Domestic Violence Committee Report & Western's Practices: Western's Response to the Domestic Violence Death Review Committee Recommendations to the Ontario's Chief Coroner

FOR INFORMATION

The Ontario Chief Coroner's report made the following recommendation specific to colleges and universities: "that the Ontario Association of College and University Security Advisors (OACUSA) *"should develop a consistent and comprehensive plan, in collaboration with health and counselling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to student dealing with intimate violence."* OACUSA was also asked to respond to any of the other recommendations contained in the report that universities and colleges would be in a position to implement. To respond to this recommendation, The Council of Universities formed the Domestic Violence Committee to review the Coroner's report and recommendations. Western was represented by Gitta Kulzycki who chaired the Committee, Susan Grindrod and Helen Connell.

The Domestic Review Committee responded to this recommendation starting on page 2 of the report attached as Appendix A. The Western response to the recommendation is below.

1. Threat Assessment model- Western has and uses a risk assessment model (see Appendix 6 in report attached).
2. We participated in compiling the list of factors relevant to postsecondary institutions and the factors are used in developing prevention programs.
3. Western has the Safe Campus Advisory Partners which includes CCPS (police), counseling and health services, human resources, health and safety, student services and residence leadership. This group meets monthly to review student at risk cases. As well Western now has a Student Case Manager who supports student who are experiencing relationship violence.
4. We have adopted the term "relationship violence" which better reflects the domestic violence experienced by our students.
5. Throughout the campus and in our residences, there are many educational programs around consent, bystander intervention and healthy relationships. See attached "Sexual Assault & Domestic Violence Campaigns on Campus" for an overview of the activity in this area on our campus. Many of the programs are offered in residence where the majority of first year students live and begin their transition to university. One of the first events during Orientation is an experienced speaker who gives a powerful message about consent in intimate relationships and the obligation of bystanders.
6. The Western smart phone App has a Safe Campus guide that provides information about relationship violence and emergency contacts on and off campus.
7. Code of Student Conduct does not specifically refer to relationship violence but this type of infraction falls within the Code.
8. All employees including students complete Bill 168 training which outlines the responsibility to report incidents.
9. Western's Campus Community Police Service has a close and effective relationship with the London Police Service and our officers participate in their training.
10. Western will launch a new website to provide information regarding sexual assault that includes information on relationship violence.

We continue to develop and provide violence prevention programs and recognize that this is a continuous process as we transition in new students. We also recognize that as we grow our international student enrollment, we will need to ensure that our efforts reflect the diversity of our campus.

Submitted by Susan Grindrod

Domestic Violence Committee Report

On May 15, 2006, a 20-year-old Toronto college student died as a result of injuries sustained after she was attacked in her college residence room by a man with whom she had had a relationship.

As part of Ontario's efforts to prevent such tragedies, the Domestic Violence Death Review Committee investigated the factors that led up to the woman's death and made six recommendations to Ontario's Chief Coroner.

Recommendation number 4 stated that the Ontario Association of College and University Security Advisors (OACUSA) *"should develop a consistent and comprehensive plan, in collaboration with health and counselling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to student dealing with intimate violence."* OACUSA was also asked to respond to any of the other recommendations contained in the report that universities and colleges would be in a position to implement.

OACUSA President Terry Sullivan sought the assistance of the Council for Ontario Universities (COU) to establish a committee to review the Coroner's report. In May 2011, the COU formed the Domestic Violence Committee with representation from a broad cross section of stakeholders, including representation from COU, Colleges Ontario (CO), colleges and universities to address the recommendations. A list of Committee members and the terms of reference are in Appendix 1 and Appendix 2. The Committee met nine times between Nov. 8, 2011 and April 23, 2012, and highlights from those meetings can be found in Appendix 3.

Ontario has more than 580,000 full-time students enrolled in universities and colleges.[1] The safety and well-being of these students represents an enormous responsibility and a high priority for postsecondary institutions.

For many students, attendance at university or college represents the first time they have lived away from home. But even for students who attend school in their hometowns, postsecondary institutions provide them with an opportunity to meet and form relationships with a whole new group of people.

Each postsecondary institution is different in terms of academic, athletic, social and cultural offerings. While personal safety and healthy relationships are issues that all postsecondary institutions promote, we noted that universities and colleges have developed prevention programs and responses to violence that are geared specifically to the needs of their student bodies. As part of the Committee's work, we surveyed postsecondary campuses in Ontario on their violence prevention activities. We've noted a sampling of the responses to the survey in Appendix 4. Given that colleges and universities already have violence prevention and response programs tailored specifically to the needs of their institutions, a single sector-wide approach is often not an effective

[1] Statistics Canada, "Public postsecondary enrolments by institution type, registration status, province and sex", http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/educ71a-eng.htm, March 19, 2012.

approach to provide training and education on issues such as domestic violence. Instead of a single sector-wide approach, the Committee recommends that each institution reviews and then develops and/or refines its programs, drawing on successful practices from other postsecondary institutions as well as programs elsewhere.

As an example of the kind of literature postsecondary institutions make available to students, Queen's University produces a brochure*: Are You in a Healthy Relationship? (Appendix 5).* This is in effect a preventive approach, highlighting observable behaviours that suggest a risk of violence in relationships. However, this is only one component (secondary prevention). The Committee recommends a broader view of prevention activities, which include education, awareness raising and early recognition.

The tragedy of the Toronto student's death is a stark reminder of how important it is that all Ontario postsecondary institutions review their current safety practices around relationship violence, as well as best practices at other institutions, to ensure they are doing all they can to promote healthy relationships and to ensure the safety of all students.

The Domestic Violence Committee carefully reviewed the coroner's report, and specifically Recommendation 4:

Recommendation 4. The OACUSA should develop a consistent and comprehensive plan, in collaboration with health and counselling services available on campus, to educate students on the nature and risk of violence in dating relationships through public education campaigns and outreach programs to students dealing with intimate violence.

In response to this, the Committee recommends the following:

- All postsecondary institutions should have a threat assessment model, administered by individuals who have received appropriate training in the use of the model. An example of Western's Risk Assessment model is attached in Appendix 6.

- The Committee reviewed the 21 risk factors contained in the Domestic Violence Death Review Committee report and it recommends that all postsecondary institutions familiarize themselves with the more detailed list of risk factors contained in the Domestic Violence Death Review Committee's annual report. This more extensive list of risk factors should be considered when individual universities and colleges are developing any prevention programs or materials. http://www.mcscs.jus.gov.on.ca/english/DeathInvestigations/office_coroner/PublicationsandReports/DVDR/DVDR_2010.html.

