



Safer Relationships. Earlier Support.

A practical sexual safety and prevention toolkit for U.S. colleges

PREPARED BY SHINEQUO

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About this toolkit

Students may sense that something is wrong before they know how to describe it or where to turn. Colleges can make those early moments easier to navigate by building confidence, making support visible, and creating a culture where concerns are taken seriously.

Prepared by ShineQuo, this toolkit brings together research, free resources, and practical guidance to help U.S. colleges strengthen sexual safety, respectful relationships, and earlier access to support. This toolkit draws on selected research and public resources; it is not a systematic review or a validated prevention curriculum. Listing an organization or resource does not imply its endorsement of ShineQuo or this toolkit.

Who this is for

Student affairs and student success leaders, deans of students, residence life teams, and campus prevention and support professionals. Adapt the campus sections with local advocates and your Title IX team.

How to use it

Use this resource to review existing practices, identify opportunities for earlier support, and adapt relevant materials to your campus. Confirm local services and policies with your institution's prevention, advocacy, and Title IX teams before sharing student-facing materials.

Basic Guidance

Students need to understand that they do not need to decide whether an experience "counts," name the person involved, or file a complaint. Being pressured, touched without permission, monitored, threatened, or made afraid is enough reason to seek support.

Responsibility belongs to the person causing harm. No checklist, response, device, relationship status, clothing choice, or drinking decision guarantees safety. Freezing, appeasing, or staying quiet is not consent. Assault can occur without warning; repeated discomfort is not a prerequisite.

If you need help now

- Immediate danger, serious injury, or loss of consciousness: call 911 if you can do so safely. Text-to-911 availability varies locally.
- Sexual assault support: RAINN, 800-656-4673; text HOPE to 64673; online chat through the linked hotline page. Free, confidential, 24/7 support in English and Spanish.
- Dating or relationship concerns: love is respect, 866-331-9474; text LOVEIS to 22522; online chat. Free, confidential, 24/7 support for young people and their supporters. Carrier charges may apply to texts.

This is an educational resource, not an emergency service or an individualized medical or legal assessment. Local laws, campus duties, service eligibility, and confidentiality

exceptions vary. Colleges should verify local details before distribution and review links each term.

Sources / tools: [RAINN hotline](#) · [love is respect help](#) · [Partner sexual violence](#)

1. When something feels off

Pay attention to behavior. A partner, friend, roommate, relative, classmate, colleague, or person with authority can cross boundaries. Familiarity does not equal permission. These examples signal a reason to pause or seek support; they are not a test that predicts who will assault someone.

Behavior to notice	What it might sound or look like
Ignoring a boundary	Continuing to touch you, enter your room, or ask for sex after you have declined.
Turning affection into a debt	"After everything I do for you, you owe me." Gifts, rides, or dates do not buy access to your body.
Wearing down your choice	Repeated requests, sulking, threats to break up, or anger until you agree.
Controlling access or privacy	Demanding passwords, checking messages without permission, tracking you, or isolating you from friends.
Using power or dependence	Linking housing, grades, employment, money, or immigration fears to sexual access or silence.
Humiliation and intimidation	Sexual jokes aimed at you, threats, blocking an exit, property destruction, or retaliation for saying no.
Digital sexual pressure	Demanding images, recording without consent, threatening to distribute images, or persistent unwanted messages.

Healthy behavior provides a useful comparison

A respectful person accepts a no, checks in, allows privacy and independent friendships, takes responsibility, and does not punish you for changing your mind. You can want closeness and still want a boundary.

Consent is ongoing and specific

Agreement to one activity is not agreement to another. A previous yes is not a present yes. Silence, sleep, unconsciousness, or incapacitation is not consent. If there is uncertainty, stop and check in. Legal definitions differ by state; campus education should teach freely given agreement rather than the minimum conduct a statute permits.

Sources / tools: [Warning signs](#) · [Consent basics](#) · [Healthy relationships](#)

2. Setting boundaries and seeking help

You are allowed to be firm, interrupt, or draw attention when someone crosses your boundaries - even if they are a friend, partner, roommate, or relative. You do not need to protect their feelings or remain polite.

Below are some practice scripts created for this toolkit. Use them if speaking feels safe. You can leave, make an excuse, seek help, or say nothing. A person determined to violate a boundary may ignore any response; that is their responsibility.

