



INTIMATE PARTNER VIOLENCE ON CAMPUS

*The Response of Connecticut
Colleges & Universities*

September 2018

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Connecticut Coalition Against Domestic Violence

TABLE OF CONTENTS

Executive Summary	1
Introduction	2
Methodology	3
Summary of Survey Results	
Section One: How are Students/Faculty Made Aware of Policies?	3
Section Two: Which Students, Faculty & Staff are Made Aware?	4
Section Three: Awareness & Prevention Activities	4
Section Four: Residential Life	6
Section Five: IPV & Stalking on Campus	6
Discussion	7
Related Federal & State Legislation	9

DEDICATION

This report is dedicated to Alyssiah Wiley, who was murdered by her boyfriend in 2013 while she was enrolled in college in Connecticut, and her sister Chaquinequea Brodie and Chaquinequea's daughter, My-Jaeaha Richardson, who were murdered in 2017 by Chaquinequea's boyfriend.

ACKNOWLEDGEMENTS

We would like to thank the Connecticut colleges and universities that participated in the survey. Their contributions and willingness to share their existing policies were vital to our efforts to outline best practices and understand how we might best partner with these institutions to strengthen campus safety in Connecticut.

We would also like to thank Dr. Leila Dutton and Graduate Assistant, Shannon Connery, of the University of New Haven for the generous donation of their time to conduct the survey and gather data.

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EXECUTIVE SUMMARY

In July 2014, the Connecticut Coalition Against Domestic Violence (CCADV) and the Injury Prevention Center at Connecticut Children's Medical Center partnered to conduct a statewide needs assessment of college and university policy specific to intimate partner violence (IPV) to better understand such policies, the presence of awareness and prevention activities, and the availability of services to victims of IPV. At that time we learned that a number of colleges did not have policies and the state lacked a standard approach to IPV for colleges and universities; particularly around emotional, technological and economic abuse. Many schools provided training for one or more departments, yet only half reported mandated training for students, faculty and staff. Additionally, at the time of the 2014 needs assessment, only 6 of 22 schools reported having a formal partnership with a local domestic violence organization to provide support to students experiencing IPV. And while the report identified the need for colleges and universities to incorporate clear policies that define IPV, prohibit IPV, and explain the scope of sanctions as a result of a violation, the good news is that there was interest and a commitment within academia to enhance their existing approach.

This past spring, CCADV elected to round back with Connecticut colleges and universities in light of new legislative mandates and a college campus safety grant that was awarded to the Connecticut Board of Regents in 2015 by the U.S. Department of Justice, Office on Violence Against Women to reduce sexual assault, stalking, domestic violence and dating violence on college campuses. Specifically, we wanted to understand what change has occurred over the past four years and how we can collectively do better. We focused our assessment on new campus policies and procedures, the presence of awareness and prevention activities, and the availability of services for victims of IPV. Of the 33 Connecticut institutions for higher education that were surveyed, 30 (91%) participated.

We learned that...

- Colleges and universities are adhering to the new mandate(s) and are more actively engaged to ensure that policy and practice across campus systems is occurring.
- A majority of respondents report that they have updated campus policies and procedures more recently and have also bolstered training and awareness initiatives.
- IPV is viewed as a problem on campus according to half of administrators who completed the survey.
- Campuses and local domestic violence organizations are also more connected with many domestic violence advocates serving on campus resource teams, providing help to student survivors and training faculty and staff.

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A big challenge in providing services on campus can be their friends (who mean well) but don't always understand the intricacies of these issues and expect their friends to leave or just get over it. I think a big challenge for the survivors is helping them build a strong support system that has previously been broken down during the IPV.

