

# Safer Campuses for Everyone: Implementation Guide

# Safer Campuses for Everyone: Implementation Guide

*Sexual Violence Prevention and Response Training for B.C. Post-Secondary  
Institutions*

*SEXUAL VIOLENCE TRAINING DEVELOPMENT TEAM*

BCCAMPUS  
VICTORIA, B.C.



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## Accessibility of This Textbook

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- **Easy navigation.** This text has a linked table of contents and uses headings in each chapter to make navigation easy.
- **Accessible images.** All images in this text that convey information have alternative text. Images that are decorative have empty alternative text.
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This statement was last updated on November 2, 2021.

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# Creative Commons License

*Safer Campuses for Everyone Implementation Guide* was collaboratively created as part of the BCcampus Sexual Violence and Misconduct (SVM) Training and Resources Project. The project was led by BCcampus and a [working group](#) of students, staff and faculty from BC post-secondary institutions. It was funded by the BC Ministry of Advanced Education and Skills Training (AEST).

# Introduction

## Background

*The Safer Campuses for Everyone* training is part of a growing collection of open education resources for addressing sexual violence in post-secondary institutions in B.C. These resources are intended to be of use by staff, students, and faculty working in a range of contexts, including:

- Campus sexual violence centres
- Campus Indigenous groups
- Accessibility services
- Peer support workers
- Wellness programs
- International students and staff/faculty who work with them
- Student leaders
- Student organizations
- LGBTQ2SIA+ student groups
- Athletics and sports departments
- Fraternities and sororities
- Other groups that are working to prevent sexual violence on campus

Other resources in this collection are listed below.

### Sexual Violence and Misconduct Resources

Training	Audience	Delivery	Length	Summary
<a href="#"><u>Accountability and Repairing Relationships</u></a>	Individuals who have been informed that they have caused harm in the context of sexual violence	One-on-one or small group facilitation	Four 60-90 minute sessions (minimum)	A series of educational sessions that guides learners through information and reflection activities that help them recognize the harm they have caused, learn how to be accountable, and develop the skills needed to build better relationships and support a safe and healthy campus.
<a href="#"><u>Active Bystander Intervention</u></a>	All faculty, students, and staff	Workshop	One 90 minute session	A workshop that focuses on the knowledge and skills needed to recognize and intervene in an incident of sexual violence. Uses the 4D's Active Bystander Intervention Model.
<a href="#"><u>Consent and Sexual Violence</u></a>	All faculty, students, and staff	Workshop	One 90 minute session	A workshop that explores different understandings of consent, including the legal definition. Learners have the opportunity to develop skills related to asking for and giving consent in all relationships as well as discuss strategies for creating a "culture of consent" in campus communities.
<a href="#"><u>Supporting Survivors</u></a>	All faculty, students, and staff	Workshop	One 90 minute session	A workshop that helps learners respond supportively and effectively to disclosures of sexual violence. Includes a discussion of available supports and resources, the difference between disclosing and reporting, and opportunities to practice skills for responding to disclosures. Uses the Listen, Believe, Support model.

## About the *Safer Campuses for Everyone* Training

The *Safer Campuses for Everyone* training is a 75 minute online, self-paced, and non-facilitated training. It was developed in an e-learning program called Articulate Rise. Individuals working in B.C. post-secondary institutions can adapt the course content in the Articulate Rise program and then share the course with learners through a learning management system (such as Moodle, Blackboard, Canvas, and D2L).

The *Safer Campuses for Everyone* training is recommended for all members of the campus community: students, faculty, administrators, and staff. In the course, learners have the opportunity to increase their knowledge about the types and impact of sexual violence as well as examine some of the reasons why sexual violence happens. They learn about the importance of consent in all relationships and how to safely intervene to prevent sexual violence. As well, they learn about how to find support for themselves or how to support someone else who has experienced sexual violence.

The *Safer Campuses for Everyone* training can be downloaded from the [BCCampus website](#). The training is based on eight key principles:

1. Accessibility
2. Culturally Located
3. Decolonial Approach
4. Evidence-Informed
5. Gender-Inclusive
6. Intersectionality
7. Trauma-Informed
8. Survivor-Centred

For more information about these principles as well as other resources on topics such as content warnings, gender-inclusive language, and accessibility that may be helpful in further adapting this training, visit Bccampus's [Preventing and Responding to Sexual Violence](#) webpage.

## Course Outline

The course includes an Introduction, four modules, a Course Summary, and Resources section. There are two versions of Module 4: Supporting Survivors. Module 4a is for students; Module 4b is for faculty, staff, and administrators.

\* The content in these sections will need to be customized by each post-secondary institution.

<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Land Acknowledgement *</li> <li>• About This Course</li> <li>• Taking Care of Yourself</li> <li>• Resources</li> </ul>
<b>Module 1: Sexual Violence on Campuses</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Getting Started: How Much Do You Know?</li> <li>• What is Sexual Violence? *</li> <li>• Sexual Violence on Campuses</li> <li>• Taking Action on Sexual Violence</li> <li>• Knowledge Check</li> </ul>
<b>Module 2: Consent</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Getting Started: Everyday Consent</li> <li>• What is Consent?</li> <li>• Consent: Ways of Communicating</li> <li>• Scenario</li> <li>• Knowledge Check</li> </ul>
<b>Module 3: Active Bystander Intervention</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Getting Started: What Would You Do?</li> <li>• What is an Active Bystander?</li> <li>• Ways to Intervene</li> <li>• Scenario: What Would You Do?</li> <li>• Knowledge Check</li> </ul>
<b>Module 4a: Supporting Survivors (for students)</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Impact of Sexual Violence</li> <li>• Finding Help and Support *</li> <li>• Supporting Survivors *</li> <li>• Knowledge Check</li> </ul>
<b>Module 4b: Supporting Survivors (for faculty, staff, and administrators)</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Impact of Sexual Violence</li> <li>• Barriers to Disclosure</li> <li>• Skills for Responding: Listen, Believe, Support *</li> <li>• Knowledge Check</li> </ul>
<b>Course Summary</b>	<ul style="list-style-type: none"> <li>• Safer Campuses for Everyone</li> <li>• Continue Your Learning *</li> </ul>