- Every postsecondary institution should have a team in place with appropriate cross-section of disciplines and necessary training, to be able to respond to situations of domestic and other forms of violence. Depending on the institution, the disciplines would include security or police; counselling and health services; health and safety departments, student services leadership, residence leadership and human resources.

- Universities and colleges should adopt the term “relationship violence,” rather than “domestic violence,” so students can more easily identify what is meant by this form of violence.

- Postsecondary institutions should encourage and promote a philosophy and culture based on the belief system that we are all responsible for each other’s safety, both on and off campus. Individuals within campus communities should understand the risk factors and, when they see someone at risk, know how to effectively respond without compromising their own safety. An example of this kind of program is the national Centre for Research & Education on Violence Against Women and Children’s “Family Friends and Neighbours” program http://www.neighboursfriendsandfamilies.ca.

- While students recognize most kinds of physical violence, many may be unaware of the continuum of violence that can start with behaviours such as a partner exhibiting jealous, controlling behaviour that may lead to physical violence. All postsecondary institutions are encouraged to provide a variety of resources (print and online) to raise awareness of relationship violence as an issue, and to help students identify warning signs that may lead to relationship violence. While the form of these campaigns will vary among institutions, it is noted that October and November are good times of year on most campuses to effectively reach students. Awareness campaigns need to cover all students, including international students, graduate students, disabled students, students living in residence and those living off campus. Two examples of campaigns are at the University of New Hampshire http://www.unh.edu/preventioninnovations/index.cfm and the University of Toronto http://www.healthandwellness.utoronto.ca/greendot.htm.

- Students increasingly rely on social media for communications. When developing communications vehicles, including apps on various hand-held devices, it’s recommended that colleges and universities include information on relationship violence, with information on what resources are available.

  Universities and colleges that have codes of student conduct should review them to ensure they include relationship violence. Institutions that don’t have formal codes of student conduct should consider introducing one. Many strong examples of codes of conduct are available at postsecondary institutions in Ontario; including at McMaster University http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentCode.pdf, University of Windsor http://web4.uwindsor.ca/units/senate/main.nsf/982f0e5f06b5c9a285256d6e006cff78/631cc46c9f90eec3852570070054cf23!OpenDocument and the University of Ontario Institute of Technology http://www.uoit.ca/assets/Section~specific/About~UOIT/Governance/Office~of~the~Provost/Administrative~Code~1/Section~6/STUDENT%20CONDUCT%20POLICY.pdf.

- Students who are also employees of universities and colleges need to be made aware of their responsibilities to report incidents of relationship violence, in accordance with Bill 168 of the Ontario Health and Safety Act (2010), which introduced due diligence measures respecting workplace violence. http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=2181.

- An effective working relationship between campus police or security and municipal police forces is fundamental in preventing and responding to relationship violence. To that end, the Committee recommends that COU and CO write to the Ontario Association of Chiefs of Police, stressing the importance of this partnership and of sharing information in cases where student safety could be compromised. Encouraging that these linkages be made with local institutions would be most helpful.

- Postsecondary special constables or security forces should receive training from municipal police forces on domestic violence risk factors. In particular, the link to the Domestic Violence Coordinator in the local municipal police force (a position which exists in every force) is key.

- Hospitals often have information on either the victim of relationship violence or the perpetrator that can be critical in preventing future violence. The Committee recommends that COU and CO make inquiries of the Ontario's Privacy Commissioner seeking clarification on what information can be shared between hospitals and police/security at postsecondary institutions, with a goal to facilitating such sharing of information where either the perpetrator or the victim of relationship violence is a student.

The Domestic Violence Committee was also asked to review and comment on the other five recommendations contained in the Coroner's report.

Recommendation 1. It is recommended that Police Services compel Domestic Violence Coordinators to facilitate the liaison and information sharing between case managers in domestic violence occurrences that cross-divisional and jurisdictional boundaries within their services.

Response:
Police/security at universities and colleges should be included in information sharing when a student is involved as either victim or perpetrator.

Recommendation 2. Incidents reported to, or investigated by Police as Domestic Violence, regardless of whether a verbal incident only or whether criminal charges are laid, should result in the completion of the Domestic Violence Supplementary Report (DVSR).

Response:
Postsecondary campus police/security should work closely with local municipal police forces in the investigation and documentation of incidents of domestic violence on campus and then coordinate closely with the Domestic Violence Coordinator in follow-up of same.

Recommendation 3. The DVSR should be used, not only to indicate the presence of violence risk-enhancing factors, but also to identify these areas where case management could mitigate the risk or future violence. When risk factors, such as substance abuse, mental health concerns, employment issues, etc are identified, efforts should be made to provide appropriate references or involve appropriate services to alliviate those risk factors.

Response:
Similarly, the documentation developed by postsecondary campus police/security should be referred to the institutional team in place – the team is noted in one of the bullet points under Recommendation 4.

Recommendation 5. Details and facts from this case should be used as a training aid to educate law students, continuing education for practicing lawyers (crown attorneys, family law and criminal law) and the judiciary regarding the issues and concerns facing victims of domestic violence. In particular, this case demonstrates the need for the timely and accurate sharing, not just within police services itself, but also between the police, judiciary, probation services and health care providers.

Response:
The Domestic Violence Committee will request that members of CSAO, who have law schools as part of their universities, send the Coroner's report to their Law school Deans, highlighting this recommendation.

Recommendation 6. It is recommended that health care facilities consider formulating (and/or reviewing and revising as necessary) protocols, polices and procedures to provide specific practice guidelines, in order to ensure an immediate and proactive response to information reported to them of a "No Contact Order" between a patient and a visitor.

Response:
Campus police/security at postsecondary institutions should be notified when a "No Contact Order" is issued that involves students either as victims or the perpetrator.

Appendix 1 – List of the Domestic Violence Committee members

Council of Ontario Universities
DOMESTIC VIOLENCE COMMITTEE

Participant List

Chair of Committee: Gitta Kulczycki, Western University
Deputy Chair of Committee: Terry Sullivan, McMaster University
Janice Beatty, Sault College
Steve Bernique, University of Ottawa
Dr. Mike Condra, Queen's University
Helen Connell, Western University
Susan Grindrod, Western University
Alan Hayward, Mohawk College
Julia Lewis, Ryerson University
Cindy O'Brien, Seneca College
T.K. Pritchard, Queen's University
Susan Webb, York University
Monica Reilly, Colleges Ontario
Nancy Sullivan, COU
Alia Karsan, COU

Appendix 2 – Committee terms of reference

Domestic Violence Committee
Terms of Reference

Context:

On February 22, 2011, Terry Sullivan, President of the Ontario Association of College and University Security Administrators (OACUSA) received a memo from the Office of the Chief Coroner, regarding a report and recommendations prepared by the Domestic Violence Death Review Committee of Ontario, in response to a student death in May 2006 from domestic violence in a student housing residence.