- Campus Employee

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INTRODUCTION

Intimate partner violence (IPV) is a serious and preventable public health problem that affects millions of Americans and occurs across the lifespan.¹ The risk for IPV, including “physical, sexual, or psychological harm by a current or former partner or spouse,” among women is greatest between the ages of 18 to 24 years, a period when many women enter college.² In a sample of American college students, 43 % of women (vs. 28 % of men) reported having experienced physical abuse, sexual abuse, or other forms of IPV (e.g., controlling behavior, verbal abuse, excessive calling or texting, etc.), and over half of the students reported having these experiences while in college.³

To address IPV and stalking on campus, it is essential for institutions of higher education to take the necessary steps to create policies, procedures, and awareness/prevention activities. In 2014, the Connecticut General Assembly passed Public Act 14-11 that mandated several strategies including but not limited to:

- Having in place clear and concise policies and procedures addressing intimate partner violence and stalking, which include comprehensive information on all options for assistance should a student experience IPV or stalking.
- Having in place a robust Campus Resource Team to review campus policies and procedures and be educated on IPV and stalking for the purpose of ensuring a coordinated response to reported incidences of IPV and stalking.
- Developing a meaningful partnership with their local domestic violence organization to ensure access to confidential services.
- Facilitating bystander intervention training as well as on-going preventions and awareness campaigns to students to engage them in the prevention of IPV and stalking.

Recognizing the importance of this issue, CCADV partnered with Leila Dutton, PhD of the University of New Haven to conduct a follow-up assessment to understand what changes have been enacted on campus, available prevention and bystander activities, services for those individuals experiencing IPV or stalking, and the challenges to maintaining these mandates.

As all colleges and universities in Connecticut are mandated to have policies and procedures in place to address IPV and stalking, this report seeks to highlight campus community engagement on the prevention of IPV and stalking such as the operation of Campus Resource Teams, bystander intervention strategies, and public awareness activities to promote safer campus environments.

INTIMATE PARTNER VIOLENCE & STALKING DEFINED

INTIMATE PARTNER VIOLENCE is a pattern of abusive behavior in an intimate relationship where one partner uses power in an attempt to control and coerce the other. Intimate partners include current and former spouses, individuals who are currently in or have recently been in a dating relationship regardless of whether they live or have lived together, and individuals who have a child together regardless of whether or not they ever dated. Intimate partner violence can occur in opposite-sex or same-sex relationships regardless of age, race, religion, gender, sexual orientation, gender identity, education or socio-economic status. Intimate partner violence can take many forms including:

- **Physical** such as hitting, slapping, punching and shoving.
- **Verbal, emotional and/or psychological** such as public or private name calling or put-downs, exhibiting extreme jealousy or preventing the victim from seeing family or friends.
- **Sexual** including sexual assault/non-consensual sexual acts.
- **Technological** such as tracking someone using GPS on a mobile device, monitoring someone’s text messages or emails without their knowledge or permission, or sending threatening or harassing messages via social media.
- **Financial/economic** such as preventing them from going to class to advance their education or destroying their property.

STALKING is a course of conduct directed at a specific person that would cause a reasonable person to feel fear.

METHODOLOGY

CCADV and Dr. Leila Dutton (University of New Haven) conducted a 29-item survey to describe the current policies and practices on intimate partner violence (IPV) and stalking among colleges and universities in Connecticut. An invitation to take a web-based survey was sent to the Title IX Coordinator at Connecticut's 33 colleges and universities, including all 21 four-year colleges and universities, 11 two-year colleges, and the United States Coast Guard Academy. The Title IX Coordinator was asked to identify the person(s) best suited to complete the survey. CCADV's Director of Training and Prevention and Dr. Dutton followed up with each Title IX Coordinator to ensure that each school completed the survey, resulting in a 91% response rate. While most participants identified the school they represent in the survey, the schools remain anonymous in this report.

