



smarter.

LIVING SAFER. BEING SMARTER.

A College Curriculum





The National Crime Prevention Council (NCPC) is a private, nonprofit tax-exempt [501(c)(3)] organization whose primary mission is to be the nation's leader in helping people keep themselves, their families, and their communities safe from crime. NCPC's strategic plan is centered on four goals: promote crime prevention; partner with government, law enforcement, the private sector, and communities to prevent crime; protect children, youth, and other vulnerable populations; and respond to emerging crime trends. NCPC publishes books, kits of camera-ready program materials, posters, and informational and policy reports on a variety of crime prevention and community-building subjects. NCPC offers training, technical assistance, and a national focus for crime prevention: it acts as secretariat for the Crime Prevention Coalition of America, more than 400 national, federal, state, and local organizations representing thousands of constituents who are committed to preventing crime. NCPC also sponsors the National Crime Prevention Association, an individual membership association to promote resources and career development to crime prevention practitioners. It hosts two websites: www.ncpc.org for adults and www.mcgruff.org for children. It operates demonstration programs in schools, neighborhoods, and entire jurisdictions and takes a major leadership role in youth crime prevention and youth service. NCPC manages the McGruff® "Take A Bite Out Of Crime®" public service advertising campaign. NCPC is funded through a variety of government agencies, corporate and private foundations, and donations from private individuals.



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smarter Resource Project

Crime is a concern for all age groups but young adults in particular are often facing new experiences for the first time without an adult guiding them. Crimes such as credit card fraud, identity theft, sexual assault, and burglary threaten the 18- to 24-year-old population and often define their first experiences as unsafe ones. In an effort to teach this population crime prevention skills, the National Crime Prevention Council (NCPC) and the Bureau of Justice Assistance, U.S. Department of Justice, have developed the Smarter Resource Project for Young Adults. Through this project, NCPC aims to reduce victimization and promote awareness of the crime and safety concerns facing this population. This project fills the gap in knowledge, provides training to young adult supporters, and increases the number of 18- to 24-year-olds across the nation who are aware of the most effective crime prevention strategies.

NCPC conducted original research with young adults from across the country to determine the following:

- Young adults' awareness and experience with personal safety and crime prevention
- Current protection practices used
- Young adults' preferred marketing approach

The study was designed to measure what young adults know about the dangers awaiting them in adulthood and how to best deliver important crime prevention and safety tips. The main goal of the project is to supply the most up-to-date, relevant information to allow young adults to make the most informed and educated decisions. As part of the project, NCPC has designed this curriculum for college and university professors, tailored to the specific issues that college students and young adults face.

- The primary goals are to
 - Create awareness of the impact and extent of crime on young adults
 - Engage students in campus safety discussions
 - Build crime prevention skills to help young adults avoid victimization
 - Engage students in community service
 - Provide helpful resources for finding additional information as well as victim support

Graded Coursework

- Students will be responsible for drafting an action plan for a crime prevention awareness campaign, activity, or event on a topic of choice.
- There are two quizzes.
- There are writing assignments on select topics.
- Students will be required to do a presentation.

Class Requirements

- Class discussions and activities are an important part of this course and should be a component of final grades.
- Note to instructor: Include any standard course requirements at your institution or for your department.

How the Curriculum Is Organized

This curriculum is divided into sixteen topical sections. You may use the topics in any order that best meets your institution's needs and schedule. Additional materials can be downloaded from the website at www.ncpc.org/smarter.

Each session will cover a different crime prevention topic.

- During each class, students can expect to learn
 - Vocabulary
 - Current statistics on the class topic

- Warning signs of the various types of crime
- Crime prevention tips
- Steps to take if they've been a victim of a crime or have a friend who has been a victim
- Selected resources and recommended reading
- Each class will also touch on current trends and news events related to the class topic.

NOTE: Included in the lesson plans are statistics on each topic. It is important that you update those statistics over time. The statistics should be put in context for students, rather than just presented as

bullet points. We have made every effort to cite the sources for the statistics so you can easily update them. Consider enhancing the lessons by including statistics from your campus or locality.

Feedback

Give us feedback on how the toolkit worked for your school and its students. On the website **www.ncpc.org/smarter**, click on the "Contact Us" tab and submit your feedback in the fields as designated.



Welcome to Smarter

LIVING SAFER. BEING SMARTER.

Session Objectives

At the end of this session, students will

- Be able to describe the broad concepts of policing and crime prevention
- Know what they can expect to learn over the course of the class term
- Know what is expected of them during this course

Session Outline

1. Welcome to the Living Safer, Being Smarter (Smarter) Campus Course
 - Greetings and introductions
2. Introduction to Crime Prevention
 - *A brief history of policing and crime prevention*
 - *The National Crime Prevention Council's (NCPC's) role in crime prevention*
 - *The Bureau of Justice Assistance's (BJA's) role in crime prevention*
3. Introduction to the Smarter Initiative
 - *What do your peers think about crime prevention?*
 - *Living Safer, Being Smarter course goals*
4. Syllabus Review
 - *The Living Safer, Being Smarter course at a glance*
 - *Graded coursework*
 - *Class requirements*
5. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. How many people in the room wake up in the morning and get ready for school or work with crime prevention or safety in mind?



2. What comes to mind when you hear the term "crime prevention"?
3. Who is responsible for crime prevention?
4. Has anyone here been a victim of a crime? (Raise hands.) How did that experience have an impact on you? Do you still feel the impact today for that specific incident or crime?
5. What do you hope to gain from this course?

Lecture Notes

Welcome to the Living Safer, Being Smarter Campus Course

Greetings and introductions

- Notes to instructor
 - Open the course with a welcome to students.
 - Give a brief introduction of yourself, your background, and your personal goals for this course.
 - Class discussions are an important component of this course. Set the stage for productive conversations by asking students to introduce themselves to the class. You might ask them to include information such as their home-

town or state, whether crime is an issue in their communities, or other information that might give you an idea of their view toward crime and crime prevention.

- The discussion in this and other sessions may result in a student revealing that he or she has been victimized or is currently being victimized. You need to be familiar with what you are mandated to report under the law. The student should also be directed to victim services, campus police, or other relevant campus services.

Introduction to the Smarter Initiative

- The National Crime Prevention Council has a long history of working to address the needs of teens and to engage them in community service and crime prevention efforts.
- Recognizing that the young adult (ages 18 to 24) demographic has been underserved, NCPC launched its Smarter initiative to address the safety needs of young adults who are experiencing some of life's first big milestones and to deliver relevant and useful crime prevention information and resources to them.
- The National Crime Prevention Council and the Bureau of Justice Assistance, U.S. Department of Justice developed the campaign to raise awareness of crime prevention, violence, and personal safety issues among 18- to 24-year-olds. The outcome will be youth and young adults who will have increased skills to prevent victimization, report crimes, and serve as crime prevention resources in their schools, communities, or places of work.

What Do Young Adults Think About Crime Prevention?

- NCPC's research found that young adults most concerned with crime and personal safety are college freshmen, females, recent victims, and minorities.
- An overwhelming majority of young adults already practice common sense crime prevention techniques: staying aware of one's surroundings, locking car doors, walking in well-lighted areas, traveling in groups, etc.

- However, lacking more specific and targeted crime prevention information means that victims tend to practice avoidance instead of practicing safer behavior.
 - For example, 63 percent of young adults who have fallen victim to identity theft say they "avoid certain merchants" altogether as a result. (Source: 2009 Identity Fraud Survey Report, Javelin Strategy & Research). Avoiding the situation isn't practical.
 - Knowing how to report identity theft and the best ways to protect identity online and in the real world empowers students to engage in their day-to-day activities.
 - That knowledge can also help young adults avoid falling victim to identity theft—a serious problem for this age group—in the first place.

Living Safer, Being Smarter Campus Course Goals

- This curriculum has been designed for college and university professors, tailored to the specific issues that college students and young adults face.
- The primary goals are to
 - Create awareness of the impact and extent of crime on young adults
 - Engage students in campus safety discussions
 - Build crime prevention skills to help young adults avoid victimization
 - Engage students in community service
 - Provide helpful resources for finding additional information as well as victim support

The Living Safer, Being Smarter Campus Course at a Glance

- Each session will cover a different crime prevention topic.
- During each class, students can expect to learn
 - Vocabulary
 - Current statistics on the class topic
 - Warning signs of the various types of crime
 - Steps to take if you've been a victim of a crime or have a friend who has been a victim
 - Crime prevention tips
- Each class will also touch on current trends and news events related to the class topic.

Graded Coursework

- Students will be responsible for drafting an action plan for a crime prevention awareness campaign, activity, or event on the topic of their choice.
 - More information about this project will be given during the third class meeting.
- There will be two quizzes during the course.

Class Requirements

- Class discussions are an important part of this course. Student participation is expected and will be a component of the final grade.
- Note to instructor: Include any standard course requirements at your institution or for your department.

Introduction to Crime Prevention

A Brief History of Policing and Crime Prevention

The Foundation of Modern Western Policing

- Sir Robert Peel, a British statesman who served in various offices throughout his career (including as Prime Minister and Home Secretary), is generally credited as the father of modern policing.
- Peel outlined nine principles that he believed were essential to an ethical and successful police force. They form the basis of the concept of community policing, which is still an important part of law enforcement today.

American Policing in the 20th Century and Beyond: A Return to Community Policing

- In the last 30 years, there has been a marked shift in law enforcement, municipal, and community approaches to crime toward a more balanced proactive model of preventing crime and collaborative problem solving.
- There is consensus that crime prevention is more than just locking doors. To truly reduce crime, we have to address the root causes of crime.
- Modern crime prevention is
 - The awareness that law enforcement alone is not responsible for eradicating crime—we are all responsible for reducing our risk of being victims of crime
 - Acknowledging the importance of strong and healthy communities in deterring crime

- Recognizing that neighborhood residents, community leaders, local law enforcement, and municipal governments are all stakeholders and key players in the efforts to build vibrant and safe communities that deter crime

The National Crime Prevention Council's (NCPC's) Role in Crime Prevention

- NCPC was founded in 1982 to manage the National Citizens' Crime Prevention Campaign symbolized by McGruff the Crime Dog®.
- It has since become the focal point for citizens, community leaders, and law enforcement looking for information and resources on crime prevention topics of all kinds and for all audiences—from children and youth to older Americans.
- NCPC develops and administers training programs, technical assistance, ready-to-use toolkits, publications, and campaigns that both include and go beyond the basics of crime prevention, addressing the issues of community building and community engagement.

The Bureau of Justice Assistance's (BJA's) Role in Crime Prevention

- The Bureau of Justice Assistance provides leadership and services in grant administration and criminal justice policy development to support local, state, and tribal justice strategies to achieve safer communities.
- BJA supports programs and initiatives in the areas of law enforcement, justice information sharing, countering terrorism, managing offenders, combating drug crime and abuse, adjudication, advancing tribal justice, crime prevention, protecting vulnerable populations, and capacity building.
- BJA is a component of the Office of Justice Programs at the U.S. Department of Justice.

Selected Resources and Recommended Reading

READ FOR CLASS

None

IN-CLASS HANDOUTS, READINGS, VIDEOS*The Peelian Principles*

Available at www.impsec.org/~jhardin/gunstuff/writings/Peels_Principles_Of_Law_Enforcement.pdf

The Evolving Strategy of Policing (U.S. Department of Justice)

Available at <https://ncjrs.gov/pdffiles1/nij/114213.pdf>

Smarter campaign video

Available at www.ncpc.org/smarter (National Crime Prevention Council [NCPC])

RECOMMENDED READING AFTER CLASS*The Criminal Justice Sequence of Events* (Bureau of Justice Statistics, U.S. Department of Justice)

Available at www.bjs.gov/content/largechart.cfm

Introductory Resources**Bureau of Justice Assistance**

www.bja.gov

The mission of the Bureau of Justice Assistance is to provide leadership and services in grant administration and criminal justice policy development to support local, state, and tribal justice strategies to achieve safer communities. BJA supports programs and initiatives in the areas of law enforcement, justice information sharing, countering terrorism, managing offenders, combating drug crime and abuse, adjudication, advancing tribal justice, crime prevention, protecting vulnerable populations, and capacity building. BJA is a component of the Office of Justice Programs at the U.S. Department of Justice.

Bureau of Justice Statistics

www.bjs.gov

The mission of the Bureau of Justice Statistics (BJS) is to collect, analyze, publish, and disseminate information on crime, criminal offenders, victims of crime, and the operation of justice systems at all levels of government. These data are critical to federal, state, and local policymakers in combating crime and ensuring that justice is both efficient and evenhanded. BJS is a component of the Office of Justice Programs at the U.S. Department of Justice.

Federal Bureau of Investigation

www.fbi.gov

As an intelligence-driven and a threat-focused national security organization with both intelligence and law enforcement responsibilities, the mission of the Federal Bureau of Investigation (FBI) is to protect and defend the United States against terrorist and foreign intelligence threats, to uphold and enforce the criminal laws of the United States, and to provide leadership and criminal justice services to federal, state, municipal, and international agencies and partners.

National Crime Prevention Council

www.ncpc.org

The National Crime Prevention Council (NCPC)'s mission is to be the nation's leader in helping people keep themselves, their families, and their communities safe from crime. To achieve this mission, NCPC produces tools that communities can use to prevent and address crime, engage community members, and coordinate with local agencies, including the following:

- Publications and teaching materials on a variety of topics
- Programs that can be implemented in communities and schools
- Local, regional, national, and online trainings
- Public service announcements as part of its public education campaigns
- Networks of individual and organizational crime prevention practitioners
- National crime prevention certification



Prevention Strategies for Schools and Campuses

Session Objectives

At the end of this session, students will

- Know the purpose and history of the Clery Act as well as the campus crime reporting requirements under the Clery Act
- Have an understanding of the crime trends and prevention strategies on campuses nationwide as well as their own campus
- Know some of the ways they can get involved in campus crime prevention efforts

Session Outline

1. Session Vocabulary
 - *The Jeanne Clery Act*
2. By the Numbers: General Campus Trends
 - *Trends on campuses nationwide*
 - *Trends on our campus*
3. Special Focus: Crime and College
 - *Prevention strategies on campuses nationwide*
 - *Prevention strategies on our campus*
4. In Depth
 - *Reporting requirements under the Clery Act*
 - *Threat assessment models for college campuses*



5. Get Smarter: Awareness and Prevention

- *National Center for Campus Public Safety*
- *How can students get involved in campus crime prevention?*

6. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. Were campus crime and safety criteria important to you when you were considering which college to attend? Why or why not?
2. How many of you have heard of the Clery Act? What is its purpose?
3. What do you think are the most common crime and safety issues on college campuses nationwide?
4. What are some ways that colleges and students are working to reduce and prevent crime on campus?
5. The Clery Center for Campus Security cautions us to look past the numbers reported in a campus's Annual Security Report when considering the safety of a particular campus. Why do you think that is important? What other factors should be considered when evaluating the safety of a campus?

Activity/Guest Speaker

- Invite a campus police department spokesperson to speak to the class on crimes specific to this campus and the resources available to students.
- Ask the students to watch the Smarter video and write a one-page paper on the students' perceptions of crime and safety. Are these common perceptions and attitudes—why or why not? What

are strategies or messages that can be used to help students develop prevention skills and report crime?

Lecture Notes

Session Vocabulary

The Jeanne Clery Act

- The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) was named after a 19-year-old Lehigh University student who was sexually assaulted and murdered in her dorm room in 1986.
 - After her death, her parents became aware of serious lapses in Lehigh's campus security, as well as a number of other violent crimes committed on campus that were not made public.
- Originally titled the Crime Awareness and Campus Security Act and signed into law in 1990, the Clery Act is a federal law enforced by the U.S. Department of Education that mandates collecting and reporting crime on or near the campus of any college or university that participates in federal financial aid programs.
- In 2013, President Obama signed a bill that strengthened and reauthorized the Violence Against Women Act. The Clery Act was amended to include giving additional rights to campus victims of sexual violence, dating violence, domestic violence, and stalking. Schools are also required to comply with Title IX, which covers the area of sexual harassment.

Campus Security Authority (CSA)

- The Clery Act defines a Campus Security Authority as "an official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings."
- Examples of CSAs include
 - A dean of students who oversees student housing, student center, or student extracurricular activities
 - Athletic directors and coaches
 - Faculty advisors for student organizations
 - Greek coordinators

- Physicians and counselors in student health centers
- Student resident assistants
- The law requires CSAs to document and report any alleged crimes to the campus security or law enforcement department, even *if* the victim reporting the crime chooses not to file a report. However, the victim can remain anonymous in this process if they have chosen not to file a report.
 - Including reports from CSAs is intended to ensure complete and accurate recording of campus crimes by acknowledging that victims do not always report incidents directly to campus police.

By the Numbers: General Campus Trends

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

Campus Security Authority (CSA)

- Reported crimes on campuses nationwide in 2012
 - Burglary (18,577)
 - Forcible sex offences (3,948)
 - Motor vehicle theft (3,238)
- Arrests on campuses nationwide in 2012
 - Arrests for liquor law violations (30,510)
 - Arrests for drug law violations (21,414)

Trends on Our Campus

- Note to instructor: Contact your campus police or public safety department to get reported crime and arrest data specific to your campus. National statistics can be found at www.fbi.gov.
- Consider having someone from campus police or the public safety department present this section.

Special Focus: Crime and College

Prevention Strategies on Campuses Nationwide

- Campus police and public safety departments generally offer or oversee a variety of programs and services to students and faculty, including the following:
 - Educational seminars and presentations on various crime prevention topics
 - Rape awareness and self-defense courses

- Property theft prevention/property engraving programs
- Safe escort services
- Campus watch programs
- Student organizations on campus usually sponsor a variety of awareness and prevention campaigns on topics relevant to students, including the following:
 - Sexual assault (“Take Back the Night”)
 - Drug and alcohol abuse (National Council on Alcoholism and Drug Dependence [NCADD] Alcohol Awareness Month)
 - Hazing (National Hazing Prevention Week)
 - Diversity and tolerance (“Stop the Hate,” sponsored by Campus Pride)

Prevention Strategies on Our Campus

- Note to instructor: Contact your campus student government office, student health services, and diversity office to get awareness campaigns specific to your campus. This is another area where it would be good to involve your campus law enforcement officers.

In Depth

Campus Crime Reporting Requirements Under the Clery Act

- The main goals of the Clery Act include
 - Providing current and future students, faculty, and employees with access to detailed information regarding crimes committed on or around their college campuses
 - Encouraging the accurate collection and reporting of crime and safety statistics on campuses
 - Encouraging colleges and universities to design and implement security procedures that enhance safety on campuses
- Specifically, colleges and universities must
 - Publish an Annual Security Report documenting three years of select crime statistics; the report must be made available to current and prospective students and employees and filed with the U.S. Department of Education.
 - Maintain a public crime log; all incidents must be recorded in detail.
 - Disclose crime statistics for incidents that occur both on campus and at certain off-campus locations (e.g., Greek housing).

- Issue timely warnings about crimes that pose a serious or ongoing risk to students and employees.
 - Establish an emergency response and notification policy for both serious crimes and other emergencies (e.g., an infectious disease outbreak or a natural disaster).
 - Collect and record on-campus fire data and publish an annual fire safety report.
 - Establish and implement procedures for reports of missing students.
- The Clery Center (as viewed on October 10, 2014, at <http://clerycenter.org/article/vawa-amendments-clery>) states that the amendments made in 2013 will result in every post-secondary institution participating in Title IV financial aid being required to do the following:
 - Compile statistics of incidents of sexual assault, domestic violence, dating violence, and stalking that occur within Clery geography and are reported to campus security authorities
 - Include in Annual Security Reports a statement of policy regarding
 - Programs to prevent domestic violence, dating violence, sexual assault, and stalking
 - Procedures that will be followed once an incident of these crimes has been reported
 - Educational programs to promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking
 - Possible sanctions or protective measures the institution may impose following a final determination of an institutional disciplinary procedure regarding rape, acquaintance rape, domestic violence, dating violence, sexual assault or stalking
 - Procedures victims should follow if a sex offense, domestic violence, dating violence, sexual assault, or stalking has occurred
 - Prompt, fair, and impartial investigation and resolution, conducted by officials who receive annual training on issues related to domestic violence, dating violence, sexual assault, and stalking, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability

- The accuser and the accused being entitled to the same opportunity to have others present during an institutional disciplinary proceeding
- Both the accuser and the accused being simultaneously informed, in writing, of
 - the outcome of the institutional disciplinary proceeding
 - the institution's procedures for the accused and the victim to appeal the results
 - any change in the results that occurs prior to the time the results become final
 - when the results become final
- Procedures for institutional disciplinary action in cases of alleged domestic violence, dating violence, sexual assault, and stalking
- Information about how the institution will protect the confidentiality of victims
- Written notification of students about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims on-campus and in the community
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations
- Providing a student or employee who reports to the institution that they have been a victim of one of the aforementioned crimes a written explanation of the student or employee's rights and options

Threat Assessment for College Campuses

- Research shows that there is no single "profile" that can easily identify someone who might become a violent offender.
 - Some students with multiple risk factors never become violent, while others who do not display risk factors end up posing the most serious threats.
 - As a result, attempting to identify someone at risk for committing violence against a set of rigid criteria can result in misidentifying some students as potential threats while overlooking students who could most benefit from intervention.
- Schools and post-secondary institutions are beginning to implement threat assessment models as a more effective way of identifying potential

threats early enough to provide help to potential offenders before a crisis can occur.

- Threat assessment models are a set of strategies that help determine the credibility and seriousness of a threat and the likelihood that a threat will be carried out.
- The goal of threat assessment models is not only to identify potential violent offenders before a crisis occurs but also to provide any necessary interventions to help potential offenders.
- Effective threat assessment models depend on trained professionals in multiple disciplines (mental health, law enforcement, public safety, crisis management) working together to assess potential threats.
- A threat assessment generally assesses an identified threat's
 - Mental health risk and behavioral and personality factors
 - School, social, and family dynamics
 - Level of aggression
 - Overall level of risk (from low to high)

(Source: www.nasponline.org/resources/factsheets/threatassess_fs.aspx)

Get Smarter: Awareness and Prevention

National Center for Campus Public Safety (www.nccpsafety.org)

- In 2013, the U.S. Department of Justice approved funding for the creation of a National Center for Campus Public Safety (NCCPS).
- NCCPS is housed at the University of Vermont.
- NCCPS will serve as a centralized clearinghouse of resources, training, and best practices for campus security and public safety issues and concerns, from emergency preparedness and threat assessments to compliance with Title IX and the Clery Act.

How Can Students Get Involved in Campus Crime Prevention?

- Participate in or start campus crime prevention awareness programs.
 - These campaigns depend on student involvement for success. Find a campaign that speaks to you and volunteer your time and talents to help spread awareness.

- Is there an issue that is not being addressed on your campus? Start your own awareness campaign.
- Participate in or start a campus safety organization.
 - Campus Watch programs encourage students to keep an eye out for suspicious activity or safety concerns on campus. Consider being a Campus Watch volunteer or approach your campus public safety department about launching a Campus Watch initiative.
 - Team up and develop a partnership with your campus law enforcement's crime prevention efforts.
- Share what you know.
 - This course will provide you with a great deal of information about crimes that affect college students, as well as helpful prevention tips. Report crime when it happens. If you learn that someone has threatened to harm him or herself or others, tell campus security, your academic or other campus advisor, a counselor, or someone you trust in a position of authority. Bystanders play a powerful role in crime prevention. Share what you learn about preventing crime with your fellow students and encourage them to be Smarter about crime!

Selected Resources and Recommended Reading

READ FOR CLASS

Your campus safety and security policy

Your Clery Compliance Cheat Sheet: Emergency Response, Testing, and Notification Guidelines (S. Daniel Carter, *Campus Safety* magazine)

Available at www.campussafetymagazine.com/files/Clery-Act-Cheat-Sheet.pdf

Threat Assessment: Predicting and Preventing School Violence

Available at www.nasponline.org/resources/fact-sheets/threatassess_fs.aspx

Campus Threat Assessment Case Studies

Available at http://campusthreatassessment.org/images/uploads/part/COPS_Threat_Assessment_Tool_2013.pdf

Implementing Behavioral Threat Assessment on Campus

Available at http://campusthreatassessment.org/images/uploads/part/Implementing_Behavioral_Threat_Assessment.pdf

IN-CLASS HANDOUTS, READINGS, VIDEOS

The Peelian Principles

Available at www.impsec.org/~jhardin/gunstuff/writings/Peels_Principles_Of_Law_Enforcement.pdf

The Evolving Strategy of Policing (U.S. Department of Justice)

Available at <https://ncjrs.gov/pdffiles1/nij/114213.pdf>

Smarter campaign video

Available at www.ncpc.org/smarter (National Crime Prevention Council [NCPC])

RECOMMENDED READING AFTER CLASS

The Criminal Justice Sequence of Events (Bureau of Justice Statistics, U.S. Department of Justice)

Available at www.bjs.gov/content/largechart.cfm

IN-CLASS HANDOUTS, READINGS, VIDEOS

Young, Savvy, and Safe: Are You Ready?

Available at www.ncpc.org/programs/crime-prevention-month/crime-prevention-month-kits/Crime%20Prevention%20kit%202011.pdf

Read the San Jose State University (SJSU) Student Body President's message regarding SJSU's response to a hate crime committed on campus: www.sjsu.edu/president/diversity-communications/

Read how one university's sorority is standing up to hazing: www.niot.org/blog/hazed-and-confused-university-redlands-says-not-our-campus

Have students watch Dr. Lisak's video, *The Undetected Rapist*.

RECOMMENDED READING AFTER CLASS

AlertID Safety Alert – Overview of a free safety tool for individuals, students, schools, and communities (www.uberalerts.com/alertid/)

Trends and Prevention Strategies Resources

The Campus Safety and Security Data Analysis Cutting Tool

<http://ope.ed.gov/security/>

The Campus Safety and Security Data Analysis Cutting Tool is brought to you by the Office of Post-secondary Education of the U.S. Department of Education. This analysis cutting tool was designed to provide rapid customized reports for public inquiries relating to campus crime and fire data. The data are drawn from the OPE Campus Safety and Security Statistics website database to which crime statistics and fire statistics (as of the 2010 data collection) are submitted annually, via a web-based data collection, by all postsecondary institutions that receive Title IV funding (i.e., those that participate in federal student aid programs). This data collection is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act.

The Clery Center for Security on Campus

<http://clerycenter.org/>

The Clery Center for Security On Campus is a non-profit 501(c)(3) dedicated to preventing violence, substance abuse, and other crimes on college and university campuses across the United States, and to compassionately assist the victims of these crimes.

The International Association of Campus Law Enforcement Administrators

<http://iaclea.org/>

The International Association of Campus Law Enforcement Administrators (IACLEA) advances public safety for educational institutions by providing educational resources, advocacy, and professional development services. IACLEA was created by 11 college and university security directors who met in November of 1958 at Arizona State University to discuss job challenges and mutual problems and to create a clearinghouse for information and issues shared by campus public safety directors across the country. Today, IACLEA membership represents more

than 1,200 colleges and universities in 20 countries. In addition to the colleges and universities, which are institutional members, IACLEA has 2,000 individual memberships held by campus law enforcement staff, criminal justice faculty members, and municipal chiefs of police.

National Behavioral Intervention Team Association

<http://nabita.org/>

The National Behavioral Intervention Team Association (NaBITA) is an independent, nonprofit association that is committed to providing education, development, and support to school and workplace professionals who endeavor every day to make their campuses and workplaces safer through caring prevention and intervention.

NaBITA hosts an annual conference, an annual Campus Threat Management Certification Institute, publishes a regular newsletter, maintains a listserv, and provides frequent webinars to members and non-members. NaBITA is a clearinghouse for more than 180 BIT-related model policies, training tools, templates, and other BIT-related materials.