OACUSA was asked to address recommendation 4 of the report, which states that OACUSA "should develop a consistent and comprehensive plan, in collaboration with health and counseling services available on campus, to educate students on the nature and risks of violence in dating relationships through public education campaigns and outreach programs to students dealing with intimate violence." Further, OACUSA was asked to review any other recommendations in the report, which the organization may be in a position to implement. Finally, it was noted that if OACUSA was not the correct body to respond, suggestions as to where to direct the recommendation would be welcomed.

A response to this recommendation is requested by February 2012, and any others as might be determined by the Domestic Violence Committee to be appropriate, for submission to Kathy Kerr, Executive Lead – Committee Management, Office of the Chief Coroner.

Terry Sullivan approached the Council of Ontario Universities (COU) on behalf of OACUSA to suggest that a multi-stakeholder group with representatives from COU and Colleges Ontario (CO) would be better suited to respond to the recommendation. The suggestion was discussed by COU's Council of Senior Administrative Officers (CSAO) in May 2011, which agreed that a multi-stakeholder group should be formed to address the recommendation rather than relying on OACUSA alone.

Purpose of the Domestic Violence Committee:

The Committee will prepare a response to Recommendation 4 of the Domestic Violence Death Review Committee report, for submission to Kathy Kerr by February 2012.

The Committee membership will be cross-sectional and include representation from OACUSA, Student Affairs, Communications and Public Affairs, the COU Group on Mental Health (a sub group of the Reference Group on Accessibility), Council of Environmental Health and Safety Officers (CEHSO), and a student representative.

Goal:

To develop a plan for educating students on:

a) the nature and risks of violence in domestic relationships
b) with reasonable, effective and cost-efficient action items that best utilize institutional resources and
c) increase student awareness of the issues and overall safety

To identify systems and linkages which need to be in place:

a) in order to recognize domestic violence conduct when it comes to the institution's attention and
b) to take appropriate actions for prevention and response

Mandate:

The Domestic Violence Committee will examine options for public education campaigns and outreach programs, designed to help postsecondary students deal with issues and risks related to domestic violence. The Committee will identify systems that need to be in place to equip postsecondary institutions to take appropriate actions for prevention and response when domestic violence conduct comes to the institution's attention. Specifically, the Committee will:

- Review and consider the 21 risk factors identified in the Domestic Violence Death Review Committee report (p.5) to ensure the list is comprehensive, accurately reflecting potential impacts to students and is addressed in the response
- Identify tools, including those that were developed in accordance with Bill 168 (i.e. programs, services, systems and collaborative groups) on campuses that are currently available to raise awareness and educate students on the risks of domestic violence and the support available to them if they are at risk
    - Examine how systems that are currently in place to investigate and respond to domestic violence under Bill 168 may be useful in providing the structure to respond to situations of domestic violence with students
- Identify linkages and systems needed to recognize domestic violence conduct when it comes to the institution's attention, and to take appropriate actions for prevention and response
- Determine the interaction and alignment between programs for students and training that is already provided to staff and faculty in accordance with Bill 168.
- Identify best practices with regards to education and support mechanisms
- Identify gaps between best practices and the programs and tools that are currently available
- Develop a framework/recommendations for universities and colleges to adapt their current practices to reflect best practices identified by the committee to educate students about the risks of domestic violence and provide them with appropriate support in the event they experience it.
- Provide outreach to the Provincial Death Review Committee for better understanding of postsecondary structures, and supports for students

Timeline:

The committee's report, which will consist of framework/recommendations, will be submitted to CSAO for comments on January 15, 2012, and a final report will be submitted to the Office of the Coroner on February 22, 2012. (*Note: These timelines may change. COU will speak with Coroner's office to discuss possibility of extending the timeline in light of the expanded mandate being undertaken. The originally requested recommendations surrounding education may follow the original timeline and the expanded mandate may have an extended timeline*).

Appendix 3 – Committee meeting highlights

The Committee met nine times between Nov. 8, 2011 and April 23, 2012 and reviewed the Chief Coroner's Report and recommendations. Below are highlights from those meetings:

- The list of risk factors developed by Ontario's Domestic Violence Review Committee was reviewed and expanded upon by the Committee, which took into consideration the specific needs of international students, cultural differences, operational risks and the specific university and college demographic

- A review of literature on risk factors specific to threat assessment was conducted

- A survey was sent to all colleges and universities, requesting information about programs and the sharing of any materials relating to current practices and education programs related to domestic violence

- The Ontario Women's Directorate was informed about the Committee's mandate and information was shared

- A list of experts in the field of relationship violence who could be consulted by the Committee as required was developed: They included: the Ontario Women's Directorate; J. Kevin Cameron, M.Sc, R.S.W., Diplomate with the American Academy of Experts in Traumatic Stress; Peter Jaffe, PhD, Academic Director of the Centre for Research and Education on Violence Against Women and Children; Marisa Randozzo, PhD, President, Threat Assessment Resources International

- Advice was sought from the Ontario Undergraduate Students Association (OUSA) and College Student Alliance (CSA) regarding the best way to reach students and educate them about domestic violence risk factors. The advice they provided included: a mixture of media is required to reach students such as incorporating social media (especially Twitter) as well as traditional media (campus newspapers); use of statistics and a "Did You Know Campaign" to dispel myths surrounding partner violence, with links to a website with information; and using "peer ambassadors" could help communicate and raise awareness

- The use of social media to reach students was discussed in detail, including reviewing the YWCA's app on violence prevention, "YWCA Safety Siren"

- The Committee reviewed violence prevention programs offered by the University of Toronto (the Green Dot) http://www.healthandwellness.utoronto.ca/greendot.htm as well one developed by the University of New Hampshire http://www.unh.edu/preventioninnovations/index.cfm and used by the University of Windsor http:/www.uwindsor.ca/womensstudies/bringing-in-the-bystander . Information was also shared on the Family, Friends and Neighbours program http://www.neighboursfriendsandfamilies.ca. As well, the Committee reviewed the British Columbia program WorkSafeBC – Toolkit for Domestic

Violence in the workplace. http:/www.worksafebc.com/news_room/news_releases/2012/new_12_03_22.asp

Appendix 4 – Domestic Violence Survey Information universities and colleges

Question 1
Does your institution provide education or awareness to students with regard to issues of healthy relationships, domestic violence or recognizing the early warning signs of violence in relationships?

a. *If "yes", which unit takes the lead in organizing this*
b. *Are students/student groups involved in the planning or delivery of these programs*

Answer 1: Colleges

- 17 Colleges responded
- 16 acknowledged they had formal programs, 1 did not
- 13 acknowledged they had student involvement
- Lead units identified (many were joint)
    - Student Services / Student Counseling (10 responses)
    - Health Care Centre / Health Services (5 responses)
    - Security Services (3 responses)
    - Residence Services (3 responses)
    - Human Resources (2 responses)

Answer 1: Universities

- 14 Universities responded
- 11 acknowledged they had formal programs, 3 did not
- 9 acknowledged they had student involvement
- Lead units identified (many were joint)
    - Student Services / Student Counseling (3 responses)
    - Health Care Centre / Health Services (4 responses)
    - Security Services (3 responses)
    - Residence Services (3 responses)
    - Human Resources (2 responses)

Question 2
How does your institution publicize this program to students and engage them in it?

