

# **Responding to Sexual Harassment in Experiential Learning:**

**A Toolkit for Staff and  
Faculty at Post-Secondary  
Institutions**



**COURAGETOACT.CA**  
#IHaveTheCourageToAct

# Land Acknowledgement

This work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonization that is still used today to marginalize and dispossess Indigenous Peoples from their lands and waters. We must centre this truth in our work to address gender-based violence on campuses and in our communities. We commit to continuing to learn and take an anti-colonial inclusive approach in all our work. One way we are honouring this responsibility is by actively incorporating the [Calls for Justice within Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#).

## About Possibility Seeds

[Courage to Act](#) is a national initiative to address and prevent gender-based violence at Canadian post-secondary institutions. It is led by Possibility Seeds, a social change consultancy dedicated to gender justice, equity, and inclusion. We believe safe, equitable workplaces, organizations and institutions are possible. Learn more about our work at [www.possibilityseeds.ca](http://www.possibilityseeds.ca).

We hope this document will be a valuable resource to those seeking to address and prevent campus gender-based violence. As this is an evolving document, it may not capture the full complexity of the subject matter. The information provided does not constitute legal advice, and is not intended to be prescriptive. It should be considered a supplement to existing expertise, experience, and credentials; not a replacement for them.

We encourage readers to seek out training, education, and professional development opportunities in relevant areas to enhance their knowledge and sustained engagement with this work.

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## About This Toolkit

**Sexual harassment and violence should never be the price students pay to be in their industry.**

Unfortunately, we know that many students are subjected to sexual harassment and/or violence during experiential learning opportunities. As the staff and faculty who work with these students, facilitate these opportunities, or otherwise contribute to creating spaces for students to meaningfully pursue their education and career goals, it's important that you are provided with effective tools to enhance their safety and well-being.

This toolkit was created for this purpose. It will help you:

- Better understand sexual harassment and violence and what it might look like for the students you work with; and
- Respond when a student discloses that they have been subjected to sexual harassment and/or violence in their experiential learning opportunity.

This toolkit builds on the expertise and experience of students, staff, faculty, and experiential learning providers from across Canada. It includes a workbook with reflection questions, educational resources, and templates to strengthen your skills in receiving disclosures. These materials are adaptable to your specific context and can be shared with students, or even the employers or experiential learning providers you work with.

This toolkit is designed to enhance your knowledge and skills; however, it is not a replacement for ongoing training and reflection, or regular consultations with sexual harassment and violence experts in your network.

**For resources to support you with your policies, protocols, or agreements between your institution and experiential learning providers,** please see our workbook, [\*Building a Protocol for Responding to Sexual Harassment and Violence in Experiential Learning\*](#).

## What's Included



### [Acknowledge, Respond & Connect: Attending to Disclosures of Sexual Harassment and Violence](#)

This workbook walks you through the Acknowledge, Respond and Connect with Supports (ARC) model, a three-step model developed to better equip post-secondary employees (i.e., faculty and staff) to respond to disclosures of sexual harassment and violence in experiential learning settings. *Comes with a supplementary poster!*



### [Sexual Harassment and Violence in Experiential Learning](#)

This resource helps to situate your understanding of sexual harassment and violence in the context of experiential learning. *Share with students and experiential learning providers!*



### [Distinguishing Between Disclosures and Reports](#)

This simple, one-page resource explains the differences between a “disclosure” and a “report” of sexual harassment and/or violence. *Share with students!*



### [Disclosing & Reporting Sexual Harassment and/or Violence For Students In Experiential Learning](#)

This template is designed to help you map out disclosure and reporting options available to students who have been affected by sexual harassment and/or violence in their experiential learning opportunities. We encourage you to work with your institution’s sexual violence experts to complete a version relevant to your context. *Share with students and experiential learning providers!*



### [Support Resources for Students Who Have Been Affected by Sexual Harassment and/or Violence in Experiential Learning](#)

This template is designed to help you curate a list of accessible and inclusive support options for students who have been affected by sexual harassment and/or violence. We encourage you to work with your institution’s sexual violence experts to complete a version relevant to your context. *Share with students and experiential learning providers!*