National Crime Prevention Council

www.ncpc.org

The National Crime Prevention Council (NCPC)'s mission is to be the nation's leader in helping people keep themselves, their families, and their communities safe from crime. To achieve this mission, NCPC produces tools that communities can use to prevent and address crime, engage community members, and coordinate with local agencies, including

- Publications and teaching materials on a variety of topics
- Programs that can be implemented in communities and schools
- Local, regional, national, and online trainings
- Public service announcements as part of its public education campaigns
- Networks of individual and organizational crime prevention practitioners
- National crime prevention certification

U.S. Department of Educationwww.ed.gov

The U.S. Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It was created in 1980 by combining offices from several federal agencies. Its 4,400 employees and \$68 billion budget are dedicated to

- Establishing policies on federal financial aid for education and distributing, as well as monitoring, those funds
- Collecting data on America's schools and disseminating research
- Focusing national attention on key educational issues
- Prohibiting discrimination and ensuring equal access to education



Project Planning



Session Objectives

At the end of this session, students will

- Be able to define service learning
- Know the five critical elements of meaningful community service
- Understand the steps to take to develop and implement a community service project
- Begin brainstorming their own community service projects, as outlined in the course requirements
- Understand what an awareness campaign is and how to start one

Session Outline

1. Session Vocabulary
 - *Service learning*
2. By the Numbers: Community Service Across the United States
 - *Some statistics on community service*
3. In Depth
 - *The five critical elements of meaningful community service*
 - *Planning a service project*

4. Get Smarter: Awareness and Prevention
 - *Developing your crime prevention project*
5. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. How many of you have volunteered with a service learning project or awareness campaign?
2. What do you think makes an awareness or prevention campaign successful?
3. Are there any issues on this campus that you think should be addressed by an awareness campaign or a prevention project?
4. What would motivate students to participate or lead an awareness or prevention campaign?
5. What are some ways that you could measure the success of a campaign or a service project?
6. Who are the major players on campus you can partner with? Remember not just a one-time partnership but people who can help with current and future campaigns.

Activity/Guest Speaker

- Spotlight on Not On Our Campus (NOOC):
 - Download and review the NOOC *Quick Start Guide* and use it as a reference.
 - Select two or three videos highlighting NOOC campaigns to view in class. (Visit <http://www.niot.org/project/notonourcampus> for a list of videos.) Using the *Quick Start Guide* discussion questions as a starting point, engage students in a conversation about the issues being addressed by college students in the campaigns featured. Are these issues you see on our campus? Are there any campaigns on our campus right now to address those issues? What are good ways to spread awareness of these issues on our campus?

- Share the UC-Santa Barbara Not In Our Hall guide and have students read and discuss the program goals, activities, and results. What are the benefits of a residence hall-based awareness campaign, and what are its challenges? In what ways does dorm life facilitate the opportunity to explore diversity and tolerance? In what ways does dorm life make it harder?

Lecture Notes

Session Vocabulary

Service Learning

- Service learning is a systematic, thoughtful, and programmed approach to learning that emphasizes the links between service, community, civic responsibility, and reflection. This approach to service learning is flexible in that it is performed either as a group or individually within the context of a community. Examples of service learning activities could include doing pre-project research, daily and weekly structured reflection sessions, journaling, and development of a project portfolio.
- Service learning projects are ideally linked to specific learning objectives. For example
 - Students majoring in a foreign language could volunteer as translators for a local nonprofit that serves an immigrant community.
 - History majors might interview local residents for a collection of oral histories of an important event.
 - Accounting or economics majors could develop and lead workshops on household finances and establishing good credit for low-income residents.

By the Numbers: Community Service Across the United States

- According to the most recent report released by the U.S. Bureau of Labor Statistics (BLS), about 62.8 million people (25.3 percent of Americans) volunteered between September 2013 and September 2014.

- By age, volunteer rates were lowest among 20- to 24-year-olds (18.7 percent).
- 35- to 44-year-olds were most likely to volunteer (29.8 percent).
- Teenagers (ages 16 to 19) had a volunteer rate of 26.1 percent.

(Source: <http://www.bls.gov/news.release/pdf/volun.pdf>)

In Depth

The Five Critical Elements of Meaningful Community Service

- Community voice
 - A community service project can't be developed in a vacuum. Consult others (faculty, campus security, peers, neighborhood associations, municipal offices, etc.) to determine the community's needs.
- Meaningful action
 - The project should provide meaningful service to the community by addressing one of its stated needs. Volunteers should feel that their efforts made a meaningful impact on the community.
- Orientation and training
 - Organizers should provide volunteers with the appropriate information and training about the community they'll be working with, the issues to be addressed, and the best way(s) to achieve the project's goals.
- Reflection
 - Take the time to allow program participants to reflect on the project, sharing their feelings and experiences and putting the experience into a broader, personal context.
- Evaluation
 - After the project has been completed, evaluate the results. Did the project accomplish its stated goal? What were some of the challenges encountered along the way? What could be done differently next time? A careful evaluation is important for directing future community service projects.

(Adapted from *Into the Streets Organizing Manual*, Campus Outreach Opportunity League, 1999)

Planning a Service Project

- Identify the problem you'd like to address.
 - Describe your target audience (peers, at-risk populations, seniors, residents of a specific neighborhood, school-age children, etc.).
 - Define potential partners (community leaders, businesses, advocates, etc.).
 - Understand your target audience's environment (social and physical safety concerns).
- Describe the problem clearly.
 - Do your research, which can include online research, informal interviews, or surveys. What exactly is happening? Who is affected and how? Why is the problem happening?
- Develop a goal to address the problem and choose a project.
 - How would your target audience benefit if the problem was addressed or resolved? What do you want to achieve? Use the SMART model to identify your goal—specific, measurable, attainable, realistic, and timely.
- Decide how you will evaluate your goal.
 - What will success look like for your project?
- Make an action plan for your project.
 - What steps will you need to take to develop your project and implement it?
 - What obstacles might you encounter along the way, and how can you respond to or circumvent those obstacles?
- Identify and gather your resources.
 - People resources—Who's on your team? How many volunteers will you need? Are there community allies you need to work with? How will you recruit volunteers and allies?
 - Financial resources—What is your budget, and how will you secure funding?
 - Material and service resources—Are there special materials or services you need, and how will you secure those?
- Put your plan in action.
 - Establish a clear timeline so the project will stay on schedule.
- Evaluate and reflect on your project after it's completed.
 - Did the project accomplish its goal?

- What worked? What didn't? What would you do differently?
- Are there items that require follow-up at a later date?
- How did you feel about your role in the project? What did you learn from your experience?

(Adapted from *Charting Success: A Workbook for Developing Service Learning Projects*)

Get Smarter: Awareness and Prevention

Developing Your Crime Prevention Project

- As part of the course requirement, you will work individually or with a team to develop an original community service project on a crime prevention topic of your choice.
- Use the *Charting Success* workbook as a guide to developing your project.
- Your project should fall under one of the crime prevention topics that we will be discussing throughout the course.
- Be prepared to submit a complete proposal on the project due date.

Selected Resources and Recommended Reading

READ FOR CLASS

Charting Success: A Workbook for Developing Service Learning Projects (NCPC)

IN-CLASS HANDOUTS, READINGS, VIDEOS

Selected sections from *Charting Success*
Available at www.ncpc.org/smarter

RECOMMENDED READING AFTER CLASS

Service Learning in Community-Based Organizations: A Practical Guide to Starting and Sustaining High-Quality Programs (Search Institute for Learn and Serve America)
Available at <https://www.nationalserviceresources.gov/files/r4182-cbo-toolkit-2009.pdf>

Project Planning Resources

Health, education, and public safety resources on campus

America's Natural and Cultural Resources Volunteer Portal www.volunteer.gov

America's Natural and Cultural Resources Volunteer Portal is a first-of-its-kind service that provides applicants with all that they need to find a volunteer opportunity and serves to help them make the best match possible between their personal requirements and their choice of volunteer work throughout America's vast land base and expansive resources. The portal is a free, fast, and efficient way to connect volunteers with natural and cultural resources agencies.

The Citizen's Handbook www.citizenshandbook.org

A comprehensive online resource for grassroots community organizing, with helpful guides to planning and implementing community service or community building projects, gathering the support of community stakeholders, ideas for potential projects, and links to other sources related to community organizing.

Corporation for National and Community Service (CNCS) www.nationalservice.gov

United We Serve www.serve.gov

Established in 1993, the Corporation for National and Community Service is a federal agency that engages more than 5 million Americans in service through its core programs—Senior Corps, AmeriCorps, and the Social Innovation Fund—and leads President Obama's national call to service initiative, United We Serve. The United We Serve initiative aims to both expand the impact of existing organizations by engaging new volunteers in their work and encourage volunteers to develop their own "do-it-yourself" projects.

DoSomething.org www.dosomething.org

Founded 20 years ago, DoSomething.org is one of the largest nonprofits dedicated to helping young people ages 13 to 25 get involved in social change with "any cause, anytime, anywhere." DoSomething.org's 2.5 million members are involved in campaigns for a variety of causes, from the environment and poverty to literacy and public health.



Violent Victimization

Session Objectives

At the end of this session, students will

- Be able to define violent crime including aggravated assault
- Understand the impact and extent of violent victimization on college campuses and the general population
- Know important safety tips to help reduce the risk of being a victim of a violent crime
- Be familiar with campus crime reporting requirements under the Clery Act
- Understand the steps to take as a victim of violent crime
- Name the available resources

Session Outline

1. Session Vocabulary
 - *Violent crime*
 - *Aggravated assault*
 - *The Jeanne Clery Act*
2. By the Numbers: Violent Victimization
 - *Some statistics on violent crimes*
3. Special Focus: Crime and College
 - *Violent crimes on campus*
4. In Depth
 - *Warning signs*
 - *Reporting threats*
5. Get Smarter: Awareness and Prevention
 - *Preventing violent crime*
6. Victim Resources
 - *Action steps for victims of violent crimes*
7. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. Do you think violent crimes are more likely to be perpetrated by strangers or by someone familiar to the victim?
2. Introduce McGruff mobile app with AlertID (www.alertid.com/default.asp). Many colleges are beginning to use apps like this one to encourage reporting and to quickly alert students of campus emergencies. Is this something you have? Something you would use? Why or why not?
3. Should students get involved in creating school emergency/safety plans? If so, what's the best way to involve students?
4. Do you know what to do if you hear a threat or suspect someone is planning a violent act on campus?

Activity/Guest Speaker

- Student presentation
- Have students review campus safety policies for opportunities to suggest new ideas or other avenues to share the information with students.



- Think of five potentially dangerous scenarios that students could find themselves in. Divide the class into five groups, assign each group a scenario, and have them role play how to get to safety. Next have them role play how they could have avoided the situation in the first place (if possible).

Lecture Notes

Session Vocabulary

Violent Crime

- The FBI's definition of violent crime covers four offenses that involve force or threat of force:
 - Murder or non-negligent manslaughter
 - Forcible rape
 - Robbery
 - Aggravated assault

Aggravated Assault

- Aggravated assault is an attack against another person with the intent to cause serious injury, generally through use of a weapon.
- Specific definitions vary from state to state.

(Note to instructor: Find out the specific definition for your state before the class.)

The Jeanne Clery Act

- Full title: Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; it was named after a 19-year-old Lehigh University student who was sexually assaulted and murdered in her dorm room in 1986.
 - After her death, her parents became aware of serious lapses in Lehigh's campus security, as well as a number of other violent crimes committed on campus that were not made public.
- Originally titled the Crime Awareness and Campus Security Act and signed into law in 1990, the Clery Act is a federal law enforced by the U.S. Department of Education that mandates the collection and reporting of crime on or near the campus of any college or university that participates in federal financial aid programs.
- Specifically, colleges and universities must do the following:
 - Publish an Annual Security Report documenting three years of select crime statistics; the

report must be made available to current and prospective students and employees and filed with the U.S. Department of Education.

- Maintain a public crime log; all incidents must be recorded in detail.
- Disclose crime statistics for incidents that occur both on campus and at certain off-campus locations (e.g., Greek housing).
- Issue timely warnings about crimes that pose a serious or ongoing risk to students and employees.
- Establish an emergency response and notification policy for both serious crimes and other emergencies (e.g., an infectious disease outbreak or a natural disaster).
- Collect and record on-campus fire data and publish an annual fire safety report.
- Establish and implement procedures for reports of missing students.

By the Numbers: Violent Crime

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- In 2013, an estimated 1,163,146 violent crimes occurred nationwide, a decrease of 4.4 percent from the 2012 estimate.
- Aggravated assaults accounted for 62.3 percent of violent crimes reported to law enforcement in 2013.
- Information collected regarding types of weapons used in violent crime showed that firearms were used in 69 percent of the nation's murders, 40 percent of robberies, and 21.6 percent of aggravated assaults.

(Source: https://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/violent-crime-topic-page/violent-crimemain_final)

- In 2013, 46 percent of violent victimizations and 61 percent of serious violent victimizations were reported to police.

(Source: www.bjs.gov/content/pub/pdf/cv13.pdf)

- In 2012, strangers committed about 38.5 percent of violent crimes, including rape or sexual assault, robbery, aggravated assault, and simple assault.
- In 2012, females were more likely than males to experience aggravated assault by an intimate partner. Females reported an intimate partner of-

fender in 26.6 percent of reported cases, whereas males reported an intimate partner offender in only 5.8 percent of cases

(Source: <http://www.bjs.gov/content/pub/pdf/ndv0312.pdf>)

Special Focus: Crime and College

- In 2010, 92,695 crimes were reported to college and university campus police. Of these reported crimes, 97 percent were property crimes, and 3 percent were violent crimes.
- In 2010, of the violent crimes reported on college and university campuses, 53 percent were aggravated assaults, 29 percent were robberies, 18 percent were forcible rapes, and 0.2 percent were murder or non-negligent manslaughter.
- In 2010, of the aggravated assaults reported under the Clery Act, 60 percent were on campus, and 40 percent were off campus.
- Of the sex offenses reported under the Clery Act in 2010, 88 percent were on campus and 12 percent were not on campus.

(Source: www.victimsofcrime.org/docs/ncvrw2013/2013ncvrw_stats_school.pdf?sfvrsn=0)

According to the Campus Safety and Security Data Analysis Cutting Tool

- In 2012, there were an estimated
 - 11 on-campus murders or non-negligent manslaughters
 - 1,664 robberies
 - 2,616 aggravated assaults

(Source: <http://ope.ed.gov/security/index.aspx>)

In Depth

Warning signs for violent behavior

- Direct threats or veiled threats, which are often ignored by others
- Recruiting others to take part in a violent act
- Warning people to stay away from a certain area on a certain day
- Fascination with school shootings, violent historical figures, or anniversary dates of other violent acts

- Pervasive violent contact in school assignments, such as papers, poetry, short stories
- Obsession with and access to weaponry
- Warnings or threats on social media
- Anger management issues, disruptive behavior
- Poor peer relationships

(Source: <https://schoolshooters.info/>)

Victim Resources

If you are a victim of a violent crime,

- Contact local law enforcement or campus police immediately. Request a copy of any reports that are filed.
- Seek medical attention right away. Make sure your injuries are clearly documented, evidence is collected, and you request a copy of your medical records. Evidence can be collected whether or not you report right away.
- You can request an advocate join you at the hospital for support and to inform you of the process and your choices.
- Contact a local crisis center or victim service provider for information and support.

Selected Resources and Recommended Reading

READ FOR CLASS

Campus Attacks

Available at www.fbi.gov/stats-services/publications/campus-attacks

IN-CLASS HANDOUTS, READINGS, VIDEOS

Assault Victimization, OVC Help Series (Office for Victims of Crime)

Available at www.fbi.gov/stats-services/publications/campus-attacks

Campus Guide for College Students

Available at www.opdv.ny.gov/professionals/campus/ipvcampusguide.html
(NY guide; substitute applicable campus information if available)

Violent Victimization Resources

The Campus Safety and Security Data Analysis Cutting Tool

<http://ope.ed.gov/security/>

The Campus Safety and Security Data Analysis Cutting Tool is brought to you by the Office of Post-secondary Education of the U.S. Department of Education. This analysis cutting tool was designed to provide rapid customized reports for public inquiries relating to campus crime and fire data. The data are drawn from the OPE Campus Safety and Security Statistics website database to which crime statistics and fire statistics (as of the 2010 data collection) are submitted annually, via a web-based data collection, by all postsecondary institutions that receive Title IV funding (i.e., those that participate in federal student aid programs). This data collection is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act.

The Clery Center for Security on Campus

<http://clerycenter.org/>

The Clery Center for Security On Campus is a non-profit dedicated to preventing violence, substance abuse and other crimes on college and university campuses across the United States, and to compassionately assist the victims of these crimes.

National Center for Victims of Crime

www.victimsofcrime.org/home

The National Center for Victims of Crime is a non-profit organization that advocates for victims' rights, trains professionals who work with victims, and serves as a trusted source of information on victims' issues.

Office for Victims of Crime Office of Justice Programs, U.S. Department of Justice

www.ovc.gov/welcome.html

Established in 1988 through an amendment to the Victims of Crime Act (VOCA) of 1984, the Office for Victims of Crime (OVC) is charged by Congress with administering the Crime Victims Fund (the Fund). Through OVC, the Fund supports a broad array of programs and services that focus on helping victims in the immediate aftermath of crime and continuing to support them as they rebuild their lives. Millions of dollars are invested annually in victim compensation and assistance in every state and territory, as well as for training, technical assistance, and other capacity-building programs designed to enhance service providers' ability to support victims of crime in communities across the nation.



Home and Neighborhood Safety

Session Objectives

At the end of this session, students will

- Know the different types of property crime
- Have an understanding of the impact of property crime across the United States and on college campuses
- Be familiar with the Neighborhood Watch program
- Know theft prevention and dorm or apartment safety tips

Session Outline

1. Session Vocabulary
 - *Property crime*
 - *Larceny-theft*
 - *Robbery*
 - *Burglary*
2. By the Numbers: Home and Neighborhood Safety
 - *Some statistics on personal property theft*
3. Special Focus: Crime and College
 - *College students and property theft*
4. In Depth
 - *Crime Prevention Programs*
 - *Neighborhood Watch*
5. Get Smarter: Awareness and Prevention
 - *Dorm or first apartment safety*
 - *Preventing property theft*
6. Selected Resources and Recommended Reading



Session Student Engagement

Discussion Questions

1. Why do you think burglary is the most prevalent crime on campuses nationwide?
2. What steps can you take to prevent burglary and property theft? Are there ways you think the college or university can improve its theft deterrents?
3. What comes to mind when you think of Neighborhood Watch? (If students mention the Trayvon Martin case: NW is very clear that

members are NOT to engage with possible suspects, and situations like this one are rare.) Why do you think NW programs can be a positive influence in the community?

Activity/Guest Speaker

- Pre-class assignment—Have students complete a safety assessment on their residence halls or apartment buildings. During class, have students share their findings and discuss. Does your campus or apartment complex sponsor Residence Hall Watch or Apartment Watch programs? If so, are they effective? If not, what do you think are some obstacles to implementing a watch program?
- Note: Students can use the Smarter apartment checklist tool for the safety assessment as a guide.
- Invite a law enforcement official to talk to the class about Crime Prevention Through Environmental Design (CPTED) principles.

Have them discuss the assessments they did prior to class and talk about how the areas they looked at could be made safer.

Lecture Notes

Session Vocabulary

Property Crime

- Property crimes are criminal acts that involve the theft, vandalism, or destruction of another person's property.
- The FBI includes larceny-theft, motor vehicle theft, burglary, and arson in its definition of property crimes.

Larceny-Theft

- Larceny-theft is the criminal act of taking someone else's property without his or her knowledge or consent.
- The FBI does not include theft by fraud in its definition of larceny-theft.

Robbery

- Robbery is theft by force or violence. A victim must be present.

Burglary

- Burglary is the unlawful entry into a structure in order to commit a felony (a serious crime) or theft. A victim does not necessarily need to be present.

By the Numbers: Theme

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

According to the FBI's *Crime in the United States*, 2013 report

- The estimated number of property crimes in 2013 was 8,632,512, a 4.1 percent decrease from the 2012 estimate.
- In 2013, there were an estimated 6,004,453 larceny-thefts nationwide.
- The average value of property taken during larceny-thefts was \$1,259 per offense.
- When the average value is applied to the estimated number of larceny-thefts, the loss to victims nationally was more than \$7.6 billion.

- Of all property crimes in 2013, larceny-theft accounted for 69.6 percent.

Special Focus: Crime and College

According to the Campus Safety and Security Data Analysis Cutting Tool

- There were an estimated 22,038 on-campus burglaries reported in 2012.
- The most common items stolen from college campuses (in no particular order) include the following:
 - Computers
 - Cell phones
 - Other electronic devices (gaming systems, cameras, etc.)
 - Cash and credit cards
 - Televisions
 - Jewelry
 - Bicycles
 - Books

In Depth

Crime Prevention Programs

- There are many campus- and community-based crime prevention programs in use across the country.
- The Department of Justice has a website, www.crimesolutions.gov, that has evaluated the effectiveness of some crime prevention programs.
- Some of the more well-known programs are "Operation Identification," campus safety escort services, mobile alerts, and watch groups.

Neighborhood Watch

- Neighborhood Watch (NW) is one of the oldest and best-known crime prevention concepts in North America.
- In the late 1960s, an increase in crime heightened the need for a crime prevention initiative focused on residential areas and involving local citizens.
- As a result, the National Sheriffs' Association (NSA) created the National Neighborhood Watch Program in 1972 to assist citizens and law enforcement.
- A Neighborhood Watch group is formed when residents of the same area come together with the intent to reduce crime and improve the

quality of life in their neighborhood. NW groups work in conjunction with local law enforcement and have an established partnership with local law enforcement.

- The activities organized by NW groups vary, depending on the location and specific needs of the neighborhood. They may include the following:
 - Neighborhood clean-ups
 - Disseminating crime prevention materials to neighborhood residents
 - Holding informational sessions and trainings on a variety of crime prevention and safety topics (street safety, scams, first aid and CPR, cultural awareness and diversity, disaster preparedness, etc.)
 - Conducting home security surveys for neighborhood residents
 - Organizing neighborhood patrols
 - Reporting crime—organizing a phone tree
 - Coordinated community action—working with law enforcement and other community partners to address crime problems
- The Neighborhood Watch concept has grown and been adopted to prevent crime and respond to crime problems in many different settings—schools, campuses, hospitals, businesses, etc.

Get Smarter: Awareness and Prevention

Dorm Safety

- Talk to your roommates about safety and security and agree to a plan.
- Lock your doors and windows every time you leave your dorm room, even if you'll only be gone for a short time.
- Don't give your room keys to anyone else—not even your friends. Make sure your roommate doesn't give out keys to anyone else either.
- Report lost keys immediately.
- Never leave exterior doors propped open.
- Make sure you know who is knocking on your door before opening it.
- Be wary of anyone unfamiliar loitering around your dorm room or residence hall.
- Never allow a stranger into your dorm room.
- Keep the number for campus police visibly posted in your dorm room and report any suspicious activity to the campus police immediately.

Apartment Safety

- When choosing an apartment, use the Safe Apartment Checklist from the National Crime Prevention Council to make sure you are choosing a safe environment (see handout). Available at www.ncpc.org/smarter.
- Keep your doors and windows locked at all times. Lock your apartment door every time you leave, even if you're just taking out the trash.
- Make sure you know who is knocking on your door before opening it.
- Be alert when walking from your car to your apartment at night.
- Report broken or damaged doors, locks, windows, and exterior lights to your landlord immediately.
- Report suspicious activity around the apartment complex to your landlord and local police immediately.
- Ask local law enforcement or campus law enforcement to do a security check of your apartment or dorm. They can identify areas where you can increase security and tell you how to do that.
- Pay attention to items like window air conditioner units and fire escape windows. Make sure your landlord or a locksmith has installed them properly to prevent someone from gaining access into your apartment.

Preventing Property Theft

- Keep an updated inventory of your valuable items for reference. Consider taking pictures of your valuables for your files.
- Register and mark your property.
- Leave valuables in your dorm room or apartment when you're going to class.
- Avoid carrying large quantities of cash with you.
- Treat your credit cards like cash. Keep them secure. You can also keep a secure list of your cards and the number to call in case they are stolen.
- Keep your personal items in view at all times, whether you're in the library, in a classroom, or elsewhere on campus.
- If possible, don't leave valuables in your car; take them with you or lock them in the trunk.
- Report any theft to campus police immediately.

Selected Resources and Recommended Reading

READ FOR CLASS

Starting a Neighborhood Watch (NCPC)
Available at www.ncpc.org/resources/files/pdf/neighborhood-safety/nwstart.pdf

Neighborhood Watch Needs You
Available at www.ncpc.org/resources/files/pdf/neighborhood-safety/neighborhood-watch-needs-you.pdf

IN-CLASS HANDOUTS, READINGS, VIDEOS

A Safety Checklist for Apartments (NCPC).
Available at www.ncpc.org/smarter

RECOMMENDED READING AFTER CLASS

Review the Home and Neighborhood Safety section under “Resources” on www.ncpc.org.

Home and Neighborhood Safety Resources

Community Safety Institute
<http://communitysafetyinstitute.org>

The Community Safety Institute is a public safety consulting organization providing curriculum development, program design and project management, organizational assessments, training and technical assistance in the areas of law enforcement, school and university safety and homeland security. For nearly two decades the Community Safety Institute has developed and delivered dozens of nationally recognized law enforcement and public safety training programs for the Department of Justice, Department of Homeland Security, Department of Defense, Department of Education, and Department of the Interior serving both as a direct grantee and a contractor to the nation’s largest public safety associations and law enforcement organizations. During that time CSI has trained thousands of law enforcement officers, educators and citizens while assisting hundreds of law enforcement agencies to implement its initiatives to decrease crime and improve the quality of life in communities throughout the nation.

National Crime Prevention Council
www.ncpc.org

The National Crime Prevention Council (NCPC)’s mission is to be the nation’s leader in helping people keep themselves, their families, and their communities safe from crime. To achieve this mission, NCPC produces tools that communities can use to prevent and address crime, engage community members, and coordinate with local agencies, including the following:

- Publications and teaching materials on a variety of topics
- Programs that can be implemented in communities and schools
- Local, regional, national, and online trainings
- Public service announcements as part of its public education campaigns
- Networks of individual and organizational crime prevention practitioners
- National crime prevention certification

National Neighborhood Watch
www.nnw.org

In 2002, the National Sheriffs’ Association—in partnership with USA Freedom Corps, Citizen Corps, and the U.S. Department of Justice—launched USAonWatch, the face of the revitalized Neighborhood Watch initiative, which represents the expanded role of watch programs throughout the United States.

USAonWatch, now National Neighborhood Watch, empowers citizens to become active in homeland security efforts through participation in Neighborhood Watch groups. Many neighborhoods already have established watch groups that are vibrant, effective, and can take on this expanded role with ease. For neighborhoods without thriving groups, the renewed emphasis on emergency preparedness and response may provide the right incentive for citizens to participate in Neighborhood Watch in their community.



Crime Prevention Through Environmental Design



Session Objectives

At the end of this session, students will

- Be able to define Crime Prevention through Environmental Design (CPTED)
- Be familiar with important work that influenced the development of CPTED principles
- Know the benefits of employing CPTED principles, as well as some obstacles to implementing them
- Understand the difference between first and second generation CPTED principles

Session Outline

1. Session Vocabulary
 - *Crime Prevention Through Environmental Design*
 - *The “Broken Windows” Theory*
2. Special Focus: Crime and College
 - *Benefits of CPTED on campus*
3. In Depth
 - *The principles of the first generation of CPTED*
 - *Benefits of using CPTED*
 - *Obstacles to implementing CPTED principles*

4. Get Smarter: Awareness and Prevention
 - *Second generation CPTED*
5. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. During this course, we’ve talked about the importance of crime prevention at the community level—strengthening communities as a way to deter crime. If crime prevention begins with our communities, does our physical environment have a role to play in crime prevention?
2. What are some ways that our physical environment can be tailored to deter crime?
3. Are there examples of CPTED principles on our campus? Are there areas that do not conform to CPTED principles, and how can they be improved?

Activity/Guest Speaker

- Student presentation
- Pre-class assignment or class activity—Have students complete an assessment of one area of campus, based on CPTED principles. Have students share and discuss their findings. Were there notable differences between differently aged buildings? If there are buildings planned for construction or renovation, have students propose CPTED design elements for the construction.
- Invite a faculty member from the architecture, building science, or similar department to share trends in safe building.