<b>Resources</b>	<ul style="list-style-type: none"><li>• Campus Support Services *</li><li>• 24 Hour Contacts *</li><li>• Community Support Services *</li><li>• Wellness/Self-Care Resources *</li></ul>
<b>Acknowledgements</b>	

# How to Use This Resource

This implementation guide is intended to support post-secondary institutions in adapting and delivering the *Safer Campuses for Everyone* training. It has two sections:

1. **Section 1: Adapting the Course to Your Institution.** This section provides information on how to adapt the content of the course to your institution in Articulate Rise.
2. **Section 2: Technical Guide.** This section provides information on how to share the course through a learning management system such as Moodle, Blackboard, Canvas, and D2L.

This guide provides information about editing the *Safer Campuses for Everyone* training in the Articulate Rise program and importing the content into a learning management system. If institutions are interested in using the content (text, videos, images) to develop their own online or in-person training, these files can be downloaded from the [BCcampus website](#).

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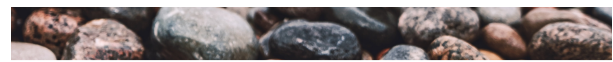


## Open Education Resources (OER)

Open education resources are teaching resources that have an open-copyright licence (such as one from Creative Commons) or they are part of the public domain and have no copyright. Depending on the licence used, OER can be freely accessed, used, re-mixed, improved, and shared.

The Safer Campuses for Everyone course has a Creative Commons license which allows post-secondary institutions to adapt the course to different audiences on their campuses as long as attribution is provided. Some of the ways that institutions can adapt this course include:

- Sharing up-to-date information about campus sexual violence policies and procedures
- Using images from the institution's campuses and local community
- Using the institution's logo
- Supporting Indigenization by incorporating Indigenous content and approaches
- Translating the course into different languages
- Building on existing content and developing different versions for different campus audiences (e.g., sports teams, international students, students with disabilities, faculty members involved in investigations)



### 16 WAYS to Get Started with Open Educational Resources on Sexual Violence Prevention and Response

The Ministry of Advanced Education and Skills Training engaged BCcampus to develop four open educational resources on preventing and responding to sexual violence in B.C. post-secondary institutions: *Consent & Sexual Violence*, *Active Bystander Intervention*, *Supporting Survivors*, *Accountability and Repairing Relationships*. These training and facilitation guides are now complete and available for use.

Each resource consists of a PowerPoint slide deck and a facilitator guide. All the materials are licensed under a Creative Commons [CC BY 4.0 License](#), which means you are free to share, adapt, remix, build, and change any of the materials as long as you provide attribution to the original content creators. Below we offer some suggestions on how to adapt these resources to your campus and audience.

- 1. Share information** about your campus's sexual violence policies, procedures, supports, and resources. Each of the trainings includes space to add summaries and links to your institution's sexual violence policy and to include information about on-campus resources.
- 2. Get feedback.** Share the resources with students, staff, and faculty at your institution, and get feedback. What issues are important and relevant to them? How can these resources build on existing training and resources? Make sure your training reflects current issues, needs, language, and perspectives of the diverse groups in your institution.
- 3. Indigenize and decolonize your training.** When we speak about sexual violence, we cannot do so without highlighting the direct connection to tactics used to colonize and assimilate the Indigenous Peoples of Turtle Island (North America). These resources include suggestions on how to incorporate Indigenous content and approaches, provide examples of land acknowledgements that make connections between colonial violence and sexual violence, and discuss how delivering training in this area can be an opportunity to build relationships.
- 4. Hone your facilitation skills.** Check out the "Facilitating Discussion" section for suggestions on how to respond to common myths about sexual violence, how to handle transitions and difficult conversations, and ways of using questions to promote critical thinking and discussion.
- 5. Create safe(r) spaces.** For training to be successful, learners need to feel comfortable, safe, and respected. If you're new to delivering training in this area, you might find it helpful to explore strategies such as community or group guidelines, content warnings, using gender- and LGBTQ2SIA+-inclusive language, and creating a trauma-aware learning space.
- 6. Collaborate.** Collaborating with groups and organizations on your campus and in the community can increase the accessibility and effectiveness of your training. Share the training with others working to address sexual violence and see if there are opportunities to adapt the training by including locally developed resources, co-hosting sessions, or inviting guest speakers such as community support workers or Elders.

[Click to see image full size]

See the 2-page resource [16 Ways to Get Started with Open Educational Resources on Sexual Violence Prevention and Response](#) for additional suggestions about using open education resources.

## Steps for Customizing the Safer Campuses for Everyone Training

1. Purchase a subscription to [Articulate 360](#) (Articulate 360 includes a subscription to two applications, Articulate Storyline and Articulate Rise).
2. Request copies of the Safer Campuses for Everyone training by completing the form on the BCcampus website. Remember, there are two versions of the course – one for students and

one for faculty, staff, and administrators. (Note: Please use the email address that is associated with your Articulate Rise account as copies are shared directly through Articulate.)