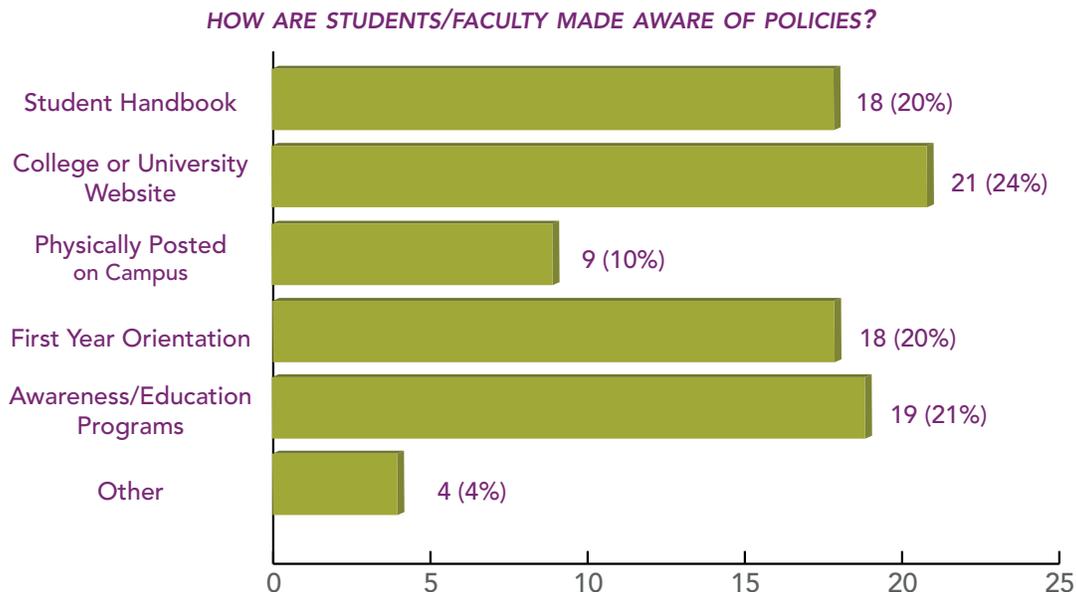
The survey was divided into four areas. The first section asked about policies and procedures already in place that relate to IPV and stalking. The second section asked about awareness and prevention activities regarding IPV and stalking at the institution, including who has been educated about IPV and stalking as well as some of the anti-violence events that occur on campus. The next section asked about Residential Life involvement in IPV and stalking, specifically training of resident assistants and hall directors. The last section asks about the institution itself and whether it sees IPV as a problem on their campus. Surveys were administered and analyzed via Qualtrics and data was available upon completion. Statistical analyses included computing frequencies for each item.

SUMMARY OF SURVEY RESULTS

Of the 33 Connecticut institutions for higher education that were surveyed, 30 (91%) participated. The respondents represented the full spectrum of higher education institutions in the state including community colleges, state colleges/universities, and private colleges/universities.

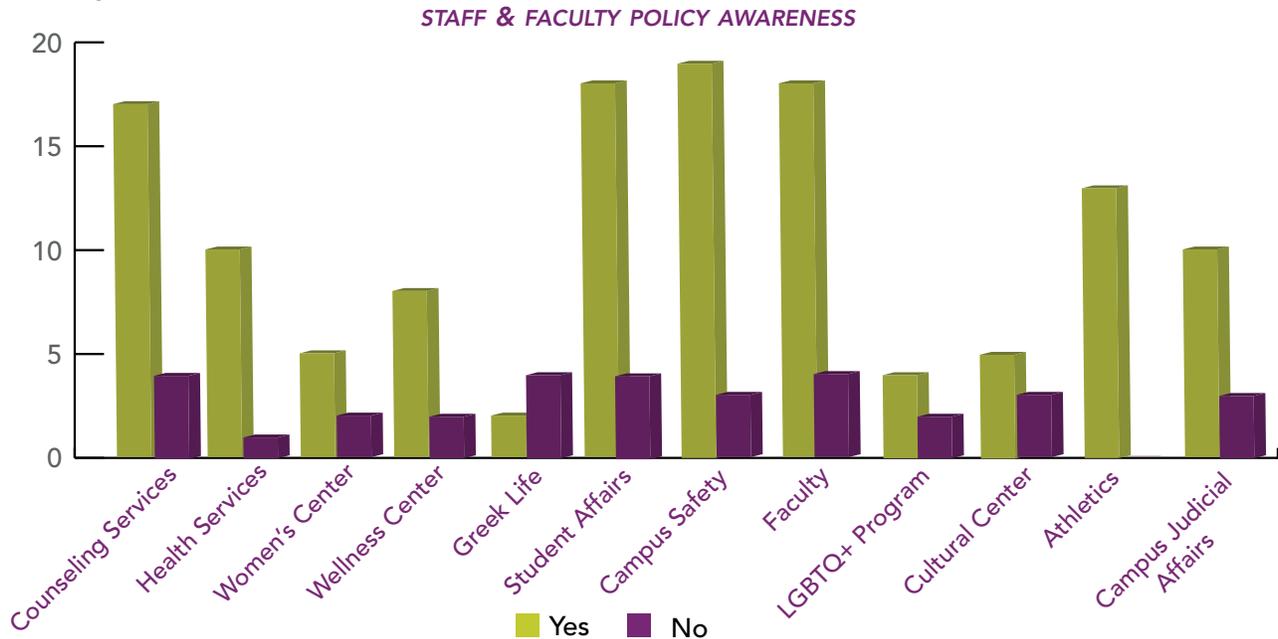
SECTION ONE: HOW ARE STUDENTS/FACULTY MADE AWARE OF POLICIES?