Lecture Notes

(Note to the instructor: It is a good idea to illustrate these concepts with photos. You may want to assign students to take photos around campus and in the community of places they think

feel safe and places they think feel unsafe. During class, you can apply CPTED principles to the photos to illustrate why students felt a certain way.)

Session Vocabulary

Crime Prevention Through Environmental Design

- CPTED (pronounced sep-ted) is an approach to crime prevention that applies the strategic use of landscaping, lighting, exterior improvements and maintenance, and other building design features and environmental cues to discourage undesirable behavior and promote safety.

(Source: www.crimewise.com/library/cpted.html)

(Source: www.ncdps.gov/index2.cfm?a=000003,000011,001443,001576)

- Criminologist C. Ray Jeffery first coined and defined the term in his 1971 book, *Crime Prevention Through Environmental Design*.
- Jeffery's work expanded on ideas originally developed in the 1960s by Elizabeth Wood, Jane Jacobs, and Schlomo Angel:
 - Elizabeth Wood worked with the Chicago Housing Authority in the 1960s and developed guidelines to address security concerns that included building designs that allowed for natural surveillance.
 - In her 1961 book, *Death and Life of the Great American Cities*, Jane Jacobs argued that the then-current thinking on urban design would lead to isolated communities and an increase in crime. She posited that three elements are required for safe city streets: clearly defined public vs. private space, mixed use areas, and pedestrian-friendly sidewalks.
 - Schlomo Angel, currently an adjunct professor at NYU and senior researcher at the NYU Stern Urbanization Project, wrote in his Ph.D. thesis, *Discouraging Crime Through City Planning* (1968), that "the physical environment can exert a direct influence on crime settings by delineating territories, reducing or increasing accessibility by the creation or elimination of boundaries and circulation networks, and by facilitating surveillance by the citizenry and the police."

The "Broken Windows" Theory

- The "Broken Windows" theory goes hand-in-hand with CPTED.

- The concept was first articulated in an article titled "Broken Windows" by James Q. Wilson and George L. Kelling in 1982.
- The main idea is that neglected property in a community can lead to additional crime.
- Environmental cues like broken windows, trash, graffiti, loiterers, etc. send a message that community members don't care about or are otherwise not invested in the community, lowering the barrier to crime.

Special Focus: Crime and College

The principles of CPTED can potentially benefit schools by

- Creating a warm and welcoming environment
- Fostering a sense of physical and social order
- Creating a sense of ownership by students
- Sending positive messages to students
- Maximizing the presence of authority figures
- Minimizing opportunities for out-of-sight activities
- Managing access to all school areas

(Source: www.cdc.gov/violenceprevention/youth-violence/cpted.html)

In Depth

The Principles of First Generation CPTED

There are four basic principles associated with CPTED:

- Access control—the physical guidance of people coming and going from a space through the design of streets, sidewalks, building entrances, and neighborhood gateways.
- Surveillance—A design principle that maximizes the visibility of people, parking lots, vehicles, and activities to enhance natural surveillance.
- Territorial Reinforcement—the use of physical attributes that express ownership, such as landscaping, and help send a message of "hands off" to potential offenders.
- Maintenance—The management and upkeep of space to help ensure that the property or space demonstrates territorial reinforcement and natural surveillance

(Source: www.ncpc.org/resources/files/pdf/training/Best%20Practices%20in%20CPTED%20-2.pdf)

The Benefits of Using CPTED

- Students will have
 - Opportunities to play meaningful roles in community crime prevention
 - An improved sense of security and quality of life through reduced fear of crime
 - Fewer crimes committed on campuses and fewer student victimizations
 - Increased interaction among students and stronger bonds
 - New crime prevention and problem-solving skills and enhanced knowledge of campus regulations, campus police, city government agencies, and other resources
- Campus officials will see
 - Less crime on campus and in nearby neighborhoods and business areas
 - An improved perception of safety and livability in public areas and campus buildings
 - Enhanced consideration of public safety in planning, development, and redevelopment projects
- Law enforcement will benefit from
 - Sustainable links with planning, development, code enforcement, students, and other local agencies
 - Clarification and action on campus officials' and students' priorities related to crime and quality of life
 - Opportunities to play meaningful roles in campus crime prevention
 - New crime prevention and problem-solving initiatives
- Business leaders and owners will gain
 - Safer locations that are more attractive to customers and employees
 - Enhanced problem-solving partnerships with campus police, local government, and students
- Planners and architects will gain
 - A greater role in designing the environment: CPTED is recognized as an acceptable component of LEED (Leadership in Energy and Environmental Design) or Green Building
 - A holistic approach to the development and planning process

(Source: www.ncpc.org/training/training-topics/crime-prevention-through-environmental-design-cpted/benefits-of-cpted)

Obstacles to Implementing CPTED Principles

- Lack of awareness among land developers, architects, and builders means that CPTED principles may not be incorporated into new construction—the best time to incorporate the physical aspects of CPTED
- Unwillingness by all stakeholders to work collaboratively to implement CPTED principles or a general resistance to change
- The perception that CPTED is a “cure” for crime and would supplant traditional forms of policing, rather than being a complementary approach to crime prevention
- The cost of retrofitting existing structures without CPTED design principles may be too much for owners or municipalities to take on

Get Smarter: Awareness and Prevention

Second Generation CPTED

- Second generation CPTED goes beyond the basic environmental or physical strategies described in first generation CPTED and is focused on social strategies at the campus or neighborhood level.
- The four components of second generation CPTED are
 - Community culture—a shared history in the neighborhood or a cultural sense of place (festivals, cultural events, sporting events)
 - Connectivity—positive relationships between different groups both within the neighborhood and outside the neighborhood (neighborhood organizations that can lobby at the municipal level for grants, ordinances, etc.)
 - Neighborhood threshold—the understanding that there must be variety and a balance among all the elements of a neighborhood, including housing, retail, green space, and community space (New Urbanism and mixed-use developments)
 - Social cohesion—the basic people skills that help neighborhood residents communicate with each other and work together (positive communication techniques, conflict resolution, community justice strategies)

(Source: www.alternation.ca/articles/saville_cpted_1_2.pdf)

Selected Resources and Recommended Reading**READ FOR CLASS**

"Broken Windows" (James Q. Wilson and George L. Kelling)

Available at http://www.manhattan-institute.org/pdf/_atlantic_monthly-broken_windows.pdf

Mississauga CPTED Principles (The Mississauga CPTED Advisory Committee)

Available at www6.mississauga.ca/onlinemaps/planbldg/UrbanDesign/CPTED-2012Dec19.pdf

IN-CLASS HANDOUTS, READINGS, VIDEOS

Benefits of Crime Prevention Through Environmental Design (NCPC)

Available at www.ncpc.org/training/training-topics/crime-prevention-through-environmental-design-cpted-/benefits-of-cpted

Best Practices for Using Crime Prevention Through Environmental Design in Weed and Seed Sites (NCPC)

Available at www.ncpc.org/resources/files/pdf/training/Best%20Practices%20in%20CPTED%20-2.pdf

RECOMMENDED READING AFTER CLASS

Crime Prevention Through Environmental Design book, second edition, by Timothy Crowe

International CPTED Association

www.cpted.net/

The International CPTED Association (ICA)'s mission is to create safer environments and improve quality of life through the use of CPTED principles and strategies. To achieve that mission, ICA supports local organizations, practitioners, and communities that use CPTED principles to create safer communities and environments.

National Crime Prevention Council

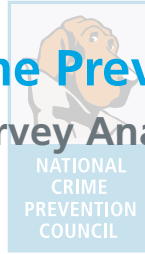
www.ncpc.org

The National Crime Prevention Council (NCPC)'s mission is to be the nation's leader in helping people keep themselves, their families, and their communities safe from crime. To achieve this mission, NCPC produces tools that communities can use to prevent and address crime, engage community members, and coordinate with local agencies, including the following:

- Publications and teaching materials on a variety of topics
- Programs that can be implemented in communities and schools
- Local, regional, national, and online trainings
- Public service announcements as part of its public education campaigns
- Networks of individual and organizational crime prevention practitioners
- National crime prevention certification

National Crime Prevention Council

CPTED Site Survey Analysis Worksheet



Business Trade Name:	Owner's Name:
Type of Business:	Date of Report:
Address:	Person Contacted:
City, State, Zip:	Telephone #:

[illegible]

(Use additional sheets as required and include visual examples as needed.)

Narrative

CPTED Strategist: _____ Phone number: _____ Date _____

Additional Information

There are four overlapping CPTED strategies.

1. Natural Access Control - Access control guides people entering and leaving a space through the placement of entrances, exits, fences, landscaping, and lighting. Access control can decrease opportunities for criminal activity by denying criminals access to potential targets and creating a perception of risk for would-be offenders. (Virginia CPTED Committee, 2002)

Create a perception among offenders that there is a risk in selecting the target

- Doors, shrubs, wood, stone, etc. to deny admission to a crime target
- Locate vulnerable areas near sources of surveillance. Convert streets to pedestrian use.
- Perimeters should be defined by landscaping or fencing.
- Fences should be designed to maintain visibility from street.
- Reception area should be positioned to screen all entrances.

2. Natural Surveillance - A design concept directed primarily at keeping intruders easily observable. Legitimate users can identify trespassers. It is promoted by features that maximize visibility of people, parking areas, and building entrances; doors and windows that look out on streets and parking areas; pedestrian friendly sidewalks and streets; front porches; adequate nighttime lighting.

- Public entrances should be clearly defined by walkways and signage.
- Building entrances should be accentuated through architectural elements, lighting, landscaping, or paving stones.
- Locate vulnerable areas near sources of surveillance. Convert streets to pedestrian use.
- Remove window clutter or visual obstructions.
- Use see-through fencing.

3. Territorial Reinforcement - Think of territorial reinforcement as an overlapping principle. Physical design can create or extend a sphere of influence. Users then develop a sense of territorial control while potential offenders, perceiving this control, are discouraged. It is promoted by features that define property lines and distinguish private spaces from public spaces using landscape plantings, pavement designs, gateway treatments, and "CPTED" fences.

- Parking spaces should be assigned to each employee and visitor.
- Shrubbery should be kept under two feet in height for visibility.
- The lower branches of existing trees should be kept at least ten feet off the ground.
- Front porches
- Home/community gardens/seasonal decorations/yard art
- Indoor/outdoor activity areas
- Get-acquainted activities

4. Maintenance - Addresses management and maintenance of space

- Proper upkeep (mowing grass, trimming trees and landscaping, picking up trash, repairing broken windows and light fixtures, and painting over graffiti)
- Helps signal that a location or facility is well cared for and therefore would be inhospitable to a criminal.
- It also signals that an owner, manager, or neighbor is watching out for the property and could spot illegal behavior.

CPTED Questions

Designation

- What is the designated purpose of this space?

- What was its originally intended use?

- How well does the space support its current use? Or, its intended use?

- Is there a conflict?

Definition

- How is the space defined?

- Is it clear who owns it?

- Where are its borders?

- Are there social or cultural definitions that affect how that space is used?

- Are the legal or administrative rules clearly set out and reinforced in policy?

- Are there signs?

- Is there conflict or confusion between the designated purpose and definition?

Design

- How well does the physical design support the intended function?

- How well does the physical design support the definition of the desired or accepted behaviors?

- Does the physical design conflict with or impede the productive use of the space or the proper functioning of the intended human activity?

- Is there confusion or conflict in the manner in which the physical design is intended to control behavior?

Keep the following in mind throughout the process:

- Education
 - Do those affected know how to deal with the problem?
 - Do they have needed resources?
- Enforcement
 - Is there blatant disregard for laws, ordinances, or codes?
- Engineering
 - What could be modified to influence the desired outcomes or behaviors?



Travel Safety

Session Objectives

At the end of this session, students will

- Know some basic travel and driving safety statistics
- Understand the steps to take as a victim of crime while abroad
- Know how to stay safe on spring break
- Identify ways to stay safe while traveling locally
- Understand the dangers of distracted driving



Session Outline

1. Session Vocabulary
 - *Distracted driving*
2. By the Numbers: Travel Safety
 - *Some statistics on travel*
3. Special Focus: Crime and College
 - *Spring Break*
 - *Traveling on Spring Break*

4. Get Smarter: Awareness and Prevention

- *When walking*
- *When taking the bus or subway*
- *When taking a taxi or using a service like Uber*
- *While driving*
- *When traveling abroad*

5. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What do you think are some of the common crime and safety issues that student travelers face?
2. What issues are unique to traveling overseas?
3. Do you have plans for spring break? What steps are you taking to make sure you are safe?
4. Do you text and drive? Why do you think texting and driving is becoming such an epidemic?
5. Apple recently patented a “lock-out” technology that would prevent texting while driving. Until the technology is implemented across all kinds of devices, what are some other strategies to prevent texting while driving?

Activity/Guest Speaker

- Student presentation
- Play videos from “Stop the Texts. Stop the Wrecks.” (<http://stoptextsstopwrecks.org/#home>)
- Share slides of Fiat’s “Don’t Text and Drive” campaign. (www.slideshare.net/magazinespuntnl/fiat-dont-text-and-drive), check out the app on www.itcanwait.com/all, or preview the Business Insider’s list of most jarring ads on texting and driving, www.businessinsider.com/jarring-ads-about-texting-and-driving-2013-5.
- Break students into groups and have them brainstorm additional prevention campaigns geared toward their peers.

Lecture Notes

Session Vocabulary

Distracted Driving

- Distracted driving is engaging in any kind of activity that takes the driver's focus off the primary task of driving.
- These activities include the following:
 - Eating and drinking
 - Using a cell phone or smartphone
 - Texting
 - Talking to passengers
 - Putting on makeup and personal grooming
 - Adjusting the radio
 - Using a navigation system

By the Numbers: Travel Safety

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- Motor vehicle crashes are the leading cause of death among teens. On average in 2010, seven teenagers died every day of injuries experienced in motor vehicle accidents. (Source: Centers for Disease Control and Prevention. Web-based Injury Statistics Query and Reporting System (WISQARS). Atlanta, GA, 2012. National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Available: <http://www.cdc.gov/injury/wisqars/index.html>)
- Learning to drive and being out on the road is a huge responsibility and requires a lot of concentration. According to the National Highway Traffic Safety Administration and the Virginia Tech Transportation Institute, 80 percent of automobile accidents involve some form of distracted driving—anything that takes your eyes off the road (visual); mind off the road (cognitive); or hands off the steering wheel (manual).
- The travel safety issues facing the majority of travelers to well-traveled locations, both domestic and international, are theft (by pickpockets, in particular) and minor illness or injuries (stomach upset, blisters or sprains, etc.).
 - Travelers to unstable or more remote destinations may need to take extra precautions. Be sure to check the U.S. Department of State for any travel warnings ahead of time.

Special Focus: Crime and College

Spring Break

- Tens of thousands of teens flock to Florida alone on spring break. The drinking age in Florida is 21 years of age and if an underage drinker is caught, he or she will be charged with a misdemeanor and must appear in court, which could take up to 30 days. If under 18, the youth will be held until a parent comes for him or her.
- In 2013, the Florida Business and Professional Regulation, Alcohol Beverage and Tobacco division confiscated 20,000 fake IDs in Panama City and Daytona alone. (Source: www.drugfreenoblecounty.org/index.php?option=com_content&view=article&id=105:teens-and-spring-break-a-dangerous-mix&catid=42:familyparent&Itemid=167)
- Panama City Beach City Council voted to ban alcohol consumption on beaches during March 2016, which is the peak spring break season.
- The average male on spring break reports drinking 18 alcoholic drinks per day during the week-long event, the average female reports up to 10 drinks
- Each year during spring break, 1,825 college students ages 18 to 24 die from alcohol-related unintentional injuries, with alcohol poisoning being the biggest cause.
- Among the other unintentional injuries:
 - Assault — More than 690,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking.
 - Sexual Abuse — More than 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape.
 - Injury — 599,000 students between the ages of 18 and 24 receive unintentional injuries while under the influence of alcohol.

(Source: www.rwjg.org/en/blogs/new-public-health/2014/03/public_health_news.html as viewed on August 1, 2015)

While Traveling on Spring Break

There's an app for that. Safety Map Worldwide helps travelers find the level of public safety of any place on earth. They can read comments and rating of others, as well as get helpful notifications if they find themselves in a danger zone.

U.S. Department of State (Source: www.state.gov/r/pa/prs/ps/2014/02/222585.htm) encourages students to follow its tips for traveling abroad for spring break:

- Avoid underage and excessive alcohol consumption. “Overdoing it” can lead to an arrest, accident, violent crime, or death.
- Remember that you will be encountering cultural differences, which can play into situations involving harassment and sexual assault.
- Obey all local laws, and remember they might be different from our own. Don’t carry or use drugs, as this can result in severe penalties. Don’t carry weapons either—some countries have strict laws, and even possessing something as small as a pocketknife or a single bullet can get you into legal trouble.
- Before you leave for your trip, learn as much as possible about your destination at the website dedicated to student travelers: studentsabroad.state.gov. Here, you can find out about entry requirements, crime, health precautions, and road conditions.
- Enroll in the **Smart Traveler Enrollment Program** (STEP). This program keeps students up-to-date with important safety and security announcements, such as **Travel Warnings, Travel Alerts**, and security messages.
- Keep in touch with your parents. If you will be without Internet or phone service for a few days, let them know.

In Depth

Distractions Driving

- In 2013, 3,154 people were killed in crashes involving a distracted driver, and an estimated 424,000 were injured in motor vehicle crashes involving distracted drivers.
- Ten percent of all drivers 15 to 19 years old involved in fatal crashes were reported as distracted at the time of the crashes. This age group has the largest proportion of drivers who were distracted at the time of the crashes.
- For drivers 15 to 19 years old involved in fatal crashes, 21 percent of the distracted drivers were distracted by the use of cell phones.

(Source: <http://www-nrd.nhtsa.dot.gov/Pubs/811737.pdf>)

- Sending or receiving a text takes a driver’s eyes from the road for an average of 4.6 seconds, the equivalent of driving the length of an entire football field at 55 mph, blind.

(Source: <http://www.distraction.gov/research/pdf-files/Driver-Distraction-Commercial-Vehicle-Operations.pdf> as viewed on August 1, 2015)

- In 2013, there were 411 fatal crashes reported to have involved the use of cell phones as distractions.

Source: http://www.distraction.gov/downloads/pdfs/Distracted_Driving_2013_Research_note.pdf

Texting and Driving

- The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

(Source: www.fcc.gov/guides/texting-while-driving)

- Texting while driving is currently banned in 41 states and the District of Columbia.

(Note to instructor: You should determine if your state is one of these states.)

- Any use of handheld cell phones is currently prohibited in 12 states and the District of Columbia.
- There are no tips to avoid an accident while texting and driving—simply put, don’t do it!

Drinking and Driving

- The rate of drunk driving is highest among 21- to 25-year-olds (23.4 percent).
- Every two minutes, a person is injured in a drunk driving crash. Every day in America, another 28 people die as a result of drunk driving crashes.
- Drunk driving costs the United States \$199 billion a year.
- In 2013, 10,076 people died in drunk driving crashes—one every 52 minutes—and 290,000 were injured in drunk driving crashes.
- Over 1.2 million drivers were arrested in 2011 for driving under the influence of alcohol or narcotics.
- Each day, people drive drunk almost 300,000 times, but fewer than 4,000 are arrested. About one-third of all drivers arrested or convicted of drunk driving are repeat offenders.

Source: (<http://www.madd.org/drunk-driving/about/drunk-driving-statistics.html#demo>)

Get Smarter: Awareness and Prevention

When making your way around town, you may be vulnerable to certain criminal acts. Take the proper steps to ensure your safety and the safety of others.

When Walking

- Plan the safest route to your destination and use it. Choose well-lighted busy streets and avoid passing vacant lots, alleys, or construction sites. Take the long way if it's safest.
- Carry your purse close to your body. Keep a firm grip on your purse. Carry a wallet in an inside coat or side pant pocket. Don't keep your wallet or keys in your back pocket.
- Don't flaunt expensive jewelry or clothing.
- Walk facing traffic so you see approaching cars.
- Don't burden yourself with packages and groceries that make it hard to react. Take a taxi or get a ride with a friend if you're doing a lot of shopping.
- Always have emergency cash for taxi fare, bus fare, or a telephone call.
- Carry a phone charger with you in case your cell phone battery dies. You can also carry a portable battery charger for when you don't have access to an outlet.
- Have your car or house key accessible as you approach your vehicle or home. The more time you spend exposed while fishing items out of your pockets or digging through your purse, the more of a target you become.
- If you suspect you're being followed by someone on foot, cross the street and head for the nearest well-lighted, populated area. Don't confront the person(s).
- If you are being followed by someone in a car, change direction immediately and make a visible point of writing down the license plate number or take a photo. Drive to a police station.
- Never hitchhike.
- Vary your route and stay alert.

When Taking the Bus or Subway

- If you don't have a vehicle or are choosing to rely on public transportation for getting around town, look up routes, schedules, and stops. Keep this information handy or download the application for your local public transit.

- Map out the distance and cost between you and work, campus, shopping centers, restaurants, and other places you visit.
- Before entering the bus or subway make sure you have all of your belongings and all pockets and bags are zipped closed.
- Try to use well-lighted and frequently used stops.
- Don't fall asleep. Stay alert!
- In the subway, stand back from the platform edge. You may fall, or an attacker could push you onto the tracks.
- Avoid sitting near the exit door. An attacker can reach in and grab a bag as the train pulls away.
- While waiting, stand with other people or near the token or information booth.
- If you are verbally or physically harassed, attract attention by talking loudly or screaming.
- Be alert to who gets off the bus or subway with you. If you feel uncomfortable, walk directly to a place where there are other people present.
- Before exiting the bus or subway, make sure you have all of your belongings.

When Taking a Taxi or a Service like Uber

- Download an application to order a taxi by smartphone or look up the number. Taxis ordered by phone are safer than ones you hail off the street. A dispatcher will have a record of your name and number, the taxi number, and driver.
- If you have a choice of taxi, pick the safest-looking one. Taxi drivers typically work off a "first come first serve" basis, but you can always say no. If you don't feel safe, don't get in.
- Only take taxis that are clearly marked and have the driver's license displayed.
- If you are traveling with luggage, stay with your luggage until the trunk is closed and locked.
- Before getting in, speak to the driver through the passenger window to make sure he or she knows where you're going and how to get there.
- Do not sleep in the taxi.
- Let the taxi driver overhear your phone conversation in which you tell a friend that you're in a taxi, where you're headed, and when you expect to arrive.
- Get out of the taxi if you suspect the driver is under the influence of drugs or alcohol.
- When exiting the taxi, check to make sure you have all of your belongings.

While Driving

- Make sure you're well rested. A study conducted by the AAA Foundation found driving after going 20+ hours without sleep is equivalent to driving with a blood alcohol content of 0.08, the legal limit in most states.
- Don't text and drive. Most states have distracted driving laws that ban texting while driving. Those who send text messages while driving are 23 times more likely to get into a car accident.
- Don't drive when you're upset or angry.
 - When emotions are strong, it can be difficult to control them, particularly when you're angry or upset about something. Take the time to calm yourself before you get in the car. Don't run the risk of making an irrational decision that could get you into an accident.
- Create an emergency kit.
 - Fill a kit with first-aid items, a power bar, a flashlight, a car charger, and any other things you may need in the case of an emergency. Spend a little money on a reputable GPS to have in your car if one isn't already built in; smartphones can act as a GPS, but they may not be the most reliable. It may be old-school, but keeping a paper map in your car will help if you're stuck in bad weather with a limited power source.
- Register for roadside assistance programs.
 - You never know when your car will break down, run out of gas, get a flat tire, or need to be towed. Look into a roadside assistance membership. AAA is one of the most popular, but many insurance companies have their own programs that offer affordable rates and reliable service.
- Use your cell phone only in emergency situations.
 - When you're driving and must use your cell phone for an emergency, pull to the side of the road or use a hands-free device.
- Don't eat, shave, put on makeup, or engage in other distracting activities while you're driving.
 - Eating in the driver's seat increases the odds of getting into an accident by 80 percent, according to the National Highway Traffic Safety Administration (2013).

- Don't adjust the car's controls while you're driving.
 - It's good to be familiar with your car's controls, but don't touch them when the car is in motion. Take care of the controls before you leave your parking spot or wait until you've reached a stop sign or red light to quickly change the controls as needed.

When Traveling Abroad

- Get a check-up and any vaccinations or boosters you may need, depending on where you're going.
- Check the terms of your health insurance to see if you'll be covered while you're abroad. If not, consider getting supplemental travel insurance.
- Pack any important documents, a change of clothes, basic travel-sized toiletries, and any prescriptions in a carry-on bag, in case your luggage is lost.
- Make two copies of your passport and itinerary. Leave one copy at home with your family. Once you've arrived at your destination, keep your passport in a secure location and carry the copy of your passport instead.
- Sometimes, depending upon where you're traveling, it's a good idea to let the embassy know you're there and for how long.
- Keep the following information handy:
 - The address of the local American embassy or consulate
 - Emergency contact information for your home and your destination
 - Phone numbers for your bank and credit card company
 - Travel confirmation documents
- Contact your bank or credit card company to find out the fees for international transactions and ATM withdrawals. Let them know that you'll be traveling abroad so that your transactions aren't flagged as fraudulent.
- Check the international calling and data plans for your smartphone or tablet to avoid steep roaming fees. Ask your carrier if it makes sense to add an international plan for the time that you'll be abroad.
- Pickpockets are a much bigger problem in other parts of the world than they are here in the United States. Leave valuables at home or in a secure

location. Avoid carrying cash or your smartphone in your pockets or in an open bag.

- Invest in a guidebook or two, and familiarize yourself with your destination as much as possible before you arrive. Learn a few important and helpful phrases in the local language. The better you can blend in to the local scene, the less likely you'll be targeted by pickpockets and the more likely you'll have a truly authentic experience on your trip.

Selected Resources and Recommended Reading

Handouts

- *Travel Safety Tips* (National Crime Prevention Council [NCPC]). Available at www.ncpc.org/programs/living-safer-being-smarter/living-safer/travel-safety
- *Open Doors Fast Facts* (Institute of International Education). Available at www.iie.org/Research-and-Publications/Open-Doors

READ FOR CLASS

Distracted Driving Campaign Starter Kit (National Highway Traffic Safety Administration [NHTSA]). Available at www.distraction.gov/take-action/downloads.html

Distracted Driving Fact Sheet (NHTSA). Available at www.distraction.gov/take-action/downloads.html

IN-CLASS HANDOUTS, READINGS, VIDEOS

Travel Safety Tips (NCPC). Available at www.ncpc.org/resources/files/pdf/neighborhood-safety/Travel%20Safety%20Tips%20Flier%20July%202013.pdf

Auto Theft 101 (NCPC). Available at www.ncpc.org/resources/files/pdf/celebrate-safe-communities/NCPC-autotheft-101.pdf

Open Doors Fast Facts (Institute of International Education). Available at www.iie.org/Research-and-Publications/Open-Doors

Distractions in Everyday Driving (AAA Foundation for Traffic Safety).

Available at www.aaafoundation.org/sites/default/files/DistractedDrivingBrochure.pdf

Travel and Auto Safety Resources

Bureau of Consular Affairs

U.S. Department of State

<http://travel.state.gov/content/travel/english.html>

The mission of the Bureau of Consular Affairs (CA) is to provide consular services that most efficiently and effectively protect U.S. citizens, ensure U.S. border security, facilitate the entry of legitimate travelers, and foster economic growth.

National Highway Traffic Safety Administration

www.nhtsa.gov

Distraction.gov

www.distraction.gov/index.html

The National Highway Traffic Safety Administration (NHTSA) was established by the Highway Safety Act of 1970 and is dedicated to achieving the highest standards of excellence in motor vehicle and highway safety. It works daily to help prevent crashes and their attendant costs, both human and financial. Together with the NHTSA, The U.S. Department of Transportation is leading the effort to stop texting and cell phone use behind the wheel. Distraction.gov is a resource for learning more about distracted driving.