3. Edit the course content in [Articulate Rise](#).
4. Once the edits are completed in Rise, export the customized course as a SCORM package. (The SCORM format is recognized by almost all learning management systems).
5. Upload the customized SCORM package into the learning management system (e.g., Moodle, Blackboard).

Download the [Steps for Customizing the Safer Campuses for Everyone Training \[PDF\]](#).

# SECTION I: ADAPTING THE COURSE TO YOUR INSTITUTION

In this section, we provide an overview of each of the areas which require post-secondary institutions to adapt the course content to reflect their institution's policies, protocols, and local services and supports. At the end of the section, there is a Quick Checklist which summarizes each of the areas described.

## **Articulate Rise**

[Articulate Rise](#) is a web application that you can access through an Articulate 360 subscription. You're not required to download any software and it runs smoothly, on any device, through your browser. Before editing the course content, you will need to have purchased a license for Articulate 360 (which includes a subscription to Articulate Rise). Note: [Academic pricing](#) is available for post-secondary institutions.

## **Course Outline**

Introduction
Module 1: Sexual Violence on Campuses
Module 2: Consent
Module 3: Active Bystander Intervention
Module 4a: Supporting Survivors (for students)
Module 4b: Supporting Survivors (for faculty, staff, and administrators)
Course Summary
Resources
Acknowledgements

# Introduction | Land Acknowledgement

*(Student version and Faculty, Staff & Administrator version)*

## Land Acknowledgement



In this course, we will talk about creating communities and cultures of care and respect where everyone can learn and grow. We start by acknowledging the traditional territories of the Indigenous people where we live, learn, and work. Understanding the lack of consent in the acquisition of many of these territories is the starting point in this learning journey.

The course begins with a Welcome video that describes key concepts in the course and asks learners to prepare themselves for the course through reflection on a series of questions. Following the Welcome video, there is a territory acknowledgement. Acknowledging the traditional lands of the Indigenous people on which we live, work, and study is an important way to begin a course. Meaningful territory acknowledgements allow learners to develop a closer and deeper relationship with not only the land but the traditional stewards and peoples whose territory they reside, work, live, and prosper in.

Acknowledging the territory within the context of sexual violence training will open a person's perspective to traditional ways of knowing and being, stepping out of an organizational structure and allowing learners to delve into their own perceptions, needs and abilities.

When we speak about sexual violence, we cannot do so without highlighting the direct connection to tactics used to colonize and assimilate the Indigenous Peoples of Turtle Island (North America). Sexual violence is intimately intertwined in Indigenous peoples ongoing traumas from colonization; from first contact in North America, to the horrific abuses perpetrated upon children in Residential Schools, the occupation of land and accessing of natural resources

without consent, to the forced sterilization of Indigenous women, to the thousands of Indigenous women, girls and Two-Spirit people as victims of sexual or physical violence and death as highlighted by the Missing and Murdered Indigenous Women and Girls Commission of Canada.

Territory acknowledgements are designed as the very first step to reconciliation. What we do with the knowledge of whose traditional lands we are on is the next important step. If your institution has an approved territory acknowledgement, you are welcome to use it in this section. However, as you continue to develop and use this course in your institution, we invite you to consider how to make the statement more relevant to learners and the course content.

# Module 1 | What is Sexual Violence?

*(Student version and Faculty, Staff & Administrator version)*

## What is sexual violence?

Sexual violence is any act of a sexual nature that occurs without your consent. It includes any sexual act or act that targets your sexuality, your gender identity or gender expression. Sexual violence can range from unwanted sexual comments to rape.

- Sexual violence can be physical or psychological.
- It can be threatened, attempted, or committed.
- It can be an ongoing situation or a one-time event.
- It can be something that happens in person or online.
- It can happen between strangers, between students or co-workers, or between people in a relationship.

**Sexual violence is an umbrella term to describe any violence that is sexual in nature. At our institution, we define sexual violence as:**

Module 1 provides an introduction to sexual violence. In the section called “What is Sexual Violence?”, you will need to include information about your institution’s sexual violence policy and related procedures and protocols.

The [Sexual Violence and Misconduct Policy Act](#) (2016) requires all B.C. public post-secondary institutions to have a sexual violence policy. Institutions are required to review their policies at least every three years and to include consultation with students as part of the review. You will want to make sure that you are including the most up-to-date version of your institution’s policy.

This section of the course defines sexual violence and provides examples of different types of sexual violence with examples/definitions. Every institution has different definitions of sexual violence and you will want to revise this section to reflect the definition used in your institution’s policy. Some policies include definitions of different types of sexual violence (e.g., sexual

harassment, sexual assault, stalking) and include a section on *Criminal Code* provisions in connection to these definitions. If your policy does not include this information, you can use the included examples.

There is also a section where you can provide a link and summary of your institution's policy and where learners can find more information about it. This is also a good place to include links to individuals and/or departments on campus that are involved with sexual violence prevention and response (e.g., student services, counselling department, sexual violence prevention office, human rights and equity office, human resources, Dean of Academic Affairs) as well as links to information about accessing support and resources, e.g., making a report, procedures and protocols for investigations.

If your institution does not have a plain language summary of the policy, you may want to collaborate with on-campus organizations to develop one. Within a campus community, English literacy levels will vary enormously. As well, an accessible policy helps to support survivors of sexual violence in having control and autonomy over their options related to making a disclosure, making a report, and accessing supports, accommodations, and other resources.

