A dialogue toolkit for...

Preventing & Responding to Sexual Violence
THIS TOOLKIT

was developed in June 2021 by Safer, Cal Poly’s primary confidential resource addressing sexual assault, dating violence and stalking. We offer confidential survivor advocacy as well as campus-wide prevention education.

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GOALS FOR THIS TOOLKIT

- For parents and supporters to feel empowered in having conversations about sex and relationships with their student
- For students to have healthy and positive relationships during their time at Cal Poly, and keep themselves and their peers safe
- To develop a partnership between us and you to prevent violence and promote healthy relationships at Cal Poly

These can be difficult topics to discuss. While this guide is informed by public health best practices [i], we also want it to be approachable and accessible.

HOW TO USE THIS TOOLKIT

- We encourage you to read through all the sections and make a plan for talking with your student. This guide is divided into small parts highlighting the most common topics and questions that Safer addresses.
- Feel free to skip around. For example, maybe you’ve already had the STI conversation (awesome!) but aren’t sure about how to approach consent – go ahead and skip to that section!
- We have provided sample conversation prompts for each topic. Be creative and tailor them to your relationship and style!
- This toolkit may bring up more questions than it answers. If that happens, we would be happy to discuss further with you. Email us at safer@calpoly.edu.
BACKGROUND

YOU MIGHT BE THINKING - "ME?! WHY?!"

Yes, you! Whether they admit it or not, your student often looks up to you, their supporter, when leaving for college. This is a new, exciting time for them – but also a time that brings up feelings of anxiety, fear, and uncertainty. As their supporter, you are in a unique position to help guide them into having a fun – and safer - college experience.

Many students tell us they never had these conversations with their parents – and wish they had. Having these talks early and often can help lower rates of violence and prevent harm from taking place.

"THE RED ZONE" - THE FIRST 6 WEEKS

There is a phenomenon called the “Red Zone” [ii] - wherein most sexual assaults throughout the entire academic year take place in the first 6 weeks of fall quarter. Even more concentrated than that, we believe the majority take place in the few days before the school year begins. This isn’t just a Cal Poly issue – this is a nationwide trend.

Why does this happen?
For some students, it may be their first time away from home. This mixture of newfound freedom and anxiety may result in higher-risk behaviors, like substance use or attaching to new friend groups quicker than usual. There are also existing power differentials – most of the assaults we see take place against first years are perpetrated by returning students – so the vulnerability of being a new student, in a new environment, without a close-knit friend group, is taken advantage of. Also, access to comprehensive sex education is varied, so many students haven’t been given explicit models of embodying their sexuality in a way that is attuned and respectful.
2020 CAMPUS SURVEY – IT HAPPENS HERE, TOO

In Winter 2020, Cal Poly conducted a campus-wide survey about gender- and power-based violence, which includes sexual assault, intimate partner violence and stalking.

What we found is that Cal Poly is not much different from other universities in our country, and mirrors nationwide statistics in most categories. Here is a snapshot of our campus:

- **28%** of participants reported experiencing at least one incident of sexual violence since becoming a student at Cal Poly
  - Most of these incidents occurred during their first year, within a mile of campus.
  - Of those who experienced sexual violence, **35%** reported it impacted their academics.
  - **82%** of assaults occurred between people that know each other – not strangers.

- **18%** of participants reported being persistently harassed, pursued, and/or followed during their time at Cal Poly. These are typical behaviors associated with stalking. However, only **32%** defined these behaviors as stalking, speaking to an increased need for stalking education.

*If you would like to review more from our data summary, you can find it on our website at safer.calpoly.edu/campus-survey-sexual-violence.*
WHY SUPPORTERS MATTER

These statistics don't have to be this way. Violence is not inevitable – it is a learned behavior, and therefore can be prevented.