U.S. Department of State

www.state.gov

Before traveling, students can learn about their spring break destinations at its website dedicated to student travelers: studentsabroad.state.gov. Students can find out about entry requirements, crime, health precautions, and road conditions; and, if trouble does occur, contact information for U.S. embassies and consulates. Consular sections at these embassies and consulates provide a full range of services to U.S. citizens, from replacing lost or stolen passports to emergency services such as help in arranging medical evacuations, responding to arrests, and assistance in natural disasters.

The State Department's **Smart Traveler Enrollment Program (STEP)** keeps students up-to-date with important safety and security announcements. Enrolling also helps the Department provide critical assistance in emergencies. The Bureau of Consular Affairs launched a mobile version of STEP that is accessible by students through their mobile devices. The mobile version of STEP is also available through the popular SMART Traveler App, available through **iTunes** and the **Android** market.



Workplace Violence

Session Objectives

At the end of this session, students will

- Be able to define workplace violence
- Have an understanding of who is at greater risk of being a victim of workplace violence and why
- Be able to recognize the red flags of potential workplace violence

Session Outline

1. Session Vocabulary
 - *Workplace violence*
2. By the Numbers: Workplace Violence
 - *Some statistics on workplace violence*
3. In Depth
 - *Who is at risk?*
4. Get Smarter: Awareness and Prevention
 - *Workplace safety*
 - *Your first job*
5. Know the Warning Signs
 - *Signs of potential workplace violence*
6. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What comes to mind when you hear the term “workplace violence”?
2. Who do you think is most at risk for workplace violence? Why?
3. What do you think are some of the warning signs of a potentially violent offender in the workplace?

Activity/Guest Speaker

- Invite a spokesperson from the campus career services department to share tips on professionalism



in the workplace and resources available to students.

- If possible, have a recent graduate share his or her first job experience.
- Show the video, Run, Hide, Fight: Surviving An Active Shooter Event <https://www.youtube.com/watch?v=5VcSwejU2D0>. Have students discuss their workplaces or campuses and identify exits, hiding places, or items that could be used as weapons.

Lecture Notes

Session Vocabulary

Workplace Violence

- Workplace violence is a physical attack, or the threat of a physical attack, that is directed at or otherwise endangers an employee. Bullying and harassment can also be classified as workplace violence. Those issues are covered in Session 9.

By the Numbers: Workplace Violence

(Note to instructor: These statistics should be checked and updated before providing the presentation. Homicide statistics can change rapidly.)

Violence in the Workplace

- The final count of fatal work injuries in the United States in 2013 was 4,585.
- In 2013, 404 workplace homicides occurred.
- Since 1993, the number of workplace homicides has declined 57 percent, from 1,068 in 1993 to 463 in 2012.
- In 2012, shootings were the most frequent manner of death in both homicides (81 percent) and suicides (48 percent).

(Source: www.bls.gov/news.release/archives/cfoi_08222013.pdf)

In Depth

Who Is at Risk?

- Women are more likely to be victims of workplace homicide than men:
 - In 2011, 21 percent of female fatal work injuries were homicides. In 40 percent of these female workplace homicides, the perpetrators were relatives—almost all being a spouse or a domestic partner. (See the warning signs of possible domestic violence victims in the workplace in the next section.)
 - In 2011, only 9 percent of male fatal work injuries were homicides. In male workplace homicides, 2 percent of the perpetrators were relatives.

(Source: www.victimsofcrime.org)

- In 2012, 29 percent of female fatal work injuries were homicides.

(Source: www.bls.gov/news.release/archives/cfoi_08222013.pdf)

- Government employees are more likely to be victims of workplace homicide than private sector employees:
 - In 2011, government employees had a rate of workplace violence (18.0 per 1,000 employees age 16 or older), which was more than three times the rate for private-sector employees (5.2 per 1,000).

(Source: www.bjs.gov/content/pub/pdf/vvage9411.pdf)

- Emergency room nurses also experience a high rate of workplace violence:
 - 54.5 percent of emergency nurses reported having experienced physical violence or verbal abuse from a patient or visitor during a seven-day calendar period in which the nurses worked an average of 36.9 hours.

(Source: www.ena.org/practice-research/research/Documents/ENAEDVSReportNovember2011.pdf)

Get Smarter: Awareness and Prevention

Tips for Workplace Safety

- If you notice a coworker, subordinate, supervisor, or customer showing any of these signs below, you should immediately do the following:
 - Alert the employee's supervisor (if it is your coworker).
 - Evaluate the situation (if it is your subordinate).
 - Alert your supervisor's manager (if it is your supervisor).
 - Alert your supervisor (if it is a customer).
 - If it's an emergency, call 911.

(Source: www.dm.usda.gov/workplace.pdf)

- Check the identity of any strangers who are in your office. If anyone makes you uncomfortable, inform security or management immediately.
- Food or courier delivery services should be restricted to one area of the office.
- Don't stay late if you'll be alone in the office. Create a buddy system for walking to parking lots or public transportation after hours, or ask a security guard to escort you. If you have to stay late, alert security or campus law enforcement and have them check up on you. Alert them to when you are leaving. If they provide an escort service, request an escort to your car or transit. Some municipalities (off campus) also offer escort services by law enforcement.
- Know your company's emergency plan. If your company does not have such a plan, volunteer to help develop one.
- If the company does not supply an emergency kit, keep your own emergency supplies (flashlight, walking shoes, water bottle, nonperishable food, etc.) in a desk drawer.
- If you work at home, in addition to making your home safe and secure, you should hang

window treatments that obstruct the view into your office. You don't want to advertise that you are home alone or that you have expensive office equipment.

- Follow the same caution with deliveries and pickups that businesses do. Anyone making a delivery to your home office should be properly identified before you open the door. Do not let the person enter your home.

(Source: www.ncpc.org/topics/workplace-safety/tips-for-staying-safe-at-work)

Know the Warning Signs

Warning signs for potential workplace violence can include the following. Keep in mind that displaying one or two of these behaviors does not mean that a person will become violent, but the likelihood of violence could increase:

- Intimidating, harassing, bullying, belligerent, or other inappropriate and aggressive behavior
- Frequent conflicts with customers, coworkers, or supervisors
- Bringing a weapon to the workplace (unless it's necessary for the job) or making threatening references involving weapons
- Comments approving the use of violence to solve a problem or indicating identification with perpetrators of workplace homicides or mass shootings
- Statements suggesting a feeling of desperation over family, financial, or other personal problems, to the point of considering suicide
- Overt or suggested threats against coworkers
- Abusive language or threats directed toward a person or group based on race, gender, religion, disability, ethnic background, or sexual orientation
- Substance abuse
- Drastic changes in usual behavior or mood swings
- Using social networks or blogs to vent hate or threats

Warning signs that a coworker may be a victim of domestic abuse include:

- Unexplained or uncharacteristic absences or tardiness
- Seeming distracted or unfocused; sudden changes in mood or personality

- Unexplained decline in performance or quality of work
- Wearing inappropriate clothes (e.g., long sleeves in the summer, sunglasses inside, etc.)
- Receiving frequent personal phone calls; unwillingness to answer the phone or return phone calls; seeming visibly upset after personal phone calls
- Getting phone calls from unidentified callers looking for personal information about a specific employee
- Noticeable or frequent injuries such as bruising, black eyes, cuts, or burns

Selected Resources and Recommended Reading

READ FOR CLASS

A Safe Workplace Is Everybody's Business (NCPC)
Available at www.ncpc.org/resources/files/pdf/workplace-safety/safewrk.pdf

IN-CLASS HANDOUTS, READINGS, VIDEOS

Workplace Violence Fact Sheet (Occupational Safety and Health Administration [OSHA])
Available at www.osha.gov/OshDoc/data_General_Facts/factsheet-workplace-violence.pdf

RECOMMENDED READING AFTER CLASS

Workers' Rights (OSHA)
Available at www.osha.gov/Publications/osh3021.pdf

Workplace Safety Resources

Bureau of Labor Statistics
U.S. Department of Labor
www.bls.gov/home.htm

The Bureau of Labor Statistics (BLS) of the U.S. Department of Labor is the principal federal agency responsible for measuring labor market activity, working conditions, and price changes in the economy. Its mission is to collect, analyze, and disseminate essential economic information to support public and private decision-making. As an independent statistical agency, BLS serves its diverse user communities by providing products and services that are objective, timely, accurate, and relevant.

**National Institute for Occupational
Safety and Health
Centers for Disease Control and Prevention**
www.cdc.gov/niosh/

The National Institute for Occupational Safety and Health (NIOSH) is the U.S. federal agency that conducts research and makes recommendations to prevent worker injury and illness. NIOSH research is key to these efforts and provides practical solutions to identified problems. The Institute's work in this area protects the safety and health of the nation's 155 million workers. NIOSH provides the only dedicated federal investment for research needed to prevent the societal cost of work-related fatalities, injuries, and illnesses in the United States. These safety and health risks take huge tolls on workers, their families, businesses, communities, and the nation's economy; NIOSH works to promote a healthy, safe and capable workforce that can rise to the challenges of the 21st Century.

National Safety Council
www.nsc.org/pages/home.aspx

The National Safety Council is a nonprofit organization whose mission is to save lives by preventing injuries and deaths at work, in homes and communities, and on the road through leadership, research, education, and advocacy.

**Occupational Safety and Health
Administration
U.S. Department of Labor**
www.osha.gov

With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to ensure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education, and assistance.



Harassment and Bullying in the Workplace



Session Objectives

At the end of this session, students will

- Know the difference between workplace bullying and workplace harassment
- Understand the extent and impact of harassment and bullying in the workplace
- Be able to recognize the red flags of workplace bullying and harassment
- Understand the steps to take as a victim of workplace bullying or harassment
- Be familiar with the efforts to enact workplace anti-bullying legislation

Session Outline

1. Session Vocabulary
 - *Workplace bullying*
 - *Workplace harassment*
2. By the Numbers: Harassment and Bullying in the Workplace
 - *Some statistics on harassment and bullying in the workplace*

3. In Depth
 - *How does workplace bullying happen?*
 - *What are the effects of workplace bullying on the victim?*
 - *What are the effects of workplace bullying on the organization?*
4. Get Smarter: Awareness and Prevention
 - *Workplace bullying prevention*
 - *Anti-bullying legislation*
5. Know the Warning Signs
 - *Signs you might be experiencing or witnessing workplace bullying or harassment*
6. Victim Resources
 - *Action steps for victims of workplace bullying or harassment*
7. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What comes to mind when you think of the term “bullying”? How do you think bullying is different from harassment?
2. There has been plenty of attention in the media and in secondary schools regarding bullying among children and teenagers, but often, less attention is paid to adult bullying or bullying in the workplace. Why do you think that is?
3. What are some of the reasons that prevent adults from standing up to bullying in the workplace?
4. What are some of the reasons why employees may or may not report bullying or harassment in the workplace?
5. Do you think anti-bullying laws should be passed in the United States? Why or why not?

Activity/Guest Speaker

- Student presentation
- Pre-class assignment—Divide students into two to four teams. Ask the team members to conduct research and prepare a team statement for a class debate. Hold a debate on anti-bullying laws. (Should we have anti-bullying laws? Do laws prevent bullying? What are the pros? What are the cons?) Or hold a debate on what students think will help prevent bullying. How can bullying be prevented in a workplace where perhaps the person doing the bullying heads the company?

Lecture Notes

Session Vocabulary

Workplace Bullying

- Workplace bullying is the deliberate, targeted, and repeated harassment of a coworker, supervisor, or employee in the workplace. It can include the following:
 - Behaviors or language with the intent to threaten, embarrass, humiliate, abuse, or otherwise cause distress to the victim
 - Interfering with or sabotaging the victim's work
 - Ostracizing and isolating the victim from other employees or coworkers

Workplace Harassment

- Workplace harassment differs slightly from workplace bullying in that harassment is directed toward a person or group of people as a form of discrimination. It can include the following:
 - Use of derogatory language, epithets, or slurs
 - Unwanted sexual advances, explicit language, or displays of explicit pictures
 - Displaying offensive images, signs, slogans, etc.
- Any of these behaviors against a protected class of citizens equals discrimination and therefore is considered workplace harassment. The following are protected classes under United States employment law:
 - Age
 - Disability
 - Genetic information
 - Marital status

- National origin
- Pregnancy
- Race
- Religion
- Sex
- Veteran status

By the Numbers: Harassment and Bullying in the Workplace

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- In 2014, the Equal Employment Opportunity Commission (EEOC) received a total of 88,778 charges of discrimination.
- The top five states with the most charges filed in 2014 were
 - Texas (8,035)
 - Florida (7,528)
 - California (6,363)
 - Georgia (4,820)
 - Illinois (4,487)

(Source: http://www1.eeoc.gov/eeoc/statistics/enforcement/state_14.cfm)

- According to the most recent report from the Workplace Bullying Institute
 - Twenty-seven percent of Americans have suffered abusive conduct at work
 - Twenty-one percent of Americans have witnessed abusive conduct at work
 - Seventy-two percent of Americans are aware that workplace bullying happens

(Source: <http://workplacebullying.org/multi/pdf/WBI-2014-US-Survey.pdf>)

In Depth

How Does Workplace Bullying Happen?

- There may be an organizational climate that explicitly or implicitly condones or engenders bullying behavior. Characteristics of this type of climate include the following:
 - Excessive or obsessive focus on meeting quotas or other benchmarks "at all costs"
 - Employee dynamics that promote intense competition in which only one person can "be the winner"
 - A lack of supervision of employees
 - Use of fear as a motivational tool

- A management style that is authoritarian
- Pervasive sense of job insecurity among all employees
- Inconsistent treatment of employees, especially with regards to compensation, promotions, discipline, or performance appraisals
- Employees who simply do not get along and are not encouraged to work together

What Are the Effects of Workplace Bullying on the Victim?

- An obvious effect of bullying is emotional distress (anxiety, depression, isolation or social withdrawal, frustration, hopelessness, fear).
- Physiological effects of bullying can include high blood pressure, headaches, stomachaches, nausea, and difficulty sleeping.
- The victim's work may suffer as a result of increased absenteeism, difficulty focusing, and greater job dissatisfaction.

What Are the Effects of Workplace Bullying on the Organization?

- Bullying in the workplace can be devastating to the organization as well as the victim. The repercussions of unchecked workplace bullying and harassment include the following:
 - A toxic environment that discourages communication and collaboration
 - Decreased productivity and a decline in the quality of work produced
 - Increased turnover and the resulting costs (in time and resources) to hire and train new staff
 - Fines and litigation costs resulting from discrimination claims
 - Damaged public reputation

(Adapted from: http://ombudsfac.unm.edu/Article_Summaries/Workplace_Bullying_causes_consequences_interventions_8-2007.pdf and <http://iveybusinessjournal.com/topics/the-workplace/workplace-bullying-escalated-incivility>)

Get Smarter: Awareness and Prevention

Workplace Bullying Prevention

A workplace that is focused on preventing bullying will have some of the following measures in place:

- A workplace anti-bullying policy that is communicated to all employees

- Training on the policy or other anti-bullying training
- Supervisory training for managers
- A company code of conduct or ethics statement
- A way to report incidences of bullying behavior, including when the person bullying is a supervisor or executive in the company
- Clearly written job descriptions that spell out the functions of each position
- A culture of respect

Anti-Bullying Legislation

- At this time, there are no federal or state laws against bullying in the workplace.
- The United States is the only remaining western democracy without legislation prohibiting workplace bullying.
 - Scandinavian countries have had explicit anti-bullying laws since 1994.
 - Most of the European Union nations have substantially more legal employee protections that require employers to prevent or address workplace bullying.

(Source: www.healthyworkplacebill.org/international.php)

Know the Warning Signs

The following are signs that you may be a victim of workplace bullying or harassment:

- You are given the "silent treatment," coworkers leave the area when you enter, or you are left out of work-related social events.
- Your phone calls, emails, and other communications are ignored.
- Your contributions are ignored.
- You are treated rudely or disrespectfully.
- You are yelled or shouted at.
- Someone interferes with or sabotages your work and then blames you for it.
- You are given more work or shorter deadlines than other employees.
- You are denied a raise or promotion without a valid reason.
- You are the subject of gossip or rumors that aren't true and that nobody denies.

(Adapted from: www.mnsu.edu/csw/workplace-bullying/msu_online_workplace_behavior_project_survey.pdf)

Victim Resources

If you are a victim of workplace bullying or harassment...

- Remember that you are not at fault for the treatment you're getting.
- Keep a record of all incidents of bullying or harassment. Be as specific and detailed as possible. Keep copies of any harassing emails.
- Report the bullying or harassment to your supervisor and your human resources manager. Ask to have a report filed, and make sure to get a copy for your records.
- If your supervisor is bullying or harassing you, speak to his or her supervisor.
- If you feel that your harassment is the result of discrimination, contact the U.S. Equal Employment Opportunity Commission to file a charge.

If you are the witness of workplace bullying or harassment...

- Let the victim know that you are willing to support his or her report.
- Report it to your supervisor or human resources department even if the victim does not.

Selected Resources and Recommended Reading

READ FOR CLASS

Workplace Bullying and Disruptive Behavior: What Everyone Needs to Know (Washington State Department of Labor and Industries)

Available at www.lni.wa.gov/Safety/Research/Files/Bullying.pdf

2014 US Workplace Bullying Survey (Workplace Bullying Institute)

Available at <http://workplacebullying.org/multi/pdf/WBI-2014-US-Survey.pdf>

Workplace Violence Prevention: Readiness and Response

Available at www.fbi.gov/stats-services/publications/law-enforcement-bulletin/january2011/workplace_violence_prevention

IN-CLASS HANDOUTS, READINGS, VIDEOS

Healthy Workplace Bill Legislative History in the United States (Healthy Workplace Campaign)

Available at www.healthyworkplacebill.org/billhistory.pdf

RECOMMENDED READING AFTER CLASS

How to Bust the Office Bully: Eight Tactics for Explaining Workplace Abuse to Decision-Makers (Dr. Sarah J. Tracy, Dr. Jess K. Alberts, and Kendra Dyanne Rivera)

Available at <http://staffombuds.berkeley.edu/sites/default/files/How%20to%20Bust%20the%20Office%20Bully.pdf>

Harassment and Bullying in the Workplace Resources

U.S. Equal Opportunity Employment Commission

www.eeoc.gov

The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetic information. It is also illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Workplace Bullying Institute

www.workplacebullying.org/front-page

The Workplace Bullying Institute integrates all aspects of workplace bullying: self-help advice for individuals, personal coaching, research, public education, union assistance, training for professionals, employer consulting, and legislative advocacy. WBI's goal is to alleviate the stress and pain of workplace bullying.



Cybercrime and Cybersafety

Session Objectives

At the end of this session, students will

- Be able to define cybercrime
- Know the different types of cybercrime
- Have a greater understanding of the types of cybercrime and safety issues specifically associated with online dating and social networking
- Be able to recognize the red flags of cyberstalking and cyberbullying
- Understand the steps to take as a victim of cyberstalking and cyberbullying
- Have the tools and resources to help protect themselves and their personal information while using social media

Session Outline

1. Session Vocabulary
 - *Cybercrime*
2. By the Numbers: Online Dating and Social Networking
 - *Some statistics on online dating and social networking*
3. Special Focus: Crime and College
 - *Cyberstalking*
4. In Depth
 - *Online dating scams*
 - *Cyberbullying*
5. Get Smarter: Awareness and Prevention
 - *Tips for safer social networking and online dating*
6. Know the Warning Signs
 - *Online dating scams*
 - *Signs you've been a victim of cybercrime*
7. Victim Resources
 - *Action steps for victims of cybercrime*
8. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What do you think of when you hear the term "cyberbullying"?
2. Why do you think college students are more likely to be victims of cyberstalking than other demographics?
3. What are some of the ways that cyberbullying is different from traditional bullying?
4. Do you respond to trolls or cyberbullying behavior on social media or online forums? What is the best way to respond?



Activity/Guest Speaker

- Student presentation
- Have students break up into groups and role-play various cyberbullying scenarios (being a target of cyberbullying, seeing evidence of cyberbullying on a social media site or online forum, being asked to share sensitive pictures or information about someone online, having a friend confide that he or she is being cyberbullied) and ideas for how to respond to those situations. Have the groups share their ideas with the class.

Lecture Notes

Session Vocabulary

Cybercrime

- Cybercrime is the broad term for any crime committed online (via a computer and a network) or through cellular technology.
- Types of cybercrime include the following:
 - Identity theft
 - Financial fraud and scams (email phishing, "Nigerian scams," credit card fraud)
 - Hacking (illegally accessing computer networks without authorization)
 - Cyberterrorism
 - Online child pornography and child grooming (befriending and establishing an emotional connection with a minor in order to sexually abuse him or her)
 - Cyberbullying (using online technology to deliberately harass, bother, embarrass, and otherwise cause distress to another person)
 - Cyberstalking (online harassment that has escalated to include threats and more aggressive behavior; it is directed at a victim rather than about a victim)
- In this session, we will focus on cybercrime and online safety as it specifically relates to online dating and social networking.

By the Numbers: Online Dating and Social Networking

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- As of January 2014, 74 percent of Internet users ages 18 and older use social networking sites.
- Eighty-nine percent of Internet users ages 18 to 29 use social networking sites.
- As of October 2013, one in 10 Americans has used an online dating site or mobile dating app.
- Sixty-six percent of these online daters have gone on a date with someone they met through a dating site or app, and 23 percent have met a spouse or long-term partner through these sites.
- Among social networking site users ages 18 to 29, 41 percent of recent daters have used their social media networks to get more information about people they are interested in dating.

- Among the same demographic, 48 percent have used social media networks to check up on someone they used to be in a relationship with or used to date.

(Sources: www.pewinternet.org/fact-sheets/social-networking-fact-sheet/ and www.pewinternet.org/2013/10/21/online-dating-2/)

- Only 31 percent of users ages 18 to 25 considered online security as the most important consideration when making decisions about their computers.

(Source: www.staysafeonline.org/blog/my-generation-views-on-security-differ-by-age-group/#sthash.r2ZE6OSL.dpuf)

Special Focus: Crime and College

Cyberstalking Among Young Adults

- Adults ages 18 to 24 (the average age of college students) experience the highest rates of general stalking victimization.
- Research also shows that stalking is a significant problem on college campuses, and studies have found higher rates of stalking victimization among college-aged women than that of the general population.

(Source: The Model Stalking Policy: Responding to Stalking on Campus)

- Similarly, 2000-2013 statistics compiled by the nonprofit organization Working to Halt Online Abuse showed that 70 percent of cyberstalking victims who reported the crime were female, and 42 percent were between the ages of 18 and 30.

(Source: www.haltabuse.org/resources/stats/)

Cyberbullying Among Young Adults

- About one out of every four teens has experienced cyberbullying, and about one out of every six teens has done it to others.

(Source: <http://cyberbullying.us/cyberbullying-research-2013-update/>)

- Researchers at Indiana State University discovered that among college students, nearly 22 percent report being cyberbullied, while about 9 percent reported cyberbullying someone else.

(Source: www.indstate.edu/news/news.php?newsid=2904.)

- The effects of cyberbullying are the same across age groups; victims of bullying, regardless of age, may
 - Suffer from depression, anxiety, and low self-esteem as a result of the bullying
 - Have poor academic performance
 - Experience social anxiety and withdraw from social groups and settings

In Depth

Online Dating Scams

- Online dating scams are not much different from other common fraud schemes.
- Con artists use online dating sites as a way to connect with potential victims by establishing a “connection” with the victim and then convincing or manipulating him or her to wire or transfer money under the pretense of an emergency.
- Both males and females can be the victim of dating scams.

Cyberbullying

What makes cyberbullying different from traditional bullying?

- Victims are often completely unaware of who is bullying them due to the anonymity provided by using email, texting, online forums, online gaming sites, and social media websites.
- Cyberbullying offenders aren’t limited by geography: They can target victims anywhere.
- Cyberbullying offenders can reach a larger audience for their bullying behavior. Harassing and bullying posts, emails, tweets, pictures, and videos can go viral quickly.
- Cyberbullying can be even crueler than face-to-face bullying. The Internet often makes it easier for people to say things to others that they wouldn’t ordinarily say in person.
- It’s harder for victims to escape their cyberbullies, especially when they are being bullied via text and email; online attacks can make victims feel insecure even in their own homes.

(Source: <http://www.cox.com/wcm/en/aboutus/datasheet/takecharge/2009-teen-survey.pdf>)

Get Smarter: Awareness and Prevention

Tips for Safer Social Networking and Online Dating

- Protect your privacy.
 - Limit the amount of personal information that you share online. Don’t post your phone number, address, where you work, or family members’ full names. Don’t list your full date of birth, use just the day and month.
 - Use the privacy settings on social networking sites to prevent anyone other than your friends from seeing your profile, and don’t “friend” or “follow” acquaintances or people you don’t know and trust.
 - Social networking sites often make changes to their privacy policies and settings, so check your account settings regularly.
 - Don’t use your work email for personal business.
- What goes online, stays online.
 - Think twice before posting pictures or videos of yourself online or sending them to someone via email or text. A good rule of thumb is to avoid sharing anything that you wouldn’t want your parents to see.
 - Never share compromising pictures of other people online or by email or text.
 - Ask your friends to avoid posting pictures of you or your personal information without your permission.
 - Remember you cannot go back later and “expunge” your online information because it’s causing you problems when you apply for a job, try to get a security clearance, or apply to graduate school.
- Shut down a potential stalker or scammer before the situation escalates.
 - Report any suspicious activity to the site administrators immediately.
 - Block any users who send you spam or phishing messages or seem like they have the potential to harass or stalk you.
- Hack-proof your computer and online accounts.
 - Use strong passwords and change your passwords frequently. Don’t use the same password for all of your accounts.

- Maintain a separate email address for your online accounts that you can close if an online account is compromised or you are being harassed.
- Keep your computer's antivirus or malware software up to date.

Know the Warning Signs

Online Dating Scams

When using an online dating site, be especially cautious if someone

- Almost immediately wants to communicate with you directly rather than through the online dating site
- Mentions "destiny" or "fate" or confesses to be in love with you too quickly
- Asks for your address so he or she can send you gifts (some scammers do send flowers and other gifts to their victims as a way of gaining their trust)
- Claims to be an American working or traveling abroad
- Asks you a lot of questions but doesn't provide much detail in return
- Sends you a picture of himself or herself that looks too professional or glamorous
- Asks for money to help with a sudden medical or personal emergency or asks you to help him or her cash checks

Cyberbullying and Cyberstalking

Someone you know may be the victim of cyberbullying or cyberstalking if he or she

- Becomes withdrawn from family and friends
- Seems reluctant or anxious to "go out" or participate in social activities
- Unexpectedly curtails computer or smartphone use
- Seems anxious or nervous when receiving a phone call, email, or text message
- Appears upset or frustrated after being online

Victim Resources

If you are a victim of cybercrime, keep the following in mind:

- Don't respond to the bully or stalker: Communicating with him or her could make the situation worse.

- Keep a record of any harassing emails, texts, messages, or other online posts sent to you or posted about you. Having detailed evidence of the bullying or stalking will help build a case against the perpetrator.
- Contact the police immediately. You may be able to file a restraining order against the stalker.
- Contact the site administrators to report the abuse. Most sites encourage users to report abuse and will block suspicious users.
- Let your family and trusted friends know about the situation. They can provide you with emotional support and get help for you in an emergency.
- Contact a local crisis hotline or center for additional resources and support. Find a crisis center in your area through the Office of Victims of Crime's Directory of Crime Victim Services at <http://ovc.ncjrs.gov/findvictimservices/search.asp>.

Selected Resources and Recommended Reading

READ FOR CLASS

Cybercrimes (NCPC)

Available at www.ncpc.org/resources/files/pdf/internet-safety/13020-Cybercrimes-revSPR.pdf

Cyberbullying: Identification, Prevention, and Response (Samir Hinduja, Ph.D., and Justin W. Patchin, Ph.D.)