# Acknowledge, Respond & Connect: Attending to Disclosures of Sexual Harassment and Violence

A workbook for post-secondary employees working with students in experiential learning positions

## Introduction

In 2014, news broke that Jian Ghomeshi, Canadian broadcaster and former host of the popular radio show "Q" on CBC (the Canadian Broadcasting Corporation), was facing numerous reports of sexual harassment and assault, which ultimately led to his termination from CBC. The story sparked broader national conversations about sexual violence, including sexual harassment in the workplace and sexual violence on post-secondary campuses. One media story stood out to us at *Possibility Seeds*. It was about journalism schools across the country reassessing their internship placements at "Q." Media reports following the 2014 news uncovered that some post-secondary institutions (PSIs) had been cautioning students and discouraging them from participating in internships with the radio show as far back as 2008. One PSI had even stopped allowing these internships.<sup>1</sup> All of this revealed significant gaps in institutional policies and practices to address sexual harassment and violence in experiential learning settings and prevent further harm.

Since then, *Possibility Seeds* has been looking at the issue of sexual harassment in experiential learning. Our Sexual Harassment in Experiential Learning Research-to-Action Project (the first national study looking at this issue) was launched in response to gaps in research and a recognized need for support, resources and tools to address this prevalent but often hidden issue. In fall 2022, we conducted a bilingual national survey of students, staff and faculty across Canada to understand the issue better. The survey laid bare the prevalence and severity of the problem as **one in two post-secondary students disclosed**

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<sup>1</sup> News Staff. (2014). Schools review internship placements at Ghomeshi's former CBC radio show. CityNews.

<https://toronto.citynews.ca/2014/11/03/journalism-schools-review-internship-placements-at-jian-ghomeshis-former-cbc-radio-show/>; CBC News. (2015). CBC Inquiry concludes management mishandled Jian Ghomeshi. CBC News.

<https://www.cbc.ca/news/cbc-inquiry-concludes-management-mishandled-jian-ghomeshi-1.3035574>

**that they had been subjected to at least one form of sexual harassment in an experiential learning opportunity.** In addition to the survey, *Possibility Seeds* held consultations, conducted interviews and met with key stakeholders to better understand people's needs and concerns.

One of the most common concerns we heard from students, staff and faculty centres was around responding to disclosures of sexual harassment and violence in experiential learning positions. When a student shares with a staff or faculty member that they are being—or have been— subjected to sexual harassment and/or violence in an experiential learning opportunity, they can be met with a range of responses from the person they disclosed to, including fear, trepidation and anxiety. As an employee of a post-secondary institution, you might feel uncertain if you aren't prepared to balance conflicting requests to keep the disclosure private while upholding reporting obligations under institutional policies and relevant laws. This can result in responses to disclosures that are not consistent, trauma-informed, or grounded in the reality of the limits and responsibilities of our roles.

Our hope with the broader Sexual Harassment in Experiential Learning Research-to-Action Project, and the ARC model in particular, is to provide a clear framework for attending to disclosures of sexual harassment and violence in experiential learning settings. This framework can help you to respond in ways that are trauma-informed while also observing limits of confidentiality under professional duties, and respecting institutional policies, as well as federal, territorial and provincial legislative and regulatory requirements.

### ***Possibility Seeds' ARC Model***

Acknowledge, Respond & Connect (ARC) is a three-step model developed to better equip post-secondary employees (i.e., faculty and staff) to respond to disclosures of sexual harassment and violence in experiential learning settings. The model is built on the principles of equity, care and responsibility. It recognizes the dignity of the person disclosing while connecting them with the appropriate supports and maintaining a bounded compassion that is attentive to the limits of confidentiality.

ARC was developed through extensive research and consultations with experiential learning specialists, post-secondary staff, front-line gender-based violence staff,

employers/experiential learning providers, and survivors. This research and our consultations gave us a broader understanding of the issue and helped us to identify a best practice model to effectively meet the needs of employees receiving disclosures of sexual harassment and violence from students.