Colleges and universities are taking various approaches to informing the campus community around IPV/stalking policies and protocols and to create awareness of such policies. Schools have developed unique and more comprehensive approaches for students which encompass a range of outreach activities such as information posted in student handbooks and school websites, and participation in a mandatory online tutorial. Faculty and staff are primarily receiving information about campus IPV/stalking policies through online or in-person trainings and a link to posted online campus policies.



SECTION TWO: WHICH STUDENTS, FACULTY & STAFF ARE MADE AWARE?

Public Act 14-11 requires that colleges and universities offer IPV primary prevention programming and awareness activities within available resources to all students but it does not require that same standard for faculty, staff and administrators. The law does mandate Campus Response Teams (CRT's) and mandates that college representatives who serve on the CRT receive training as well.

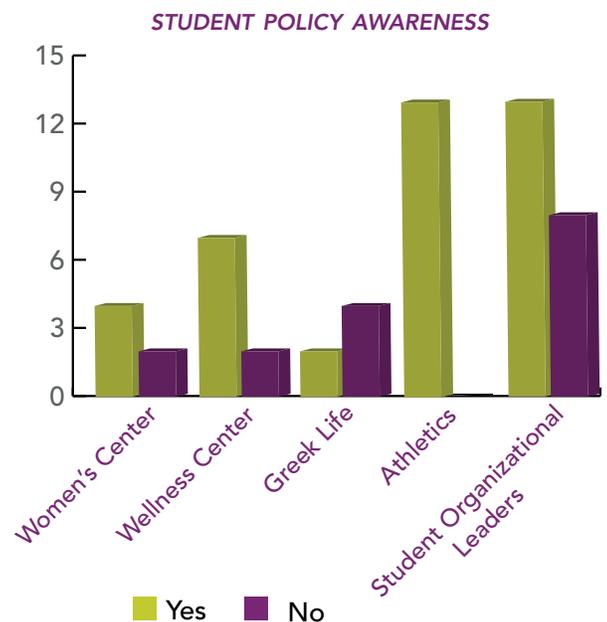


Sixty percent (60%) of responding universities and colleges in Connecticut are using “Not Anymore,” an online program to raise awareness. Institutions are reporting an emphasis on programming and awareness for students through Greek Life, Student Affairs and Athletics. School personnel who are most educated are those regularly in contact with students, such as Campus Safety, Counseling Services, Athletics, Faculty, and Student Affairs. Students that are most educated are those involved with their campus Wellness Center, Athletics, Women’s Center or who are Student Organizational Leaders.