Available at <http://cyberbullying.org/Cyberbullying-fact-sheet-identification-prevention-and-response/>

IN-CLASS HANDOUTS, READINGS, VIDEOS

If You Become a Victim of Cybercrime (National Cybersecurity Alliance)

Available at <http://staysafeonline.org/stay-safe-online/resources/victims-of-cybercrime-tip-sheet>

Are You Being Stalked? (Stalking Resource Center, National Center for Victims of Crime)

Available at http://victimsofcrime.org/docs/src/aybs_english_color.pdf

Responding to Cyberbullying: Top Ten Tips for Adults Who Are Being Harassed Online (Cyberbullying Research Center)

Available at http://cyberbullying.org/response_cyberbullying_adults/

RECOMMENDED READING AFTER CLASS

How to Bust the Office Bully: Eight Tactics for Explaining Workplace Abuse to Decision-Makers (Dr. Sarah J. Tracy, Dr. Jess K. Alberts, and Kendra Dyanne Rivera) Available at <http://staffombuds.berkeley.edu/sites/default/files/How%20to%20Bust%20the%20Office%20Bully.pdf>

Cybercrime and Cyber Safety Resources

Cyberbullying Research Center
<http://cyberbullying.us/>

The Cyberbullying Research Center provides up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents. This web site serves as a clearinghouse of information concerning the ways adolescents use and misuse technology. It is intended to be a resource for parents, educators, law enforcement officers, counselors, and others who work with youth. The site includes resources to help prevent and respond to cyberbullying incidents.

FightCyberstalking.org
www.fightcyberstalking.org

FightCyberstalking.org is an online resource site for cyberstalking victims: information on reporting a cyberstalker, online privacy tips, and tips for safer socializing online on social networking sites, such as Twitter, Facebook, Google Plus, and YouTube.

Get Safe Online
www.getsafeonline.org/

Get Safe Online is a UK's source of information on online safety. Its website provides advice on how to protect against fraud, identity theft, viruses, and many other problems encountered online. It contains guidance on other related subjects, including performing backups and how to avoid theft or loss of computers, smartphones, or tablets.

Office for Victims of Crime
Office of Justice Programs, U.S. Department of Justice
www.ovc.gov/welcome.html

Established in 1988 through an amendment to the Victims of Crime Act (VOCA) of 1984, the Office for Victims of Crime (OVC) is charged by Congress with administering the Crime Victims Fund (the Fund). Through OVC, the Fund supports a broad array of programs and services that focus on helping victims in the immediate aftermath of crime and continuing to support them as they rebuild their lives. Millions of dollars are invested annually in victim compensation and assistance in every state and territory, as well as for training, technical assistance, and other capacity-building programs designed to enhance service providers' ability to support victims of crime in communities across the nation.

OnGuardOnline.gov
www.onguardonline.gov

OnGuardOnline.gov is the federal government's website to help people be safe, secure, and responsible online. The Federal Trade Commission manages OnGuardOnline.gov, in partnership with other federal agencies. OnGuardOnline.gov is a partner in the Stop Think Connect campaign, led by the Department of Homeland Security, and part of the National Initiative for Cybersecurity Education, led by the National Institute of Standards and Technology.

Wired Safety
www.wiredsafety.org

WiredSafety is an online safety, education, and help group. Originating in 1995 as a group of volunteers rating websites, it now provides one-to-one help, information, and education to cyberspace users of all ages on a myriad of Internet and interactive technology safety, privacy, and security issues.



Fraud and Identity Theft

Session Objectives

At the end of this session, students will

- Be able to define fraud and identity theft
- Understand the extent and impact of fraud and identity theft crimes on college campuses and among consumers in general
- Be aware of various identity theft and fraud schemes and how to avoid them
- Be able to recognize the red flags of identity theft and fraudulent schemes
- Understand the steps to take as a victim
- Have the tools to be smart credit card consumers

Session Outline

1. Session Vocabulary
 - *Fraud*
 - *Identity theft*
 - *Phishing*
 - *Fair Credit Reporting Act*
 - *Federal Trade Commission*
2. By the Numbers: Fraud and Identity Theft
 - *Some statistics on fraud and identity theft*
3. Special Focus: Crime and College
 - *College students and identity theft*
 - *Scholarship and financial aid scams and fraud*
4. In Depth
 - Legal history
 - *How identity theft happens*
 - *How to prevent identity theft*
5. Get Smarter: Awareness and Prevention
 - *Preventing identity theft*
 - *Your first credit card*
 - *Free credit reports*
 - *Campus resources for financial education*
6. Know the Signs
 - *Signs you've been a victim of identity theft*



7. Victim Resources
 - *Action steps for victims of identity theft*
8. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What are some examples of fraud? Of identity theft?
2. Do you think there is a "typical" victim of fraud or identity theft?
3. Why do you think college students are so often victims of identity theft?
4. What are some of the costs of identity theft?
5. Many victims don't realize that their identity has been stolen for months or even longer. How do you think you could prevent that from happening to you?
6. What is phishing? Why do people get hooked?

Activity/Guest Speaker

- Student presentation
- Pre-class assignment—Have students poll five to ten students in their classes or dorms to

determine if any have been the victims of identity theft. If they find students who been the victims of fraud or identity theft, they should attempt to collect the following information: total financial loss from fraud or identity theft, source of fraud or identity theft (if known), length of time required to resolve the fraud or theft, any lasting repercussions of the fraud or theft. During class, have students share their findings and discuss. Are there similarities among the cases of fraud? What can those similarities tell us about fraud and identity theft among college students? Will they do anything different now that they have that information?

- If your campus offers personal finance workshops, invite an instructor to share workshop highlights with the class.
- If a campus representative is not available, invite a spokesperson from a local credit union or bank to share financial literacy tips with the class.
- Have students visit www.conemifyoucan.org and play the game. It will teach them how to spot the red flags of investment fraud.

Lecture Notes

Session Vocabulary

Fraud

- Fraud is the willful deception of others for the personal gain of the perpetrator.
- We generally think of fraud in terms of financial schemes:
 - Ponzi and pyramid schemes and other investment schemes (investors are encouraged to “buy in” for high dividends or returns, but never receive those dividends or their original investment)
 - Mortgage fraud (homeowners or lenders falsify information to secure a mortgage; homeowners in financial distress agree to an advance-payment scheme to prevent foreclosure but never receive the help they were promised)
 - Insurance fraud (dishonest policyholders or insurance agents falsify information to obtain insurance benefits)

- Mass marketing or email schemes (e.g., foreign lottery, sweepstakes prizes, “Nigerian” letters)
- Unauthorized credit or debit card use
- Financial aid scams

Identity Theft

- Identity theft occurs when someone wrongfully obtains another’s personal information without his or her knowledge to commit theft or fraud.
- The Fair Credit Reporting Act (FCRA) defines identity theft as “a fraud committed or attempted using the identifying information of another person without authority.” “Identifying information” is “any name or number that may be used, alone or in conjunction with any other information, to identify a specific person...”

(Source: Fair Credit Reporting Act, Pub.L. 108-159, sec 111, 15 U.S.C. § 1681a; 16 C.F.R §603.2.)

Phishing

- Phishing is an electronic attempt to acquire sensitive information, such as user names, passwords, and credit card details (and sometimes, indirectly, money) by masquerading as a trustworthy entity.

Fair Credit Reporting Act

- The Fair Credit Reporting Act (FCRA) is a federal law that regulates the collection and use of your consumer credit information and credit report. It is intended to ensure the fairness, accuracy, and privacy of consumer credit information.
- The FCRA was originally passed in 1970 and was amended in the late 1990s and again in 2003.
- The FCRA is enforced by the Federal Trade Commission.

Federal Trade Commission

- The Federal Trade Commission (FTC) is an independent government agency created in 1914 by the Federal Trade Commission Act.
- The purpose of the FTC is to protect consumers and promote competition (by enforcing antitrust laws).

By the Numbers: Fraud and Identity Theft

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- Approximately 13.1 million people are victimized by identity fraud annually in the United States.
- Direct and indirect losses due to personal identity theft or fraud totaled \$18 billion in 2014—that's more than the losses from all other property crimes (burglary, motor vehicle theft, and theft) combined (as measured in the National Crime Victimization Survey).
- About 14 percent of identity theft victims suffered an out-of-pocket financial loss.
- The most common type of identity theft in 2014 was the misuse or attempted takeover of an existing account (28 percent):
 - Credit card = 64 percent of reported ID thefts
 - Bank account (debit, checking, or saving) = 35 percent of reported ID thefts

(Source: Javelin Strategy and Research's 2014 Identity Fraud Study)

- Older adults (ages 50 to 59) represent the highest percentage of general fraud complaints (21 percent).
- Young adults (ages 20 to 29) represent 14 percent of all identity fraud complaints.

(Source: Federal Trade Commission, Consumer Sentinel Network Data Book for January-December 2014)

Special Focus: Crime and College

College Students and Identity Theft

- College students and young adults are at higher risk for identity theft because they
 - Are often flooded with credit card offers and either have trouble determining legitimate offers from fraudulent offers OR do not shred offers received by mail
 - Tend to conduct financial transactions (checking bank accounts or shopping) online in a public or communal environment where their information might be seen or compromised by fraudsters OR on unsecured websites or networks (online shopping sites without secure credit card checkouts or websites accessed over public Wi-Fi connections)
 - Are often added to their parent's credit card or bank accounts and don't monitor their accounts until it's too late

Scholarship/Financial Aid Scams

- College students are often targets of scholarship and financial aid scams.
 - Don't be pressured to opt in to a financial aid-finding service on the spot. ("Sign up now or you'll miss this opportunity!")
 - If it sounds too good to be true, it probably is. ("We guarantee you'll get a scholarship or you'll get your money back!" You may pay a huge service fee and get much less than that back in financial aid.)
 - Be wary of awards for which you didn't apply. ("You've earned a scholarship! I just need your bank account number to secure your award.")
 - Never pay to file your FAFSA...after all, it's the FREE Application for Federal Student Aid. ("For a small service fee, we'll take care of filing your FAFSA for you.")

In Depth

Legal History

- Prior to 1998, identity theft was not a federal crime.
- In 1998, Congress passed the Identity Theft and Assumption Deterrence Act, which made it a federal felony to "knowingly transfer or use, without lawful authority, a means of identification of another person with the intent to commit, or to aid or abet, any unlawful activity that constitutes a violation of federal law, or that constitutes a felony under any applicable state or local law." (Title 18, U.S. Code, Section 1028)

How Identity Theft Happens

- Personal information that fraudsters use to commit identity theft include
 - Name
 - Address
 - Date of birth
 - Social Security number
 - Medicare number
 - Driver's license number
 - Passport number
 - Birth and death certificates
 - Bank account numbers
 - Credit card numbers
 - Passwords and PINs

- Utility bills and account numbers
- Health insurance cards or prescription labels
- How do fraudsters get this information?
 - Dumpster diving—Going through trash or recycling to gather personal information
 - Old-fashioned theft—Stealing personal information online or in person, such as copying and using a credit card application or the theft of a credit card
 - Credit card skimming—Using a skimmer device to illegally collect data from the magnetic stripe of a credit, debit, or ATM card
 - Hacking—Unauthorized use of computer and network resources. Hacking is a felony in the United States and most other countries.
 - Phishing—Using a legitimate business to send an email and direct you to another page to get personal information from you or to gain access to your accounts
 - Changing your address—Using a contrived address to gain personal information.
 - Shoulder surfing—Using direct observation techniques to get information.

Get Smarter: Awareness and Prevention

Preventing Identity Theft

- Avoid a paper trail
 - Shred financial documents (bank and credit card statements, credit card applications, etc.).
 - Don't allow your mail to pile up, and be sure to shred any unwanted mail.
 - Memorize your Social Security number and do not carry your Social Security card with you.
 - Keep important personal documents securely locked away.
 - Look at what you carry in your wallet. Do you really need to carry all your credit cards or more than one ID? Scan a copy of what's in your wallet and keep it in a secure place in case your wallet is stolen.
 - Protect your medical information. Thieves also steal identities in order to obtain medical care.
- Online lockdown: by computer or smartphone
 - When making online purchases, be sure to use secure websites.
 - Completely log out of any secure website before closing your browser.

- Do not allow your browser to remember any passwords or log-in information.
- Never use your date of birth or Social Security number as your password; use secure and unique passwords and memorize them—never store them on your phone or computer.
- Never leave your computer or smartphone out and unlocked.
- Password protect your device, laptop, or computer.
- An ounce of prevention
 - Reconcile your bank and credit card statements every month; in between reconciliations, watch for suspicious charges to your accounts.
 - Request a **free** credit report every year (www.annualcreditreport.com) and carefully review it. You are allowed to request a free report once a year from each of the three major credit bureaus.
 - Research identity theft protection services. You may decide that the monthly fee is worth paying for.
 - If possible, do not use your Social Security number for any identification numbers (like a driver's license number or student ID number).
 - Never give your bank account, credit card, or Social Security numbers by phone or Internet unless you have initiated the transaction.
 - Be aware of other email and electronic scams, such as a person claiming to be a relative stuck overseas and needing money to get home.

Your First Credit Card

- Are you ready?
 - Get a job—having verifiable income allows you to get a card without a co-signer.
 - Know your limits—set a budget and watch your spending limits.
- Choosing the right card
 - Do your research—don't choose a card for the free gifts they offer.
 - Make sure you thoroughly understand the terms of your credit card—the interest rate (and whether or not it's variable), billing terms, annual fees, etc.
 - Consider getting a secured card or one with low limits.

- Don't get more than one card until you are sure you can make payments and use the card responsibly.
- Being a smart credit card consumer. Your credit history follows you for a very long time and can affect your ability to get a car loan, a mortgage, and sometimes even a job. Prospective employers often check your credit history as part of its background check.
 - Use your card for small purchases that you can pay off each month. This is a good way of building credit in your name.
 - Don't miss payments or exceed your credit limit.
 - Follow the steps to prevent identity theft and monitor your credit report regularly.
 - If your bank offers the option of putting your photo on the front of your credit card, take advantage of it. If they don't, write on the back of your credit card in permanent ink, "Check for ID."

Free Credit Reports

- Under the Fair and Accurate Credit Transactions Act (FACTA), an amendment to the FCRA, each of the nationwide credit reporting agencies (Experian, TransUnion, and Equifax) are required to provide you with a free copy of your credit report every year—but you must request it.
- They are also required to give you a free copy if a fraud alert is placed on your credit report.
- To order your free annual credit reports
 - o Visit www.annualcreditreport.com
 - o Call 877-322-8228

Campus Resources for Financial Education

- Many campuses offer personal finance workshops and other resources to increase the financial literacy of their students. Contact your university's student body association to find out what resources it offers.
- If your campus doesn't offer personal finance workshops, visit www.cashcourse.org to enroll in a free online course that covers a variety of money management and financial education topics.

Know the Signs

You may be a victim of identity theft if

- There are charges on your bank account or credit card statements that you don't recognize
- You suddenly stop getting bills or bank or credit card statements
- You notice unfamiliar accounts on your credit report or your credit report shows incorrect information (such as delinquencies, etc.)
- You receive calls from debt collectors for accounts that you don't have
- Your bank puts a hold on your credit or debit card

Victim Resources

If you are a victim of identity theft

- Contact the fraud department of the three major credit bureaus: Experian, TransUnion, and Equifax and put a fraud alert on your credit file. This will result in you being contacted if anyone tries to open credit in your name.
- Contact your financial institutions to close the affected account(s) and have them flagged for fraud.
- File a police report in the location where the theft occurred.
- Contact the Federal Trade Commission to file a complaint.
- Keep detailed records of all fraudulent transactions, as well as all conversations you have with financial institutions regarding the theft. Obtain copies of all reports filed with credit unions and the police.

Selected Resources and Recommended Reading

READ FOR CLASS

Identity Smart: A Guide for Consumers to Help Protect Against Identity Theft (NCPC)

Available at www.ncpc.org/resources/files/pdf/theft/NCPC-ID%20Theft.pdf

Identity Theft: What To Know, What To Do (FTC)

Available at <http://www.consumer.ftc.gov/sites/default/files/articles/pdf/pdf-0014-identity-theft.pdf>

IN-CLASS HANDOUTS, READINGS, VIDEOS

Summary of Rights under the FCRA (Federal Trade Commission [FTC])

Available at www.consumer.ftc.gov/articles/pdf-0096-fair-credit-reporting-act.pdf

Statement of Rights for Identity Theft Victims (FTC)

Available at www.ovc.gov/pdf/IDRightsbooklet.pdf

Save Your Money, Save Your Identity (Federal Student Aid, Department of Education)

Available at <https://studentaid.ed.gov/sites/default/files/save-your-money-and-identity.pdf>

Taking Charge: What To Do If Your Identity is Stolen (FTC)

Available at <http://www.consumer.ftc.gov/articles/pdf-0009-taking-charge.pdf>

"Credit Card Skimming in New Places"

Video available at <http://abcnews.go.com/WNT/video/credit-card-skimming-places-15932278>

"College Students Prime Target for ID Theft"

Video available at www.cbsnews.com/news/college-students-prime-target-for-id-theft/

Fraud and Identity Theft Resources

Financial Fraud Enforcement Taskforce

www.stopfraud.gov

President Obama established the Financial Fraud Enforcement Task Force in November 2009 to hold accountable those who helped bring about the last financial crisis, as well as those who would attempt to take advantage of the efforts at economic recovery. The task force is improving efforts across the government and with state and local partners to investigate and prosecute significant financial crimes, ensure just and effective punishment for those who perpetrate financial crimes, recover proceeds for victims, and address financial discrimination in the lending and financial markets.

FINRA Investment Education Foundation

www.saveandinvest.org and www.finrafoundation.org

The mission of the FINRA Investor Education Foundation is to provide underserved Americans with the knowledge, skills, and tools necessary for financial success throughout life. The FINRA Foundation envisions a society characterized by universal financial literacy. Established in 2003, the FINRA Foundation supports innovative research and educational projects aimed at segments of the investing public that could benefit from additional resources.

National Consumers League

www.fraud.org

Fraud.org is the product of more than two decades of consumer education and advocacy related to Internet and telemarketing fraud prevention. Through its anti-fraud advocacy, consumer education efforts, and direct consumer counseling support, NCL's Fraud Center and Fraud.org have helped millions of consumers protect themselves and loved ones against malicious scams.

National Cybersecurity Alliance (NCSA)

<https://www.staysafeonline.org/>

NCSA's mission is to educate and therefore empower a digital society to use the Internet safely and securely at home, work, and school, protecting the individual's technology use, the networks they connect to, and shared digital assets.

Privacy Rights Clearinghouse

<http://www.privacyrights.org/>

Privacy Rights Clearinghouse is a California nonprofit corporation with 501(c)(3) tax exempt status. Its mission is to engage, educate, and empower individuals to protect their privacy. The Privacy Rights Clearinghouse identifies trends and communicates its findings to advocates, policymakers, industry, media, and consumers.



Intellectual Property (IP) Theft and Plagiarism



Session Objectives

At the end of this session, students will

- Be able to define intellectual property (IP) and the four major categories of IP
- Have an understanding of the extent and impact of IP theft on the U.S. economy, health, and safety
- Know what constitutes plagiarism and how to avoid it
- Know helpful tips for avoiding counterfeit goods

Session Outline

1. Session Vocabulary
 - *Intellectual property*
 - *Patent*
 - *Trademark*
 - *Copyright*
 - *Trade secret*
 - *Plagiarism*
2. By the Numbers: Intellectual Property
 - *Some statistics on intellectual property*
3. Special Focus: Crime and College
 - *Plagiarism*
 - *Tips for avoiding plagiarism*

4. In Depth
 - *Counterfeiting versus piracy*
 - *The cost of IP theft*
 - *The scope of counterfeiting and piracy*
5. Get Smarter: Awareness and Prevention
 - *Tips to avoid buying counterfeit goods*
6. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What are some examples of intellectual property?
2. The overwhelming majority of Americans believe purchasing counterfeit and pirated goods is a victimless crime and people continue to illegally copy software, music, movies, etc. Why do you think that is?
3. Do you think there's a difference between making a copy of a movie or a software program to give to a friend and buying a pirated copy? Why or why not?
4. What is plagiarism? Is plagiarism illegal?
5. What is the difference between plagiarism and copyright infringement?
6. What is our university's policy on plagiarism?

Activity/Guest Speaker

- Student presentation
- Play "It Hurts" video PSA from NCPC (www.ncpc.org/topics/intellectual-property-theft/ncpcs-intellectual-property-theft-campaign). Use the video as a starting point for a discussion on software piracy and music/video piracy. What is the PSA's message? Is it effective? Why is there a belief that piracy of copyrighted works is victimless and more acceptable than other forms of theft?

- Play selected clips or share the transcripts from the “When Patents Attack” and “When Patents Attack, Part II” podcasts from This American Life. (www.thisamericanlife.org/radio-archives/episode/441/when-patents-attack and www.thisamericanlife.org/radio-archives/episode/496/when-patents-attack-part-two) Use the podcasts as framework for a discussion on the patent system and intellectual property theft. Break students into groups and have them debate the pros and cons of the patent system and whether it currently encourages or discourages innovation. Have groups report their conclusions to the class.

Note to the instructor: Plagiarism is not a crime but it is a major issue on college campuses, often with severe consequences. We’ve included it in this session because it is most closely linked to copyright issues. As an activity, you might ask students to compare and contrast plagiarism to copyright infringement. Ask students if they think plagiarism could be considered a “moral” crime. This is a great opportunity to reinforce your campus’s policy and the consequences for violating it.

Lecture Notes

Session Vocabulary

Intellectual Property

- Intellectual property (IP) refers to original and creative works of the mind, including
 - Inventions
 - Literary, musical, and artistic works
 - Words or phrases
 - Designs, logos, and symbols
- Types of IP theft include
 - Patent violations
 - Trademark violations
 - Copyright infringement
 - Trade secret theft

Patent

- A patent grants the property rights of an invention to the inventor.
- Patents are granted for new, useful, and non-obvious inventions for a period of 20 years from the filing date of a patent application, and provide the right to exclude others from exploiting the invention during that period.

- U.S. patents are issued by the U.S. Patent and Trademark Office.

(Source: <http://origin.www.stopfakes.gov/learn-about-ip/patents/about>)

Trademark

- A trademark protects words, names, symbols, sounds, or colors that distinguish a company’s goods and services from those manufactured or sold by other companies.
- In short, a trademark is a brand name, like McGruff the Crime Dog®.
- Unlike patents, trademarks can be renewed as long as they are being used in commerce.

(Source: <http://origin.www.stopfakes.gov/learn-about-ip/trademarks/about>)

Copyright

- A copyright is a form of protection provided to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works, both published and unpublished.
- Copyrights protect the form of expression rather than the subject matter of the writing. The U.S. Copyright Office handles copyright registrations.

(Source: <http://origin.www.stopfakes.gov/learn-about-ip/copyrights/about>)

Trade Secret

- Generally, a trade secret can include a formula, pattern, compilation, program, device, method, technique, or process that is used in one’s business; has independent economic value that provides an advantage over competitors; and has been subject to reasonable measures to maintain its secrecy.
- Under most circumstances, a trade secret is lost once it is independently discovered.

(Source: <http://origin.www.stopfakes.gov/learn-about-ip/trade-secrets/about>)

Plagiarism

- The American Heritage Dictionary defines plagiarism as using and passing off (the ideas or writings of another) as one’s own or appropriating for use as one’s own passages or ideas from (another). Plagiarism is not mentioned in any statute (criminal or civil) and is therefore not considered

a crime. However, most universities and colleges have strict policies on plagiarism.

By the Numbers: Intellectual Property

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- A U.S. Patent and Trademark Office study estimates that IP-intensive industries directly accounted for 27.1 million American jobs in 2010, or 18.8 percent of all employment in the economy.
- IP-intensive industries accounted for about \$5.06 trillion in value added, or 34.8 percent of U.S. gross domestic product (GDP), in 2010.
- Between 2010 and 2011, the economic recovery led to a 1.6 percent increase in direct employment in IP-intensive industries, faster than the 1.0 percent growth in non-IP-intensive industries.

(Source: http://www.uspto.gov/sites/default/files/news/publications/IP_Report_March_2012.pdf as viewed on August 1, 2015)

- The American Consumer Institute survey of American consumers regarding their attitudes about IP found that
 - Eighty-six percent of Americans believe that protecting IP is a good way to encourage innovation and creativity
 - Eighty-nine percent see the sale of counterfeit and pirated goods as negatively affecting American jobs
 - Ninety percent believe that the sale of counterfeit and pirated goods is bad for the U.S. economy
 - Ninety-one percent support the U.S. government's role in stopping online corporate espionage, such as online theft of trade secrets, and the strong enforcement of laws to protect against the sale of counterfeit and pirated goods.

Source: (<http://www.theamericanconsumer.org/wp-content/uploads/2013/07/Final-IP-Study-w-Cover.pdf>)

Special Focus: Crime and College

Plagiarism

- Plagiarism is using someone else's original content as though it is your own, whether intentionally (by cutting and pasting or otherwise copying

word for word) or unintentionally (by failing to cite the material correctly or assuming that paraphrasing the material is sufficient).

- Examples of plagiarism include the following:
 - Failing to cite properly the source of the content you are using, whether that content is from websites, magazines, newspapers, television, radio, movies, photographs, or charts and graphs
 - Failing to use quotation marks for that content, even if you do cite it properly
 - Turning in a paper that was written by someone else, including papers purchased online and papers that you've copied from someone else
 - Citing sources that you did not actually use

(Source: www.educationworld.com/a_curr/TM/curr390_guide.shtml)

- Between 2010 and 2011, over 35 million papers were submitted to turnitin.com. There were over 128 million content matches from these papers on the web. That represents about 3.7 content matches per paper submitted.

(Source: www.edudemic.com/plagiarism-in-education/ as viewed on August 1, 2015)

- Although there are no laws that specifically address academic plagiarism, it is considered a serious offense within the academic and literary worlds. Most colleges have very strict anti-plagiarism policies, and the repercussions of plagiarizing can range from failing a class to expulsion and can haunt you later in your career.

Tips for Avoiding Plagiarism

- Take careful, detailed, and organized notes when doing your research.
 - Identify which material you've quoted directly, which material you've paraphrased, and which ideas are your original thoughts.
 - Keep track of your sources as you take your notes.
- When you're ready to write, put away your source material and your notes—this will help you put what you've learned in your own words.
- Include your citations as you write; don't save the citations for last. By citing as you go, you have a better chance of doing it correctly.
- Make sure you understand how to properly cite your sources.

- Different fields use different citation styles. Check with your campus writing center or with your instructor if you're not sure which style to use.

In Depth

Counterfeiting versus Piracy

- A counterfeit good is a fake replica of a real (and generally more valuable) product, created with the intent to deceive or commit fraud.
- A pirated good is a copy of a copyrighted work (music, movies, books, and software, for example) that is created without the permission of the copyright owner.

(Source: <http://origin.www.stopfakes.gov/faqs/what-difference-between-piracy-and-counterfeiting>)

The Cost of IP Theft

- A third of the world's software is counterfeit, according to estimates from the International Data Commission (IDC). A recent study by the IDC shows that using pirated software results in exposure to malware about a third of the time.
- The direct costs to enterprises dealing with malware from counterfeit software will hit \$114 billion in 2013 and the potential losses from data breaches could reach nearly \$350 billion.

(Source: www.computerworld.com.pt/media/2013/03/IDC030513.pdf)

- "In 2009, the theft of U.S. intellectual property from China alone was equivalent in value to \$48.2 billion in lost sales, royalties, and license fees. Of the \$48.2 billion in total reported losses, approximately \$36.6 billion (75.9 percent) was attributable to lost sales, while the remaining \$11.6 billion was attributable to a combination of lost royalty and license payments as well as other unspecified losses."

(Source: www.ipcommission.org/report/IP_Commission_Report_052213.pdf)

- According to FBI, Interpol, World Customs Organization, and International Chamber of Commerce estimates, roughly 7 to 8 percent of world trade every year is in counterfeit goods—the equivalent of as much as \$512 billion in global lost sales.

- Of that amount, U.S. companies lose between \$200 and \$250 billion.