This workbook takes you through each step of the ARC model and has interactive components to guide you in tailoring it to your unique role and organizational context. We invite you to take a moment to pause and fill in the information in the fields provided as you move through the document.

Please note that this document is designed to support you; however, it is **not** a replacement for more formal disclosure response training or for regular consultations with sexual harassment and violence experts in your network. Depending on your role, you may also have additional legal or organizational duties beyond what is included in this document. It is your responsibility to understand what those duties are.

## Before Using the ARC Model

A student tells you that their manager sends them emails at odd hours, asking them increasingly inappropriate questions about their dating history. You feel like you know how to respond because you have a pamphlet with the ARC model by your desk. But do you really understand your confidentiality limits or other limitations of your role? Do you know how to communicate these within a framework of equity, responsibility and care?

Models like ARC are important as a framework for responding to disclosures. However, they also require that you have a solid foundation to ground their application. Before using this model, you should do three vital things:

1. **Learn:** Attend ongoing comprehensive training on sexual harassment and violence. This will equip you with the knowledge and skills to address this harm.
2. **Ask:** Contact Human Resources or Human Rights Services at your institution to get clarification on your role and the responsibilities and limitations around confidentiality attached to it. (See [email template](#)).
3. **Reflect:** Think through your own understanding of sexual harassment and violence and how it plays out in experiential learning settings.

## Email Template

Dear *[insert name]*,

I hope this email finds you well. My name is *[insert name]*, and I am a *[insert title/role/position]* in the faculty/department of *[insert faculty/department]*. I am seeking guidance on my obligations and responsibilities in my role at our institution (as well as under federal, provincial and territorial legislative and regulatory requirements) when I receive a disclosure from a student about sexual harassment and/or violence in their experiential learning position. I hope you can answer the following questions for me:

1. What are my obligations and responsibilities around confidentiality?
  - a. When do I have a duty to report or other obligations to share a disclosure?
  - b. What information am I required to share, and to which department/employee should I communicate this information?
  - c. I know I'm not expected to investigate, but is there any information I should be asking the student for?
2. What other obligations and responsibilities do I have under:
  - a. institutional policies and protocols on responding to sexual harassment and violence in experiential learning?
  - b. federal, provincial and territorial legislative and regulatory requirements?
3. What training does our institution offer for employees to learn how to respond to sexual harassment and violence in experiential learning?

Thank you for your time.

## Step 1: Acknowledge

The first step when responding to a disclosure of sexual harassment or violence is to acknowledge. This has two parts: (1) acknowledging the disclosure; and (2) acknowledging your role, capacity in responding, and responsibilities and limitations around confidentiality.

### 1.1 Acknowledge the Disclosure

The first part of this step is to internally acknowledge the disclosure. A disclosure of sexual harassment and/or violence may be transparent or obvious where someone directly tells you they have been harmed; however, it may also be unnamed. Where a disclosure isn't explicit, you may begin by recognizing the different things you have noticed that are telling you that the student may need support. What have you heard? What have you seen?

Too often, we believe that sexual harassment and violence is easy to spot, but a disclosure of sexual harassment and/or violence may begin with comments like: "Things have been tough with my manager," "My placement has been really challenging," "I am not sure what happened after last week's happy hour," or "I'm not sure how to feel about that joke my supervisor made." You may also notice behaviour(s) that are out of character for a person. Signs that someone may have been subjected to sexual harassment and/or violence include but are not limited to: failing to hand in assignments or meet project deadlines, being late to work or meetings, or a general lack of engagement.

Your job is not to delve deeply into the situation, but to acknowledge what you have heard.

### 1.2 Acknowledge Your Role & Responsibilities

The second part of this step is acknowledging your role, capacity in responding, and responsibilities and limitations around confidentiality. Be mindful of your responsibilities and limitations (think back to the pre-work you did to "Learn, Ask and Reflect"), and communicate them with the person disclosing to you. Your capacity to respond with care and empathy will also be strengthened when you understand and attend to your personal boundaries, which requires that you reflect and check in with yourself regularly.