SECTION THREE: AWARENESS & PREVENTION ACTIVITIES

Primary prevention presents a compelling opportunity for colleges and universities to effect a critical paradigm shift—by moving from addressing IPV and stalking after it happens to stopping such violence before it begins. Traditionally, colleges and universities have worked to create safe campuses by providing well-lit campuses, blue lights, easily accessible police and security departments, and generalized instructions to the campus community about “how to stay safe.” While these features can give an overall impression of campus safety, they do not necessarily address the underlying causes of IPV and stalking.

Schools report notable challenges associated with adhering to mandates around IPV and stalking programming that deter their work to foster a culture of awareness and response. Many schools surveyed indicate that a lack of time, resources, and interest in participation are the largest barriers around providing various groups with education. For smaller schools and community colleges it is especially difficult to adhere to programming standards as students are more transient and staff have multiple functions. Yet for those with active participation, they are noticing an increase in reporting of IPV and stalking.



Bystander Intervention

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One of the things that we have noticed is that the more education, awareness, and prevention that we do, the more reports we see. I believe that this means people are more aware of the resources and are more willing to come forward to seek assistance.

- Campus Employee

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Most schools have some type of bystander education program in place. While some used a compilation of resources to create their own bystander intervention programs, 73% of responding campuses used either Bringing in the Bystander, Green Dot or Step Up- all branded and evidence-based curricula. Each of these programs have costs associated with them, so for some campuses the fees to bring these programs on campus are cost prohibitive. On the other hand, personnel at the state's public colleges and universities have made a commitment and all have been trained on Bringing in the Bystander through the 2015 Safe Campus Grant awarded through the U.S. Department of Justice, Office of Violence Against Women.

Any educational programs should be designed to engage and educate potential bystanders. Encouraging students to be agents of change, rather than passive bystanders, will create campus cultures of nonviolence. Including student peer educators can be particularly effective in this framework. While in some schools faculty are responsible for all bystander initiatives, several universities throughout Connecticut employ a peer educator model to facilitate bystander intervention training to the student population. As an incentive to be trained, students on one campus passed a resolution that for every club on campus, the executive board members are required to be trained on Bringing in the Bystander training to receive the club's funding. Several institutions implemented "Don't Cancel That Class!" Instead of cancelling a class, that time is used as an opportunity for students to learn more about IPV, stalking and prevention/intervention strategies.

Use of Social Media & Media Campaigns

For campuses to ensure that they are moving forward with consistent messages that normalize prevention attitudes, it is crucial to implement prevention messages in multiple formats with multiple dosage that includes mixed media strategies along with awareness education and bystander interventions.

Most national social media campaigns have been developed to prevent sexual violence on campus, prompting CCADV to develop a campaign around the prevention of IPV. In its inaugural year, six colleges and universities used the "I Choose" social media campaign activities to engage young men in the prevention of IPV.

CSCU SAFE PROJECT

On October 1, 2015 the Connecticut State Colleges and Universities (CSCU) received a three year grant totaling \$749,096 from the U.S. Department of Justice Office on Violence Against Women, part of the government's Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Program. This initiative is titled the Connecticut State Colleges and Universities Safe and Friendly Environment Project (CSCU SAFE). The ultimate objective of the OVV Campus Program is to help colleges and universities create effective, comprehensive responses to sexual assault, dating violence, domestic violence and stalking. CSCU and its seventeen campuses collaborate with four external agencies, CCADV, Connecticut Alliance to End Sexual Violence, the Connecticut Department of Emergency Services and Public Protection and Connecticut Women's Education and Legal Fund, all who bring statewide leadership and expertise to the project.

Through this project **362 FACULTY AND STAFF** have been trained on a variety of topics including stalking on campus, the intersections of IPV, stalking and technology, the legal response to intimate partner violence, prevention strategies for professionals working with victims and survivors of sexual violence and the impact of trauma on survivors. In 2017-2018, project campuses held 168 grant funded program events and **8,632 STUDENTS** were trained. Separately from other educational events, CSCU campuses began using Bringing in the Bystander as their bystander intervention program. 117 CSCU faculty and staff were trained to facilitate this curriculum and to date 1,912 students have received this training.