You have helped shape your student into the young adults they are, and they will bring the values, beliefs and attitudes that you have instilled in them to campus in the fall. As their supporter, you have an opportunity to teach them the skills needed to be a respectful, communicative partner. Otherwise, they may only learn from sources like the media (which we know can promote some harmful and dangerous relationship norms) or their friends (whose parents might not be as awesome as you and haven’t had this talk with them yet!).

If the standards are set early – that we respect people's boundaries; consent means an informed, reversible, freely given and enthusiastic YES! [iii]; healthy relationships are founded on open and honest communication – we could imagine a very different atmosphere and culture.

OKAY, BUT WHY NOW?

Right before college is the perfect time to have this conversation again. During such a big transition, they're going to want to know they can come to you as challenges arise.

On a practical note, the first time Safer interacts directly with students is during Week of Welcome. By that time, a lot of habits and beliefs are already formed. Having an opportunity to discuss these topics with students before they come to campus can set the stage for healthy relationships and hookups.
“We need to talk” is a notorious conversation starter that can put us on edge and create a sense of anxiety around what’s coming. To keep the conversation open, we recommend approaching it casually. You could be watching a TV show together, a TikTok, or on a walk. Since sex and relationships are integrated into so many facets of our lives, you may be surprised how often the opportunity presents itself if you’re looking out for it!

Throughout the summer, pay close attention to the media you consume: Do you notice any unhealthy relationships? Sexually aggressive behavior? Stalking being romanticized? Are you hearing about this topic in the news? When you notice those things, that could be a great conversation starter.

- “Do you notice the way [insert behavior]? What do you think about that?”
- “Yikes - isn’t it weird how [insert character] is pursuing [insert other character] like that? They clearly don’t want that. Why do you think things like that are seen as so romantic?”
- “Oh wow, [insert person] came out with their experience about sexual assault. That’s so powerful they’re sharing their story.”

**You can even blame us** - we’ll be your scapegoat!
- “Hey, I got this toolkit at SLO Days from Safer and it got me thinking. How are you feeling about starting college and meeting new people?”
- “I went to this workshop by Safer during my SLO Days track – have you heard from them yet?”

**Keep the conversation going.** Students are required to complete an online module, called Not Anymore, that covers affirmative consent, sexual assault, and other related topics to remain in compliance with the university for registration. Use this as an opportunity to check in with them!
- “I heard you have to take a training called Not Anymore. What do you think so far?”
- “Let me know when you finish the Not Anymore training! I’d love to hear your thoughts.”
YOUR SELF CARE MATTERS TOO

Discussing topics that carry a lot of emotion and stigma is difficult. This may bring up your own complex experiences or traumas, on top of preparing for this major life transition. We encourage you to seek out your own support when needed – whether that be a partner, trusted friend or family member, or a professional mental health provider.
WHAT ARE SOME TIPS TO REMEMBER THROUGHOUT OUR CONVERSATION?

• **Be open, honest and transparent** – leave the door open (and be prepared) for the dialogue to go further than you may have expected. The more open you are to having these conversations upfront, the more likely they will come to you when they are going through something difficult.

• **Use open-ended questions and ask in a supportive, non-threatening way.** Questions like “What are your relationship expectations once you get there?” set you up for a more in-depth conversation than, say, “You’re not going to date, are you?” Allow your student time to answer and listen to what they have to say, without judgment.

• **Lead by example.** Our students learn about relationships through watching your relationships. If we can model healthy conflict, communication, and boundaries ourselves, we are setting our children up for success. Simply having this discussion is modeling how to have difficult conversations.

• **It’s okay to not have all the answers.** Vulnerability goes a long way in connecting with your student. If you need help, you can reach out to us - we’re here to support you, too.
COMMON TOPICS AND TALKING POINTS

Now we’re going to take you through some important topics when it comes to talking about sex, relationships, accountability and violence prevention. With each of these topics we’ll cover, try to remember the first time you learned about these things. It's okay to say, “I’ll admit, this makes me a little uncomfortable, but I love you and this is important.”