Situation	Possible response
Unwanted touch	"Stop. I don't want to be touched."
Pressure after declining	"I already answered. I'm not discussing this again."
"If you loved me..."	"Caring about you does not mean agreeing to this."
Unwanted room entry	"You need my permission to come in. Please leave."
Password or location demands	"I'm keeping my account and location private."
Pressure for intimate images	"I'm not sending that. Please stop asking."
When a direct refusal feels unsafe	"I feel sick. I need to go." Or: "My friend is waiting for me."
Asking a trusted person for help	"Something feels wrong. Can you stay with me or help me leave?"
Starting with an advocate	"I'm not sure what to call this. Can we talk about my options?"
Before telling a campus employee	"Is this confidential? What would you have to share, with whom, and what happens next?"

Your safety guides your response. If confronting someone feels unsafe, you can leave, use an excuse, text a trusted person, or seek help without warning them first. You do not owe anyone another chance to respect a boundary.

Being friendly, trusting, or quiet is not permission. Freezing, appeasing, or being unable to speak is not consent. These options may help you act or reach support, but no response guarantees safety. Responsibility always belongs to the person causing harm.

A simple check-in message

“Can you call me now? I need help leaving. I’m at _____. Please don’t contact the other person.” Choose a safe contact.

If you notice someone being pressured or uncomfortable: Check in: “Would you like me to stay with you?” Create an interruption or help them leave if they want to. Ask an appropriate staff member or trusted person for help. Choose an approach that feels safe, respect the person’s choices, and avoid confronting someone if it could increase danger. See Right To Be’s linked guide for additional bystander options.

Sources / tools: [Right To Be 5Ds](#) · [Free bystander training listings](#) · [NSVRC free learning](#)

If a friend tells you something happened

Try: “Thank you for telling me. I believe you. This is not your fault. What would help right now?” Offer company, a hotline, or practical help. Do not investigate, ask why they did not leave, pressure them to report, or contact the person involved on their behalf. Explain any reporting duty before hearing details.

Sources / tools: [Responding to coercion](#) · [Supporting a survivor](#)

3. A personal safety plan

A plan should fit your situation and be yours to control. Keep it somewhere the person concerning you cannot access. If leaving or changing settings could increase danger, plan with an advocate first.

Choose a few options -

- Identify two trusted contacts, a place you can go, and a transport option. Agree on a code word and what the contact should do when they receive it.
- Keep your phone charged when possible. Learn your building exits and campus escort or ride options. Store emergency contacts in a form you can access if your phone is unavailable.
- For a shared room, agree on entry and guest rules. Ask housing about lock repairs, access changes, emergency relocation, or room changes when needed. Do not install devices that compromise fire exits or violate building rules.

- At gatherings, friends can check in and help each other leave. If someone seems unusually impaired or unwell, get medical help rather than leaving them with an unfamiliar or concerning person.
- If you suspect monitoring, use a safer device to contact an advocate. Changing passwords, removing trackers, or turning off location sharing can alert someone; consider safety and evidence before making changes.

Optional items: useful tools, not guarantees

A portable charger, personal alarm, flashlight, and transport funds may expand options. Pepper spray is not a universal campus recommendation. State and local laws, age restrictions, campus rules, storage, and training needs vary. Verify those rules first; spray can affect everyone in an enclosed room. No student should be expected to carry a weapon to receive protection.

Your five-line plan

My safe contact(s): _____

My code word and agreed action: _____

Where I could go and how I would get there: _____

A confidential advocate I can contact: _____

One campus change that would help: _____

If concerns continue

Consider recording dates, messages, and incidents only if it is safe. Keep copies away from shared accounts. You do not have to gather evidence, confront someone, or repeatedly explain a boundary before seeking help.

Sources / tools: [RAINN safety planning](#) · [Interactive safety plan](#) · [Technology safety toolkit](#) · [Stalking resources](#)

4. If something has happened

First: safety and medical options

Get to a safer place if possible. For urgent danger or medical emergencies, call 911. You can ask a trusted person or advocate to accompany you. If you suspect drugging, tell a clinician promptly; testing can be time-sensitive. Do not wait for certainty or an online community reply.

A hospital or trained sexual assault nurse examiner can discuss injuries, pregnancy prevention, infection care, and a sexual assault forensic exam. Ask immediately about HIV post-exposure prophylaxis when exposure is possible: CDC recommends starting as soon as possible, ideally within 24 hours and no later than 72 hours when indicated. A clinician determines suitability. Other care remains valuable after that window.