SECTION FOUR: RESIDENTIAL LIFE EDUCATION

Resident Assistants (RA) hold an important job on campus in reference to student interaction and engagement. They will be interacting with and responding to a variety of student issues in their residence. For those colleges and universities who identified that they have residential life professional and student staff, 100% of student RAs received training on IPV and stalking and all but one campus trained their professional residential life staff. Training topics included identifying IPV and stalking, responding to disclosures, their reporting obligations, and how to report IPV and stalking.

SECTION FIVE: IPV & STALKING ON CAMPUS

Responses were evenly split 50/50 among colleges and universities regarding whether or not they view that IPV is a problem on their campus, while only 25% strongly agree or agree that stalking is an issue.

A clear majority of colleges and universities (84%) view that their campuses have made improvements to addressing IPV/Stalking since Public Act 14-11 went into effect, with a majority identifying updates to policies and procedures. They also cited increased awareness and training activities, including bystander opportunities, as their most notable enhancements.

And while the majority feel that they have been successful, when it comes to going above and beyond the requirements of addressing IPV/stalking as outlined in Public Act 14-11, most feel that their progress has been somewhat successful (55%), with others having mixed responses. Reasons cited for not going above and beyond requirements range from lack of resources, limited staffing and challenges with student engagement.

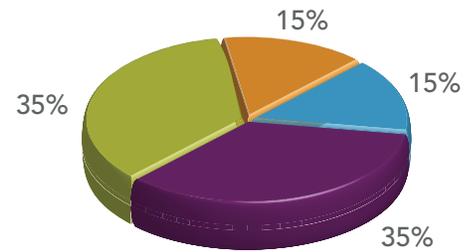
Relationship with CCADV or Local Domestic Violence Organization

All responding colleges and universities in Connecticut have a standing Memorandum of Understanding with their local domestic violence organization. On campus, domestic violence advocates assisted in addressing IPV and stalking by 1) providing advocacy and support services for their students, 2) attending Campus Resource Team meetings, 3) providing educational programming to both staff/faculty and students and 4) attending primary prevention programming. If given the opportunity, 95% of respondents also indicated they would be interested in learning more about available services from their local domestic violence organization.

Upon surveying the local domestic violence organizations, 63% indicated that on average they provide between 5-10 educational programs per year. Thirty-seven percent (37%) indicated that they facilitate more than 10 programs per year. They all provided some type of educational programming for students, 75% provided staff and faculty training and 62% trained their local CRTs. Subject matter included program services, healthy and unhealthy relationship dynamics, technology safety, stalking, warning signs, and bystander interventions.

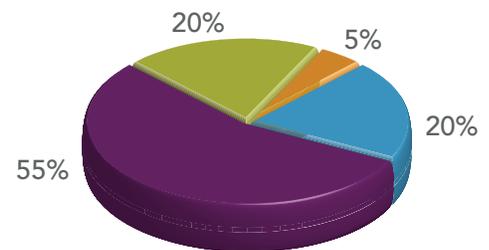
In regards to bystander intervention programming, 100% of the survey respondents reported that they engaged in some type of bystander intervention programming that ranged from Domestic Violence Awareness Month activities, Bringing in the Bystander, the Red Flag Campaign, the Clothesline Project, It's On Us, and In Her Shoes. In alignment with the campus personnel responses, the local domestic violence organizations are also challenged by student participation, especially with commuter campuses.

IS IPV A PROBLEM ON YOUR CAMPUS?



- Agree
- Neither agree nor disagree
- Strongly agree
- Disagree

IS STALKING A PROBLEM ON YOUR CAMPUS?



- Agree
- Neither agree nor disagree
- Strongly agree
- Disagree

Primary findings of this report are:

1. All responding colleges and universities in Connecticut have put in place and/or strengthened their policies and procedures to address intimate partner violence and stalking on campus. Students are made aware of these policies via the student handbook, the institution's website, freshman orientation and educational programming. Several schools took the initiative to post information throughout their campuses to raise awareness.