# Module 4a | Finding Help and Support

*(Student version)*

CAMPUS SUPPORT SERVICES	24 HOUR CONTACTS	COMMUNITY SUPPORT SERVICES
Campus Support Services		
Sexual Violence Prevention and Response Office/Key Contacts <b>Phone/Website</b>	Counselling Services/Wellness Program <b>Phone/Website</b>	Women's Centre <b>Phone/Website</b>
Health Services <b>Hours/location/website</b>	LGBTQ2IA+ Support Services/Resources <b>Website</b>	Peer-led Student Support programs and resources <b>Website</b>
Campus Security <b>Phone/Website/Office location</b>	International Student organization/program contacts <b>Phone/Website/Office location</b>	

Module 4a provides students with information on how to support a survivor of sexual violence. In the section called “Finding Help and Support,” you will need to include information about available resources and services on-campus and in the community to support survivors of sexual violence.

Support and services vary enormously between communities. The list below provides examples of resources and supports that can be included. It is good practice to include both on-campus and community-based organizations, 24/7 supports as well as supports specific to various communities (e.g., LGBTQ2SIA+ people, multicultural groups). For information about community based anti-violence organizations, VictimLink B.C. (1-800-563-0808) is a good starting place as they will be able to connect you with organizations in your community. In the course, information is organized into three sections (Campus Support Services, 24 Hour Contacts, and Community Support Services), but you are welcome to organize information in a different way,



e.g., online services vs. in-person services, services available on different campuses or in different communities where your institution operates or is located.

Examples of resources and supports related to sexual violence:

- Sexual Violence Prevention and Response Office/Key Contacts
- Police/RCMP
- Campus security
- On-campus health services/clinics or other clinics such as Options that offer services on campus
- Local hospital
- Forensic nurse examiner program (often co-located in hospital emergency departments or collaborates in the community with sexual assault services)
- Student support services
- Student union services
- Women's Centre
- Indigenous support services
- Counselling Services/Wellness Programs
- Here2Talk (free 24/7 mental health support for B.C. post-secondary students)
- Crisis lines
- Multicultural organizations
- International Student organization/program contacts
- LGBTQ2IA+ services, on- and off-campus
- Accessibility supports, on- and off-campus
- Sexual health resources
- Multifaith services
- Anti-violence organizations in the community

### *Locating Community-Based Anti-Violence Programs and Services*

- [VictimLink BC](#) (1-800-563-0808) is a toll-free, BC-wide telephone help line, available 24 hours a day, 7 days a week. It provides services in over 130 languages. It can be an important resource to include in learning materials. As well, the service can provide support in identifying programs and services in your community

related to preventing and responding to sexual violence. They can help you identify crisis services (available in the evenings and on weekends) and learn about the referral criteria for specific groups and populations. For example, you will want to make sure that resource lists indicate whether a program is trans-inclusive or whether a multicultural program provides services for non-immigrants.

- The [Ending Violence Association of BC](#) (EVA-BC) website provides information about Community-Based Victim Services, Stopping the Violence Counselling and Stopping the Violence/Multicultural Outreach Programs in BC.

Examples of resource lists from other B.C. post-secondary institutions:

- [Campus and Community Support, College of New Caledonia](#) (2021)
- [Sexual Violence Community Support, Northern Lights College](#) (2017)
- [Sexualized Violence Prevention and Response | Get Help, Thompson Rivers University](#) (2021)
- [Supporting Survivors: A Resource Handout for the Selkirk College Community](#) (2016)

# Module 4a | Supporting Survivors

*(Student version)*

**WELLNESS/SELF-CARE RESOURCES**  
  
**Here2Talk**  
Mental health support for all students currently registered in a B.C. post-secondary institution. Free, confidential counselling and community referral services, conveniently available 24/7 via app, phone and web.  
<https://here2talk.ca/>  
  
**Grounding Exercises**  
Simple strategies to help focus on the “here and now” and distract from stress, pain, and trauma.  
A resource from the UBC Sexual Violence and Response Office.  
[https://sexualassaultresources.sites.olt.ubc.ca/files/2021/04/Grounding-Exercises-V02-01\\_10\\_21.pdf](https://sexualassaultresources.sites.olt.ubc.ca/files/2021/04/Grounding-Exercises-V02-01_10_21.pdf)  
  
**My Wellness Wheel**  
A reflective activity to explore wellness in different areas of your life. A handout from BCcampus’ Capacity to Connect: Supporting Students’ Mental Health and Wellness resource.  
<https://opentextbc.ca/capacitytoconnect/wp-content/uploads/sites/343/2021/04/BCcampus-wellness-wheel-worksheet-final-colour.pdf>

In the section called “Supporting Survivors,” you will need to include information about wellness and self-care resources for students who provide support to survivors of sexual violence.

Examples of wellness and self-care resources you can include:

- Mental health supports and services for students, e.g., Here2Talk or campus counselling services
- Information about self-care, e.g., “What is self-care and how do I do it?”
- Student-developed resources or peer support resources
- Resources recommended by faculty, staff, administrators and students that work with survivors of sexual violence and/or provide training and support related to disclosures and reporting

- Apps and online resources
- Resources developed for or by various groups and populations at your campus or local community, e.g., international students, Indigenous students, LGBTQ2IA+ organizations, on-campus multifaith groups/services

Self-care/wellness is a broad topic and it is not possible to provide a comprehensive list and such a list, if possible, would likely be overwhelming for learners. The intention of this section is to role-model the importance of self-care and to provide information about different types of self-care and the range of resources that learners might wish to explore or find helpful.