## Suggested language for acknowledging your role and responsibilities:

- *"I may have to share this information with the sexual violence office to get you the right support. It's also to ensure we're keeping our campus community as safe as possible."*
- *"Thank you for telling me. This is a serious matter. I want you to know I have a responsibility in my role to ensure that you're safe and that our campus community is safe. I will need to inform Human Resources."*

The following list are some examples of when you may be required to share information, but the boundaries of your confidentiality will be dependent on your role, institutional policies and protocols, and other factors that are relevant in the context of the disclosure:

*"I may have a duty to report:*

- *If you share that a child (under 16 years old) is at risk of emotional and/or physical neglect or emotional, physical and/or sexual abuse;*
- *If you share that you are at imminent risk of physically harming yourself or others;*
- *If you share sexually inappropriate behaviour by another health professional and their name is provided;*
- *When I'm court ordered;*
- *If you share that you have been sexually assaulted or harassed by a faculty member or staff person at our institution; or*
- *If you share evidence of sexual violence in a public realm (i.e., a video posted on social media)."*

*"In any of these situations, I will tell you when I am required to share information and with whom. Know that you will be supported at every step of the process."*

*"Do you have any questions about my confidentiality and information-sharing requirements? You can ask me to clarify the boundaries of my confidentiality at any time."*

## Reflection Question

**How would you communicate your responsibilities and limits around confidentiality (and any other limitations of your role)?**

### Step 2: Respond

The second step is to respond to the person who has disclosed to you. All responses should be made with care, empathy and respect for the person's dignity.

Importantly, this requires that you recognize and attend to societal, institutional and personal biases that you may hold about sexual harassment and violence. It's important to note that sexual harassment and violence are not individual or singular issues. Any response must recognize how social location—including, but not limited to: race, class, gender, sexuality, ability, and citizenship status—impacts how people are targeted for, heal from and access justice for sexual harassment and violence. It is intertwined with oppressive systems in our society, such as colonialism, racism, classism, transphobia, ableism, xenophobia and other forms of systemic oppression. These can exist in isolation or simultaneously.

There are many ways to respond to a student who has disclosed sexual harassment and/or violence, but you can begin by making them an immediate priority. Responding may look like making an empathetic inquiry about changes in the person's behaviour or by asking open-ended questions like, *"How can I support you?"* or *"What would be helpful for you at this moment?"*

Responding empathetically and compassionately means listening actively and validating and affirming the person's experiences. Examples of active listening include but are not limited to: using your body language to convey listening by nodding your head or turning your body to face the speaker.

**Note:** There are many avenues through which sexual harassment and violence can be addressed, not just by the police. With all parts of the ARC model, following your institution's protocols and, most importantly, listening to the survivor is essential. Your role

is not to decide what justice looks like but to acknowledge, respond and connect with support.

### Suggested language for responding to disclosure with care and empathy:

- *"Thank you for sharing this with me. I can tell it was a hard thing to do."*
- *"I'm glad you brought this to me."*
- *"It's not your fault."*
- *"You are not alone."*
- *"It's okay not to be okay."*
- *"It looks like you're struggling. I'm wondering how I can help?"*
- *"I notice you've seemed less engaged lately. Would you like to be connected with some support?"*

### Reflection Questions

**What does active listening look and sound like?**

**How might you respond to a disclosure with care and empathy in your own words?**

**What skills might you need to develop or strengthen your ability to respond with care? What resources or training could you access to support you?**



**What has shaped your understanding of sexual harassment and violence? What myths and misconceptions do you hold about sexual harassment and violence? What evidence-based information, resources or training will you access to unlearn these myths and stereotypes and to address these biases?**

### Step 3: Connect with Supports

The third step in the ARC model is connecting the person with resources or with a specific specialist trained to support them. These could be internal or external to your post-secondary institution. Offer a warm and caring referral to connect them with support, or provide the contact information for who they can reach out to.

**Note:** It's important to respect the choices of the person who disclosed. They get to choose what supports and services they feel best fit their needs AND whether they decide to report or not.