BEST PRACTICE: Student education on these policies and procedures should take place on an on-going basis so that all students know what they can do if they experience IPV or stalking well before it occurs.

2. All responding colleges and universities in Connecticut have standing memorandums of understanding with their local domestic violence organization. Half of colleges and universities continue to indicate that 1) IPV is a problem on their campus and 2) they would benefit from additional training from their local domestic violence organization.

Local domestic violence organizations are participants on Campus Resources Teams; they provide education and training on campus and are supporting students experiencing IPV and stalking through the provision of comprehensive services. They are available as needed to respond to the needs of their local colleges and universities.

BEST PRACTICE: Services and/or referrals should be provided for individual and group counseling offered by providers who specialize in addressing issues of IPV and stalking. Stakeholders in the provision of these services include campus security, campus ministries, the student health center, residence life, campus judicial boards, the women's center, counseling services and local domestic violence organizations. Collaboration must exist between the various campus resources and the referral sources (e.g., local domestic violence organization) to ensure the greatest accessibility of these resources through on-going meetings and check-ins.

3. A majority of schools reported that they continually struggle to engage their students in IPV prevention and bystander intervention education. As reasons, they cite:

- Finding a block time to facilitate bystander intervention training
- Lack of resources to facilitate training
- The costs of running on-going programming
- Keeping students on campus (for commuter schools)
- Faculty are reluctant to give up class time for training

Given that a comprehensive approach to violence prevention is the most effective way of changing cultural norms about interpersonal violence, a coordinated effort is the best way to ensure consistent messaging and follow-up. Therefore, campuses must provide an organized network for prevention programs. Campus administration, faculty, health centers, counseling centers, external social service agencies, and any other necessary stakeholders should be involved in the forging of these partnerships in order to build campus competency and ensure safety/antiviolence messages are primary-prevention focused.

BEST PRACTICE: The Centers for Disease Control and Prevention (CDC) recommends using a four-level social ecological model to promote understanding of the potential effect of violence prevention strategies. By looking at a college campus as a microcosm of a town or city, this model can be readily adapted for use on college campuses.

HOW DOES YOUR LOCAL DOMESTIC VIOLENCE ORGANIZATION ASSIST YOUR INSTITUTION?

- A representative attends campus resource team meetings
- Provides advocacy to victims/survivors
- Provides educational programming to students
- Provides education/training to faculty and staff
- Has an advocate located on-site to provide victim services and technical assistance to campus personnel
- Works to collaborate with campus initiatives around these topics and work with student organizations

Social Ecological Model of Prevention

The chart below demonstrates the connection between individual, relationship, community, and societal factors and how they can be facilitated on colleges and universities. Following that is a list of approaches that, according to the CDC's *Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices*, seek to influence the social context within which IPV occurs by engaging students.



LEVEL	ACTION
INDIVIDUAL	<ul style="list-style-type: none"> Build bystander interventions and healthy relationship skills and establish positive norms about gender, sexuality, and violence with evidence-informed, interactive, multi-session intervention programming for incoming students.
RELATIONSHIP	<ul style="list-style-type: none"> Coach-implemented interventions for male athletes addressing hyper-masculinity peer norms that support or facilitate IPV and stalking. Dorm-based interventions that reinforce positive norms and skills related to bystander behavior and healthy relationships.
COMMUNITY	<ul style="list-style-type: none"> Engage campus leadership to promote a culture of safety and respect. Social media campaign to address norms related to IPV and stalking.
SOCIETAL	<ul style="list-style-type: none"> Strengthen and support enforcement, response and reporting policies on and off campus.

YOUNG MEN AS ALLIES IN PREVENTION: These approaches target young men and encourage them to be part of efforts to prevent IPV. These approaches not only encourage young men to support actual and potential victims by intervening and speaking out, but also teach skills and promote social norms that reduce their own risk for future perpetration. These approaches often target young men in peer groups, such as athletic teams and fraternities. Many campuses already have young men's engagement groups and we are seeing an increase in their involvement throughout the state.