Answer 2: Colleges

- 16 Colleges responded
- Campaigns, long and short term
- Print materials (posters, pamphlets, etc)
- Personal counseling
- Use of video monitors
- Mass email

- Online resources (website, resource links)
- Community service related programs
- Domestic violence awareness incorporated into curriculum
- Campus newspapers
- Residence programs

Answer 2: Universities

- 14 Universities responded
- Print materials (posters, pamphlets, etc)
- Facebook and social media
- Frosh week
- In class presentations
- Personal counseling
- Campus events
- Online resources (website, resource links)
- Residence programs
- Student services
- Discrimination and Harassment Prevention Services

Question 3

How is this program delivered?

Pamphlets / Where are these made available?
Awareness events (e.g. the White Ribbon campaign, domestic violence week) / How often are these held?
Information sessions / How often are these held?
Workshops / How often are these held?
Other (i.e. integration within the curriculum, through services on campus, awareness campaigns, community forums, special events)

Answer 3: Colleges

- 16 Colleges responded
- Pamphlets (13 responses) / Available at info sessions, human resource offices, student government offices, security, counseling services, student health centres, student success centres, and online
- Awareness events (5 responses) / Held annually, by semester, several times per year, sporadic, twice annually, twice per semester
- Information sessions (10 responses) / Held each semester, sporadic, by request, several times per year, annually, as requested.
- Workshops (6 responses) / Held 3 times per year, annually, as requested, once per semester
- Other – special events i.e. women's health and safety, online e-health, integrated into curriculum in community service programs, participation in Nov 25 international day for the elimination of violence against women.

Answer 3: Universities

- 12 Universities responded
- Pamphlets (9 responses) / Available at women's centre, human resource offices, student government offices, security, student services, student health

centres, student success centres, residences, and throughout campus departments
- Awareness events (9 responses) / Held every two months, annually, during orientation week, Dec 6, upon request, during frosh week, several times per year, green dot talks
- Information sessions (11 responses) / 4-8 times per year, during orientation week, valentine's day, Dec 6, November, several times per year, upon request, and 2-3 times per year
- Workshops (4 responses) / Held 1,2,3, and 4-8 times per year
- Other – special displays, integrated into curriculum, outreach, magazine articles, take back the night walk on campus, grant proposals to status of women Canada, violence prevention strategies (green do), bystander training, awareness weeks (i.e. women's week)

Question 4
Do you evaluate the effectiveness of the program?

a. *If "yes", have you found any of the approaches you use particularly effective?*
b. *Do you gather any outcome measures concerning your programs? If so, please describe the outcome measures.*

Answer 4: Colleges
- 11 Colleges responded no
- 5 Colleges responded yes
- Only workshops are evaluated
- Feedback in residence is done informally
- Hands on workshops are most effective
- Requests for more workshops are collected and counted

Answer 4: Universities
- 2 Universities responded no
- 8 Universities responded yes
- Feedback forms / evaluations at sessions
- Monitoring frequently viewed websites
- Informal evaluation (discussions)
- Learning outcomes survey
- Client satisfaction surveys (counseling services)
- Reflection papers on learning effectiveness from students

Question 5
Do you offer Bill 168 (Workplace Violence and Harassment Prevention, threat recognition etc.) related training/awareness sessions to students?
*The results of this survey suggest that this particular question was interpreted differently by various institutions.

Answer 5: Colleges
- 5 Colleges responded yes
- 11 Colleges responded no
- Addressed in student conduct policy and student handbook

- During orientation and student conduct policy
- Delivered to students who are employed by the college

Answer 5: Universities

- 6 Universities responded yes (to employed students)
- 2 University responded no
- Delivered to students who are employed by the university
- Only those on committees
- Through the student code of conduct
- In individual situations where behavior is being addressed
- To student leaders and teaching assistants

Appendix 5 – Queen's University Pamphlet

Queen's

Second Edition, September 2009

Produced by: HCDS, Queen's University

Funding provided by Ministry of Training, Colleges and Universities, (Women's Campus Safety Grant)

Are You In A Healthy Relationship?

What signs would tell you otherwise?

Queen's UNIVERSITY

Relationship Violence: The Facts

- Relationship violence affects individuals from all races and social classes equally
- 16% of women have experienced physical violence from a male partner
- 35% of women have experienced emotional abuse in a relationship
- Relationship violence also occurs in gay/lesbian relationships
- Men who are being abused by women have few resources to turn to. They fear ridicule and not being believed which results in few reliable statistics on relationship violence against men

Healthy Relationships

In healthy relationships, people feel valued, supported, and safe and cared for by their partners. Partners trust each other and respect each other's feelings and opinions.

What Is Emotional Abuse?

Any behavior by your partner that leaves you feeling stressed, out of control and diminished, never knowing where you stand and walking on eggshells.

- Emotional abuse is often very harmful to a person's self-esteem, and work or academics.
- It can make it much more difficult to leave a relationship.
- The longer the person stays in an unhealthy relationship, the harder it is to leave.

Emotional Abuse

Emotionally abusive relationships usually follow a roller-coaster ride of good and bad times, which may have a number of patterns.

- An angry or violent outburst followed by a "honeymoon period" where your partner is apologetic and tries to make up for the outburst.
- More subtle forms of abuse in which you never know where you stand in the relationship and feel that you have to anticipate his/her moods and feelings in order to keep the relationship alive.

Warning Signs

Does your partner do any of the following?