HOW TO MAKE FRIENDS THAT ALIGN WITH THEIR VALUES

Positive peer groups and community connectedness can prevent violence [iv]. Luckily, there are a lot of ways to get involved on campus to find peers that align with their values. We have hundreds of student clubs, intramural sports, volunteer opportunities, elective courses and more!

PROMPT: Ask your student what kind of friends they want to make. What values would they want those friends to have? Where might they find those friends? Do a search on the club directory, and make a dream list. Make sure they visit Club Showcase during WOW in the Fall - we’ll be there!
COMMUNICATING BOUNDARIES

Boundaries help you define what you’re comfortable with and how you want to be treated by others. They help people define their identity and autonomy, maintain self-care and self-preservation, communicate needs, set healthy limits, and bolster self-esteem and assertiveness.

In every relationship (sexual, platonic, family, etc.), boundaries are crucial to maintaining a healthy connection. Examples of boundaries:
- **Physical** - I’m comfortable kissing, but I’m not ready to have sex
- **Digital** - I’m comfortable texting regularly, but I need space to not respond right away
- **Social** - I’m comfortable hanging out, but I’d like to keep masks on
- **And many more!**

Setting clear, firm boundaries can be a way of signaling that you care about a relationship enough to want to continue it in a healthy way! If something doesn't feel right or their personal boundaries are being violated, it is okay to speak up.

**PROMPT:** What are some of your boundaries? Share those with your student – it humanizes and normalizes this thought process. How do you communicate your boundaries? What do you do if someone crosses your boundary?

RESPONDING TO BOUNDARIES

Remind your student if someone asserts boundaries with them, they should respect the other person’s wishes. It can be hard to hear “no” or get a less-than-enthusiastic response, especially from someone they may be interested in.

**PROMPT:** What is a healthy way to respond to someone communicating their boundaries, while remaining firm in your boundary?
ACCOUNTABILITY

“We judge ourselves by our intentions, and others by their behavior.”

Do we have control over our intent? Absolutely. Do we have control over our impact? Not always. If someone is impacted, we have a responsibility to respond to the harm caused. We don’t necessarily have to admit fault or negative intent – but we do have to admit that another person was harmed.

How we approach these situations makes a big difference. Holding ourselves accountable and having empathy for those that we hurt goes a long way in repairing relationships.

PROMPT: Think about a time that you’ve harmed someone else – even if it was completely unintentional. How did/do you address situations like that? How would you want to see your student to address that? OR: Can you think of a time where someone harmed you, and when you brought up your feelings, they got defensive? What did that feel like?

GETTING TESTED

You might be wondering how this is related to violence prevention.

Part of informed consent involves each partner knowing what they are getting into – and knowing your sexual health status is a part of that! Every sexually active person should get regularly tested for STIs (Sexually Transmitted Infections). Once a year is a great start, but if someone is not consistently using barrier methods and/or has multiple partners, they should get tested every 3-6 months. Luckily, Campus Health and Wellbeing offers an array of STI screening, treatment, and birth control for low- to no-cost, as well as free condoms.

Having a conversation with a sexual partner about condom use, birth control, and sexual history is a perfect way to open up conversations about sexual boundaries, wants, desires and needs.
PROMPT: It’s more likely than not that your student will have sex at some point during their college career [v] – if that’s the case, it’s better to keep it safe, right? The only way to ensure safety is to talk about it. Feel free to keep it simple – and refer to the peer health educators at PULSE if that’s more comfortable for you both.

HOOKING UP

There’s a perception that everyone is hooking up, but only 42% and 45% of students reported having oral or vaginal sex, respectively, within the 30 days prior to a 2018 survey [vi]. This perception, paired with potential discomfort about being the ”odd one out,” may result in students feeling pressure to go outside their comfort zone.