# Module 4b | Skills for Responding: Listen, Believe, Support

*(Faculty, Staff & Administrator version)*

**WELLNESS/SELF-CARE RESOURCES**  
  
**Employee and Family Assistance Program**  
A confidential counselling service that can provide support to you or your family members regarding any personal problems that affect your family or work life, or your general well-being. EFAP also provides preventative resources, such as financial counselling, parenting and eldercare experts, legal advice and nutritional counselling.  
**Add Link**  
  
**Capacity to Connect: Supporting Students' Mental Health and Wellness: Facilitator's Guide**  
Developed by BCcampus, this adaptable training resource covers foundational mental health and wellness knowledge for post-secondary faculty and staff and ways to support students in distress. Includes a Wellness Wheel tool that can be used for personal self-care.  
<https://opentextbc.ca/capacitytoconnect/>  
  
**Breathing and Mindfulness Phone Apps**  
Breathe, Calm, and Headspace are popular, free apps.

Module 4b provides faculty, staff, and administrators with information on how to support a survivor of sexual violence. In the section “Skills for Responding: Listen, Believe, Support,” you will want to include information about wellness and self-care resources for faculty, staff, and administrators.

Examples of wellness and self-care resources you can include:

- Mental health supports and services, e.g., Employee and Family Assistance Plan, wellness programs
- Information about on-campus support (debriefing or consultation) following a disclosure, e.g., through human resources or a sexual violence resource office
- Information about self-care, e.g., “What is self-care and how do I do it?”

- Workplace/employee training on topics such as preventing vicarious trauma or recognizing burnout
- Resources recommended by faculty, staff, administrators and students that work with survivors of sexual violence and/or provide training and support related to disclosures and reporting
- Apps and online resources

Self-care/wellness is a broad topic and it is not possible to provide a comprehensive list and such a list, if possible, would likely be overwhelming for learners. The intention of this section is to role-model the importance of self-care and to provide information about different types of self-care and the range of resources that they might wish to explore or find helpful.

# Module 4b | Helping Survivors Find Support and Resources

*(Faculty, Staff & Administrator version)*

## Campus and Community Support Services

It can be helpful to provide a survivor with information about resources on-campus and off-campus. Here are some resources to share with your students.

CAMPUS SUPPORT SERVICES	24 HOUR CONTACTS	COMMUNITY SUPPORT SERVICES
Campus Support Services		
Sexual Violence Prevention and Response Office/Key Contacts	Counselling Services/Wellness Program	Women's Centre
Phone/Website	Phone/Website	Phone/Website

You will also want to include information about reporting options specific to your institution, i.e., policies and protocols should a survivor wishes to make a report that may lead to an investigation. Examples of information to include:

- Reporting policies for individuals under age 18 (and other situations where faculty, staff, and administrators may have a legal obligation to report)
- Reporting workplace harassment
- Reporting options involving law enforcement, i.e., the role of campus security, police/RCMP

You will also want to include contact information for individuals/offices/departments involved in

reporting and investigations, including who staff, faculty, and administrators can consult with and receive support.

This section also includes information about accommodations. You will want to include information about accommodations for both students and employees and who is responsible for assisting with accommodations on your campus. (The language you use at your campus may vary, e.g., you may use “academic concessions” instead of “academic accommodations.”)



# Course Summary | Continue Your Learning

*(Student version and Faculty, Staff & Administrator version)*

In the Course Summary, learners have the opportunity to review what they have learned and to consider different ways to continue their learning. In the “Continue Your Learning” section, you can provide suggestions for how learners can learn more about sexual violence, either on-campus, in the community, or online.

Examples of learning opportunities you can include:

- Credit courses on sexual violence prevention and response (e.g., health and human services courses, social sciences and humanities courses, law enforcement and justice courses, Indigenous wellness)
- Non-credit or continuing education courses on sexual violence prevention and response (e.g., equity and inclusion courses, Indigenous wellness, peer counselling, supervision and leadership)
- Workshops led by students, faculty, staff, and administrators on sexual violence prevention and responses (e.g., practicing consent, healthy relationships and boundaries, digital safety)
- Sexual violence awareness campaigns and events (e.g., film screenings, dialogue/discussion groups)
- Reading lists developed by faculty, staff, and students
- Workplace training (e.g., addressing workplace harassment and bullying, sexual violence prevention and policy)

# Resources

*(Student version and Faculty, Staff & Administrator version)*

At the end of the course is a section with Resources for learners who may have questions about sexual violence or who may be interested in accessing support and services related to sexual violence for themselves or someone they know. You can use the resource list developed for Module 4a and 4b in this section. We also suggest that you add information about your institution's sexual violence policy and procedures from Module 1.



After completing this course, you may have questions about sexual violence or may be interested in accessing support and services related to sexual violence for yourself or someone you know. This list of resources provides information about on-campus and community-based resources, 24 hour resources, and wellness resources for self-care.

# Quick Checklist

## Quick Checklist: Have you....?

This “at a glance” quick checklist summarizes each of the sections that require institutions to adapt the course content.

### Introduction

- Have you included your institution’s land acknowledgement?

### Module 1

- Have you included your institution’s definition of sexual violence?
- Have you included a link and summary of your institution’s *Sexual Violence and Misconduct Policy*?

### Module 4A (Student)

- Have you included information about on-campus and community resources for sexual violence survivors?
- Have you included information about self-care and wellness resources for people who respond to disclosures?

### Module 4B (Faculty, Staff, and Administrators)

- Have you included information about on-campus and community resources for sexual violence survivors? (You can use the same list of resources from Module 4a)
- Have you included information about your institution’s sexual violence response policies and protocols, including reporting options and any limits to confidentiality and who staff, faculty, and administrators can consult with about how to support a survivor?
- Have you included information about academic and non-academic accommodations or concessions?