The internal or external specialist will be able to provide the person who disclosed with options for further supports and services available to them.

#### Suggested language for making a referral:

- *"Thank you for trusting me. I'm not the best person to support you, but I know someone who can. Would you like me to connect you with them?"*
- *"I'm glad you brought this to me. Some experts on our campus/in the community are trained to support people in situations like the one you described. Here's their contact information if you want to reach out to them."*
- *"As I'm not an expert, can I connect you with some supports."*

## Reflection Questions

**What services are available on campus or in the community for students who have been affected by sexual harassment and/or violence that you can make a referral to?**

*Look for services that are gender-, race- and disability-affirming, as well as culturally safe services where available.*

**How might you refer someone to supports or services while recognizing their dignity and choice?**

*For example, provide the person who disclosed with a couple of different supports or services to decide between. Encourage them to choose which one they want a referral to and how much information they are comfortable with you sharing for the referral.*

## After Making the Connection

It can be disconcerting not to receive any reports back; however, after connecting them to an expert, it's important to remember that that expert will be the support person for the individual. Know that the expert might not communicate with you to respect the privacy and confidentiality of the person who disclosed.

You may want to connect with the resources available (such as employee and family assistance programs or your campus sexual violence centre) to debrief while maintaining

confidentiality for the person who disclosed. You may discuss what you learned, what went well, and what you might do differently next time.

Your well-being as someone responding to a disclosure of sexual harassment or violence is essential. Recognize that responding to disclosures can be challenging and may impact your mental, emotional, physical and spiritual self. Notice what you are feeling internally or externally. Notice if you are having difficulty sleeping or eating. Are you feeling tightness in your stomach, having headaches, or experiencing irritability or other physical changes? You may feel different emotions, such as worry about the person you supported or personal distress. After responding, you must take time to decompress, care for yourself and connect with support if needed.

### Reflection Questions

**What resources do you have available to you for confidential support? Who are the support people you can debrief with?**

*Some examples of resources include employee and family assistance programs, helplines and sexual violence centres on campus or in the community.*

**How do you care for your physical, emotional, mental and spiritual well-being?**

## Further Learning

We hope this workbook has provided you with some support in your role when responding to disclosures of sexual harassment and violence from students. The ARC model is one tool of many and cannot capture the full scope of supporting students affected by gender-based violence.

*Possibility Seeds'* Courage to Act project has also created over 60 expert resources for addressing and preventing gender-based violence at post-secondary institutions. They are free to download on the [Knowledge Centre](#).

# Did a student tell you about sexual harassment and/or violence in their experiential learning setting?

## FOLLOW THE A.R.C.



### ACKNOWLEDGE

Disclosures come in many forms: someone might tell you directly, but they might not. Acknowledge your professional responsibilities around confidentiality. Do you have an obligation to share a disclosure?



### RESPOND WITH CARE

Actively listen, validate, and affirm their experience. When responding, remember that social location, like race or sexuality, shapes how people are targeted for and heal from sexual harassment and/or violence.



### CONNECT WITH SUPPORTS

Offer to connect the person with resources, whether internal or external to your institution. Respect what they feel best fits their needs.

**Receiving disclosures can bring up lots of feelings. Take care of yourself. Connect with resources to debrief while maintaining confidentiality.**

# Sexual harassment is about **power**.



Any unwanted *comment* or *behaviour* against a person because of their sex, sexual orientation, gender identity, or gender expression, that makes them feel intimidated, humiliated, or offended.

Sexual harassment can be persistent and ongoing, or one serious incident.

Sexual harassment isn't always obvious, and can be a pattern of more subtle boundary crossing.

Anyone can be subjected to sexual harassment.

**1 in 2 students were subjected to sexual harassment or violence during their experiential learning opportunity.**

Data from Possibility Seeds' 2022 National Sexual Harassment in Experiential Learning Survey



Sexual harassment can happen in person or online.

Students are uniquely vulnerable to sexual harassment in their experiential learning opportunities. Black, Indigenous, and racialized students, international students, 2SLGBTQIA+ students, and disabled students are especially vulnerable.

