle used to administer anesthesia-type drugs.

Other commonly used drugs to facilitate sexual misconduct 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. **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. 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.

**Consider This:**

- Drinking is a socially acceptable activity used as an excuse for socially unacceptable behavior.
- Alcohol results in cognitive impairments and can halt utilizing good judgment.

**Consent must be present in healthy relationships. INCAPACITATED PERSONS CANNOT GIVE CONSENT!**

**The Effects: How Drugs and Alcohol Used to Facilitate Sexual Misconduct Make You Feel**

- Relaxed with lower inhibitions and impaired judgment
- Nauseous
- Drunk
- Numb and/or unable to speak or move; trouble with coordination
- Sudden, unexplained drowsiness, dizziness, or confusion
- Loss of consciousness and memory loss

**How Do I Determine If a Sexual Misconduct May Have Been Facilitated by Drugs or Alcohol?**

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 in a strange or different location without knowing how you got there.
- You wake up feeling “hung over” or “fuzzy,” 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 clothes are absent, inside out, disheveled or not yours.

**What To Do If You Think You May Have Been Drugged**

If you suspect that you have experienced drug- or alcohol-facilitated sexual misconduct, 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 more than one person who will help you explore your options and ensure safety.

Please refer to the reporting section on page 16 of this brochure 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.

- Types of relationship violence can be **physical, emotional, psychological, financial, sexual and/or verbal**.
- 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 witness or experience 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.


“A healthy relationship is one in which individuals show mutual respect, appreciation, and support.”

- Brian Harris ’19

Indicators of Potential Relationship Violence

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

- **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 serious commitments 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 abuse**
  
  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 misconduct. 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 of persons who engage in stalking.

- 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.

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.

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 technology 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.

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


Sexual Harassment and Sexual Misconduct: Reporting Information, Support and Resources

The University offers care and support for students who have experienced sexual harassment or sexual misconduct while remaining mindful of the safety and well-being of the larger University community. Federal laws (i.e., Title IX of the Education Amendments of 1972) require the University to take immediate and appropriate steps upon becoming aware of 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 does not take the place of the Sexual Harassment and Sexual Misconduct Policy. Rather, it is provided to raise awareness of reporting options, support and resources.

Privacy and Confidentiality

The University encourages the reporting of all incidents of sexual harassment and sexual misconduct and is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under the Sexual Harassment and Sexual Misconduct Policy. The University is also committed to providing assistance to help students make informed choices. With respect to any report under this Policy, the University will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate prohibited conduct, prevent its recurrence, and remedy its effects.

Privacy and confidentiality have distinct meanings under the Sexual Harassment and Sexual Misconduct Policy:

Privacy: Privacy means that information will be shared only with University employees who “need to know” in order to assist in the assessment, investigation, and resolution of the report. All employees who are involved in the University’s response to reports of prohibited conduct receive specific training about sharing and safeguarding private information in accordance with state and federal law. Further, the University will keep private any accommodations or protective measures provided to the extent that maintaining such confidentiality would not impair the University’s ability to provide the accommodations or protective measures.

Confidentiality: Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, and ordained clergy, all of whom may engage in confidential communications under Pennsylvania law. The University has designated individuals with the ability to have privileged communications as “Confidential Employees.” When information is shared by an individual with a Confidential Employee or a community professional with the same legal protections, the Confidential Employee (and/or such community professional) will not reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information or when a student requests assistance from the Confidential Employee in making a report. For example, information may be disclosed when: (i) a person gives written consent for its disclosure; (ii) there is a concern that the person will likely cause serious physical harm to self or others; or (iii) the information concerns suspected abuse or neglect of a minor under the age of 18.
REPORTING OPTIONS

The University encourages students to report any situation in which they believe sexual assault or other sexual misconduct has occurred.

Emergency Reporting and Immediate Care

The first priority for any individual is personal safety and well-being. The University encourages all individuals to seek immediate assistance from University Police (570-941-7777), the City of Scranton Police Department at 911 and/or a medical facility. This is the best way to address immediate safety concerns while allowing for the preservation of evidence and an immediate investigative response.

If you have experienced sexual misconduct, including sexual assault:

- Preserve all evidence of the sexual assault or other form of sexual misconduct.
- Do not bathe, change or dispose of clothing, use the restroom, wash hands, brush teeth, eat or smoke.
- If you are still at the location of the incident, do not clean anything.
- Write down all the details you can recall about the incident and the perpetrator including any information related to previous concerning behavior or history.