Psychological Abuse
- Play mind games
- Make you feel guilty
- Blame you for his/her anger
- Have extreme mood swings

Humiliation /Lack of Respect
- Insult you, criticize you, call you names
- Belittle what you say
- Pressure you to overspend, or use your money
- Put you down in public
- Ignore you
- Is unavailable when you want to do something special

Controlling Behaviour
- Isolate you from friends and family
- Act possessively, get jealous if you talk to others or go out with friends without him/her
- Tell you what to wear, how to act in public
- Is over-solicitous; always at your side- before and after classes, work, etc.
- Use culture or religion to justify unhealthy behaviour

Threats/Intimidation
- Threaten to harm you or themselves if you leave
- Scare you "for a laugh" e.g. drive recklessly
- Frighten you with intimidating looks or gestures
- Is very demanding of your time even when you are busy
- Threaten to shame you or expose details of the relationship
- Use violence when angry, either to you or objects around you

Violate Your Boundaries
- Read your diary, e-mail, or letters to others, without permission
- Pressure you for sex when you are unwilling
- Won't stop "teasing" you when you ask him/her to

Other Signs of Lack of Respect
- Abuses alcohol or drugs
- Tells jokes, stories that are offensive (sexist, racist, homophobic)
- Is violent towards others , gets in fights
- Cheats on you, breaks your trust
- Refuses to publically acknowledge your relationship

If you have experienced any of the signs above, there may be problems in your relationship that needs to be addressed.

Do you find yourself…?

- Apologizing a lot for your behaviour?
- Trying to predict his/her mood?
- Rehearsing what you will say to him/her?
- Giving up activities and friendships that mattered in the past?
- Making excuses for his/her behaviour?
- Feeling more insecure than you did in the past?
- Blaming yourself for your partner's behaviours?
- Hiding problematic things that your partner is doing?

What Can You Do?

- Get some support
- Tell someone you trust
- Remember you are not alone
- **Don't ignore it; it won't go away**

If you are unsure whether or not you are in an unhealthy relationship, **talk to someone who can give you honest feedback.**

- Keep a strong support network
- Talk to someone you trust, and go to a second person if the first is not helpful
- Recognize that you are not responsible for your partner's behaviour
- Consider your options: should you stay or leave? Remember that abusive behaviour rarely changes by itself

If you decide to leave:

Evaluate your safety and work on a safety plan.

If you fear for your safety, talk to a professional right away. Talk to a counsellor, doctor, the Human Rights Office, Campus Security, or the police for advice on staying safe. You can also call the numbers listed in this pamphlet.

If you decide to stay:

- Get help- don't stay silent
- Make sure you are safe
- Start re-evaluating your reasons for staying

How can I help my friend who is in an unhealthy relationship?

- **Listen** to her/him
- **Believe** what she/he tells you
- Be **realistic** about what you can do
- Be **supportive,** don't blame her/him if they choose to stay
- **Recognize** that she/he did not provoke it
- **Understand** that leaving an unhealthy relationship can take a long time. Your friend may need ongoing support

Where Can I Get Help And Support?

Student Counselling Service Free and confidential support	533-6000 ext: 78264
Human Rights Office Confidential advice and assistance	533-6886
Campus Security	533-6111
Sexual Assault Centre	545-0762
K3C Women's program	549-7850
Queen's Kingston Lesbian, Gay, Trans-identified Association	533-2960
Kingston Interval House Women's shelter	546-1833

HCDS website- Dating 101
http://www.queensu.ca/hcds/cs/dating101.html

Appendix 6 – Western's Threat Assessment Tool

MENTAL HEALTH CONCERNS	PATTERN OF THOUGHT/BEHAVIOR	PRIORITY LEVELS*	MANAGEMENT STRATEGIES
Neither	**Concerning Behavior Exhibited Only**	**1: No Identified Risk** **INFORMATION ONLY** The subject of concern "does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community."	• Case can be closed with monitoring plan, following appropriate documentation • Possible consultation/referral to counselling services at Student Development Centre or Student Health Services • Consider situation as educational opportunity for campus community
Neither or Disturbed	**Ideation** • Threat is vague and indirect • Information within the threat is inconsistent, implausible or lacks detail • Threat lacks realism • Content suggests person is unlikely to carry it out • **IN ALL CASES DETERMINE EXACT WORDS/ ACTIONS THAT LEAD TO CONCERN**	**2: Low Risk** **ALERT** The subject of concern/ situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. This case may warrant some intervention, referral and monitoring to minimize the risk for escalation."	• Identify the type of monitoring: Active or Passive • Possible consultation/referral to counselling services at Student Development Centre or Student Health Services • Behavioral contract or treatment plan with subject • Conflict management, mediation, problem-solving • Consider situation as educational opportunity for campus community
Disturbed <u>or</u> Disturbing	**Planning** • Wording suggests subject has given some thought to how the act will be carried out • General indication of a possible place and time (but not a detailed plan) • Specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"	**3: Moderate Risk** **CAUTION** The subject of concern/"situation does not appear to pose a threat of violence or self-harm at this time, but does exhibit behaviors /circumstances that are likely to be disruptive to the community. This case warrants some intervention, referral, and monitoring to minimize risk for significant disruption to the community (or individual) or escalation in threat. "	• Develop an active monitoring/case management plan • Campus Police for investigation and assessment • Consultation with Legal Counsel • May be referred to Vice-Provost, Academic Programs and Students • Case may be referred to appropriate counselling services • Evaluate parental/guardian notification • Evaluate need to request permission from student to receive medical/educational records • Consider referral for assessment
Disturbed <u>and</u> Disturbing	**Preparation** • Strong indication the subject has taken preparatory steps • Threatening comments • Comments/ Actions indicate a potential violence	**4: High Risk** **DANGER** The subject of concern/situation "appears to pose a threat of harm to self or others, usually to an identifiable target, but currently lacks immediacy and/or a specific plan – or a specified plan of violence does exist but currently lacks a specific target."	• Campus Police for investigation & Criminal assessment • Liaison with local police to compare red flags • Consider Trespass to Property/ Mental Health Act arrest • Evaluate hazard notification to others • Consultation with Legal Counsel • May be referred to Vice-Provost, Academic Programs and Students – Code of Student conduct • Parental/guardian notification obligatory unless contraindicated • Initiate involuntary medical withdrawal/ safe return plan • Consider situation as educational opportunity for campus community
Disturbed <u>and</u> Disturbing	**Implementation** • Direct, specific, and plausible plan • Threat suggests specific steps have been taken toward carrying out serious threat; for example, statements indicating that the subject has acquired or practiced (has ability) with a weapon (weapon accessible) or has had the victim under surveillance; or is committing serious in committing criminal violence	**5: Imminent Risk** **EMERGENCY** The subject of concern or situation "appears to pose a clear and immediate threat of serious harm toward self or others and requires containment."	• Call 911 for Campus Police - Law enforcement response • Liaison with London police to compare red flags • Trespass to Property, Criminal Code, Code of Conduct • Mental Health Act arrest – on or off campus • Temporary Sanction Vice-Provost, Academic Programs and Students including interim suspension • Evaluate hazard notification to others • Parental/guardian notification obligatory unless contraindicated • Initiate involuntary medical withdrawal • Once emergency actions have been taken, develop an active monitoring/management 'safe return' plan • Consider situation as educational opportunity for campus community

Risk Assessment for Concerning and Violent Behaviours
Western University – 2010 - 2012

Violence, to occur, generally includes escalated warning signs and requires (1) motivation (2) opportunity (3) ability.