### Course Summary

- Have you included information about how learners can continue to learn about sexual violence (e.g., courses, workshops, reading lists)?

## Resources

- Have you included information about campus supports, community services, and 24 hour supports related to sexual violence prevention and response?

Download the [Quick Checklist: Have you....? \[PDF\]](#).

# SECTION 2: TECHNICAL GUIDE

In this section, we provide an overview of how to edit the course content in Articulate Rise and share the course through a learning management system such as Moodle, Blackboard, Canvas, and D2L.

# Articulate Rise Overview

Articulate Rise is a web-based application eLearning authoring tool that enables developers and instructional designers to quickly create custom, interactive courses – no coding experience needed. Some of the benefits of using Articulate Rise are:

- Adapts to all devices (phone, tablet, laptop and desktop computers) and screen orientations (portrait, landscape)
- Lots of interactivity (timeline, flashcards, carousel, quizzes, scenario, and much more)
- Easy to edit content and import into learning management systems
- Ability to output as SCORM to track learner progress & completion, output as HTML5 or PDF
- Ability to export translatable file to convert courses into different languages
- Can include videos and other multimedia

**NOTE: All edits to the *Safer Campuses for Everyone* course content must be done in Articulate Rise before exporting the course to a learning management system.**

# SCORM Overview

SCORM stands for Shareable Content Object Reference Model. It's a collection of online training materials that is put together to an agreed standard for learning objects. The agreed standard tells programmers how to write their code so that it can “play well” with various Learning Management Systems (such as D2L, Moodle, Canvas, Blackboard, etc). The SCORM package has the ability to track user's progress and completion. Please note edits can not be made once the course content has been published to SCORM.

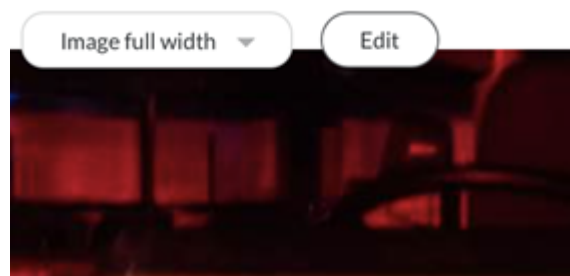
# Getting a Copy of the Course to Edit

- Request a copy of the Rise course by completing the form on the webpage: [Safer Campuses for Everyone](#). Please note that copies are shared directly through Articulate Rise so please ensure you use the email address that the Rise account is associated with.
- You will receive an email from Articulate that the course has been shared with your account.
- Once you have a copy of the course, you can log in to make edits.
- To edit the course, log into [Articulate Rise 360](#).
- Click on the Rise 360 button.
- Click on the course you want to edit.
- Click on the 'Edit Content' button for the area(s) to be edited.
- Navigate to the area you want to edit.
- Click on the 'Edit Content' button for the area(s) to be edited.
- Navigate to the area you want to edit.

NOTE: There are a few ways to recover accidentally deleted content:

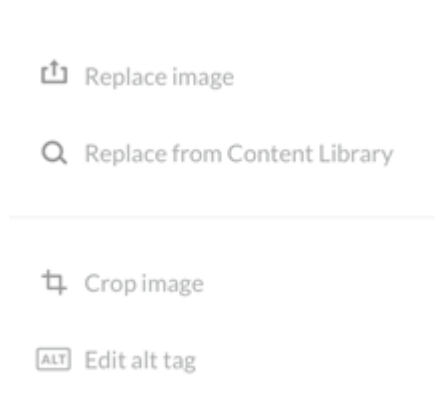
- If you've accidentally deleted some text or a table in your block, you can use CTRL+Z (or CMD+Z) to undo the action.
- If you delete a lesson or a block, you'll see an Undo button for a few seconds at the bottom left of your screen. Once the undo button is gone, there is no way to undo/recover the deleted block. The lesson/block will need to be re-created.

- If it's a text edit, click on the areas you want to edit and then type.
- If it's an image you want to replace, hover over the image, then click on the edit button on the left side.



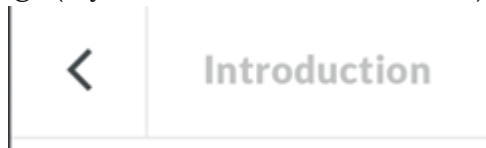
- Click on edit once the side panel open – you will have the option to upload your own image, or search from Articulate's library.





To update the logo or the course banner:

- Return to the main course page (if you are in one of the lessons).



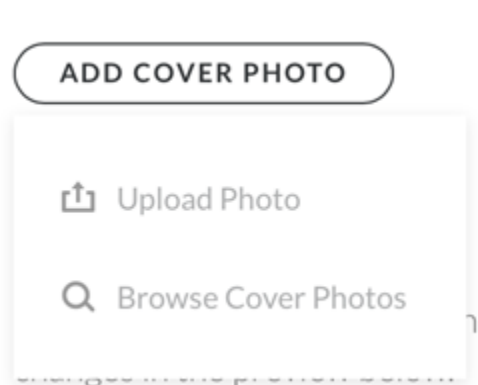
- Then click on settings on the upper right corner area.
- Click on upload logo and upload your logo.

To update an existing cover photo:

- Click the trash can icon to delete the existing cover photo.
- Then upload your own or use one from Articulate's gallery.

To update colour/font of the course:

- Click on the Customize Theme button
- You can select pre-defined colours or select your own.
- Select a different font for header/text by changing the font style dropdown list.



NOTE: There is no “undo” button. All edits done are saved in real time.