(Source: www.stopfakes.gov/learn-about-ip/ip/how-serious-problem-counterfeiting-and-piracy)

The Scope of Counterfeiting and Piracy

- In 2011, U.S. Customs and Border Protection seized 24,792 counterfeit or pirated goods, a 24.2 percent increase over the amount of goods seized in 2010, representing more than \$1.1 billion in lost sales.

(Source: www.ice.gov/doclib/iprcenter/pdf/ipr-fy-2011-seizure-report.pdf)

- The industries most often affected by IP theft are
 - Manufacturing
 - Consumer goods
 - Technology
 - Software
 - Biotechnology (including pharmaceuticals)

(Source: <http://origin.www.stopfakes.gov/learn-about-ip/ip/how-serious-problem-counterfeiting-and-piracy>)

- Some of the most commonly counterfeited or pirated goods include
 - Toys
 - Footwear, apparel, and handbags
 - Pharmaceuticals
 - Computers and computer accessories
 - DVDs and CDs
 - Consumer electronics
- The U.S. Food and Drug Administration estimates that 15 percent of the pharmaceuticals entering the United States each year are fakes—a figure that has increased 90 percent since 2005.
- The National Association of Boards of Pharmacy reports that more than 96 percent of online pharmacies do not meet pharmacy laws and practice standards.

(Source: www.ncpc.org/topics/intellectual-property-theft/facts-and-figures-1)

- In January 2013, 327 million unique Internet users in North America, Europe, and Asia-Pacific purposely sought to download illegal content, generating 13.9 billion page views on piracy websites.

(Source: <http://copyrightalliance.org/sites/default/files/2013-netnames-piracy.pdf>)

Get Smarter: Awareness and Prevention

If you discover that you've unknowingly purchased something counterfeit or pirated, you can do the following:

- Return it to the seller, if possible. You are legally entitled to a refund or the real thing. You are still entitled to a refund if you have unwittingly purchased a "gray market" item—a genuine product that was sold through unauthorized channels.
- If you purchased the item with your credit card, contact the card issuer and ask for a charge-back.
- File a complaint with your state's consumer protection agency. The seller may have violated state or federal trade laws. For major fraud, contact local law enforcement.
- File a complaint with the Consumer Products Safety Commission at www.saferproducts.gov.

(Source: www.consumerreports.org/cro/2012/06/how-to-spot-counterfeits/index.htm)

Tips To Avoid Buying Counterfeit Goods

- If the price seems too good to be true, the product is probably a fake. Be especially careful with luxury brands, as most of them never go on sale or are not available through outlet or discount stores.
- Inspect the product carefully in person, if possible. Does the construction match the brand's reputation? Is the quality of the label and packaging—the print, colors, seals, etc.—consistent with the brand?
- Check "use by" dates, make sure all the parts are there, and examine that warranty information is included.
- Be suspicious of online retailers (whether selling on a registered domain or through an auction site) that have unprofessional-looking websites, typos or poor grammar, or don't have clearly stated return or privacy policies.
- When purchasing medications online, only shop from licensed pharmacies that have the Verified Internet Pharmacy Practice Sites (VIPPS) seal. (Find a list of approved pharmacies at <http://www.safe.pharmacy/> or www.legitscript.com).

- If a movie is still in the theatres or hasn't been released digitally, the version you're being offered for streaming or download is pirated.
- When shopping on international websites, look for trusted vendors that have legitimate addresses, security safeguards, and meet U.S. standards.

Selected Resources and Recommended Reading

READ FOR CLASS

What Is Intellectual Property? (World Intellectual Property Organization)

Available at http://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf

Sizing the Piracy Universe (David Price)

Available at <https://copyrightalliance.org/sites/default/files/2013-netnames-piracy.pdf>

IN-CLASS HANDOUTS, READINGS, VIDEOS

Plagiarism Report infographic (Turnitin.com)

Available at http://turnitin.com/en_us/resources/blog/421-general/1660-plagiarism-report-infographic

"When Patents Attack!"

Podcast available at www.thisamericanlife.org/radio-archives/episode/441/when-patents-attack

"When Patents Attack...Part Two!"

Podcast available at www.thisamericanlife.org/radio-archives/episode/496/when-patents-attack-part-two

Top 10 Ways to Protect Yourself from Counterfeiting and Piracy (U.S. Department of Commerce and U.S. Chamber of Commerce)

Available at www.stopfakes.gov/sites/default/files/Consumer_Tips.pdf

RECOMMENDED READING AFTER CLASS

Intellectual Property: Facts and Consumer Opinions on Counterfeit and Pirated Goods (Erwin A. Blackstone, Joseph P. Fuhr Jr., and Steve Pociask)

Available at www.theamericanconsumer.org/wp-content/uploads/2013/07/Final-IP-Study-w-Cover.pdf

The IP Commission Report (The Commission of the Theft of American Intellectual Property)

Available at www.ipcommission.org/report/IP_Commission_Report_052213.pdf

IP Theft Resources

Intellectual Property Task Force

www.justice.gov/dag/intellectual-property-task-force

The Department of Justice Task Force on Intellectual Property was put in place to confront the growing number of domestic and international intellectual property crimes. Its mission is to strengthen efforts to combat IP crimes through close coordination with state and local law enforcement partners, as well as international counterparts.

International Anti-Counterfeiting Coalition

www.iacc.org

This nonprofit organization is devoted solely to protecting intellectual property and deterring counterfeiting.

National Crime Prevention Council

www.ncpc.org/topics/intellectual-property-theft

NCPC, in partnership with the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, has launched a campaign against intellectual property theft. This campaign consists of video public service announcements for TV and online use, radio spots, and printed signs and brochures. The website explains the research that went into the campaign, the different types of intellectual property theft, how to keep from becoming a victim of intellectual property theft, and resources that are available from NCPC and other organizations and agencies.

National Intellectual Property Rights Coordination Center

www.iprcenter.gov

The U.S. Immigration and Customs Enforcement (ICE) Homeland Security Investigations (HSI)-led National Intellectual Property Rights Coordination Center (IPR Center) is part of the United States government's response to global intellectual property theft and

enforcement of its international trade laws. The mission of the IPR Center is to ensure national security by protecting the public's health and safety and the U.S. economy, and to stop predatory and unfair trade practices that threaten the global economy. To accomplish this goal, the IPR Center brings together 21 partner agencies, consisting of 17 key federal agencies, Interpol, Europol, and the governments of Canada and Mexico in a task-force setting.

StopFakes.gov

www.stopfakes.gov

STOPfakes.gov was launched to serve as a one-stop shop for U.S. government tools and resources on intellectual property rights. The federal agencies behind STOPfakes.gov have developed a number of resources to educate and assist businesses, particularly small and medium-sized enterprises, as well as consumers, government officials, and the general public.

U.S. Copyright Office

www.copyright.gov

The Copyright Office is an office of record, a place where claims to copyright are registered, and where documents relating to copyright may be recorded when the requirements of the copyright law are met. The Copyright Office furnishes information about the provisions of the copyright law and the procedures for making a registration or recordation, explains the operations and practices of the Copyright Office, and reports on facts found in the public records of the Office. The Office also administers the mandatory deposit provisions of the copyright law and the various compulsory licensing provisions of the law, which include collecting royalties.

World Intellectual Property Organization

www.wipo.int/portal/en/

The World Intellectual Property Organization (WIPO) is a global forum for intellectual property services, policy, information, and cooperation. It is a self-funding agency of the United Nations, with 187 member states. Its mission is to lead the development of a balanced and effective international intellectual property system that enables innovation and creativity for the benefit of all.



Dating Violence and Sexual Assault

Session Objectives

At the end of this session, students will

- Be able to define the terms related to dating violence and sexual assault
- Have an understanding of the impact of dating violence and sexual assault in the general community as well as on college campuses
- Be familiar with some of the issues around creating effective prevention and awareness programs on college campuses
- Be able to recognize the red flags of dating violence and sexual assault
- Understand the steps to take as a victim of dating violence or sexual assault
- Know some strategies to reduce the risk of sexual assault (theirs or someone else's)

Session Outline

1. Session Vocabulary
 - Rape
 - Sexual assault
 - Dating violence
 - The Campus Save Act
2. By the Numbers: Dating Violence and Sexual Assault
 - Some statistics on dating violence and acquaintance rape
3. Special Focus: Crime and College
 - Campus rape prevention strategies
4. In Depth
 - Getting help for victims of dating violence
 - Rape and alcohol
5. Get Smarter: Awareness and Prevention
 - Preventing sexual assault
6. Know the Warning Signs
 - How to tell if you're getting involved in an abusive relationship

7. Victim Resources

- Action steps for victims of dating violence
- Action steps for victims of drug-facilitated sexual assault

8. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. Do you know our university's sexual assault policy?
2. Some men's rights activists claim that mandatory sexual assault awareness and prevention courses alienate male students and have led to a decline in male student enrollment. Do you agree or disagree?
3. Some rape prevention tips pointedly encourage women to drink less. Given that 41 percent of students believe it's the victim's fault if she is raped while drunk, do you think that this advice perpetuates the inaccurate notion that women are to blame, or is it simply a pragmatic response to the realities of sexual assault and rape on campus?



4. Many people think they are savvy enough that this would never happen to them, without identifying the victim, do you know anyone who has been sexually assaulted? Do you think you could pick up on some of the warning signs?

Activity/Guest Speaker

- Student presentation
- Invite a spokesperson from a local rape or domestic violence crisis center to present to the class.
- Have students view the It's On Us (<http://itsonus.org>) website and discuss the campaign in class.
- Ask students to write a position paper on the university's sexual assault policy. What are recommendations for changes or additions to the policy?

Lecture Notes

Session Vocabulary

Rape

- Rape is forced sexual intercourse, including vaginal, anal, or oral penetration. Penetration may be by a body part or an object. When victims know the perpetrator (a date, friend, acquaintance, current boyfriend or girlfriend, or previous boyfriend or girlfriend), it may be referred to as "date rape" or "acquaintance rape."

Sexual Assault

- Sexual assault is unwanted sexual contact that stops short of rape or attempted rape. This includes sexual touching and fondling.

Dating Violence

- Dating violence is any act, attempt, or threat of force or violence against someone by her or his partner (boyfriend or girlfriend).

The Campus SaVE Act

- The Campus SaVE Act is a March 2013 amendment to the Jeanne Clery Act.
- Under this amendment, most postsecondary institutions (including community and vocational colleges) are required to provide "primary prevention and awareness programs" to both students and employees addressing
 - The issues of rape and sexual assault, dating and domestic violence, and stalking

- Safe and positive options for bystander intervention
- Ongoing prevention and awareness programs for students and faculty

By the Numbers: Rape and Dating Violence

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- From 2003-2012, an estimated 26 percent of all violent crimes towards females were committed by an intimate partner.

(Source: <http://www.bjs.gov/content/pub/pdf/ndv0312.pdf>)

- Eighty percent of sexual assault victims are under age 30.

(Source: RAINN)

- Sexual assault is one of the most underreported crimes, with an estimated 68 percent unreported.

(Source: Justice Department, National Crime Victimization Survey: 2008-2012)

- Approximately four of five rapes were committed by someone known to the victim:
 - Eighty-two percent of sexual assaults were perpetrated by a non-stranger.
 - Forty-seven percent of rape perpetrators are friends or acquaintances.
 - Twenty-five percent are intimates.
 - Five percent are relatives.

(Source: <https://www.rainn.org/get-information/statistics/sexual-assault-offenders>)

- Twenty-one percent of college students report having experienced dating violence by a current partner. Thirty-two percent experienced dating violence by a previous partner.
- Among college students who were sexually assaulted, 35 percent of attempted rapes occurred on dates, 22 percent of threatened rapes occurred on dates, and 12 percent of completed rapes occurred on dates.

(Source: <http://sapac.umich.edu/article/311>)

Special Focus: Crime and College

Campus Rape Prevention Strategies

PROGRAM TYPES

- According to a 2012 survey conducted and published by SAFER, <http://safercampus.org/userfiles/file/NASummaryReport.pdf>, one

quarter of undergraduate students surveyed did not know if their schools had a rape or sexual assault policy.

- Raising awareness, changing rape culture, and providing survivor services were identified as top priorities for student-led efforts to address campus sexual violence.
- When asked to choose the three most effective approaches to ending sexual assault and rape on campus, students chose safety initiatives (e.g., blue lights, safe rides home) (48.5 percent), awareness-raising events (e.g., “Take Back the Night”) (40.9 percent), and social norms or social marketing approaches (e.g., “Real Men Don’t Rape”) (38.1 percent).

PROGRAM EFFICACY

- According to VAWAnet.org, http://www.vawnet.org/Assoc_Files_VAWnet/AR_EvaluationCampusProgramming.pdf, when asked to grade their school’s efforts to address sexual assault and rape on campus, the majority of students would give their schools a “B” (40.2 percent) or a “C” (33.6 percent).
- Research into the overall effectiveness of various types of school-sponsored prevention programs has found that
 - These programs are “somewhat effective” in changing attitudes toward rape and increasing knowledge about rape
 - They do not yield long-term and significant changes in knowledge and attitudes
 - Talking about gender roles and rape myths is more effective at changing attitudes about rape than trying to increase empathy for rape victims.
- Single-sex programs have been found to be more effective than mixed-gender programs. Reasons for this might be that single-sex programs
 - Reduce defensiveness in men, allowing them more positively to influence one another
 - Create a more supportive environment for women in which they do not feel obligated to challenge or defend male participants

In Depth

(Note to the instructor: You may want to consider some visual aids to present the statistics.)

Getting Help for Victims of Dating Violence

- Fifty-eight percent of college students say they don’t know what to do to help someone who is a victim of dating abuse.
- Thirty-eight percent of college students say they don’t know how to get help for themselves on campus if they were a victim of dating abuse.
- More than half of all college students (57 percent) say it is difficult to identify dating abuse.

(Source: <http://www.breakthecycle.org/dating-violence-research/college-dating-violence-and-abuse-poll> as viewed on August 1, 2015)

- College students who are victims of dating violence may find it difficult to get help because they
 - May not realize that they’re in an abusive relationship
 - Feel cut off from their personal support networks (family and close friends), especially if they are away from home for the first time
 - May not have established a personal support network on campus yet
 - Are afraid of their abuser—the campus environment may not offer a sense of security or protection from being stalked by or in close proximity to their abuser
 - Have the impression that school administrators will not respond appropriately to their situation
 - Worry that if their parents find out, they will pull them from the school
 - Are unfamiliar with the victim services available to them

(Adapted from <http://sapac.umich.edu/article/311>)

Get Smarter: Awareness and Prevention

Preventing Sexual Assault

- Trust your instincts.
 - If a situation, place, or person just doesn’t feel right, go somewhere else.
- Be aware of your surroundings.
 - Know where you are and who’s around you.

- Walk with purpose, even if you don't know where you're going.
- Avoid having earbuds in both ears or listening to loud music when walking or running.
- Avoid being completely distracted by your smartphone.
- Avoid isolated areas and walk in groups whenever possible.
- Keep a little cash (for cab fare) and your cell phone charged and with you whenever you're going out.
- Don't leave your drink unattended—ever.
- If can't remember what happened to you, you may have been drugged. Go to a hospital and ask to be tested for "date rape" drugs and possibly an assault exam.
- Watch out for your friends, and have your friends watch out for you.
 - Go out in groups and agree beforehand to arrive together, check in with each other during the evening, and leave together.
 - If a friend seems out of it or is acting out of character, get her or him to a safe place right away—preferably a hospital to be tested for "date rape" drugs.
- Don't be a passive bystander.
 - If you see someone at risk for being assaulted, step in and offer your help. Get others involved in helping as well.
 - Don't leave a potential victim alone with a potential perpetrator.
 - If you see that a friend may be a potential perpetrator, speak up and let him or her know that you don't approve of that behavior. Consider whether this is the type of person you want to be associated with.

Know the Warning Signs

Dating Violence

You may be in an abusive relationship if your partner

- Is physically rough or abusive toward you (shoves, yanks, restrains, or hits you) or threatens to physically harm you
- Calls you names (tells you that you're fat, ugly, stupid, or worthless) or otherwise puts you down—in private or in public

- Uses guilt, manipulates, or forces you to be intimate when you don't want to be
- Is constantly checking up on you by phone, text, or email, wanting to know where you are and what you're doing at all times
- Tries to distance you from your family and friends
- Threatens to kill him or herself or kill or hurt you or someone you know if you break up with him or her

You may be at risk of becoming a victim of dating violence if your partner

- Is extremely jealous, possessive, or insecure
- Has an explosive temper, gets into fights, breaks or throws things on purpose, or is always mad about something
- Abuses other people, family members, or animals
- Displays erratic mood swings—is charming and sweet one minute and angry and spiteful the next
- Has an alcohol or drug addiction
- Doesn't seem interested in your feelings or opinions or doesn't listen to what you have to say

Victims of dating violence often feel

- Depressed or anxious
- That they have to check in with their partners
- Afraid to break up with their partners for fear of violence or harassment
- Afraid to make decisions or talk about certain things with their partners for fear of making them mad
- That they need to try harder to love their partners and that will make everything better
 - That they are not good enough for or could never please their partners

(Adapted from: www.theredflagcampaign.org)

Drug-Facilitated Sexual Assault

There are several drugs that are commonly referred to as "date rape" drugs. They usually render the person unaware of what's happening and later he or she has no memory of the event.

- You may have been drugged and assaulted if you wake up and
 - You feel drunk even though you have not had any alcohol
 - You've "lost time" and can't remember anything from a specific time period

- You can remember having a drink but don't remember anything after that
- Your clothes are torn or not on right
- You feel like you've had sex but you can't remember it
- Keep in mind that "date rape" drugs generally leave the body several hours after ingestion, even though the effects may last longer.

(Adapted from: www.womenshealth.gov/publications/our-publications/fact-sheet/date-rape-drugs.html)

If you are a victim of sexual assault, or believe that you have been drugged and assaulted,

- Get help immediately!
 - Call a trusted friend and call 911 right away. You need medical attention, even if you don't think you're seriously injured.
- DO NOT go to the bathroom, take a shower, wash your hands or clothes, brush your teeth, change your clothes, or eat or drink anything before you get to the hospital—even though you may desperately want to do so.
 - Doing any of those things may remove crucial evidence of the assault that will help find and prosecute your attacker. The hospital will need to gather as much evidence as possible using a sexual assault evidence collection kit, commonly referred to as a "rape kit." It is used to collect samples of DNA and other items that may eventually be used at trial. It's important to have evidence collected even if you're unsure that you will be reporting to law enforcement. This is the best opportunity to gather evidence in case you do decide to report.
 - If you were assaulted in your room, don't attempt to clean up or move anything. The police may be able to collect evidence there as well.
- Talk to the police as soon as possible—preferably at the hospital. Most places should be able to get a victim advocate to the hospital to help you through the process, whether or not you are choosing to report the assault to law enforcement. Request one.
 - Tell the police exactly what you remember. Don't leave out any details, including drug or alcohol use. You are NOT at fault for what

happened, even if you were using drugs or alcohol.

- Talk to a counselor.
 - It's normal to have feelings of shame, guilt, anxiety, and anger after a sexual assault. There's no specific timeline for recovery or "getting over it." Talking to a counselor can help you get through the different emotions you may be feeling and help you start the healing process.
 - If you're not sure whom to talk to, try calling a rape crisis center or hotline. (For example, the National Sexual Assault Hotline at 800-656-HOPE or RAINN's online hotline at rainn.org.)

(Adapted from: <http://www.womenshealth.gov/publications/our-publications/fact-sheet/date-rape-drugs.html>)

Victim Resources

If you are a victim of dating violence,

- Get help immediately!
 - Tell a trusted family member, friend, or counselor what you're going through. Don't keep it to yourself.
 - Reach out to a dating violence prevention organization or crisis center to get more information about safety planning, your rights, and your options.
- Keep records of any threatening visits, phone calls, voicemails, emails, and text messages from your abuser.
- Have an emergency plan—know who you will call and where you will go in an emergency.
- Go out in groups or with friends. If you go out alone, make sure that someone you trust knows where you're going and when you'll be back.
- When you're ready to break up with your abuser, consider doing so over the phone; if you can't avoid breaking up in person, try to have a trusted friend or family member with you. This is often the most dangerous time in an abusive relationship. You should actively engage in safety planning if you feel your partner is a threat. This is different than an emergency plan, which is only one part of your safety plan.
 - Be sure to let your roommates, friends, and family know that you've ended the relationship.

- Avoid further contact with your abuser. You don't need to explain yourself or try to make him or her understand or "feel better" about the breakup.

Selected Resources and Recommended Reading

READ FOR CLASS

Making the Grade? Findings from the Campus Accountability Project on Sexual Assault Policies (V-Day/SAFER)

Available at www.safercampus.org/blog/wp-content/uploads/2013/10/2013-Campus-Accountability-Project-Report-Executive-Summary.pdf

The Evaluation of Campus-Based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners (Roberta E. Gibbons with Julie Evans)

Available at www.vawnet.org/Assoc_Files_VAWnet/AR_EvaluationCampusProgramming.pdf

IN-CLASS HANDOUTS, READINGS, VIDEOS

Dater's Bill of Rights (NCPC)

Available at <http://www.ncpc.org/resources/files/pdf/violent-crime/billofrights.pdf>

Dating Abuse Statistics (National Dating Abuse Helpline)

Available at www.loveisrespect.org/pdf/Dating_Abuse_Statistics.pdf

Domestic Violence and Lesbian, Gay, Bisexual, and Transgender Relationships (National Coalition Against Domestic Violence)

Available at http://www.hope-eci.org/_documents/lgbt.pdf

Stalking Fact Sheet (Stalking Resource Center, National Center for Victims of Crime)

Available at www.victimsofcrime.org/docs/src/stalking-fact-sheet_english.pdf?sfvrsn=4

RECOMMENDED READING AFTER CLASS

I'd Rather Be Doing Something Else: Male Resistance to Rape Prevention Programs (Marc D. Rich, Ebony A. Utley, Kelly Janke, and Minodora Moldoveanu)

Available at www.csulb.edu/colleges/cla/departments/communicationstudies/docs/Jrnlof-mensstudiesproofsfordist.pdf

College Rapes: The New Rules

Available at <http://cnradio.cnn.com/2012/12/04/college-rapes-the-new-rules/>

The Sexual Victimization of College Women (Bonnie S. Fisher, Francis T. Cullen, and Michael G. Turner; Office of Justice Programs, U.S. Department of Justice)

Available at www.ncjrs.gov/pdffiles1/nij/182369.pdf

Dating Violence and Sexual Assault Resources

National Online Resource for Violence Against Women

www.vawnet.org

VAWnet was created in 1995 by the National Resource Center on Domestic Violence with an initial focus on intimate partner violence and supporting the intervention and prevention efforts of a key group of constituents—state domestic violence coalitions. Since that time, VAWnet's scope has broadened to encompass sexual assault and other forms of violence particularly as they have an impact on women. VAWnet's constituent base has also expanded and now includes community-based domestic and sexual violence programs; state, tribal, and territorial domestic and sexual violence coalitions; national advocacy organizations; federal, state, tribal, and local government agencies; professional associations; educators; faith-based groups; and community organizations working to end violence against women.

**National Resource Center
on Domestic Violence**www.nrcdv.org

Since 1993, the National Resource Center on Domestic Violence (NRCDV) has provided information to those wanting to educate themselves and help others on the many issues related to domestic violence. Today, through its many key initiatives such as VAWnet, Women of Color Network, the Domestic Violence Awareness Project, and Building Comprehensive Solutions to Domestic Violence, NRCDV works to improve community responses to domestic violence and, ultimately, prevent its occurrence. Its comprehensive technical assistance, training, and resource development are just a few examples of the ways in which NRCDV serves those dedicated to ending domestic violence in relationships and communities.

National Sexual Violence Resource Centerwww.nsvrc.org

The National Sexual Violence Resource Center (NSVRC) opened in July 2000 as a national information and resource hub relating to all aspects of sexual violence. Founded by the Pennsylvania Coalition Against Rape, NSVRC is funded through a cooperative agreement from the Centers For Disease Control and Prevention's Division of Violence Prevention. The NSVRC staff collects and disseminates a wide range of resources on sexual violence, including statistics, research, position statements, statutes, training curricula, prevention initiatives, and program information. NSVRC assists coalitions, advocates, and others interested in understanding and eliminating sexual violence.

Rape, Abuse and Incest National Networkwww.rainn.org

RAINN (Rape, Abuse and Incest National Network) is the nation's largest anti-sexual violence organization. RAINN created and operates the National Sexual Assault Hotline (800.656.HOPE and online.rainn.org) in partnership with more than 1,100 local rape crisis centers across the country and operates the Safe Helpline for the Department of Defense. RAINN also carries out programs to prevent sexual violence, help victims, and ensure that rapists are brought to justice.

Stalking Resource Centerwww.victimsofcrime.org/our-programs/stalking-resource-center/about-us

In 2000, the National Center for Victims of Crime partnered with the U.S. Department of Justice's Office on Violence Against Women to create the Stalking Resource Center (SRC). Since its inception, the SRC has trained over 60,000 professionals who work with victims in all 50 states, two U.S. Territories, the District of Columbia, the United Kingdom, and Germany and provided technical assistance to hundreds of communities seeking to enhance their response to stalking.

Students Active for Ending Rapewww.safercampus.org/home

Started by Columbia University students in 2000, Students Active for Ending Rape (SAFER) fights sexual violence and rape culture by empowering student-led campaigns to reform college sexual assault policies. Run by a volunteer collective, SAFER facilitates student organizing through a comprehensive training manual; in-person workshops and trainings; free follow-up mentoring; a Campus Sexual Assault Policies Database; and a growing online resource library and network for student organizers.



Hate Crimes and Diversity



Session Objectives

At the end of this session, students will

- Be able to define a hate crime
- Understand the extent and impact of hate crimes on college campuses and across the general population
- Know the steps to take as a victim of a hate crime
- Be familiar with current student-led campaigns to address racial and other tension and microaggressions on campus

Session Outline

1. Session Vocabulary
 - *Hate crime*
 - *Microaggressions*
2. By the Numbers: Hate Crimes
 - *Some statistics on hate crimes*
3. Special Focus: Crime and College
 - *Recent hate crimes and bias-related incidents on college campuses*

4. Get Smarter: Awareness and Prevention
 - *Combatting microaggression on campus*
5. Victim Resources
 - *Action steps for victims of hate crimes*
6. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. Bias incidents (expressions or actions rooted in a bias but not involving a criminal act) are sometimes more easily dismissed by perpetrators or bystanders—even though they can cause the same level of emotional distress to victims as hate crimes. What are some examples of bias incidents? Of hate crimes? (See the Session Vocabulary for some examples.)
2. Microaggressions are even more difficult to combat, especially when subtle stereotypes are exploited for humor. What are some examples of microaggression? (See the Session Vocabulary section for some examples.)
3. How effective are multicultural events in promoting inclusiveness and tolerance? What kinds of multicultural events would you like to see on campus?

Activity/Guest Speaker

- Student presentation
- Distribute op-eds from the New York Times piece, “The Fairness of Hate Crime Laws.” Be sure to select at least one opinion piece that

argues for hate crime laws and one that argues against them (recommended: <http://www.nytimes.com/roomfordebate/2012/03/07/are-hate-crime-laws-necessary/focus-on-the-crime-not-the-victim>, www.nytimes.com/roomfordebate/2012/03/07/are-hate-crime-laws-necessary/justice-not-vengeance-for-hate-crimes, www.nytimes.com/roomfordebate/2012/03/07/are-hate-crime-laws-necessary/even-nonviolent-crime-needs-to-be-fought, and www.nytimes.com/roomfordebate/2012/03/07/are-hate-crime-laws-necessary/bias-laws-ensure-action-against-hate). Use these essays as a framework for a discussion on hate crime laws. Break students into groups and have them discuss the different viewpoints expressed in the essays. Have groups share their conclusions with the rest of the class.

Lecture Notes

Session Vocabulary

Bias Incident

- The Southern Poverty Law Center defines a bias incident as “conduct, speech or expression motivated, in whole or in part, by bias or prejudice.” It differs from a hate crime in that no criminal activity is involved. While hate crimes, if charged and prosecuted, will be dealt with in the court system, schools must handle bias incidents through grievance procedures and educational programs.
- Examples of bias incidents are racial slurs and hate symbols.