THREAT ASSESSMENT MODEL

VIOLENCE IS THE PRODUCT OF AN INTERACTION AMONG THREE FACTORS:

1. **The *individual* who takes violent action**
2. ***Stimulus or triggering conditions* that lead the subject to see violence as an option, "way out," or solution to problems or life situations**
3. ***A setting that facilitates or permits the violence*, or at least does not stop it from occurring**

INVESTIGATION:

What is the observed behavior – WHAT HAPPENED?
What are the exact words/ actions - 'facts in issue'?
When did situation(s) of concern occur?
Who was involved, offender(s), victim(s), witness (es)?
What is the background of the issues relating to personal safety concerns?
Materials created or possessed by the subject (photos, journals, e-mails, facebook pages, text messages etc):
Information from witnesses and people who know the subject:
Records or archival information (police records, mental health or social services records):

Subject has expressed interest in possible targets.	__ Yes __ No
Subject has communicated with possible targets.	__ Yes __ No
Subject has considered/attempted harming self or others.	__ Yes __ No
Student has secured or practiced with weapons.	__ Yes __ No
Subject has followed or approached potential targets.	__ Yes __ No
Subject has the ability (training/ tools) to carry out threats.	__Yes __No
Are potential targets identifiable?	__ Yes __ No
Is the potential target known/ well known to the subject?	__ Yes __ No
Is the potential target vulnerable to attack?	__ Yes __ No
Is the target afraid of the subject?	__ Yes __ No
Is the target naïve about the need for caution?	__ Yes __ No
Can/Has target articulate (d) the need to stop?	__ Yes __ No

EVALUATION:

Evaluation: Is the subject moving toward or away from violence?
Does it appear more or less likely that violent action will take place? What is the information or reasoning behind that conclusion?
How close is the subject to attempting an attack? What thresholds have been crossed?
What might change the subject's life/situation to increase or decrease the risk of violence?

CASE MANAGEMENT:

Action plan, who implements, and timeline:

FOLLOW-UP:

What is the victim's feeling of comfort/ safety with the developments that have occurred?
Is a communications plan, counseling, tracking and support in place for the victim?
What has changed in the subject's life that appears to lessen/ increase the likelihood of violence?
What portion(s) of the case management plan seemed to affect the subject's thinking or capacity to initiate violence and to what extent?
What life circumstances might occur that would again put the subject at increased risk of contemplating, planning, or attempting violent action?
Are there supports and tracking in place (or that can be developed) under the current circumstances and that will be known and available at a future time when the subject is again at risk of moving toward violent behavior?

GUIDELINES FOR THREAT ASSESSMENT CASE REVIEW AND MANAGEMENT

The following items serve as guidelines to help the Safe Campus Advisory Partners (SCAP) collect and review information about a student of concern and appropriately perform a fact-based threat assessment of that individual. The ultimate conclusion whether someone poses a threat will be based upon the judgment of the team based upon the "totality of the circumstances" known about the student of concern. SCAP is not limited to the discussion items listed below, and not all items will be applicable to every situation. In addition to the threat of harm to others, SCAP should also consider issues of harm to self.

I. Initial report from referring entity/individual, prior to SCAP evaluation

- Identity of alleged victim(s)/target(s) (see further discussion in Section II)
- What is the identified/exhibited concerning behavior by the subject of concern?
    - Was there an actual action/ threat to commit a violent act or engage in behavior that appears to threaten "targeted violence?" (For these purposes, "targeted violence" means an incident of physical violence in which both the perpetrator and target(s) are identified or identifiable prior to the incident.)
    - What are the motivations behind the student's statements or actions?
- Identity of person making the report and relationship to student
    - What are the reasons that this person made the report?
    - What are the motivations of the person making the original report?
    - What is the credibility of the person making the original report?
- What was the initial intervention with the subject of concern, if any?
    - What immediate efforts have been made to resolve the problem, and what has been the result?
    - Is the subject of concern satisfied (i.e., "cooling down effect") with the efforts to resolve the problem up to the point of the evaluation?
    - Does the situation or circumstance that led to this behavior still exist?

    - Has the subject expressed any reason for the behavior?
    - Has the subject displayed any lack of concern for any consequences of violent or inappropriate behavior?
- Post initial incident assessment
    - Does the situation appear to be safe now, or are there remaining safety concerns?
    - What portion(s) of the immediate response plan seemed to affect the subject's thinking or capacity to initiate violence and to what extent?
    - Are there supports and tracking in place (or that can be developed) that will be known and available at a future time when the subject is again at risk of moving toward violent behavior?
- Has the subject been interviewed?
    - If so, what information was learned?
    - If not, should an interview be conducted?
- Should additional interviews be conducted with the original complainant, the alleged target(s), witnesses, close associates, and others in order to gather information and assess credibility?

II. Investigation of 'subject' of concern background

- Reports of concerning behavior from Western Campus Community members
    - Faculty and Staff
    - Campus Police
    - Office of Vice-Provost, Academic Programs and Students
    - Any Student Service Departments
    - Student Development Centre
    - Student Case Manager
    - Student Health Services
    - Residence Counsellor
    - Academic Counsellor
    - Athletic Coaches or Recreation Centre Staff
    - Housing or Food Services
    - Student Health Services
    - Equity and Human Rights
    - Close Friends and/or Acquaintances
    - Classmates
    - Roommates
    - Persons who knew student before he/she made a threat
    - Others

II. Investigation of 'subject' of concern background, continued

- Review and evaluation of records or archival information from the above Western sources or others
- Other appropriate sources of information
    - Previous educational institutions
    - Campus Police records
    - Records from Housing, Campus Rec., etc.
    - External law enforcement agencies
    - Other medical providers
- Personality of the subject

- What is the subject's age and maturity?
- Self Perception:
    - What kind of person does the subject imagine him/ herself to be?
    - How does the subject believe they appear to others?
- Does the subject exhibit behaviors that demonstrate difficulty coping with conflicts, disappointments, loss, insults, failures, or stressful situations?
    - Has the subject recently experienced losses, failures, or stressful situations?
    - Does the subject appear to be, or perceive self to be a victim of bullying, persecution, or injury from others?
    - Does the subject express anger or rage, frustration, disappointment, humiliation, sadness, or similar feelings?
    - Does the subject exhibit behaviors or make statements which indicate no alternatives or options to violence and/or threats?
    - Does the subject demonstrate or fail to demonstrate resiliency after a setback, failure, real or perceived criticism, disappointment, or other negative experience?
- How does the subject demonstrate attitude toward others (For example, does the student view others as inferior or with disrespect?)
    - How does the subject respond to rules, instruction, or authority figures?
    - Does the subject demonstrate a desire or need for control, attention, respect, admiration, confrontation, or other needs?
    - Does the subject demonstrate or fail to demonstrate empathy with the feelings and experiences of others?
- Does the subject openly communicate concerning statements (for example, journals, e-mails, Facebook, MySpace, Twitter, Google, and other social networking pages, etc.)?

