

# Empowering Prevention and Inclusive Communities (EPIC): An Intersectional, Data-Driven Approach to Prevention of Sexual Harassment Training

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## A DIFFERENT APPROACH TO PREVENTION TRAINING

Building upon the insight that organizational climate is a key determinant in sexual harassment rates, the Empowering Prevention and Inclusive Communities (EPIC) program has created a unique evidence-informed training model that empowers academic student employees and postdoctoral scholars at UW to cultivate civil, inclusive, and equitable work environments.

**Challenges with Traditional Training:**

- ❑ Focused on policy compliance rather than culture change
- ❑ Removed from real-life encounters
- ❑ Lacks evaluation data on training effectiveness
- ❑ Fixed (non-adaptive) curriculum

## OUR APPROACH

<b>Peer-to-peer facilitated training</b>	<ul style="list-style-type: none"> <li>Trainers' shared experience with participants lends credibility</li> <li>Reduces trainer and participant power differential</li> </ul>
<b>Tailored scenarios</b>	<ul style="list-style-type: none"> <li>Prior to training, we meet with representative attendees to gather information about their climate</li> <li>Content is adapted to reflect experiences and workplace setting</li> </ul>
<b>Intersectional analysis</b>	<ul style="list-style-type: none"> <li>Reflect on different ways we experience privilege and disadvantage</li> </ul>
<b>Community-oriented</b>	<ul style="list-style-type: none"> <li>Engage all members of a community as having a responsibility to respond</li> <li>Develop community-wide action steps</li> </ul>
<b>Ongoing evaluations</b>	<ul style="list-style-type: none"> <li>Collect data on training impact</li> <li>Adapt curriculum based on data</li> </ul>
<b>Joint program</b>	<ul style="list-style-type: none"> <li>EPIC is jointly developed and administered by UW and Union (UAW 4121)</li> <li>This builds participant buy-in, increases joint ownership, accountability, and transparency</li> </ul>

## CURRICULUM: BUILDING KNOWLEDGE AND SKILLS

### PART I: Sexual Harassment and Workplace Culture

- Analyze power and intersectionality in academia
- Discuss how gender harassment relates to sexual coercion and unwanted sexual attention
- Collaboratively build a list of factors that lead to sexual harassment in academia
- Identify the type of work culture that attendees want to build and promote

### PART II: Responding to Sexual Harassment

- Resources on campus:**
  - Confidential advocates
  - Mental health resources
  - Campus support
  - Reporting options
    - Title IX Investigators
    - UCIRO
    - Union
- Bystander intervention scenarios:**
  - Discuss five intervention strategies
  - Practice tailored scenarios in small groups

### Scenario #1

While everyone is drinking at happy hour at the hotel bar at your discipline's national conference, you see a postdoc from your department sitting next to another postdoc in a booth, and not giving them enough space; the first postdoc looks uncomfortable.

A. Direct  
 B. Delegate  
 C. Distract  
 D. Delay  
 E. Document

## INTERACTIVE LEARNING

- Live, integrated online polling:** Quick and anonymous way to gather feedback and illuminate common ground
- Small-group discussion:** Participants articulate their ideas and practice strategies with each other
- Large-group discussion:** Share ideas and establish and create group social norms
- Quick write:** Allows participants to work through their own thoughts in a very low-risk way
- Pair & share:** Encourages participants to articulate thoughts in relatively low-risk setting
- Media clips:** Give participants ideas to reflect on, promote discussion, and build recognition that participants can identify these issues in many areas of their lives

### PART III: Preventing Sexual Harassment

Concept	Skill	Application
<b>MICROAFFIRMATION</b>	Employing individual actions that build more supportive and equitable environments	<b>Reflection question:</b> Think of a time when someone with more privilege made you feel included. <ul style="list-style-type: none"> <li>How did they do that, and why was it meaningful?</li> </ul>
<b>CALLING IN &amp; CALLING OUT</b>	Bringing private and/or public attention to problematic behaviors	<b>Scenario:</b> After a few weeks in a seminar, you start to notice that a fellow student, Ronald, has a habit of interrupting women in the class, and that several women have stopped participating as much in discussion. <ul style="list-style-type: none"> <li>How would you respond?</li> </ul>
<b>RESPONDING TO FEEDBACK</b>	Respectfully responding when someone brings attention to harm we have caused	<b>Scenario:</b> Imagine you're being called in/out by a friend. In what ways might that be challenging for you. <ul style="list-style-type: none"> <li>What are some strategies you can try to overcome those challenges?</li> </ul>

### PART IV: Community and Individual Action Steps

- Develop concrete action steps to implement post training that address preventing sexual harassment at personal, community, and departmental levels
- Consider steps to take that can reduce the occurrence of sexual harassment
- Build strategies to actively create the workplace culture they want to build and be a part of:
  - Action Step:** Make departmental conversations about equity a regular practice

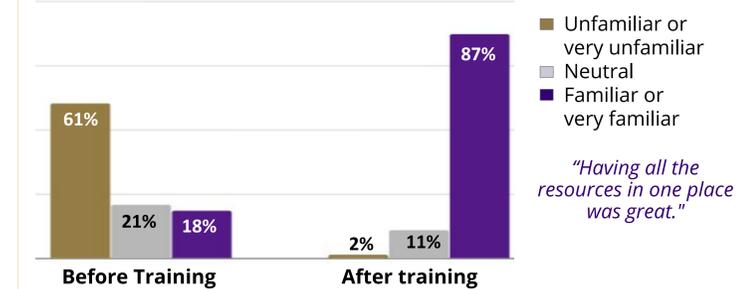


## EVALUATION DATA

**Retrospective Pre/Post Evaluation:** At the end of each training session, participants compare their own knowledge before the training to their knowledge having completed the training. Evaluation is anonymous and conducted immediately using online polling, there is a very high completion rate.

- Gauges how individual beliefs, knowledge, and intentions have shifted in response to the training
- Measures someone's likelihood of engaging in certain pro-social and intervention behaviors
- Track data for every training session
- Does not impact building rapport at the beginning of the session

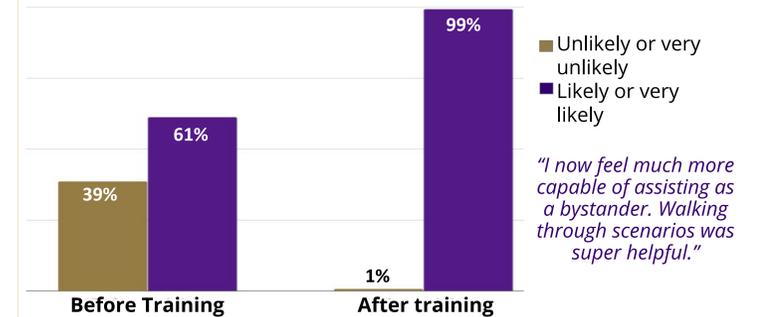
### FAMILIARITY WITH CAMPUS RESOURCES



### CONFIDENCE IDENTIFYING SEXUAL HARASSMENT (INCLUDING GENDER HARASSMENT)



### LIKELIHOOD TO INTERVENE (e.g. BYSTANDER STRATEGY IF YOU WITNESS SOMEONE ELSE BEING HARASSED)



**Longitudinal evaluation and adaptation:** We have implemented a 3-6 month follow-up questionnaire to assess participants' post-training knowledge retention, skill utilization, successes/challenges that have arisen, and identification of additional programming needs.