Hate Crime

- Hate crime is a traditional offense like murder, assault, arson, or vandalism with an added element of bias.
- For the purposes of collecting statistics, Congress has defined a hate crime as a “criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, ethnic origin or sexual orientation.”

(Source: www.fbi.gov/about-us/investigate/civil-rights/hate_crimes/overview)

Microaggressions

- Microaggressions are subtle stereotypical, racist, or otherwise derogatory comments against a group, usually said without thinking or “off-hand.”
 - Examples include asking an Asian or Asian-American student for the answer to a math problem (the assumption that Asians are inherently better at math than non-Asians), telling an African-American person that he or she “sounds White” (the assumption that African-Americans are not as articulate as Whites), or commenting that something is “so gay” (associating homosexuality with things that are “lame,” weird, unnatural, undesirable, or unlikeable).

By the Numbers: Hate Crimes

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

According to the FBI’s 2013 *Hate Crime Statistics* Uniform Crime Report:

- In 2013, 5,928 hate crime incidents involving 6,933 offenses were reported by law enforcement agencies.
- These hate crime incidents affected a total of 7,242 victims—which are defined as individuals, businesses, institutions, or society as a whole.
- Of the 5,922 single bias incidents reported, the top three bias categories were race (48.5 percent), sexual orientation (20.8 percent), and religion (17.4 percent).
- The breakdown of offenses by bias type:

Racial bias (3,407 offenses)

- 66.5 percent were motivated by anti-black bias.
- 21.2 percent stemmed from anti-white bias.
- 4.6 percent resulted from anti-Asian/Pacific Islander bias.
- 3.1 percent were a result of bias against groups of individuals consisting of more than one race.
- 4.5 percent were motivated by anti-American Indian/Alaskan Native bias.

Religious bias (1,223 offenses)

- 60.3 percent were anti-Jewish.
- 13.7 percent were anti-Islamic.
- 6.1 percent were anti-Catholic.

- 4.3 percent were anti-multiple religions, group.
- 3.8 percent were anti-Protestant.
- 0.6 percent was anti-Atheism/Agnosticism.
- 11.2 percent were anti-other (unspecified) religion.

Sexual-orientation bias (1,461 offenses)

- 60.9 percent were classified as anti-male homosexual bias.
- 22.5 percent were reported as anti-homosexual bias.
- 13.1 percent were prompted by an anti-lesbian bias.
- 1.8 percent were classified as anti-bisexual bias.
- 1.6 percent were the result of an anti-heterosexual bias.

Ethnicity/national origin bias (821 offenses)

- 52.6 percent were anti-Hispanic bias.
- 47.4 percent were anti-other ethnicity/national origin bias.

Disability bias (99 offenses)

- 75 offenses were classified as anti-mental disability.
- 24 offenses were reported as anti-physical disability.

Gender bias (30 offenses)

- 25 offenses were categorized as anti-female.
- 5 offenses were categorized as anti-male.

Gender-identity bias (33 offenses)

- 25 offenses were anti-transgender bias.
- 8 offenses were anti-gender non-conforming bias.
- The breakdown of those offenses by offense type:
 - 73.6 percent were destruction/damage/vandalism.
 - 38.8 percent were simple assault.
 - 43.5 percent were intimidation.
 - 16.6 percent were aggravated assault.
 - Other crimes against persons and property comprised the remainder.

(Source: https://www.fbi.gov/about-us/cjis/ucr/hate-crime/2013/topic-pages/victims/victims_final)

- According to the National Coalition of Anti-Violence Programs 2013 Report on Lesbian, Gay, Bisexual, Transgender, Queer, and HIV-Affected Hate Violence, homicides in 2012 against these groups decreased by 16.7 percent from 2011 (30 in 2011 to 25 in 2012).

- However, the total homicides for 2012 remains the fourth highest ever recorded by the National Coalition of Anti-Violence Programs (NCAVP).

(Source: http://avp.org/storage/documents/ncavp_2012_hvreport_final.pdf)

Special Focus: Crime and College

Hate Crimes and Bias-Related Incidents on College Campuses

- In 2012, 8.3 percent of reported hate crimes took place on school campuses, down from a record high of 13.5 percent in 2005.

(Source: http://www.fbi.gov/about-us/cjis/ucr/hate-crime/2012/topic-pages/location-type/location-type_final)

- November 2013: Three students at San Jose State University were suspended from the school, arrested, and charged with misdemeanor hate crime and battery after repeatedly referring to their African-American suitemate with racial epithets, draping their suite with a Confederate flag and pictures of Adolf Hitler, and clamping a bicycle lock around his neck. (http://www.mercurynews.com/crime-courts/ci_25686647/san-jose-state-expels-3-charged-hate-crime)
- January 2014: The Tau Kappa Epsilon fraternity chapter at Arizona State University was suspended after it held an "MLK Party" on Martin Luther King, Jr. Day, at which partygoers dressed in stereotypical gang-style clothing and basketball jerseys, flashed gang signs, drank from watermelon cups, and posted pictures on social media with hashtags like #blackoutformlk, #hood, and #ihaveadream. (<http://archive.azcentral.com/ic/pdf/asu-statement-tke.pdf>)
- February 2014: Members of the Ole Miss chapter of national fraternity Sigma Phi Epsilon tied a noose around the neck of the campus's statue of James Meredith (the first African-American student to enroll at the university) and draped a Confederate flag over the statue as well, leading to the expulsion of those members from the fraternity and the shuttering of the entire chapter. (<http://abcnews.go.com/US/wireStory/feds-indict-noose-put-ole-miss-integration-statue-29970737>)

Get Smarter: Awareness and Prevention

Microaggression on Campus

- According to a 2014 Inside Higher Ed survey, the majority of college and university presidents (90 percent) say that, generally speaking, the state of race relations on their campuses is good.
- However, many students on college campuses across the nation feel that there are both overt racial tensions on campus as well as subtle instances of microaggressions—unintentionally stereotypical, racist, or otherwise derogatory comments against a group.
 - A number of Tumblr sites have cropped up to document incidents of microaggression on college campuses.
 - African-American students at Harvard University started the “I, Too, Am Harvard” photo campaign to raise awareness of the discrimination and obliquely racist comments they face from fellow students; the campaign has been replicated in several other campuses across the country.
- Not in Our Town has a quick start guide (www.niot.org/sites/default/files/NOOC%20Quick%20Start%20Guide%20043013.pdf) for implementing a Not On Our Campus campaign. The campaign is an ongoing commitment to empower students to create safe and inclusive environments that are free of anti-gay harassment, bigotry, racism, and all forms of intolerance. It addresses hate crime as well as microaggressions.

Victim Resources

If you are a victim of a hate crime

- If you were physically assaulted, seek medical attention right away. Make sure your injuries are clearly documented, and request a copy of your medical records.
- Contact local law enforcement or campus police immediately. Be sure to let them know that you feel the crime was bias-motivated. Request a copy of any reports that are filed.
- Contact the FBI to file a report as well.
- Contact a local crisis center or victim service provider for information and support.

Selected Resources and Recommended Reading

READ FOR CLASS

Ten Ways to Fight Hate on Campus (Southern Poverty Law Center)

Available at www.shepherd.edu/alliesweb/resources/Ten_Ways_Campus.pdf

Not On Our Campus from Not In Our Town

Available at www.niot.org/project/notonourcampus

Hate Crimes on Campus: The Problem and Efforts to Confront It (Bureau of Justice Assistance, U.S. Department of Justice)

Available at www.ncjrs.gov/pdffiles1/bja/187249.pdf

IN-CLASS HANDOUTS, READINGS, VIDEOS

An Introduction to Hate Crime Laws (Anti-Defamation League)

Available at www.adl.org/assets/pdf/combating-hate/Introduction-to-Hate-Crime-Laws.pdf

Making Diversity Work on Campus: A Research-Based Perspective (Association of American Colleges and Universities)

Available at http://siher.stanford.edu/Antoni-oMilemChang_makingdiversitywork.pdf

Hate Crime Victimization, 2004-2012: Statistical Tables (Bureau of Justice Statistics)

Available at www.bjs.gov/content/pub/pdf/hcv0412st.pdf

“Room for Debate: The Fairness of Hate Crime Laws” (essays by multiple authors)

Available at www.nytimes.com/roomfordebate/2012/03/07/are-hate-crime-laws-necessary

“I, Too, Am Harvard”

Video available at <http://itooamharvard.tumblr.com/>

RECOMMENDED READING AFTER CLASS

Hate Crimes Against the Homeless: An Organizing Manual for Concerned Citizens (National Coalition for the Homeless)

Available at www.nationalhomeless.org/publications/hatecrimes/hatecrimesmanual12.pdf

Hate Crimes and Diversity Resources**Anti-Defamation League**

www.adl.org

The Anti-Defamation League was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals, and protects civil rights for all. Additionally, ADL works to combat hate through education and training for pre-K through university students, community groups, corporations, civic associations, religious organizations and law enforcement agencies.

Human Rights Campaign

www.hrc.org

The Human Rights Campaign (HRC) represents a force of more than 1.5 million members and supporters nationwide—all committed to making HRC’s vision of achieving equality for lesbian, gay, bisexual and transgender Americans a reality. Founded in 1980, HRC advocates on behalf of LGBT Americans, mobilizes grassroots actions in diverse communities, invests strategically to elect fair-minded individuals to office and educates the public about LGBT issues.

Not In Our Town

www.niot.org

Not In Our Town is a movement to stop hate, address bullying, and build safe, inclusive communities for all. Not In Our Town films, new media, and organizing tools help local leaders build vibrant diverse cities and towns, where everyone can participate. Its approach is based on the premise that real change takes place at the local level.

National Association for the Advancement of Colored People

www.naACP.org

The mission of the National Association for the Advancement of Colored People (NAACP) is to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate race-based discrimination. The NAACP’s vision is to ensure a society in which all individuals have equal rights without discrimination based on race.

Southern Poverty Law Center

www.splcenter.org

Teaching Tolerance

www.tolerance.org

The Southern Poverty Law Center (SPLC) is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education, and other forms of advocacy, the Center works toward the day when the ideals of equal justice and equal opportunity will be a reality. Its Teaching Tolerance program produces and distributes—free of charge—documentary films, books, lesson plans and other materials that promote tolerance and respect in our nation’s schools.

Stop the Hate

www.campuspride.org/stop-the-hate/

Stop The Hate is an educational initiative of Campus Pride and supports colleges and universities in preventing and combating hate on campus as well as fostering the development of community. The national program serves as a source of anti-hate educational resources for higher education institutions and campus communities.



Hazing

Session Objectives

At the end of this session, students will

- Be able to define hazing and differentiate between hazing and bullying
- Understand the extent and impact of hazing on college campuses
- Know the different types of hazing behaviors
- Be familiar with organizations and resources to stop hazing and assist victims of hazing



Session Outline

1. Session Vocabulary
 - *Hazing*
 - *Hazing vs. bullying*
2. By the Numbers: Hazing
 - *Some statistics on hazing*
3. Special Focus: Crime and College
 - *Hazing in the Greek-letter community*
 - *Beyond pledging: Hazing across college organizations*

4. In Depth

- *An old problem: Early incidents of hazing*
- *Why do groups participate in hazing?*
- *Hazing myths and misperceptions*

5. Get Smarter: Awareness and Prevention

- *National Hazing Prevention Week*

6. Victim Resources

- *Action steps for victims of hazing*

7. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. What do you think of when you hear the term "hazing"?
2. Is some hazing OK? Why or why not?
3. What are some of the dangers of hazing?
4. What do you think is the difference between hazing and bullying?

Activity/Guest Speaker

- Student presentation
- Break students into groups and have them brainstorm alternatives to hazing that would appeal to college students. Have groups share their ideas with the class.
- Invite a reformed hazer (for example, a senior member of a Greek organization who once participated in hazing but has since advocated against it) to share his or her story or someone from a Greek organization to talk about the history of what that organization has done and what it does now.

Lecture Notes

Session Vocabulary

Hazing

- Hazing is “any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional or physical harm, regardless of the person’s willingness to participate.” (Source: www.stophazing.org)
- Hazing can take several forms, from subtle to violent.
 - **Subtle hazing** reinforces a hierarchy between new members and established members of the group and emphasizes demeaning and disrespectful social treatment of new members. Types of subtle hazing include
 - Name-calling
 - Forcing new members to perform tasks or duties not required of other members, requiring new members to address established members with titles (e.g., “Miss” or “Mr.”) while being addressed themselves with demeaning names
 - Not giving new members privileges granted to other members
 - **Harassment hazing** continues with the theme of public humiliation in a more aggressive manner and is generally used to inflict emotional or physical discomfort to new members. Types of harassment hazing include
 - Requiring new members to wear embarrassing or humiliating attire
 - Requiring new members to perform embarrassing public skits or stunts
 - Verbal abuse and threats
 - Sleep deprivation
 - **Violent hazing** is the most dangerous form of hazing and can result in serious physical injury and even death for the person being hazed. Violent hazing can also leave lasting emotional and psychological scars. Types of violent hazing include
 - Physical abuse, such as beating, paddling, and branding
 - Forced alcohol or drug consumption
 - Sexual assault

- Exposure to extreme temperatures without proper protection

Hazing vs. Bullying

- Bullying: An individual or group engages in behaviors designed to assert dominance over, humiliate, and cause emotional or physical harm to another person as a way of socially excluding or isolating that person.
- Hazing: An individual or group engages in the same behaviors as a way to introduce a new member to that group.

By the Numbers: Hazing

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

- Fifty-five percent of college students involved in clubs, teams, and organizations experience hazing.
- Fifty-three percent of students who experienced hazing report that photographs of their hazing are posted on public websites.
- Nearly half (47 percent) of students have experienced hazing prior to coming to college.
- In 95 percent of cases where students identified their experience as hazing, they do not report the events to campus officials.
- Nine out of ten students who have experienced what has been defined as hazing behavior in college do not consider themselves to have been hazed.

(Source: http://www.stophazing.org/wp-content/uploads/2014/06/hazing_in_view_web1.pdf)

Special Focus: Crime and College

Hazing in the Greek-Letter Community

- Hazing is most often associated with “pledging” a fraternity or sorority.
- Although most national pan-Hellenic organizations have official policies against hazing, only a handful of Greek organizations have expressly banned pledging and hazing.

Beyond Pledging: Hazing Across College Organizations

- Hazing is prevalent across all collegiate student organizations and sports teams, not just fraternities and sororities.

- Seventy-four percent of students involved in varsity athletics report experiencing at least one hazing behavior.
- Forty percent of athletes who reported being involved in hazing behaviors said that a coach or advisor was aware of the activity; 22 percent report that the coach was involved. (Source: *Hazing in View: Students at Risk*, conducted by Elizabeth Allan, Ph.D., and Mary Madden, Ph.D., from the University of Maine)

In Depth

An Old Problem: Early Incidents of Hazing

- Organized groups have participated in hazing rituals for centuries.
- In 1657, a Harvard student named Joseph Webb was expelled for hazing first-year students, although he was later readmitted after publicly confessing and apologizing.
- In 1857, an article titled “‘Hazing’ at the Academy—An Evil that Should be Entirely Rooted Out” was published in the *New York Times*. This article discussed hazing of plebes at West Point during that time.

Why Do Groups Participate in Hazing?

- To maintain the group's traditions
- To create a rite of passage that all members must go through
- To exert control over new members
- To promote a sense of unity among members
- To prove worthiness and physical strength and endurance

(Source: <http://osl.fas.harvard.edu/icb/icb.do?keyword=k65178&pageid=icb.page490241>)

Hazing Myths and Misperceptions

- Myth: Hazing fosters camaraderie among group members, strengthens bonds between group members, and creates a sense of unity among new members.
 - Fact: Established members of a group should not have to resort to abusing new members in order to promote a sense of unity, friendship, and respect. In fact, hazing can breed a sense of anger, mistrust, and resentment. Hazing also suggests that forced coercion and intimi-

dation are acceptable behaviors.

- Myth: Hazing is just a tradition; I was hazed as a new member, so it's my turn to haze new members.
 - Fact: Again, “tradition” is not an excuse to continue or promote abusive behavior. As our society evolves, we are beginning to reject undesirable attitudes and behaviors that were once deemed “traditional,” so the same can be done for hazing.
- Myth: Just a little hazing is okay; hazing is okay as long as it's “all in good fun” and not physically dangerous.
 - Fact: Regardless of the intent, even “a little” hazing can have unintended repercussions for the person being hazed—or even the person doing the hazing. Emotional abuse can leave lasting psychological scars or trigger memories of past abuse. Physical hazing of any kind can raise safety concerns, especially when alcohol is involved.
- Myth: If the new member consents to it, it's not really hazing.
 - Fact: In states with anti-hazing laws, implied or expressed consent by the victim cannot be used as a defense. Besides, new members are not often informed about what they're going to experience, so it's difficult to say they are truly consenting.

(Adapted from: <http://hazing.cornell.edu/cms/hazing/issues/myths.cfm>)

Get Smarter: Awareness and Prevention

National Hazing Prevention Week

- National Hazing Prevention Week (NHPW) is an awareness and education campaign developed and sponsored by HazingPrevention.Org.
- NHPW is generally observed in September, but the goal of the campaign is for it to be part of a year-round focus on hazing prevention.
- The NHPW website offers a variety of resources to help campuses and student organizations plan awareness and anti-hazing activities, from anti-hazing pledges and contests to round-table discussions. Visit <http://nationalhazingpreventionweek.celect.org/home> for more information.

If you see someone being hazed or are expected to haze someone else, do the following:

- Take a stand. Say that you don't agree with what's happening and offer an alternative activity.
- Don't leave intoxicated victims of alcohol-related hazing alone to "sleep it off." Alcohol poisoning is a leading cause of hazing-related deaths. Call paramedics or take the victim to a hospital for medical attention.
- The same goes for victims of physical hazing. The victim could have unknown, underlying medical complications that may be exacerbated by physical hazing. Sometimes the damage caused by physical hazing isn't readily apparent. Make sure victims get proper medical attention.

Victim Resources

If you are a victim of hazing, you should do the following:

- Call 911 if you feel that you are in immediate danger. There's no social organization that's worth your life!
- Report hazing incidents to campus officials and to the organization's national chapter. Most campuses and legitimately operating student organizations have strict no-hazing policies.
- Remember that agreeing to join a student organization does not mean that you have to tolerate being hazed.
- Contact victim advocates in addition to law enforcement in those instances where the hazing constituted a crime, such as physical or sexual assault.

Selected Resources and Recommended Reading

READ FOR CLASS

Hazing in View: College Students at Risk (Elizabeth J. Allen, Ph.D., and Mary Madden, Ph.D.). Available at www.stophazing.org/wp-content/uploads/2014/06/hazing_in_view_web1.pdf

State anti-hazing laws (available by your state). Available at www.stophazing.org/laws/states-with-anti-hazing-laws/

IN-CLASS HANDOUTS, READINGS, VIDEOS

School policy on hazing
Alternatives to Hazing (StopHazing.org). Available at www.stophazing.org/hazing-resources/hazing-alternatives/

2013 #40Answers Campaign (HazingPrevention.Org and Sigma Nu Fraternity). Available at www.sigmanu.org/documents/anti_hazing_40_excuses_for_hazing.pdf

Hazing = Abuse (Office of the Dean of Students, Auburn University).

Note: This is directed toward Auburn University faculty and students. If applicable, insert information on hazing from your campus).

Available at http://ocm.auburn.edu/stop_hazing/brochure.html

RECOMMENDED READING AFTER CLASS

"The Dark Power of Fraternities" (Caitlin Flanagan). Available at www.theatlantic.com/features/archive/2014/02/the-dark-power-of-fraternities/357580/

Hazing Prevention Resources

Gordie's Call

www.gordiescall.org

The Gordie Center for Substance Abuse Prevention was created in 2010. The Gordie Center, dedicated to the memory of Gordie Bailey, an 18-year-old freshman at the University of Colorado who died of alcohol poisoning after a fraternity hazing ritual in 2004, creates and distributes evidence-based educational programs and materials to reduce hazardous drinking and hazing and promote peer intervention among young adults. The Gordie Center is committed to ensuring that Gordie's story continues to have an impact on students by challenging attitudes about the true risks of hazing and alcohol use and works to promote healthy campus environments in which hazing and alcohol poisoning do not occur.

HazingPrevention.org<http://hazingprevention.org/>

HazingPrevention.org (HPO) started in 2007 when founder Tracy Maxwell decided to do something that would turn the conversation about hazing from how to punish those who haze to how to prevent it from happening in the first place. This website provides information on programs, resources, and services HPO has developed to empower people to prevent hazing.

StopHazingwww.stophazing.org

The mission of StopHazing is to promote safe school, campus, and organizational climates

through research, information sharing, and the development of data-driven strategies for hazing prevention. Campus or school hazing climate assessments are available through StopHazing. Assessments can include surveys (paper or online administration), interviews, focus groups, and site visits with consulting about policy alignment and other prevention-focused initiatives. Other efforts of StopHazing include building a databank related to hazing, sponsoring conferences and think-tanks, disseminating information, and providing training and consultation for education professionals.



Drug and Alcohol Abuse Prevention

Session Objectives

At the end of this session, students will

- Understand the extent and impact of drug and alcohol abuse on college campuses and among the general public
- Be familiar with trends in public opinion regarding drug abuse
- Be familiar with trends in prescription drug abuse and efforts to respond to an increase in drug overdoses
- Be able to recognize the warning signs of drug abuse and drug dependence
- Know the first steps to take to deal with a substance abuse problem

Session Outline

1. Session Vocabulary
 - *Drug abuse*
 - *Drug dependence*
 - *Binge drinking*
 - *Study drugs*
2. By the Numbers: Drug and Alcohol Use and Abuse
 - *Some statistics on drug and alcohol use and abuse*
3. Special Focus: Crime and College
 - *Binge drinking in college*
4. In Depth
 - *Shift in public opinion from prosecution to treatment*
5. Get Smarter: Awareness and Prevention
 - *The drug overdose epidemic*
 - *Increasing access to naloxone*
6. Know the Warning Signs
 - *Signs of drug abuse*
 - *Signs of drug dependence*



7. Victim Resources
 - *Action steps for substance abuse*
8. Selected Resources and Recommended Reading

Session Student Engagement

Discussion Questions

1. Why do you think the overall rate of illicit drug use is increasing?
2. What aspects of college life encourage high binge drinking rates?
3. What are some of the ways that binge drinking has an impact on college students?
4. Do you think society has started to shift its thinking about drug abuse from a criminal issue to a public health issue?

Activity/Guest Speaker

- Student presentation
- Break students into groups and have them brainstorm anti-binge drinking or prescription drug

abuse messages that would appeal to college students. Have groups share their ideas with the class.

Lecture Notes

Session Vocabulary

Drug abuse

- “**Drug abuse** is an intense desire to use increasing amounts of a particular substance or substances to the exclusion of other activities.” (Source: www.emedicinehealth.com/drug_dependence_and_abuse/article_em.htm)

Drug dependency or addiction

- The American Psychiatric Association (APA) says the following: “Addiction is a condition in which the body must have a drug to avoid physical and psychological withdrawal symptoms. Addiction’s first stage is **dependence**, during which the search for a drug dominates an individual’s life. An addict eventually develops tolerance, which forces the person to consume larger and larger doses of the drug to get the same effect.” In 2013, APA replaced the categories of substance abuse and substance dependence with a single category: substance use disorder.
- NIH defines it this way: “Addiction is defined as a chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain; they change its structure and how it works. These brain changes can be long lasting and can lead to many harmful, often self-destructive, behaviors.”
- “Drug dependence is the body’s physical need, or addiction to a specific agent. There is therefore virtually no difference between dependency and addiction. Over the long term, this dependence results in physical harm, behavior problems, and association with people who also abuse drugs. Stopping the use of the drug can result in a specific withdrawal syndrome.” (www.emedicinehealth.com/drug_dependence_and_abuse/article_em.htm)

Binge drinking

- “Binge drinking is the most common pattern of excessive alcohol use in the United States. The National Institute on Alcohol Abuse and Alcoholism defines binge drinking as a pattern of drinking that brings a person’s blood alcohol concentration (BAC) to 0.08 grams percent or above. This typically happens when men consume 5 or more drinks, and when women consume 4 or more drinks, in about 2 hours.” (Source: www.cdc.gov/alcohol/fact-sheets/binge-drinking.htm)

Study drugs

- The term “study drugs” refers to prescription drugs that are used by people to whom they have not been prescribed. Mainly this refers to the use of ADHD drugs, such as Adderall, Ritalin, or other stimulants, by students without ADHD in order to stay awake and increase focus.

By the Numbers: Drug and Alcohol Use and Abuse

(Note to instructor: These statistics should be checked and updated before providing the presentation.)

According to the 2013 National Survey on Drug Use and Health

- An estimated 24.6 million Americans aged 12 or older used an illicit drug during the month prior to the survey interview.
 - Illicit drugs include marijuana/hashish, cocaine (including crack), heroin, hallucinogens, inhalants, or prescription-type psychotherapeutics (pain relievers, tranquilizers, stimulants, and sedatives) used nonmedically.
- The rate of current illicit drug use among persons aged 12 or older in 2013 (9.4 percent) was similar to the rates in 2010 (8.9 percent) and 2012 (9.2 percent), but it was higher than the rates in 2002 to 2009 and in 2011 (ranging from 7.9 to 8.7 percent).
- Marijuana was the most commonly used illicit drug, although in some states it has now become decriminalized.
 - There were 19.8 million past month users in 2013 (7.5 percent of those aged 12 or older), which was similar to the number and rate in 2012 (18.9 million or 7.3 percent).

- Marijuana was used by 80.6 percent of current illicit drug users in 2013.
- In 2013, there were 1.5 million current cocaine users aged 12 or older, or 0.6 percent of the population. These estimates were similar to the numbers and rates in 2009 to 2012 (ranging from 1.4 million to 1.7 million or from 0.5 to 0.7 percent), but they were lower than those in 2002 to 2007 (ranging from 2.0 million to 2.4 million or from 0.8 to 1.0 percent).
- The number and percentage of past month methamphetamine users in 2013 (595,000 or 0.2 percent) were similar to those in 2012 (440,000 or 0.2 percent) and 2011 (439,000 or 0.2 percent), but they were higher than the estimates in 2010 (353,000 or 0.1 percent).
- In 2012, the rate of current use of illicit drugs among full-time college students aged 18 to 22 was 22 percent.

(Source: <http://www.samhsa.gov/data/sites/default/files/NSDUHresultsPDFWHTML2013/Web/NSDUHresults2013.pdf>)

- The United States has the highest rate of binge drinking in the world.

(Source: <http://www.mic.com/articles/57211/can-you-guess-where-in-the-world-people-are-binge-drinking-the-most>)

Special Focus: Crime and College

Binge Drinking in College

- The reported monthly rate of binge drinking among college students has only marginally declined in recent years, from 40 percent of students in 1993 to 35 percent of students in 2013.
- Full-time college students report much higher rates of binge drinking than their non-student peers.
 - Among males, 43 percent of full-time students report previous month binge drinking, compared with 33.6 percent of non-students.
 - Among females, 34.5 percent of full-time students report previous month binge drinking, compared with 26.2 percent of non-students.
- College males report higher rates of daily drinking than college females (5.6 percent vs. 2.3 percent). A similar gender difference also exists in the non-collegiate group (5.6 percent vs. 2.7 percent in 2013).

- College males are more likely to binge drink than their female peers.
 - Forty-three percent of males reported having five or more drinks in a row in the previous two weeks, versus 30 percent of females.
- Fourteen percent of college students reported they had consumed 10 or more drinks in a row at least once in the past two weeks, and 5 percent reported consuming 15 or more drinks in a row.

(Source: www.monitoringthefuture.org/pubs/monographs/mtf-vol2_2012.pdf)

- There's a clear link between binge drinking and campus crime and other repercussions for students.
 - Each year 1,825 college students between the ages of 18 and 24 die from alcohol-related unintentional injuries.
 - More than 690,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking.
 - More than 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape.
 - An estimated 599,000 students between the ages of 18 and 24 receive unintentional injuries while under the influence of alcohol.
 - About 25 percent of college students report academic consequences of their drinking, including missing classes, falling behind, doing poorly on exams or papers, and receiving lower grades overall.
 - More than 150,000 students develop an alcohol-related health problem and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use.