- Identification and evaluation of close friends, family, co-workers, faculty members, student organizations, and colleagues, etc.
    - Family Dynamics
        - What are the patterns of behavior, thinking, beliefs, traditions, roles, customs, and values that exist in the family?
        - What is the culture of the family (e.g., racial, ethnicity, socioeconomic, etc.)?
    - School Dynamics and the student's role in those dynamics
        - What are the patterns of behavior, thinking, beliefs, customs, traditions, roles, and values that exist in the University's culture?
    - Social Dynamics
        - What are the subject's interests?
        - Does subject display an interest in incidents of violence, violent actors, or weapons?
        - Does subject exhibit an obsessive interest in persons or activities?
        - Has the subject exhibited a loss of interest in things previously enjoyed?
        - What are the subject's attitudes toward such things as drugs and alcohol?

- Do individuals in this subject's support network appear to be responsible and supportive? Or is there evidence of negative influences stemming from others around the subject?

III. Investigation of and information about the alleged Target/Victim (hereinafter referred to as "Target(s)") (This section may not be applicable to threats of harm to self)

- Are potential targets identifiable, or does it appear that the subject of concern, if considering violence, has not yet selected targets for possible attack?
- What is the relationship between subject and target?
- What is the proximity between the subject and target?
- Is target aware of subject's concerning behavior or focus as a target?
- Is the target afraid of the subject? Is the targeted individual's degree of fear shared by family, friends, faculty, staff and/or colleagues?
- What steps has the target taken or is willing to take to protect self further?
- Is the target particularly vulnerable to attack?
- Does the targeted individual have the resources to arrange for physical security?
    - Has the target engaged in self-defense mechanisms?
    - Has the target informed others about the subject (e.g., CCPS or other law enforcement, family, friends, counsellors, etc.)?
    - Has target articulated the need to stop to the subject?
    - How able is the individual to communicate a clear and consistent **"I want no contact with you"** message to the subject?
    - Has subject of concern abided by this directive?
- Has a safety plan been developed and communicated to the target?
- Has a 'potential for personal hazard' been communicated to others, or considered if this is necessary.

IV. Discussion and assessment of the circumstances surrounding these actions and behavior/conduct

- IDEATION: Has the subject formulated an idea to do harm to self or others?
    - What behaviors demonstrate that the subject has considered/attempted harm to self or others?
    - Are these behaviors significantly disruptive to the campus environment?
    - What interactions or communications has the subject had with potential targets?
- PLANNING: Has the subject developed a plan to carry out that harm?
    - Is the subject surveying possible sites for aggression?
    - How fast is this subject moving toward engaging in harm?
    - How sophisticated does the subject appear to be? How sophisticated do plans appear to be?
        - What is the specificity of the plan? (The more specific, the more concerning.)
        - What is the lethality of the means? (The more lethal, the more concerning.)
        - What is the availability of the means?
        - What is the subject's proximity to social supports?
    - Has the subject expressed intent to carry out a plan? If so, to what degree?

- PREPARATION: Has the subject developed the capacity to carry out the plan; i.e. exhibited behaviors that move the idea of harm forward toward actual harm?
    - How organized is the subject's thinking and behavior?
    - Does the subject have access to a weapon or is student trying to gain access?
    - Has subject secured or practiced with weapons (and ammunition)?
    - Has subject followed or approached potential targets, either with or without weapons?
    - Is the subject testing access to potential targets?
    - Is subject rehearsing attacks or ambushes?
- IMPLEMENTATION: Is the subject at the point of carrying out an attack?
    - Does it appear more or less likely that violent action will be directed by the subject against the target(s)? Why?
    - What thresholds, if any, have been crossed? For example:
        - Has subject disobeyed the target's request for no contact?
        - Has the student violated CCPS, law enforcement, or court orders?
- Has subject prepared for the consequences of a potential attack by doing such things as preparing a will, giving away personal items, or expressing a willingness to die or to be incarcerated?
- What might change in the target's lifestyle or living arrangements that could make attack by the student more difficult or less likely, i.e. is the targeted individual planning to move, spend more time at home, or take a new job?
- What might change in the subject's life to increase or decrease the risk of violence?

V. Assignment of Priority and Proposed Response Level (see Violence Continuum Matrix)

VI. SCAP Recommendation of Specific Response Action Plan and Follow-Up

- Discussion about potential consequences of recommended Action Plan on subject:
    - Versus: What are the needs of the Western Community?
- What University resources are available to this subject and the team (including mental health services, crisis management, and comprehensive services for victims, whether provided on campus or community resources)?
- Recommendations on Action Plan:
    - Appropriate office(s) or administrator(s) who has the authority to act
    - Timeline
    - Support services for students (including, but not limited to, mental health services, crisis management, and comprehensive services for victims, whether provided on campus or community resources)
- Is there a need to gather further information?
    - Responsible Official
    - Timeline
- Post-Incident Assessments and Evaluation of effectiveness and response to incident
- Follow-up to ensure continuation of incident management and evaluation of continuation or conclusion.

VII. Additional Information or Comments

References *(full bibliography included in handout):*

Deisinger, G., Randazzo, M., O'Neill, D., Savage, J. (2008). The handbook for campus threat assessment and management teams. Massachusetts. Applied Risk Management.
Dunkle, J. K., Silverstein, Z., & Warner, Z. (2008). Managing violent and other troubling students. Journal of College and University Law, 34(3), 585-633.