## Additional Articulate Rise Tutorials

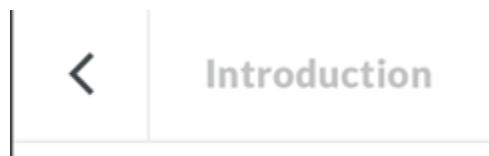
- [A Quick Overview to Articulate Rise 360](#)
- [Articulate Training Videos](#)
- [How to Translate Rise Course into Different Language](#)
- [Articulate Rise – Creating, Sharing, and Reusing Block Templates](#)
- [Articulate Review – Publish Rise projects to Articulate Review \(included with subscription\) to collect feedback](#)

# Exporting Customized Version of Course to SCORM

Once all the edits are done, you can now export the course as a SCORM package.

Return to the main landing/home page of the course.

NOTE: If you are in one of the modules, click on the back arrow button to return to the course homepage.

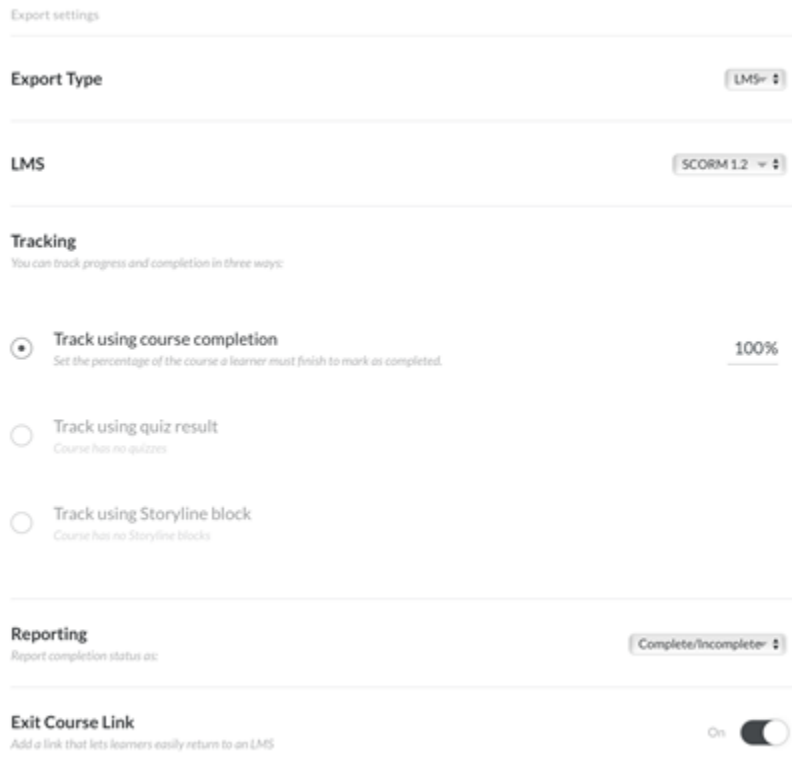


Click on Export at the top of the menu.



Update the settings of the course to:

- Export Type: LMS
- LMS: SCORM 1.2
- Tracking: Track using course completion 100%
- Reporting: Complete/Incomplete
- Exit Course Link: on
- Click on the Export button at the top right and save the SCORM zip file to an area where you will remember (ie: desktop).



Export settings

Export Type LMS

LMS SCORM 1.2

Tracking  
You can track progress and completion in three ways:

☒ Track using course completion  
Set the percentage of the course a learner must finish to mark as completed. 100%

☐ Track using quiz result  
Course has no quizzes

☐ Track using Storyline block  
Course has no Storyline blocks

Reporting  
Report completion status as: Complete/Incomplete

Exit Course Link  
Add a link that lets learners easily return to an LMS On

## Adding SCORM Course Content into the Learning Management System

### Recommendation/Best Practice

It's recommended that institutions create two courses (one for students and the other for staff & faculty) and upload the appropriate SCORM module using the instructions below. This would allow for better user management and course reporting/analytics.

### Moodle

#### Adding a SCORM Activity

1. With editing turned on, click **Add an activity or resource** in the section where you want to add the SCORM package.
2. Select **SCORM package** and click **'Add'**
3. Enter a **Name** for the SCORM package

4. Enter any instruction for students in the **Description** box (*optional*).
5. Click on the '**Add**' button under the **Package** section.
6. Select the SCORM Zip file and click 'Open'.
7. Click **Upload this file**
8. Under the 'Attempt management' section
9. Select the number of attempts you want to give your students to complete the SCORM activity
10. Select how you would like those attempts to be graded
11. Click **Grade** to set up the maximum number of points available in the SCORM package
12. Have a look through the other available setting that may be applicable to your activity
13. Click '**Save and return to course**' or '**Save and Display**'

For information on how to access SCORM reports in Moodle, please visit: [SCORM reports – MoodleDocs](#).

## Desire2Learn

### Adding a SCORM Activity

1. In Content > Table of Contents, click on Import Course and then Import Course Package
2. Drag your zipped (.zip) SCORM content into the upload box.
3. Select **Upload**.
4. Click on **Import All Components**.
5. Click on **Continue**.
6. Click the **Select All Components checkbox** to import all files in your SCORM package.
7. Under Advanced Options > Import file to: please type in a unique module name so that the unzipped files from your SCORM package will be placed into their own folder (and won't conflict when you load more SCORM packages). Use the name of the learning module or another logical name that is unique to the content.
8. Click the **Import metadata** checkbox.
9. Click on **Continue** to proceed to the next step.
10. Click on **Continue** to proceed to the next step.
11. Select **Continue** to proceed.
12. You should now see a confirmation message that your course import was successful. Click on **View Content** to view your SCORM package in the Content section of your course.
13. Click on the **SCORM package name** to view (and test) the SCORM package, as well as rename, add a description or restrictions, etc.