We encourage students to have open, honest communication about their intentions, define what hookups mean to them, and continue modeling consensual communication throughout the hookup.

PROMPT: How do you define a “hookup”? How might other people define it? What if you were hooking up with someone and they had a different definition than you (let’s say, making out versus having sex) - how could you come to an agreement of expectations? How might it be complicated if both people have different definitions?

AFFIRMATIVE CONSENT

Yes means yes. Sexual consent is a voluntary, ongoing, enthusiastic, reversible, informed, mutual decision between everyone involved.

Sometimes it can be difficult to think of how to ask for consent when you are in the heat of the moment. Here are some ideas to share with your student.

- **Asking for consent:** What do you like? Is that good? What are you up for? Do you like that? How do you feel about ___? What sounds fun? Do you want to keep going?
Giving consent: Yes! I love that. Please! That’s exactly what I was hoping for. I like it when you do that! That’s my favorite. I was thinking the same thing! I thought you’d never ask. That sounds fun! Yes, and... ___.

No might sound like: No thanks. I have a [boyfriend, girlfriend, partner]. I’m not ready. I don’t feel like it. Maybe later. Let’s just go to sleep. How about ___ instead? Not now. I’ve/you’ve been drinking. No. Can we stop? That hurts. I changed my mind.


Receiving a no: Thanks for letting me know. That’s totally okay! What sounds good instead? Do you want to talk? I’m so glad you said something! Is there anything I can do for you?

PROMPT: Remind them consent is important, necessary, and the bare minimum for having sexual contact with someone. Can you think of other times that we ask for consent in our daily lives, that have nothing to do with sex? We'll help you start: “Can I have some of your fries?” “Can you pick me up from the airport?” “Would you feel comfortable if I took my mask off?” We can normalize asking for consent like we do in other areas of our lives and respecting the “no” as we would in other settings.

USING DATING APPS

College students are increasingly using dating apps like Tinder, Bumble, Hinge, Grindr and others to connect, and other social media such as Instagram, Snapchat and TikTok to develop community. This makes meeting people more accessible than ever before – but can also inhibit communication. If students are planning to date via apps, we encourage them to take things slow, maintain a privacy level that is comfortable to them, trust their gut, and let a friend know where they’re going (if they decide to meet a date in person).
PROMPT: Share a story of your experience dating at their age!
Technology may have changed some things, but some important lessons may not have changed as much as they think. What are some red flags [vii] you look for? What about green flags [viii]?

SEX VERSUS SEXUAL ASSAULT

By definition, sex is a voluntary act between people who have capacity to make decisions about their body and agency to enact those decisions. Sexual assault, on the other hand, is when someone violates boundaries and takes away another person’s decision-making power, whether through manipulation, threats or coercion. The main difference between these two terms is bodily autonomy (the idea that we each have the ability to make decisions for our own bodies and have those decisions respected).

It’s important that we make this distinction with our students. Sometimes, when we talk to survivors of sexual assault, they express shame over having “lost their virginity” or that “someone had sex with me and I didn’t want it.” If it was done without their affirmative consent, that is not sex. Sexual assault is not bad sex – it is assault, and conflating the two can be deeply harmful.

This is especially true when someone’s first sexual experience is non-consensual; this could create a barrier for future healthy interactions since they don’t have a reference point for a consensual interaction. Understanding the difference between these two terms can validate their experience and reduce further traumatization.

PROMPT: How would you explain the difference between sexual activity that someone might regret (bad sex, unpleasurable, etc.) versus sexual assault? Why does this distinction matter?
We know that it can be difficult to broach the subject of drugs and alcohol, especially when it comes to sex. However, research clearly shows that students whose parents talk to them about alcohol use in college tend to drink less, and less often, than their peers who have not had that conversation [ix].

Most students think everyone else around them is drinking consistently and irresponsibly; but more likely than not, they are engaging in healthier behaviors. This is crucial to understand, so students feel even more empowered to make healthy decisions, knowing the people around them are likely thinking the same thing.