Western

SEXUAL ASSAULT & DOMESTIC VIOLENCE CAMPAIGNS ON CAMPUS

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
150	Annually	Residence Staff From Main Campus & King's University College	Dr. Peter Jaffe (Dr. Linda Baker, presented in his absence) Academic Director, Centre for Research on Violence Against Women & Children	Domestic Violence, Assault, Bullying. He has been presenting for at least 3 years	Yes, as part of overall residence student staff training evaluation	Key-Note Presentation with video
6800 All first year students + 800 sophs	Annually	Western & Affiliate University Colleges at Alumni Hall	Mike Domitrz, Professional Keynote Speaker	Presented for 5+ years about Issues of Consent and response by Bystanders: How to seek consent in intimate relationships. 93% said "informed" or "fully informed" about consent when surveyed.	Yes, as part of on-line survey to all incoming first-year students.	Information Session / Role Playing
4300 Potentially	Annually	Students living in residence	Housing Department: Consent and Healthy Relationship Awareness Committee	Committee comprised of student leaders that develop yearlong residence wide programming on the topic of consent and healthy relationships. Focus on sexual assault awareness, what is consent, resources and healthy vs unhealthy relationships	In progress	Various Forms, displays, posters, information sessions, multimedia, social media

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
150		Residence Student Staff	Housing Department: How to respond to situations involving domestic violence and sexual assault	Behind Closed Doors Training; Domestic Violence & Sexual Assault Scenarios. 93% of residence student staff rated this as beneficial or extremely beneficial in preparing them for their role.	Yes, as part of overall residence student staff training evaluation	Information Session / Role Playing
140	Annually	Residence Staff	Housing Dept.	Reference Guide & Acting Manager Pocket Reference Guide includes section on Domestic Violence and sexual Assault. Student staff have commented favourably about the usefulness of this resource.	No	Review of Material
TBD Schedule for Oct 16. Promoted to all residence student	Annually	Students living in residence	USC Project Unbreakable	Presenter Grace Brown speaks about her work with Sexual Assault Survivors and her photo project as awareness http://projectunbreakable.tumblr.com/	In progress	Guest Speaker
800		Sophs	USC	USC Soph Protocol – if student discloses info, immediately "report up" to refer to professionals	No	Information Session
4300 Potentially	Annually	Students living in residence	Display/Awareness Campaign	Consent Campaign to educate about consent during intimacy, booklet to staff about sexual assault awareness funded by Women's Safety Department.	No	Awareness Display & Campaign

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
400	Annually	Residence Staff & Residence Sophs	Housing Department: "See something, Do Something" Active Bystander Training and Awareness	Campaign about taking action when something seems out of place. Teaching students to "Do something" and empowering these student leaders to begin creating this culture in their communities.	Yes, as part of training feedback and evaluation	Training Information Session & Videos
6800 All first year students + 800 sophs	Annually	Western & Affiliate University Colleges at Alumni Hall	Housing Department: "See something, Do Something" Active Bystander Awareness	A video ad to begin messaging and student awareness around being an active bystander http://www.youtube.com/watch?v=gRSJGpEdL0c 61% of students said that this topic was informative	Yes	Multi media video and presentation
4300 Potentially	Annually	Students living in residence	"See something, Do Something" Display/Awareness Campaigns/Video/Residence staff, sophs	Campaign educating all residence students about being an active bystander and acting when something does not seem right. Specifically focusing on bystander intervention in situations of sexual assault and violence	In Progress (Pre evaluation complete. Post to be completed at year end.)	Various forms. Video in progress, displays, and workshops
150	Annually	Residence Floor Representatives	"See Something, Do Something" Active Bystander Introduction Training	Educating residence Floor Representatives about being an active bystander and using their leadership role on their floor to educate their peers	In progress	Training Information Session with Video Ad
4300 Residence students	Annually	Students living in residence and off campus	Housing Department & USC: Draw the Line	www.draw-the-line.ca Draw The Line' is an interactive campaign that engages participants in a dialogue about	No	Posters & Information Sessions

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
(potentially) + All Western Community		Western students		sexual violence. The campaign challenges common myths about sexual violence and equips bystanders with information on how to intervene safely and effectively.		
	Annually	Students-at-large & Students living in residence	USC: I Know Someone campaign	"I Know Someone" USC service. Public awareness re sexual violence. Bystander intervention program run to discuss spectrum of violence on University campuses. Working in collaboration with Housing to promote and organize workshops in residence.	No	Awareness Campaign, Interactive Workshops with small groups.
	Annually	Students-at-large	USC	Women's Issues Network: A student-run service that runs programing and campaigns which educate on women's issues, including those related to violence.	No	Awareness campaigns, workshops, programming.
300-400 viewers/ performance	Annually	Students-at-large	USC	V-Day Western hosts three theatrical productions (Purple Sex; Vagina Monologues; A Memory, A Moment, A Rant, A Prayer) in a given year which raise awareness on violence towards women and on feminine	No	Theatrical performances.

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
				sexuality.		
4300 Potentially	Annually	Residence Students	Residence program to educate about violence against women.	White Ribbon Campaign: Pledge murals and ribbons are distributed across all residences	No	Awareness Event
Campus-wide	Annually	Students-at-large	USC	White Ribbon Campaign: Pledge murals and ribbons are distributed all over campus, at affiliate colleges and sometimes in residence to increase awareness of the cause.	No	Awareness Event, Social media, movie showings, memorial ceremony.
4300 Potentially	Annually	Residence Students	Residence program about respect.	"To Write Love on Her Arms". Pkg – residence program. Based on an international campaign. Refer to their website	No	Awareness Event
800 registered	Annually	Students-at-large	USC	1st Nations Women – STEP. One module for abused women +/- 300	No	Discussion as part of "STEP" Leadership Development Program
40	Once	Students & Staff	Maimuna Kanyamala, Executive Director, Kivulini Women's Rights Organization, Tanzania	Educational Outreach re Violence Prevention from an International perspective	No	Speaker & Facilitated Discussion
	Annually	B.Ed. Students	Centre for Research on Violence Against Women & Children	Talk to B.Ed. students as educators and as individuals on healthy relationships and dating violence	No	Facilitated Discussion.
200-500	Annually	Students-at-	USC	Transgender day of	No	Awareness

# In Attendance	Frequency	Target Audience	Campaign/ Presenter/Trainer	Description/ Emphasis	Evaluation	How Delivered
		large		Remembrance		campaign
1000+	Annually	Students-at-large and student orientation leaders	USC	Ally Western Network Program – workshop educating on LGBT issues, including creating safe spaces and using positive language	No.	Educational workshops
25	Annually	Students struggling with anxiety, depression and personal issues	USC (through Registered Art Therapist Gill Yealland)	Art Therapy Workshops – 8-week workshop session with registered Art Therapist to help students with a spectrum of mental health issues	Post-workshop assessment by participants	Eight-week workshop session