On Campus Reporting Options

Students are encouraged to directly report information regarding any incident of sexual harassment or sexual misconduct to any of the following reporting options:

Title IX Coordinator
Ms. Jennifer LaPorta
Executive Director and Title IX Coordinator
Office of Equity and Diversity
Institute of Molecular Biology and Medicine, Suite 109
Phone: (570) 941-6645
E-mail: jennifer.laporta@scranton.edu
Website: www.scranton.edu/diversity

Deputy Title IX Coordinator
Ms. Lauren Rivera
Associate Vice President for Student Affairs & Campus Life and Dean of Students
Suite 201, The Patrick & Margaret DeNaples Center
Phone: (570) 941-7680
E-mail: lauren.rivera@scranton.edu
Website: www.scranton.edu/dos

The University of Scranton Police Department
Campus Parking Pavilion
Phone: (570) 941-7777 (emergency) or (570) 941-7888 (non-emergency)
Website: www.scranton.edu/police

Online Anonymous Reporting
The University of Scranton Police
Silent Witness Program
Website: www.scranton.edu/silentwitness

RESOURCES AND SUPPORT SERVICES

Medical Support Services

Medical Services in cases of sexual assault or other sexual misconduct are best handled by a hospital when the student seeks assistance within 72 hours of the incident. In addition to Student Health Services which provides medical support and assistance to University students, medical treatment and collection of evidence are 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 a hospital for an exam, both the police and Women’s Resource Center of Lackawanna County (WRC) should be notified by the hospital. The student may choose whether or not to speak to the police and/or the WRC. If the student chooses to speak to the police, he or she still has the option of whether or not to file criminal charges against the person accused. The WRC Advocate will be able to provide support and information through the process.

Confidential Resources and Support Services

If a student desires confidentiality, she or he should make contact with one of the confidential resources/support options listed below.

Counseling Services (570-941-7620) are provided by the University’s 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. during the academic year.

Student Health Services (570-941-7667) provides medical support and assistance to University students 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.

Women’s Resource Center of Lackawanna County is a confidential, community-based agency serving those who have experienced sexual assault or other sexual misconduct. 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.

Required Reporter Statement

University policy provides that every employee (except those specifically identified as a “confidential” resources) who receives a report of sexual harassment or sexual misconduct is required to share the report with the Title IX Coordinator. Resident Assistants, Graduate Assistants, and Student Officers are also required reporters. While students are encouraged to directly report information to the designated reporting options listed above, the University recognizes that a student may choose to share information regarding sexual harassment and sexual misconduct with other employees of the University (e.g., a Resident Assistant, faculty member, or coach). The University is committed to ensuring that all reports are shared with the Title IX Coordinator for consistent application of the Sexual Harassment and Sexual Misconduct Policy to all individuals and to allow the University to respond promptly and equitably to eliminate the prohibited conduct, prevent its recurrence and address its effects.
Possible Responses to Sexual Misconduct

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 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 a person’s 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 one’s ability to remember routine things. One may not remember what day it is, where to be, or appointments that were scheduled.

Risk Reduction Factors

Risk reduction factors are steps people can take to minimize the possibility of sexual misconduct and increase their safety and their sense of empowerment. There is no guarantee against sexual assault except for the persons to stop assaulting others. These risk reduction factors and safety ideas are a choice, not a responsibility. Whether or not someone chooses to use these ideas, sexual misconduct 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.
- Only attend large gatherings with friends you trust.
- 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.

REMEMBER

Sexual misconduct can occur despite all precautions. If you experience any sexual misconduct or harassment, it is NOT your fault. The only person responsible for sexual misconduct is the person who committed it.
Some simple steps to becoming an active bystander:

- Notice the situation and be aware of your surroundings.
- Interpret it as a problem. Ask yourself, “Do I believe someone needs help?”
- Feel responsible to act. Educate yourself on what to do.
- Intervene safely. Keeping yourself safe while taking action is key.

How to engage safely:

- Bring in others to help when the situation may be potentially dangerous.
- Ask a person you are concerned about if he or she is okay. Provide options and support.
- Distract or redirect individuals in unsafe situations.
- Ask the person if he or she wants to leave.
- Call University Police (570) 941-7777 or Scranton Police (911).

What can my friends and I do to encourage safety?

- **Have a plan.** Talk to your friends about your plans and intentions before you socialize.
- **Watch out for others.** If you are concerned about someone, offer your support.
- **Diffuse situations.** If you see a friend coming on too strong to someone who may be too drunk to make a consensual decision, interrupt, distract, or redirect the situation. If you do not feel comfortable doing so, get someone else to step in.
- **Trust your instincts.** If a situation does not feel right to you, trust your instinct. If possible, remove yourself and others from the situation.

*Information is based on Bystander Intervention research being completed at University of New Hampshire (Bringing in the Bystander*).