Students can be subjected to sexual harassment by their supervisors, other employees, other students, or clients, customers, or patients.

# Sexual harassment against students in experiential learning can take many forms.



crossing boundaries

Your coworkers are showing or sharing sexually explicit images in person, or online.



spreading rumours

Your co-workers spread rumours about your identity or relationships.



mistreatment + exclusion

Your supervisor excludes you from projects or opportunities based on your sex, sexual identity, gender, or gender expression.



intrusive questions

Your supervisor repeatedly asks you inappropriate questions in your online chat space.



threats or punishment

Your supervisor makes threats to punish you for refusing to comply with their sexual advances.



degrading comments

A client or patient makes degrading sexual remarks in front of or directly to you.

These are just **some** examples of what sexual harassment might look like.

There are **many ways** a student may be affected by sexual harassment in their experiential learning opportunity. It can be **different** for everyone.

## PHYSICAL

Physical injury  
Muscle tension  
Headaches  
Stomach aches or pains



## MENTAL HEALTH

Loss of trust in co-workers, supervisors, and school  
Feeling sad or depressed about their education or career  
Feeling lonely or isolated  
Feeling unsafe at work or on campus  
Feeling irritable, nervous, or anxious

## SOCIAL

Discomfort around coworkers  
Increased anxiety in social settings  
Avoiding social engagements  
Withdrawing from friend groups





# The physical, social, and mental health effects of sexual harassment can lead to:

Difficulty focusing

Avoidance

Increased absenteeism

Decreased participation

Low morale

Considering quitting

## The signs may not always be obvious, they can look like:

Failing to hand in assignments or meet project deadlines, being late to work or meetings, or a lack of engagement.

Not showing up to their experiential learning opportunity when scheduled.

Asking for a new experiential learning opportunity

Decreasing the number of hours they engage with their experiential learning opportunity



## This can have serious impacts on a student's learning and career opportunities:

Not completing credentials

Losing educational opportunities

Losing access to wages

Losing future career opportunities

# If you have been subjected to sexual harassment and/or violence, **you can decide** if and how you want to tell your post-secondary institution.

You can tell your institution through a disclosure or through a report.  
**You do not need to make a report to access support.**

## DISCLOSURE

To disclose is to tell someone what happened.

You can disclose to anyone.

You can share as much or as little detail as you feel comfortable.

A disclosure typically does not initiate an investigation or other institutional resolution process.

## REPORT

To report is to tell someone what happened with the intent to initiate a formal investigation.

Each institution will specify where and how to file a report.

Reporting involves sharing specific details of what happened.

A report may initiate your institution's complaint or other resolution processes.

Can be made at any time.

Access to supports, services, considerations and accommodations.



How disclosure and report are defined and what each triggers may look different at different post-secondary institutions. Please refer to your institution's sexual violence policy or contact the sexual violence support office on campus to ensure you are fully informed.

# Disclosing & Reporting Sexual Harassment and/or Violence For Students In Experiential Learning

Instructions for filling out [Disclosing & Reporting Sexual Harassment And/Or Violence](#) form.

To get supports, resources, and/or information about your options, contact:

Insert contact information for the office that provides information and resources.

Tell someone at your institution.

- Connected with supports
- Provided with accommodations
- Immediate measures implemented

Insert contact information for where a student can make a confidential disclosure, access supports, accommodations.

*When it comes to disclosures, follow an “every door is an open door” policy, where students can choose who to disclose to and that person is prepared to connect them with a centralized contact should they wish to access supports, resources, make a report or discuss their options.*

Make a report or complaint to your institution.

- Connected with supports
- Incident recorded
- Respondent involved
- Interim measures applied
- Applicable institutional procedures initiated

Insert contact information for where a student can report to the institution.

Insert information where a student can make an [anonymous](#) report (if available).

Insert information where a student can find your institution's sexual violence policy or the policy where institutional procedures are described.

Make a report or complaint to your employer or experiential learning provider.

Insert information about how the institution can support a student to pursue this option.

Make a human rights complaint.

Insert contact information for provincial or territorial human rights commission.