**The Link Between Alcohol and Sexual Assault**
Rather than alcohol causing sexual assault, perpetrators may consciously or unconsciously drink alcohol to have a justification for sexually assaulting someone. Alcohol can provide a catalyst for perpetrators who hold toxic attitudes and beliefs to act upon those beliefs. Perpetrators may also act out more severely than they would without the cover of intoxication.

Alcohol can serve as both *camouflage* and a *weapon*. It is *camouflage*, in that if most of the people around are intoxicated, it’s far easier to engage in problematic behavior without getting caught. “If I rob someone... or harm another partygoer, it’s far less likely that anyone will notice or that they will remember significant details of what happened.” [x]

Alcohol is also a *weapon* used to incapacitate a victim. “It’s the most accessible, easy-to-use weapon that someone has at their disposal. They can pick targets who are barely able to stand at 2am to make it easier for them to perpetrate.”[x]

**PROMPT:** Take a look at this Consent & Drinking Roadmap. Does anything surprise you? Can you think of examples in your lives to map out onto this graphic?
REACHING OUT FOR HELP

You will continue to play an irreplaceable role of support for your student as they transition into college. If you can position yourself now as a source of unconditional support, they will feel they can approach you if they need guidance. The first step is empowering your student to ask for help when they need it. There is a rich web of resources on campus here to support your student, but first we need to know that something is going on in order to help.

Many students share with us that upon entering college, this is their first time doing things for themselves – like making doctor’s appointments, scheduling their classes, paying rent, etc. You can help by talking to them about organizing those priorities and reminding them it’s okay to ask for help along the way.

There are free resources readily available - they are listed at the end of this toolkit, and on our website.

**PROMPT:** Think of a time that you ran into a personal challenge, and you had to approach problem-solving by yourself for the first time. What was that like for you, and what do you wish you would have known? Share this experience with your student and encourage them to share their own.

BYSTANDER INTERVENTION

Bystander intervention comes up a lot in relation to sexual violence. Educators make it seem so easy - “just say something!” But we know it’s more complicated than that. To intervene in a potentially dangerous situation takes confidence, privilege, lots of practice, and social capital (knowing that their words will have weight/significance in their peer group).

It’s never too late to learn how to be an active bystander. While this isn’t the only way to prevent violence, it is one of the ways each of us can feel empowered to help in a situation.
Active bystanders:

- **Notice** when something doesn’t look or feel right (a classmate at a party in the corner with someone who looks too intoxicated, an argument between two people who are dating, or someone making multiple fake social media accounts to stay in contact with their crush)

- **Feel empowered** to do or say something - we all have a vested interest in keeping the Mustangs around us safe!

- **Do something** (Whether that’s making a distraction, directly stating the problematic behavior, or something else – getting involved is crucial!)

Practice these scenarios with your student and ask what they might do. It's a lot easier to respond to something in the moment if you've already prepared in advance. Check out our Be That Mustang campaign for more tips.

**PROMPT:** Have you intervened in an uncomfortable or dangerous situation before? What was that experience like for you? What worked? What didn’t? What did you learn from that experience, that you might be able to share with your student?
FREQUENTLY ASKED QUESTIONS

We get a lot of questions about this topic from parents and supporters. Hopefully these help answer some of those!

IS SEXUAL ASSAULT A PROBLEM HERE? DOES IT HAPPEN MORE OFTEN AT CAL POLY THAN AT OTHER UNIVERSITIES?

Sexual assault at Cal Poly is no more prevalent than at any other university. Statistics show that 1 in 5 women and 1 in 16 men will be sexually assaulted while in college [xi]. Our 2020 Campus Survey on Sexual Violence indicated that 28% of participants had experienced sexual assault while at Cal Poly.

WHAT KIND OF EDUCATION DOES CAL POLY PROVIDE TO STUDENTS ON THIS TOPIC?