Preserving options is your choice

If you may want evidence collected, try to avoid washing or changing clothing before asking a provider for guidance, if that is practical and safe. Put changed clothing in a paper bag. If you already washed, changed, or waited, you can still seek care and ask about an exam. Evidence windows and available services differ locally.

You may be able to receive a forensic exam without immediately deciding about police reporting. The forensic exam should not be charged to the survivor; related treatment or tests may involve separate costs. Ask about anonymous/non-reporting options, billing privacy, and local payment arrangements. Reporting exceptions can apply, particularly for minors.

Then: support and campus access

Ask a confidential advocate about choices before sharing details elsewhere. Ask the Title IX coordinator about available supportive measures, including housing or class adjustments, escorts, and contact restrictions. Measures can be available without a formal complaint, depending on circumstances. Do not assume every campus employee or app is confidential.

You do not need to confront the person involved, decide everything today, or provide a complete chronological account. Support can remain useful long after an incident.

A friend's next step

Ask: "Would you like me to sit with you, help find an advocate, or help arrange transport?" Respect choices and continue checking in without asking for details.

Sources / tools: [Medical care](#) · [Forensic exam options](#) · [Drug-facilitated assault](#) · [CDC PEP guidance](#) · [Federal supportive measures](#)

5. Free support: national pathways

Choose the service that fits the question. Hotlines can discuss uncertainty, safety, and local options; contacting one is not the same as making a campus report. Ask about privacy limits at the start, especially if you are under 18. Services are free; phone/data charges may apply.

Service / access	What it offers
RAINN hotline	Sexual violence advocacy and local referrals, 24/7. Call 800-656-4673; text HOPE to 64673; online chat. English and Spanish.
love is respect	Young-adult relationship questions and dating abuse support, 24/7. Call 866-331-9474; text LOVEIS to 22522; chat.

Service / access	What it offers
<u>National Domestic Violence Hotline</u>	Relationship abuse support and safety planning. Call 800-799-7233; text START to 88788; chat. Check the provider for language/access options.
<u>RAINN local provider finder</u>	Find community sexual assault service providers near your campus or home. Ask about advocacy, accompaniment, groups, costs, and eligibility.
<u>NSVRC state/territory directory</u>	Find the coalition for any state or territory, then locate local services. A directory/coalition is not necessarily a crisis hotline.
<u>1in6</u>	Information and online support-group pathways for men with unwanted or abusive sexual experiences. Check current registration and group schedule.
<u>Victim Rights Law Center</u>	Free civil legal services for eligible sexual assault survivors in Massachusetts, including education, privacy, housing, and related concerns. Not a nationwide representation guarantee.

A low-pressure opening

“I’m a college student. I’m not ready to report, but I want to understand confidential support and my options. Can I ask questions without giving identifying details?” Ask whether support is available in your language and whether a safe callback or text is possible.

For international, LGBTQ+, students with special needs, and commuter students

Request an interpreter, accessible communication, affirming services, or an off-campus option. Colleges should identify these pathways before students need them. Do not promise that every provider has every service; verify access locally.

6. Peer community and digital privacy

Peer connection can reduce isolation and help people find language for their experience. A forum is not a trained advocate, emergency response service, or guarantee of anonymity. The services below describe different communities that could be helpful; their availability and policies should be reviewed before referral.

Community	Access and important limits
<u>After Silence</u>	Free, moderated survivor message board and chat community. Email registration and approval required; most forums are member-only. Pseudonyms do not prevent screenshots or identification.
<u>Pandora's Aquarium / Pandy's</u>	Free survivor peer community with forums and chat, moderated by volunteers. Review community rules and registration requirements; not professional treatment or urgent support.
<u>lin6 support pathways</u>	Structured online group options for male survivors. Check current schedules and participation rules rather than assuming immediate access.
<u>ShineQuo</u>	A space for students to connect anonymously with peers, share everyday experiences while navigating college. Note - This is not a specialist sexual assault advocacy or emergency response service.

Before joining a community, understand

- If you want to use a non-identifying username and a safer email/device if needed.
- Review visible-to-public areas, moderation, private messages, deletion, age eligibility, data retention, and exceptions to confidentiality.
- It is advised to avoid posting evidence, private images, or allegations naming individuals. Keep sensitive records outside forums. Do not pay or share identifying details with strangers offering help.