(Source: <http://pubs.niaaa.nih.gov/publications/CollegeFactSheet/CollegeFactSheet.pdf>)

Prescription Drug Abuse in College

- Misuse of "study drugs" (prescription stimulants generally used to treat ADHD, such as Adderall, Ritalin, and Vyvanse) is dramatically rising on college campuses.
 - According to current research, 25 to 35 percent of college students admit to abusing prescription stimulants, up from only 5 percent in 2002.

- In 12th graders, annual prevalence has risen from 5.4 percent in 2009 to 7.6 percent in 2012 and leveled in 2013. The absolute prevalence rates are fairly high, particularly among 12th graders (7.4 percent) and college students (10.7 percent in 2013).

(Source: www.campusafetymagazine.com/article/8_ways_to_respond_to_student_adhd_drug_abuse)

- The increase in stimulant misuse has resulted in a drastic increase in emergency room (ER) visits because of stimulant overdose or adverse reactions:
 - Nearly 23,000 people between the ages of 18 and 34 went to the ER in 2011 because of nonmedical stimulant use, more than four times the number of reported ER visits in 2005.

(Source: www.samhsa.gov/data/spotlight/spot103-CNS-stimulants-adults.pdf as viewed on August 1, 2015)

- Factors in the increase of stimulant abuse include
 - Ease of diagnosis: several studies have shown that college students find it easy to fake the symptoms of ADHD in order to get a prescription

(Source: www.thedailybeast.com/articles/2013/12/02/7-things-you-need-to-know-about-adderall.html)

- Ease of access: the overwhelming majority of college students get pills for free from friends who have a prescription

(Source: www.ncbi.nlm.nih.gov/pmc/articles/PMC3313072/table/T2/)

- Perception that “study drugs” are safer than other illicit drugs
- Misuse of stimulants can have serious side effects!
 - Side effects range from trouble sleeping and irritability (with occasional use) to paranoia and death (with heavy use or addiction).
 - Potential side effects of ADHD medication abuse are compounded by the fact that many college students take these drugs in addition to binge drinking.
- Many colleges and universities are attempting to curb the misuse of prescription stimulants by requiring students who are prescribed these medications to sign a contract stating that they will not share their medications with anyone else,

prohibiting student health center physicians from prescribing ADHD medications, or prohibiting student health center physicians from diagnosing ADHD entirely.

In Depth

Shift in Public Opinion From Prosecution to Treatment

- A growing number of Americans now view drug abuse as an illness and public health issue, rather than seeing it as criminal activity.
- Along with that shift, the American public is changing its mind about the best way to deal with nonviolent drug offenders. Over the past 10 years, support for harsh minimum sentencing laws has steadily decreased.
- According to a recent survey (conducted in February 2014), 67 percent of respondents believe that the government should focus more on treating drug users rather than prosecuting them; only 26 percent say that the focus should stay on prosecution.

(Source: <http://www.people-press.org/2014/04/02/americas-new-drug-policy-landscape/>)

Get Smarter: Awareness and Prevention

The Drug Overdose Epidemic

- The number of accidental deaths by drug overdose has increased at an alarming rate in recent years.
 - Between 1999 and 2010, the number of annual deaths by drug overdose increased 102 percent.
- Drug overdosing is now the leading cause of accidental deaths among adults ages 15 to 64 and is the second most common cause of accidental deaths among Americans of all ages.
 - The most recent report from the Centers for Disease Control and Prevention (CDC) revealed that 60 percent of accidental drug overdoses were from prescription drugs, and of those, opioid analgesics (painkillers like codeine, morphine, fentanyl, oxycodone [OxyContin], and hydrocodone [Vicodin]), accounted for the majority of overdoses.
 - The number of heroin overdoses is on the rise as well, undoubtedly linked to the rise in heroin use across the country.

Increasing Access to Naloxone

- Naloxone (or Narcan®) is an opioid antagonist: It blocks the brain receptors that are targeted by opioids and essentially reverses the effects of the drugs.
- As the number of opioid drug overdoses continues to rise, pilot programs at the state and local levels are attempting to get naloxone in the hands of those who have the best chances of administering it at the earliest signs of an overdose: family members of people with opioid abuse problems and police officers and other first responders (firefighters and EMTs, for example).
 - Police officers in Quincy, MA, were among the first in the country to start carrying naloxone while on duty, thanks to a pilot program initiated through the Massachusetts Department of Public Health in 2010.
 - Since that time, Quincy police officers have administered naloxone 221 times and have reversed 211 overdoses.
 - Currently, 17 states have passed legislation expanding access to naloxone through “third party prescriptions” (for example, prescribing naloxone to the parent of an opioid drug abuser) or “standing orders” that give trained non-medical personnel the ability to distribute naloxone to the public and providing training on when and how to use it.

Know the Warning Signs

Signs of Drug Abuse

- Physical and health warning signs of drug abuse include
 - Eyes that are bloodshot or pupils that are smaller or larger than normal
 - Frequent nosebleeds—could be related to snorted drugs (meth or cocaine)
 - Changes in appetite or sleep patterns or a sudden weight loss or weight gain
 - Deterioration in personal grooming or physical appearance
- Behavioral signs of drug abuse include
 - Drop in attendance and performance at work or school; loss of interest in extracurricular activities, hobbies, sports, or exercise

- Unusual or unexplained need for money or financial problems; borrowing or stealing; missing money or valuables
- Sudden change in relationships, friends, favorite hangouts, and hobbies
- Frequently getting into trouble (arguments, fights, accidents, illegal activities)
- Psychological warning signs of drug abuse include
 - Unexplained change in personality or attitude: drastic mood swings
 - Periods of unusual hyperactivity or agitation
 - Lack of motivation, an inability to focus, and appearing lethargic or “spaced out”
 - Appearing fearful, withdrawn, anxious, or paranoid, with no apparent reason

Signs of Drug Dependence

- Drug dependence has the same signs as drug abuse, but includes the symptoms of physical dependence:
 - Tolerance: needing more of the drug to experience the same high or effects
 - Withdrawal: experiencing symptoms of withdrawal when not taking the drug
 - Loss of control: using more drugs than intended, for a longer time than intended
 - A desire to stop, but can’t: despite wanting to quit, all efforts to stop using drugs have been unsuccessful
 - Neglecting other activities: spending less time on activities that used to be important because of the use of drugs
 - Drugs take up greater time, energy, and focus: spending more and more time using drugs, thinking about using drugs, or recovering from their effects
 - Continued use despite negative consequences: continuing to use drugs even though the drug use is causing problems

(Source: www.ncadd.org/index.php/learn-about-drugs/signs-and-symptoms)

Victim Resources

If you think you or a friend or family member may have a substance use problem, do the following:

- Don’t wait to seek help!

- Overdosing can happen to anyone, any time, whether it's the first time you use a drug or the hundredth time.
- People with addictions often aren't aware of the depth of their addictions, so it's imperative that friends and family members step in to provide support.
- Remember that addiction isn't a choice—it's an illness, and it requires the right treatment.
- Call a substance abuse or crisis hotline. It can offer you information or direct you to helpful resources.
 - The Substance Abuse and Mental Health Services Administration (SAMHSA)'s round-the-clock hotline offers information and referral services for local treatment facilities: call 800-662-HELP (4357).
 - SAMHSA also offers an online treatment locator at <http://findtreatment.samhsa.gov/>.
- Talk to a counselor. Having emotional support is an important part of recovery. It is not uncommon for people to use drugs or alcohol to self-medicate to reduce the effects of trauma.
- Talk to your doctor. He or she may be able to recommend additional treatment options.

Selected Resources and Recommended Reading

READ FOR CLASS

America's New Drug Policy Landscape (Pew Research Center)

Available at www.people-press.org/files/legacy-pdf/04-02-14%20Drug%20Policy%20Release.pdf

College Drinking (National Institute on Alcohol Abuse and Alcoholism)

Available at <http://pubs.niaaa.nih.gov/publications/CollegeFactSheet/CollegeFact.htm>

Get the Facts: Prescription Drug Abuse on College Campuses (National Council on Patient Information and Education)

Available at www.talkaboutrx.org/documents/GetTheFacts.pdf

Sample Alcohol Abuse Prevention Campus Programs (UDecide)

Available at <http://collegesubstanceabuseprevention.org/ncaaw/2008/9+SampleCampusPrograms.pdf>

IN-CLASS HANDOUTS, READINGS, VIDEOS

Binge Drinking Among Adults (CDC)

Available at www.cdc.gov/vitalsigns/pdf/2012-01-vitalsigns.pdf

Binge Drinking and Women (CDC)

Available at www.cdc.gov/vitalsigns/pdf/2013-01-vitalsigns.pdf

You're in Control: Using Prescription Medication Responsibly (Substance Abuse and Mental Health Services Administration [SAMHSA])

Available at <http://store.samhsa.gov/shin/content/SMA12-4678B3/SMA12-4678B3.pdf>

RECOMMENDED READING AFTER CLASS

SAMHSA Opioid Overdose Prevention Toolkit (SAMHSA)

Available at http://store.samhsa.gov/shin/content/SMA13-4742/Overdose_Toolkit_2014_Jan.pdf

Drug and Alcohol Abuse Prevention Resources

CASAColumbia

www.casacolumbia.org/

Founded in 1992, CASAColumbia informs Americans of the economic and social costs of addiction and substance use and its impact on their lives; assesses what works in prevention, treatment, and disease management; and encourages every individual and institution to take responsibility to reduce these health problems.

Foundation for Advancing Alcohol Responsibility

<http://responsibility.org/>

The Foundation for Advancing Alcohol Responsibility (FAAR) fights to eliminate drunk driving and underage drinking and promotes responsible decision-making

regarding beverage alcohol. FAAR's National Advisory Board and its partners at the national and local level help it reach a broad audience, guiding a lifetime of conversations about alcohol responsibility.

National Coalition Against Prescription Drug Abuse

<http://ncapda.org/>

The National Coalition Against Prescription Drug Abuse (NCAPDA) is 501(c)(3) nonprofit organization that was established to generate nationwide awareness about the dangers of prescription drug misuse and abuse. NCAPDA's mission is to reduce prescription drug-related overdose deaths and addiction. NCAPDA partners with schools; colleges; community organizations; and medical, law enforcement, and other agencies to increase awareness about the dangers of prescription drug abuse.

National Institute on Alcohol Abuse and Alcoholism

www.niaaa.nih.gov

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) is one of the 27 institutes and centers that comprise the National Institutes of Health (NIH). NIAAA supports and conducts research on the impact of alcohol use on human health and well-being. It is the largest funder of alcohol research in the world.

National Institute on Drug Abuse

www.drugabuse.gov

NIDA's mission is to lead the nation in bringing the power of science to bear on drug abuse and addiction. This charge has two critical components. The first is the strategic support and conduct of research

across a broad range of disciplines. The second is ensuring the rapid and effective dissemination and use of the results of that research to significantly improve prevention and treatment and to inform policy as it relates to drug abuse and addiction.

Students Against Destructive Decisions (SADD)

www.sadd.org

SADD's mission is to provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, risky and impaired driving, and other destructive decisions. Originally, the mission of the SADD chapters were to help young people say "No" to drinking and driving. Today, the mission has expanded. SADD has become a peer-to-peer education, prevention, and activism organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide.

Substance Abuse and Mental Health Services Administration

www.samhsa.gov

The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's strategic initiatives help people with mental and substance use disorders, support the families of people with mental and substance use disorders, build strong and supportive communities, prevent costly behavioral health problems, and promote better health for all Americans



Quiz One

1. Who was Sir Robert Peel, and what is he known for?
2. Summarize three of the Peelian Principles.
3. What is the purpose of the Clery Act?
4. What are CSAs?
5. What are the three most commonly reported crimes on campuses nationwide?
6. Why are schools increasingly using threat assessment models to evaluate potential threats?
7. List three critical elements of a meaningful community service project.
8. What does CPTED stand for, and what does it mean?
9. Summarize the “Broken Windows” theory.
10. What are the basic tenets of CPTED?
11. List three examples of distracted driving.
12. What is the purpose of Neighborhood Watch?
13. List four tips for dorm safety.
14. List four of the warning signs for potential workplace violence.
15. List four tips for workplace safety.
16. Who are most at risk of becoming the victims of workplace homicide?
17. Define workplace bullying and give some examples of workplace bullying.
18. What is the difference between workplace bullying and workplace harassment?
19. List four characteristics of an organizational climate that allows (implicitly or explicitly) workplace bullying.
20. Give four tips for preventing violent crime.

(See answer key on next page)

Quiz 1 Answer Key

1. Who was Sir Robert Peel, and what is he known for?

- British statesman
- “Father of modern policing”
- Peelian Principles (outlining concepts essential to a successful police force)

2. Summarize three of the Peelian Principles.

- The basic mission of police is to prevent crime and disorder.
- The ability of the police to perform their duties depends on public approval of police existence, actions, and behavior, and the ability of the police to secure and maintain public respect.
- The police must have the willing cooperation of the public to be able to secure and maintain public respect.
- The greater the degree of cooperation from the public, the less the police will need to use physical force and compulsion to achieve their mission.
- The police must demonstrate absolutely impartial service to the law without regard to the justice or injustice of the substance of individual laws, offer service and friendship to all members of society without regard to their race or social standing, exercise courtesy, and offer individual sacrifice in protecting and preserving life.
- The police should use physical force to the extent necessary only when the exercise of persuasion, advice, and warning is insufficient; police should use only the minimum degree of physical force necessary.
- The police are the public and the public are the police; the police are the only members of the public who are paid to give full-time attention to duties that are incumbent on every citizen in the intent of the community welfare.
- The police should never appear to usurp the powers of the judiciary by avenging individuals or the state, or authoritatively judging guilt or punishing the guilty.
- The efficiency of the police is measured by the absence of crime, not by the visible evidence of police activity (number of arrests).

3. What is the purpose of the Clery Act?

- Provide public access to detailed information about crimes committed on or around college campuses
- Encourage the accurate collection and reporting of crime and safety statistics on campus
- Encourage colleges and universities to design and implement campus security and crisis procedures

4. What are CSAs?

- Campus Security Authorities
- Improves accuracy of campus crime statistics

5. What are the three most commonly reported crimes on campuses nationwide?

- Burglary
- Forcible sex offenses (rape/sexual assault)
- Motor vehicle theft

6. Why are schools increasingly using threat assessment models to evaluate potential threats?

- No single “profile” accurately predicts a violent offender on campus
- Helps prevent misidentifying threats or overlooking threats
- Allows opportunity for intervention and help for at-risk individuals

7. List three critical elements of a meaningful community service project.

- Community voice: input from community members to determine needs
- Meaningful action: addresses a community need
- Orientation and training: appropriate information for volunteers on the community being served, project goals, and best practices
- Reflection: allows participants to put experiences in a personal context
- Evaluation: evaluates the project’s success, what didn’t work, what could be changed for the next time

8. What does CPTED stand for, and what does it mean?

- Crime Prevention Through Environmental Design
- An approach to crime prevention that applies strategic use of landscaping, lighting, exterior

improvements and maintenance, and other building design features and environmental cues to discourage crime and promote safety

9. Summarize the “Broken Windows” theory.

- Neglected property in a community can lead to additional crime.
- Environmental cues like broken windows, trash, graffiti, loitering, etc., send a message that community members don’t care.

10. What are the four basic tenets of CPTED?

- Access control—the physical guidance of people coming and going from a space through the design of streets, sidewalks, building entrances, and neighborhood gateways.
- Surveillance—A design principle that maximizes the visibility of people, parking lots, vehicles, and activities to enhance natural surveillance.
- Territorial Reinforcement—the use of physical attributes that express ownership, such as landscaping, that help send a message of “hands off” to potential offenders.
- Maintenance—The management and upkeep of space to help ensure that the property or space demonstrates territorial reinforcement and natural surveillance.

11. List three examples of distracted driving.

- Eating/drinking
- Using a cellphone or smartphone
- Texting
- Talking to passengers
- Personal grooming/putting on makeup
- Adjusting the radio
- Using a navigation system

12. What is the purpose of Neighborhood Watch?

- Reduce crime and improve quality of life in one’s neighborhood
- Sponsor activities that promote quality of life, safety, and crime prevention in the community

13. List four tips for dorm safety.

- Always lock doors and windows.
- Don’t give out room keys.
- Never prop open exterior doors.

- Know who is knocking before opening the door.
- Watch out for unfamiliar people in the dorm.
- Don’t allow strangers in your room.
- Report suspicious activity to campus police immediately.

14. List four of the warning signs for potential workplace violence.

- Intimidating, harassing, bullying, belligerent, or other inappropriate and aggressive behavior
- Frequent conflicts with customers, co-workers, or supervisors
- Bringing a weapon to the workplace (unless it’s necessary for the job) or making inappropriate references to guns
- Comments approving the use of violence to solve a problem or indicating identification with perpetrators of workplace homicides or mass shootings
- Statements suggesting a feeling of desperation over family, financial, or other personal problems, to the point of considering suicide
- Overt or suggested threats against coworkers
- Abusive language or threats directed towards a person or group based on race, gender, religion, disability, ethnic background, or sexual orientation
- Substance abuse
- Drastic changes in usual behavior or mood swings

15. List four tips for workplace safety.

- Keep valuables with you or locked away at all times.
- Check the identity of strangers in the office.
- Don’t stay in the office alone late at night.
- Arrange for security escorts in parking garages or walk with a friend.
- Report broken or flickering lights, dimly lighted corridors, broken windows, and doors that don’t lock properly.
- Know your company’s emergency plan or help develop one.
- Keep emergency supplies (flashlight, walking shoes, water bottle, nonperishable food, etc.) in a desk drawer.
- Obstruct the view into home offices.

- Mark equipment with identification numbers and keep an updated inventory list stored securely.
- Follow the same safety procedures when working from home as you would in a traditional office.

16. Who is most at risk of becoming the victim of workplace homicide?

- Women are more likely to be the victim than men.

17. Define workplace bullying and give some examples of workplace bullying.

- The deliberate, targeted, and repeated harassment of a coworker, supervisor, or employee in the workplace
- Behaviors or language with the intent to threaten, embarrass, humiliate, abuse, or cause distress
- Interfering with or sabotaging the victim's work
- Ostracizing and isolating the victim from other employees and coworkers

18. What is the difference between workplace bullying and workplace harassment?

- Harassment is directed towards a person or group of people as a form of discrimination.

19. List four characteristics of an organizational climate that allows (implicitly or explicitly) workplace bullying.

- Excessive or obsessive focus on meeting quotas or other benchmarks "at all costs"
- Employee dynamics that promote intense competition in which only one person can "be the winner"
- A lack of supervision of employees
- Use of fear as a motivational tool
- A management style that is authoritarian
- Pervasive sense of job insecurity among all employees
- Inconsistent treatment of employees, especially with regards to compensation, promotions, discipline, or performance appraisals

- Employees who simply do not get along and are not encouraged to work together

20. Give four tips for preventing violent crime.

- Don't walk or jog early in the morning or late at night when streets are deserted.
- Walk with a friend at night.
- Limit the cash you carry.
- Don't display cash, expensive electronic devices, or expensive jewelry and clothing.
- Switch directions, cross the street, move toward an open store or lighted house or other public building, or yell for help if you think you're being followed.
- Park in well-lighted areas with good visibility and close to walkways, stores, and people.
- Make sure you have your key out as you approach your door.
- Always lock your car; never leave your motor running.
- Do everything you can to keep a stranger from getting into your car or to keep a stranger from forcing you into his or her car.
- If a dating partner has abused you, do not meet him or her alone. Do not let him or her in your home or car when you are alone.
- If someone tries to rob you, give up your property—don't give up your life.



Quiz Two

1. What is the Campus SaVE Act?
2. According to a recent survey, what do college students feel are the three most effective approaches to ending sexual assault and rape on campus?
3. List three reasons why college-age victims of dating violence may find it difficult to get help.
4. List four tips for preventing sexual assault.
5. Define cybercrime and list three types of cybercrime.
6. List three reasons why cyberbullying is different from traditional bullying.
7. List three steps to take if you are a victim of cybercrime.
8. Define intellectual property and give three examples of IP.
9. Define plagiarism and give three examples of plagiarism.
10. What is microaggression?
11. What is fraud? List three examples of fraud.
12. List five ways that fraudsters are able to get your personal information.
13. List five steps you can take to prevent identity theft.
14. Name the three forms of hazing and give an example of each.
15. State one myth or misconception about hazing and offer a rebuttal to that myth.
16. Give three examples of the potential consequences of binge drinking for college students.
17. Discuss the current drug overdose epidemic and the role of naloxone in combatting the problem. Give an example of how it is being used.

(See answer key on next page)

Quiz 2 Answer Key

1. What is the Campus SaVE Act?

- Amendment to the Clery Act
- Requires postsecondary institutions to provide primary prevention and awareness programs addressing
 - Rape and sexual assault
 - Dating and domestic violence
 - Stalking
 - Safe and positive options for bystander intervention
 - Ongoing prevention and awareness programs

2. According to a recent survey, what do college students feel are the three most effective approaches to ending sexual assault and rape on campus?

- Safety initiatives (blue lights, safe rides home)
- Awareness-raising events ("Take Back the Night")
- Social norms or social marketing approaches ("Real Men Don't Rape")

3. List three reasons why college-age victims of dating violence may find it difficult to get help.

- Don't realize they're in an abusive relationship
- Feel cut off from personal support networks (family and close friends)
- Haven't established a personal support network on campus
- Afraid of their abusers
- Have the impression that school administrators will not respond appropriately
- Worry that they will be pulled from school if their parents find out
- Are unaware what victim resources are available to them

4. List four tips for preventing sexual assault.

- Trust your instincts.
- Be aware of surroundings.
- Avoid isolated areas.
- Walk in groups whenever possible.
- Keep cash for cab fare and your cell phone charged whenever you're going out.

- Drink responsibly.
- Don't leave your drinks unattended.
- Watch out for your friends.
- Take a friend to safety if she seems out of it or is acting out of character.
- Offer your help if you see someone at risk.
- Don't leave a potential victim alone with a potential perpetrator.

5. Define cybercrime and list three types of cybercrime.

- Any crime committed online (via a computer and network) or through cellular technology
 - Identity theft
 - Financial fraud and scams
 - Hacking
 - Cyberterrorism
 - Online child pornography and child grooming
 - Cyberbullying
 - Cyberharassment
 - Cyberstalking

6. List three reasons why cyberbullying is different from traditional bullying.

- The anonymity of online media means that victims often don't know who is bullying them.
- Those who cyberbully can target victims anywhere.
- Perpetrators can reach a larger audience because online media go viral more quickly.
- Cyberbullying can be even crueler than face-to-face bullying.
- It's harder for victims to escape their attackers.
- Cyberbullying can make victims feel unsafe even in their own homes.

7. List three steps to take if you are a victim of cybercrime.

- Don't respond to the bully or stalker.
- Keep a record of all emails, texts, messages, and online posts from the perpetrator.
- Contact police immediately.
- Contact site administrators to report abuse.
- Tell trusted family and friends.
- Contact a crisis hotline or center for additional support.

8. Define intellectual property and give three examples of IP.

- *Original and creative works of the mind*
 - *Inventions*
 - *Literary, musical, and artistic works*
 - *Words or phrases*
 - *Designs, logos, and symbols*
 - *Patents, copyrights, and trademarks*

9. Define plagiarism and give three examples of plagiarism.

- *Using someone else's original content as though it is your own, whether intentionally or unintentionally*
 - *Failing to properly cite a source*
 - *Failing to use quotation marks, even when citing a source*
 - *Turning in a paper that you did not write*
 - *Citing sources that you did not use*

10. What is microaggression?

- *Unintentionally stereotypical, racist, or otherwise derogatory comments against a marginalized group*

11. What is fraud? List three examples of fraud.

- *Willful deception of others for personal gain*
- *Ponzi/pyramid/investment schemes*
- *Mortgage fraud*
- *Insurance fraud*
- *Mass marketing/email schemes ("Nigerian" letters)*

12. List five ways that fraudsters are able to get your personal information.

- *Dumpster diving*
- *Theft*
- *Credit card skimming*
- *Hacking*
- *Phishing*
- *Changing your address*
- *Shoulder surfing*

13. List five steps you can take to prevent identity theft.

- *Shred financial documents, unwanted mail, etc.*
- *Don't carry Social Security card.*
- *Securely store important personal documents.*
- *Use secure websites for online shopping.*
- *Log out before closing browser.*
- *Don't allow browser to "remember" log-in information or passwords.*
- *Never use date of birth or Social Security number for passwords.*
- *Use unique and secure passwords and memorize them/don't write them down.*
- *Reconcile bank statement every month.*
- *Request and review credit report annually.*
- *Never give out account information, Social Security number, etc., unless you initiated the call.*

14. Name the three forms of hazing and give an example of each.

- *Subtle hazing*
 - *Name-calling*
 - *Performing tasks not required of other members*
 - *Denied privileges granted to other members*
- *Harassment hazing*
 - *Wearing embarrassing attire*
 - *Performing embarrassing skits or stunts in public*
 - *Verbal abuse and threats*
 - *Sleep deprivation*
- *Violent hazing*
 - *Physical abuse (beating, paddling, branding)*
 - *Forced alcohol/drug consumption*
 - *Sexual assault*
 - *Exposure to extreme temperatures without proper protection*

15. State one myth or misconception about hazing and offer a rebuttal to that myth.

- *Myth: Hazing fosters camaraderie among group members/strengthens bonds between group members/creates a sense of unity among new members.*
 - *Fact: Established members of a group should not have to resort to abusing new members*

in order to promote a sense of unity, friendship, and respect. Hazing can breed a sense of anger, mistrust, and resentment. Hazing suggests that forced coercion and intimidation are acceptable behaviors.

- Myth: Hazing is just a tradition; I was hazed as a new member, so it's my turn to haze new members.
 - Fact: "Tradition" is not an excuse to continue or promote abusive behavior. As our society evolves, we are beginning to reject undesirable attitudes and behaviors that were once deemed "traditional," so the same can be done for hazing.
- Myth: Just a little hazing is okay; hazing is okay as long as it's "all in good fun" and not physically dangerous.
 - Fact: Even "a little" hazing can have unintended repercussions for the person being hazed—or even the person doing the hazing. Emotional abuse can leave lasting psychological scars or trigger memories of past abuse. Physical hazing of any kind can raise safety concerns, especially when alcohol is involved.
- Myth: If the new member consents to it, it's not really hazing.
 - Fact: In states with anti-hazing laws, implied or expressed consent by the victim cannot be used as a defense. New members are often not informed about what they're going to experience, so it's difficult to say they are truly consenting.
- Myth: The definition of hazing is vague—it's hard to tell if something is really hazing or not.
 - Fact: If the activity involves alcohol, might get you in trouble if a faculty member or university official saw what you were doing,

is something that you wouldn't want to talk about with your parents or a reporter, involves a risk of injury, and is the only way by which the current members will allow new members to join or participate in the group, then it's probably hazing.

16. Give three examples of the potential consequences of binge drinking for college students.

- Death from alcohol-related unintentional injuries
- Assaults perpetrated by students who have been drinking
- Alcohol-related sexual assault or rape
- Academic consequences (missing class, doing poorly on papers or exams, lower grades overall)
- Alcohol-related health problems, including dependency and addiction

17. Discuss the current drug overdose epidemic and the role of naloxone in combatting the problem. Give examples

- Drug overdosing is the leading cause of accidental deaths among adults ages 15 to 64.
- Sixty percent of accidental overdoses were from prescription drugs, especially opioid analgesics.
- Heroin overdoses are on the rise as well.
- Naloxone is an opioid antagonist and essentially reverses the effects of opioid analgesics and heroin.
- State and local officials are working to provide first responders with naloxone to help curb the overdose epidemic.
- Police officers in Quincy, MA, were among the first to start carrying naloxone on duty, with great success (reversing 211 overdoses out of 221 instances of administering naloxone).