For information on how to access SCORM reports in Desire2Learn, please visit: [Track activity and user progress on SCORM objects](#).

## Blackboard

### Adding a SCORM Activity

1. With editing turned on, enter the content area into which you wish to place your SCORM learning object.
2. Hover your mouse over **Build Content** and choose **Content Package (SCORM)**.
3. You will be presented with the Add SCORM Content screen.
4. Click on **Browse My Computer** and locate the object you wish to upload then click Submit.
5. In the Title area, the title will be automatically populated from information taken from the object you uploaded at the previous step. You can change this if you wish. You can also enter a Description if you wish.
6. In the SCORM Availability area, set **Make SCORM Available** to **Yes**.
7. Set the **Number of Attempts** that you will allow.
8. Set a time range for the object to be available if necessary and appropriate.
9. Choose to track the number of views if you wish. This option will only track that the link to the object has been viewed, not the object itself.
10. In the Grading Area, set how the SCORM module should be marked.
  - **SCORM Score** – Displays the total score
  - **SCORM Completion** – A tick symbol indicates if a user has completed the item.
  - **SCORM Satisfaction** – If you have selected a minimum score the student must achieve when creating the SCORM content select the check box to enforce a pass or fail element. For a pass mark a green tick will be displayed in the Grade Centre column and a score of 100.00 will be added to the Grade Attempt, a red cross and a mark of 0.00 will be displayed for failure.
11. Enter a **due date** (optional).
12. Leave the Grade Timing option set at the default, ie. When SCO is completed, with Grade of Last attempt.

For information on how to access SCORM reports in Blackboard, please visit: [Add SCORM content packages to your course](#).

## CANVAS\*\*

### Creating Canvas Course Shell

- Follow these instructions if you need to create a brand new course shell: [How do I start a new course from the Dashboard as an instructor?](#)

### Adding a SCORM Activity

1. By default, SCORM is hidden in Canvas. In order to upload, the tool will need to be visible.
2. Click on Settings
3. Click on the Navigation tab
4. Drag and drop the SCORM menu item from hidden area to the visible area of the course menu
5. Click save. Now you're ready to upload the SCORM object.
6. In Course Navigation, click the **SCORM** link.
7. At the upper right area, Click the **Upload** button.
8. Select the file from your computer [1] and click the **Open** button [2].
9. Select the .zip file containing your SCORM package. It may take several seconds to upload the file, depending on its size; a progress bar will indicate upload status. When the process is complete, the new upload may appear at the bottom of your list of SCORM packages.
10. Once the file is uploaded, select the object import type – Import as a graded assignment.
11. Click the **Go** button.
12. Navigate to the Assignments tool and find the new assignment. Edit the assignment to add necessary instructions, point value, due date, and so on. Do not change anything in the “Submission Type” field.
13. Click Save, then click on Publish to publish the assignment
14. To view the assignment in Canvas or to edit assignment details, click the **Assignment** icon. Imported SCORM assignments also display on the Assignments Index page. Once imported, you can move the assignment to an assignment group and add it as a module item.

**NOTE:** All SCORM upload default to 100 points.

### Creating a Module in the Course

- Follow these instructions on how to create a module: [How do I add a module.](#)

## Adding the SCORM activity to the Module

- When they are creating an assignment after having uploaded the SCORM as an assignment, Safer Campuses for Everyone appears as an item you can click. Click it and hit add item.
- For more information, visit: [How do I create an assignment](#)◇

## Publishing the Course

- If you have permission to publish the course, follow these instructions: [How do I publish a course](#).
- Your intuition may have restricted this feature. If so, please contact your support team.

For information on how to access SCORM reports in Canvas, please visit: [How do I view Course Analytics](#).



# Accessibility Considerations

Accessibility means that course content is designed for all learners—including those with auditory, visual, mobility, or learning disabilities. Articulate Rise supports NVDA, JAWS, VoiceOver, and TalkBack screen readers and aims to follow Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. You can learn about specific features and ongoing work to develop fully accessible courses in the [Rise 360 Accessibility Conformance Report](#).

Most of Rise's accessibility features such as keyboard navigation, buttons, links, and forms are built-into the app and do not require input or decision-making from course developers. However, there are a number of accessibility considerations that are the responsibility of course developers. In the *Safer Campuses for Everyone* course, alt-text (text-based descriptions for images and other non-text content) are provided for all images and graphics. As well, all the videos include closed captioning.

If you change colours or fonts or insert new graphics or videos, you will want to ensure this new content is accessible as well. This means checking colour contrast, labelling graphic blocks, providing closed captioning for videos, and writing alternative text for images. See these articles on the Rise website for more information:

- [Adding Alternative Text to Images](#)
- [Adding Closed Captions to Videos](#)
- [Using Keyboard Navigation](#)

Rise also offers a feature that can easily translate your customized course into a different language (the app supports left-to-right languages and scripts with double-byte character sets). See the following article for more information:

- [Translate Your Course](#)

## **Known Accessibility Issues**

Currently, matching drag-and-drop questions and sorting activities aren't fully accessible in Rise. The *Safer Campuses for Everyone* course uses drag-and-drop questions in the Knowledge Checks at the end of each module. These activities can be altered (e.g.,

changed to multiple choice questions) to better meet the needs of your students, if desired.

# Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

The files posted by this book always reflect the most recent version. If you find an error in this book, please fill out the [Report an Error](#) form.

Version	Date	Change	Details
1.00	January 13, 2022	Book published.	