All incoming and recurring students must complete an online training called Not Anymore each fall quarter. Completion of the trainings is monitored by the Dean of Students office. Safer works closely with various campus partners, such as New Student and Transition Programs, Fraternity & Sorority Life, Athletics, Club Sports, and a myriad of academic and programmatic departments to provide education throughout the year.

Action Months are hosted throughout the school year to coincide with topics related to intimate partner violence, stalking and sexual assault.
DOES CAL POLY OFFER SELF-DEFENSE CLASSES?
Occasionally, the on-campus Recreation Center will offer self-defense classes, and some organizations offer them within the broader SLO community; however, Safer does not host these events. Although we understand the appeal, it is important to note that self-defense is not an effective stand-alone strategy. As most sexual assaults are perpetrated by someone your student knows, and not a stranger, physical self-defense tactics are often not realistic. This approach can overlook the importance of communication and asserting boundaries. Additionally, the reliance on framing self-defense as a prevention tactic could perpetuate the idea of victim blaming (such as, “if they knew how to defend themselves, they would not have been assaulted”). No one deserves to be assaulted, no matter what.

SHOULD I ENCOURAGE MY STUDENT TO BRING PEPPER SPRAY OR OTHER FORMS OF SELF-DEFENSE WITH THEM TO CAMPUS?
While the concern for your student is understandable, we do not endorse bringing pepper spray or any other weapons for self-defense onto campus. In many cases, they are prohibited from University Housing. In addition, these tools require training and regular practice to be used effectively. We recommend talking with your student about assertive communication techniques and having a safety plan should a situation arise that they need one. Also, be sure to remind your student that you (and Safer!) are available for support if something should happen.

IF MY STUDENT TELLS ME THAT THEY WERE SEXUALLY ASSAULTED, SHOULD I MAKE A REPORT ON THEIR BEHALF?
It can be frightening, frustrating, and heartbreaking to see your student struggling. However, it is a personal decision for a survivor of sexual violence to make an official report, whether that be to Title IX or law enforcement. As a supporter, it is best to let them know that you love and care about them and let them know that there are confidential resources available. We recommend that you reach out to a Safer Advocate to learn more about options and resources.
Due to FERPA and confidentiality standards, Safer Advocates will not be able to share any personal or private information about your student with you. Advocates can advise on options and resources, as well as assist you with how to have a discussion with your student if they have been assaulted or in an abusive relationship.

**HOW DO I RESPOND IF MY STUDENT HAS BEEN SEXUALLY ASSAULTED OR IN AN ABUSIVE RELATIONSHIP?**

If something does happen to your student, recognize that it is NEVER their fault. It does not matter how much they have had to drink, what they were wearing, or where they were. The only person at fault is the person who took advantage of them. Placing blame (“You really shouldn’t have done ___”) or asking investigatory questions (“Why were you even at that party?”), even with good intent, could hinder their healing process and damage the relationship you have with your student.

It is important that you respond in an empowering, non-judgmental way. Many survivors never tell anyone – so if they’re telling you, that’s an act of trust. Here are some tips:

- **Actively listen** without judgment. Believe them.
- **Respond in an empowering way.** Thank them for sharing, validate their feelings, and let them know it’s not their fault. While it might be hard, it must be their decision what to do next with their story. They had their power and control taken away from them when this happened – it is our job, as loved ones and supporters, to give them that power and control back.
- **Offer resources.** You don’t have to do this alone. You can refer your student to Safer for confidential on-campus support.
- **Check on them.** Be accepting of where they are in their healing journey and let them know you are there for them.
WHERE CAN I FIND MORE INFORMATION ABOUT SAFETY AT CAL POLY?

Cal Poly works in accordance with the Clery Act to publish up-to-date statistics related to reported crimes committed on or around the campus community. View the current Campus Security Report here. Keep in mind, these statistics reflect crimes that are reported within campus geography and other designated reporting criteria – not all incidents of violence are reflected in this report.