Digital harm has specialist tools

NNEDV's Safety Net toolkit covers monitoring, accounts, devices, and location tracking. A quick-exit button does not erase history; a monitored device may expose calls, texts, browser activity, and notifications. Use a safer device where possible.

For intimate images taken when you were 18 or older, StopNCII can create a fingerprint on your device for matching on participating platforms. It is free and does not remove material from the entire internet. For images taken when you were under 18, NCMEC's Take It Down is a free option - even if you are now an adult. Do not download or forward images to use it; follow the provider's instructions.

Sources / tools: [Safety Net survivor toolkit](#) · [StopNCII eligibility and limits](#) · [Take It Down](#) · [Pandy's community guidelines](#)

7. Local help in every state

The nationwide pathway is: NSVRC state/territory directory → local coalition → nearby sexual assault service provider. RAINN's provider finder is another starting point.

Location / starting point	Useful pathway
<u>All states and territories: NSVRC</u>	Coalition directory, including statewide and culturally specific organizations. Ask the coalition for the closest appropriate service.
<u>New York: OPDV</u>	24/7 confidential support: call 800-942-6906; text 844-997-2121; online chat. Provider directory and multilingual pathways.
<u>Massachusetts: state hotline directory</u>	SafeLink: 877-785-2020; relay access available. State rape crisis centers provide free services for adolescent and adult survivors.
<u>Massachusetts: rape crisis centers</u>	Regional listings. Boston-area example: BARCC provides free survivor services; verify geography and appointment options.
<u>California: VALOR US</u>	Directory of rape crisis centers. Use the relevant local center for immediate advocacy and service details.
<u>Texas: TAASA</u>	Local crisis center locator and service directory. Contact the center to confirm hours, languages, and services.

Questions for the local provider

- Do you serve students regardless of whether they report to the college or police? What confidentiality exceptions apply?
- Do you offer hospital accompaniment, safety planning, accessible communication, legal referrals, and support groups? Which services are free?
- How do students access help after hours, during breaks, and while away from campus? Are there eligibility or geographic limits?

Make the campus resource page usable

Publish distinct choices: confidential advocacy; medical care; campus supportive measures/reporting; police reporting; peer community. List hours and contact methods beside each. Make access mobile-friendly and available without a campus login. Explain what each click does before collecting details.

Sources / tools: Boston Area Rape Crisis Center

8. What research supports

Prevention should address behavior, peer norms, environments, and institutional accountability together. A resource page could support access; but not the entire prevention strategy.

CDC: a comprehensive public health approach

The Sexual Violence Prevention Resource for Action emphasizes protective norms, skills, protective environments, empowerment, and survivor support. Colleges can use it to coordinate education with housing, event practices, leadership, and response systems. It is a free evidence synthesis, not a campus-specific guarantee of effectiveness.

Read: CDC prevention framework

Senn and colleagues: practiced skills, not brochures alone

A randomized trial at three Canadian universities enrolled 893 first-year women. The 12-hour Enhanced Assess, Acknowledge, Act program produced a one-year completed-rape incidence of 5.2%, compared with 9.8% in the brochure control group (46.3% relative reduction). It supports structured skill practice for the studied population; it does not transfer responsibility to women or establish effects for all populations. Program delivery requires appropriate training and permissions, not improvised self-defense tips.

Study: Senn et al., NEJM (2015)

RealConsent: digital delivery can support prevention

A U.S. randomized trial of 743 male undergraduates evaluated six interactive web modules on consent, communication, alcohol, peer norms, and bystander action. It reported improvements in intervening and lower self-reported perpetration at follow-up. This supports testing structured digital education; it does not demonstrate that generic coaching, AI, or a peer forum has the same effect. Generalizability, attrition, self-report, and implementation fidelity matter.

Study: Salazar et al., JMIR (2014), open access

Green Dot: active practice and peer norms

A college evaluation using 2,504 survey respondents associated training with more reported bystander action and lower rape-myth acceptance. It was cross-sectional, so it cannot establish causation by itself. Use it alongside broader evidence, rather than treating an awareness speech as a tested intervention.

Study: Coker et al., Violence Against Women (2011)

An institutional example to learn from

Cornell's task force report illustrates combining academic learning, community engagement, support navigation, and accountability. It is an implementation example, not proof that the recommendations have reduced assault.

Read: Cornell task force final report (2026)

9. A campus plan to implement

Please note this is just one recommended implementation sequence. Assign a senior sponsor and involve survivor advocates, prevention specialists, Title IX, residence life, students, accessibility, and IT/privacy staff.

