

**Year 3 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education**

University of Washington

Husky Prevention & Response Course

Relevant Rubric Area(s):

Anti-Sexual Harassment Education, Identifying and Reinforcing Community Values, Addressing Gender Harassment and Disrespect, Trauma-Informed Programs and Practices

Description of Work:

The violence prevention knowledge and practices of University of Washington (UW) employees and students shape the overall higher education experience and contribute to the enduring culture and climate of our university. Few effective education interventions exist for addressing sex- and gender-based violence and harassment (SGBVH) in higher education, particularly for employees, and existing interventions often fail to engage intersectional, trauma-informed frameworks (Harris & Linder, 2017) or reach entire higher education communities using coordinated, shared language across stakeholders.

In 2019, in light of the limitations of “off the shelf” training options, UW announced a plan to create a set of courses to educate all UW faculty, staff, and students about how to prevent and respond to SGBVH. The Husky Prevention and Response (HPR) courses were developed by a Title IX working committee of students, faculty, and staff with representation from all three UW campuses and UW Medicine. Additional stakeholders from across UW were engaged throughout the process of curriculum development and implementation. Addressing SGBVH through tailored education courses is in alignment with the findings and recommendations of the NASEM 2018 report and the learning outcomes and content of the UW courses closely align with the NASEM prevention and response rubric areas of respect promotion, anti-sexual harassment, and trauma-informed education programs.

After some pandemic-related delays, the Husky Prevention & Response (HPR) courses launched to new students and new employees in October 2021. Existing employees are being assigned the one-time course in unit-specific groups between Feb 2022-October 2022. The HPR courses are 90-minute, online, interactive trainings unique in their theory-driven and intersectional approach to building response and prevention knowledge and skills. The courses use an intersectional framework to address the ways that both institutional and identity-based power and privilege are related to the incidence, dynamics, and impact of SGBVH. After completing the course, employees/students will have an enhanced ability to:

- Contribute to respectful work, learning and social environments

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- Identify dynamics of healthy relationships, healthy sexuality (student course only), and affirmative consent
- Recognize sex- and gender-based violence and harassment
- Intervene in situations where harm may be occurring
- Respond empathetically when a person discloses they have experienced harassment and violence
- Understand resources, reporting processes, and UW policies on sex- and gender-based violence and harassment

Participants are also provided with trauma-informed content and resources for managing strong feelings during the course and understanding the impact of trauma on others. The course uses embedded self-care/mindfulness reminders throughout to encourage participants to evaluate how they are doing before proceeding. There are tailored course tracks with specific content and unique scenarios for staff, faculty, clinical healthcare employees, student employees, undergraduate students, and graduate students.

The Office of the Title IX Coordinator developed a strategic communication plan before course launch to build UW community and leadership buy-in. The engagement plan emphasized the prevention and intersectional framework of the course, highlighted that input and expertise of the UW community shaped the course, and reiterated the support of senior leadership for the UW-wide rollout. Quarterly updates on the UW community's response to the course and overall completion rates are provided to the president and provost to keep them informed of and engaged with this substantial university initiative.

The Husky Prevention and Response courses have existing, built-in evaluation components in both the employee and student versions. The existing, in-course evaluation consists of four components, tailored to the employee and student courses, respectively:

1. 16 items assess implementation and user experience, inclusive of items regarding perceived usefulness, amount learned, emotional impact, accessibility, relevance and inclusiveness of the course
2. Post-course outcomes are assessed, inclusive of SGBVH-related knowledge, attitudes (informed by the IRMA-R; McMahon & Farmer, 2011), and self-efficacy and willingness to engage in intervening and response behavior (adapted from Banyard et al., 2014)
3. Retrospective pre-test items ask participants to rate pre-course levels of self-efficacy to engage in intervening and response behavior
4. Participants' role and length of time at UW.

Although resources for evaluation were not designated in the initial phase of this initiative, UW recently identified one-time funding to extract and analyze data. To implement this evaluation initiative, faculty advisors and the UW Office of Educational Assessment will work together to conduct an assessment that will examine whether this course is having its

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intended effect on employees and new students, identify opportunities to improve implementation, and propose a sustainable infrastructure for ongoing evaluation of whether students, faculty, and staff who take this course are in fact better equipped to recognize and respond to SGBVH. Transparent and ongoing evaluation is one form of institutional accountability, and especially important on equity-related topics like SGBVH where campus community members have experienced harm and called for action. The evaluation of this course aligns UW with a growing movement for institutional courage (Freyd, 2017).

References

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2014). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence* 4, 101-115.

Freyd, J. J. (2017, June). Sexual harassment: Moving from institutional betrayal to institutional courage. Invited presentation to the National Academies of Sciences, Engineering, and Medicine, Workshop on Impact of Sexual Harassment in Academia. Retrieved from <https://livestream.com/accounts/7036396/events/7512102/videos/158530621>.

Harris, J. C., & Linder, C. (2017). *Intersections of identity and sexual violence on campus: Centering minoritized students' experiences* (First edition.). Sterling, Virginia: Stylus Publishing, LLC.

McMahon, S., & Farmer, G. L. (2011). An Updated Measure for Assessing Subtle Rape Myths. *Social Work Research*, 35(2), 71–81.

Website for further information (if applicable):

- www.washington.edu/titleix/title-ix-education-and-outreach/
- www.washington.edu/titleix/title-ix-employee-course/
- www.washington.edu/titleix/title-ix-student-course/
- www.washington.edu/titleix/title-ix-employee-course-compliance/

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