Make a workplace health & safety complaint.

Insert contact information for provincial or territorial agency responsible for governing health and safety in the workplace.

*The Canadian Centre for Occupational Health and Safety provides contact information about the agencies responsible for occupational health and safety across the country:*

<https://www.ccohs.ca/oshanswers/information/govt.html>

Report an incident to a professional or regulatory body.

Insert information about how institution can support a student to pursue this option.

Report an incident to the police.

Insert information about how institution can support a student to pursue this option.

## Disclosing & Reporting Sexual Harassment And/Or Violence

If you have been affected by any form of sexual harassment and/or violence, it is your decision what happens next. There is no one or “right” path for what you do next.

To get supports, resources, and/or information about your options, contact:

**You don't need to tell anyone what happened to access information and resources.**

Tell someone at your institution.

- Connected with supports
- Provided with accommodations
- Immediate measures implemented

**You decide who you disclose to. Your disclosure will be confidential, except where there is a requirement to share information.**

Make a report or complaint to your institution.

- Connected with supports
- Incident recorded
- Respondent involved
- Interim measures applied
- Applicable institutional procedures initiated

**You do not need to make a report to access supports or accommodations. A report to your institution will not always lead to an investigation.**

Make a report or complaint to your employer or experiential learning provider.

The availability of this option is dependent on your specific employer or experiential learning provider.

**You can also get support or make a report outside of your institution.**

Make a human rights complaint.

**If your employer or experiential learning provider is a federally regulated business or organization, contact the Canadian Human Rights Commission.**

Toll-free: 1-888-214-1090, TTY: 1-888-643-3304, [info.com@chrc-ccdp.gc.ca](mailto:info.com@chrc-ccdp.gc.ca)

File a complaint: <https://www.chrc-ccdp.gc.ca/en/complaints/make-a-complaint>

Make a workplace health & safety complaint.

**You can also contact Safety InfoLine, a free, confidential, person-to-person information service available to all Canadians.** Monday to Friday, 8:30 AM-5:00 PM ET.

Phone: 905-572-2981. Toll-free: 1-800-668-4284. [Online form](#).

Report an incident to a professional or regulatory body.

Report an incident to the police.

# Support Resources for Students Who Have Been Affected by Sexual Harassment and/or Violence in Experiential Learning

Instructions for filling out [Student Support Resources Form](#).

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Work with the sexual violence experts on your campus to identify resources that are relevant and available for students. Here are some examples of types of resources you should include, where available.

## Sexual Violence Prevention & Response Office

Depending on your institution, this might be a standalone office specific to sexual violence, sexual violence support provided through a student support or health and wellness department, or a staff member whose role involves supporting students affected by sexual violence.

## Peer-to-Peer Support

Peer-to-Peer support may or may not be available on your campus. It may be provided through a student association or organization.

## Local/Community-Based Support

Take an intersectional approach when looking for resources by including those that centre the experiences of BIPOC and 2SLBTQIA+ students

## 24/7 Crisis Line

Look for resources that are safe spaces for students of all genders, including trans, non-binary, and male-identified students

## Experiential Learning Provider/Union Support

Insert information about how you can help a student learn about or access these options.

## Student Support Resources

If you've been affected by sexual harassment and/or violence, there are supports available. When, how, and where you access support is your decision. There is no right way to seek support. There is no right way to heal.

**There is no timeline for when you need to access support.**

**You do not need to make a report to access support.**

### Sexual Violence Prevention & Response Office

**Location:**

**How & when they can be contacted:**

**What they offer:**

You have  
the right to  
be safe

### Peer-to-Peer Support

**Location:**

**How & when they can be contacted:**

**What they offer:**

It's okay  
to not  
be okay



## Local, Community-Based Support

**Location:**

**How & when they can be contacted:**

**What they offer:**

You are  
not alone

## 24/7 Crisis Line

**How & when they can be contacted:**

**What they offer:**

## Experiential Learning Provider/Union Support

You may also be able to access support through your experiential learning provider, or union if you are a union member.

It's not  
your fault