I DON’T NEED TO HAVE THIS CONVERSATION – I HAVE A GOOD KID.

That’s great! In that case, this is a perfect opportunity to talk to your student about being a role model and active bystander for their peers.

Peers who model pro-social behaviors have a strong impact on the people around them [xii]. So essentially, when people exhibit healthy social behaviors (like boundary-setting, asking for consent, and intervening in problematic situations), and those are acknowledged by their peers, others around them are more likely to exhibit those same healthy behaviors. Have a conversation with them about how powerful it is to have that skillset already, and how important it is to model that for the people around them, especially as they enter new social environments when they get to campus.

MY STUDENT HAS ALREADY EXPERIENCED ASSAULT OR ABUSE. HOW CAN I CONTINUE TO SUPPORT THEM WHEN THEY MOVE TO CAMPUS?

Before leaving home and moving into a new environment, you can have a conversation with them about ways to maintain their mental health. Making a plan over the summer can make a smoother transition in the fall – things like getting established with a new therapist (which may take time to find a good fit), making an appointment with a Safer Advocate, or accessing accommodations with the Disability Resource Center.
(Continued)
It may be helpful to ask the student directly what they need – what would make them feel most comfortable? It might be weekly check-ins over the phone, conversations reminding them about communication, boundary setting, relationships expectations, or a whole list of other strategies. We are more than happy to help with these conversations.

HOW CAN MY STUDENT GET INVOLVED WITH SAFER?
There are many ways for your student to get involved; our website is a great place to start! We can integrate anti-violence work into any facet of student life at Cal Poly – email our Prevention Specialist at jmacmart@calpoly.edu to learn more about individualized Prevention Consultations!

I THINK THE WORK SAFER DOES IS IMPORTANT – HOW CAN I SHOW MY SUPPORT?
We love when parents and supporters show their engagement and appreciation for our work! We recommend that you sign up for our monthly newsletter to stay up to date about what Safer is offering.

If you are looking for ways to donate your time, we recommend looking into the Parent Advisory Council and continue to share the importance of our work with other parents.

If you have resources that you would like to contribute, you can make one-time or recurring donations directly to the Safer Fund through Online Giving or contact University Advancement if you have something bigger in mind.
RESOURCES

Wow, that was a lot of information to take in. You did it! We are grateful we are to have a partnership with you to develop a culture without violence on our campus.

We will leave you with some helpful resources - these are free to students and can be used without shame.

- **Counseling Services** - licensed therapists offer individual and group counseling
- **Health Education** – professional and peer Health Educators can help screen for substance use; coaching on mental, physical and sexual health; support groups for students in recovery
- **Dean of Students** – students who are experiencing hardships and in need of additional support
- **Basic Needs** – free, no-questions-asked food pantry and more
- **Student Diversity and Belonging** – finding a community, especially for students who hold marginalized identities, is critical for their health and wellbeing
- **Office of Equal Opportunity** – Title IX and Discrimination, Harassment and Retaliation; assists with access to supportive measures in response to sexual misconduct and provides a campus administrative complaint and investigation process

Other off-campus resources are available on our website.

If you have any questions, comments or concerns after reading through this toolkit, please feel free to reach out.

FEEDBACK

We would love to hear your feedback on your use of this toolkit.

Please participate in our short survey - it should only take a couple minutes, and will help us help you!
REFERENCES

[i] https://www.cdc.gov/violenceprevention/sexualviolence/index.html


[iii] https://www.plannedparenthood.org/learn/relationships/sexual-consent


[v] 2018 National College Health Assessment Data – 65.4% of respondents had sex within the last 12 months of the survey


[vii] https://www.joinonelove.org/signs-unhealthy-relationship/

[viii] https://www.joinonelove.org/signs-healthy-relationship/


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