

# VICTIM SERVICES AND CONDUCT POLICY ASSESSMENT TOOL

**CAMPUS**  
Technical Assistance  
and Resource Project  

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**WEBINAR**



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## ASSESSMENT TOOL FOR INCORPORATING VICTIM SERVICES INTO YOUR CAMPUS CONDUCT POLICY

How to Use: This Assessment Tool is intended to be used after reviewing **Integrating Victim Services into Conduct Policies Guide**. This case study can be used to assess how integrated victim services is in your institutions' current domestic violence, sexual assault, and stalking (DVSAS) conduct policy.

For each section below, read the fact pattern and list the pages where the requested information is found within your policy. Consider what next steps are necessary to address any gaps. After answering the questions, share the evaluation with your Coordinated Community Response Team (CCRT) to consider additional ways to integrate Victim Services.



Riley and Jordan met at Orientation. They had mutual friends from home who introduced them at an event. They are both from a small town where Riley's father is Chief of Police. While they have mutual friends, Riley and Jordan attended two different schools and did not know each other before coming to college. Both identify as students of color at a predominantly white college.

One night Riley and Jordan were in Jordan's dorm room and got into an argument about a costume Riley wanted to wear to a Halloween party. Jordan felt the costume was too sexy and demanded Riley find another costume to wear. Riley refused and left the room. The next night Riley attended the party in the original costume. When Riley went over to Jordan's room after the party, Jordan headbutted Riley and gave them a bloody nose. Jordan apologized repeatedly, but Riley feared the headbutt was a punishment for going to the party.

Weeks later, Riley noticed that Jordan was checking their phone without permission and confronted Jordan. Jordan said they were only searching online for a video game, but Riley felt they were reading their text messages. Jordan has started to text Riley often, asking where they are. Even when Jordan knows Riley is in class; they still text up to 30 times per class. Jordan meets Riley after each class and walks them to the next one. Riley has asked them to stop doing this, but Jordan says they want to spend as much time as possible together.

Yesterday, a friend from home called Riley. The friend heard about the headbutting incident and wanted to check in. The friend knows someone else who used to date Jordan and said there was abusive and controlling behavior in that previous relationship. The friend is concerned about Riley and offers to contact the school about options and resources if that would help Riley make some decisions.

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IF RILEY'S FRIEND WERE GIVEN YOUR CAMPUS POLICY RELATED TO DOMESTIC/DATING VIOLENCE, SEXUAL ASSAULT AND STALKING, LIST THE PAGES WHERE THEY WOULD FIND:

\_\_\_\_\_ On-campus resources

\_\_\_\_\_ On-campus confidential resources

\_\_\_\_\_ Off-campus resources (listed as confidential if relevant)

Riley is worried that Jordan will find out about any conversation with a campus advocate. Additionally, Riley is concerned their father will learn about the relationship and retaliate against Jordan's family in their hometown. Riley wants to speak to someone confidentially so that Jordan will not find out. They find several confidential resources in the policy but are uncertain whether a confidential advocate on-campus would be required to report their discussions to another administrator.

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IF RILEY WERE TRYING TO FIND THE DEFINITION OF CONFIDENTIAL IN YOUR DOMESTIC/DATING VIOLENCE, SEXUAL ASSAULT, AND STALKING POLICY, LIST THE PAGES WHERE IT WOULD BE FOUND AS WELL AS THE FOLLOWING INFORMATION:

\_\_\_\_\_ Definition of confidentiality

\_\_\_\_\_ Definition of privacy

\_\_\_\_\_ Information about transportation options to visit off-campus providers

\_\_\_\_\_ Hyperlink of the word confidential to the definitions section wherever used in the policy

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Riley meets with a confidential, on-campus advocate. They are concerned about what options are available if there is no formal report. Most importantly, Riley does not want Jordan to know they were speaking with anyone. Riley is worried that if their relationship ends, Jordan will come looking for Riley at their residence hall and classes. Riley asks the advocate if they will be able to ask for support if there is no complaint. If not, Riley fears leaving campus will be the only option.

Additionally, Riley was sexually assaulted as a child and the relationship with Jordan has exacerbated some of the same trauma symptoms they had as a child. Currently Riley is having significant anxiety, panic attacks, and trouble sleeping. They would like an off-campus referral for mental health counseling, preferably a counselor who identifies as a person of color, as the college counseling center only has white counselors. Without a car, Riley needs help finding a way to get to appointments off-campus.

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IF THE CAMPUS ADVOCATE USED YOUR DVSAS POLICY TO DISCUSS POTENTIAL OPTIONS WITH RILEY, LIST THE PAGES WHERE THE ADVOCATE WOULD FIND:

- \_\_\_\_\_ Definition of safety planning
  - \_\_\_\_\_ Definition of supportive measures
  - \_\_\_\_\_ Explanation of informal resolution process
  - \_\_\_\_\_ To whom a student would request safety planning or supportive measures
  - \_\_\_\_\_ Potential population-specific resources on and off campus
  - \_\_\_\_\_ Potential transportation options for off-campus resources
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