BYSTANDER EMPOWERMENT AND EDUCATION: These types of approaches attempt to promote social norms that are protective against violence and empower and encourage people to intervene to prevent violence when they see it. Participants in bystander empowerment and education programs learn specific strategies on how to intervene in situations that involve IPV. Types of bystanders targeted for intervention include: informal helpers (e.g., friends and roommates), popular opinion leaders (e.g., student government) or larger social groups (e.g., men on college campuses). The two most popular programs throughout the state appear to be Bringing in the Bystander and Green Dot.

Bringing in the Bystander: This program, which originated out of the University of New Hampshire, teaches college student participants how relationship violence and sexual violence occur along a continuum from less aggressive to more severe behaviors. It also teaches participants how to safely intervene, offering opportunities to practice these skills and create plans for how they will intervene to prevent violence as a bystander. Thus far, participants in the program demonstrated increased self-reports of likelihood to intervene and confidence in ability to intervene.^{4,5}

Green Dot: This program educates and empowers participants to engage in both reactive and proactive responses to interpersonal violence, such as dating or sexual violence, to reduce likelihood of assault. Bystander training is conducted in groups by trained facilitators in four to six hour training sessions. An evaluation of Green Dot implemented with college students found that after three years of implementation, the intervention campus had a 9% lower rate of overall violence victimization, 19% lower rate of sexual harassment and stalking perpetration, and 11% lower rate of sexual harassment and stalking victimization when compared with two non-intervention college campuses.⁶

COACH-IMPLEMENTED INTERVENTIONS: Among the most popular is Mentors in Violence Prevention (MVP).

Mentors in Violence Prevention (MVP): Originating at Northeastern University in Boston, MVP seeks to reduce men's violence against women by inspiring athletes and other models of traditional masculine success to challenge and reconstruct predominant male norms that equate strength in men with dominance over women. The project specifically encourages participants to use their stature among their peers on campus to promote healthier attitudes and behaviors towards women.

RELATED FEDERAL & STATE LEGISLATION

Federal

In 2013, Congress reauthorized the Violence Against Women Act (VAWA) and established new requirements for colleges and universities under its Campus Sexual Violence Act (SaVE Act). This included an extension of the federal Jeanne Clery Act to include acts of domestic violence, dating violence and stalking to a list of major crimes that all U.S. colleges and universities participating in Title IV financial aid programs are required to report. Additionally, colleges and universities must adopt related policies and procedures for disciplinary actions in cases of alleged domestic violence, dating violence and stalking, as well as procedures for notifying victims of their rights and available services. Educational programs addressing awareness and prevention of domestic violence, dating violence and stalking must also be offered on campus. For more information on these changes to federal requirements, please visit: www.clerycenter.org/article/vawa-reauthorization.

Connecticut

With passage of Public Act 14-11, An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, Connecticut colleges and universities are, among other things, required to establish Campus Resource Teams as of January 1, 2015. They must invite at least one individual each from the local sexual assault crisis service center and the local domestic violence organization. Further, they must enter into and maintain a Memorandum of Understanding (MOU) with the same local providers to ensure that victims have access to free and confidential services. Campus policies must detail the procedures that students and employees who report or disclose being the victim of intimate partner violence may follow regardless of where the incident occurred. This legislation also establishes new reporting and training procedures for institutions of higher education in Connecticut, as well as revises some existing procedures. Relevant state statutes:

- Uniform Campus Crime Reports; Emergency Response Plans – C.G.S. § 10a-55a
- Sexual Assault and Intimate Partner Violence Policies; Prevention & Awareness Programming and Campaigns – C.G.S. § 10a-55m
- Family Violence Prevention & Response – C.G.S. § 46b-38a
- Investigation of Family Violence Crimes by Peace Officer; Arrest; Assistance to Victim – C.G.S. § 46b-38b

For more information on Public Act 14-11, please visit:

<http://www.cga.ct.gov/2014/ACT/pa/pdf/2014PA-00011-R00HB-05029-PA.pdf>.

ENDNOTES

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