Step 1: make help easier to reach

- ☐ Publish one accessible support page with clear confidential and reporting routes, after-hours options, external advocates, and medical-care locations. Test it with undergraduate, graduate, commuter, and international students.
- ☐ Review staff and peer-leader disclosure responses. Teach people to explain reporting duties before details are shared and to offer a warm referral without requiring students to repeat their story unnecessarily.
- ☐ Map barriers in residences, off-campus housing, events, transport, labs, internships, and online groups. Choose two concrete environmental improvements with owners and deadlines.

Step 2: teach and rehearse

- ☐ Deliver specialist-reviewed, scenario-based practice on consent, coercion, respectful boundaries, supporting a friend, and safe bystander options. Include accountability for one's own conduct - not just avoiding victimization.
- ☐ Use free One Love educator resources and NSVRC/PreventConnect learning materials. Review licensing and facilitator preparation.
- ☐ Train RAs, club leaders, athletics, orientation teams, graduate advisers, and event hosts. Offer opt-outs and alternative learning formats; avoid forced role-play of personal experiences.

Step 3: reinforce and evaluate

- ☐ Send short optional scenario refreshers and repeat resource access prompts. Build learning into existing touchpoints rather than relying on one orientation session. Work collaboratively with faculty and class professors to communicate resources.
- ☐ Check whether students can find a confidential advocate, identify coercion, and choose a safe bystander action. Track referral accessibility and resource page usability without collecting disclosure details.
- ☐ Publish actions completed and actions pending. Maintain fair processes and appropriate accountability; do not frame lower report counts as automatic success. Increased reporting may reflect improved access or trust.

Personal disclosure must never be required. Participation in role-play and other experiential exercises should be optional, with alternative learning formats available. Colleges should determine any required education or training through their applicable policies and obligations.

Following area should be clearly defined and distributed internally and externally

Confidential campus advocate, hours, and access: _____
 Independent local sexual assault service provider: _____
 After-hours confidential support: _____
 Hospital / forensic exam provider and transport options: _____
 Title IX coordinator and supportive-measures pathway: _____
 Housing/access assistance and safe transport: _____
 Language, disability, and interpreter access: _____
 Owner responsible for link/service review: _____

Questions students should be able to answer

- Can I ask questions without making a report? Which people have reporting duties? What happens after I click, call, or submit?
- Who can help if the person involved is a partner, roommate, faculty member, supervisor, or family member? What if the incident occurred off campus or before enrollment?
- What practical adjustments can I request? What are the limits of confidentiality? How can I get help safely if my device or accounts are monitored?

What must remain a college responsibility

Qualified response staff, accessible support, safe environments, clear procedures, fair investigation, protection against retaliation, and follow-through. Sharing external resources cannot replace these responsibilities.

Sources / tools: [CDC prevention resource](#) · [One Love education](#) · [NSVRC evaluation toolkit](#) · [PreventConnect free courses](#)

10. Digital support and ShineQuo's role

A useful digital entry point lets a student explore uncertainty privately, learn practical skills, and reach qualified support. It should make the next step easier without requiring a disclosure. This toolkit offers a starting point for stronger prevention and easier access to support. A preventative collaboration like one with ShineQuo could help colleges turn these resources into ongoing opportunities for students to learn, connect, and speak up.

1. Make resources easier to find

Bring campus and community resources into one accessible digital space. Help students understand where to go, what support is available, and which services are confidential - before they need to navigate a difficult situation.

2. Create an approachable space for peer support

Offer anonymous peer connection where students can ask questions, share everyday concerns, and feel less alone when something feels uncomfortable. Establish an agreed process for responding to serious safety concerns and connecting students with qualified support and when information may need to be shared with designated university staff.

3. Build confidence through individual and group coaching

Support students of all genders in communicating their needs, setting boundaries, asking for help, and standing up for themselves. One-on-one and group coaching can offer space to practice these skills and explore next steps at the student's pace.

The shared goal: make support easier to approach, strengthen everyday communication, and help students connect with appropriate resources earlier. Coaching and peer connection complement specialist sexual assault services and campus responsibilities. A student's ability to speak up never determines their right to safety.

Before implementation, the college and ShineQuo should agree on moderation coverage, privacy notices, referral pathways, and responses to serious safety concerns. Students should understand whether information may be shared with designated campus staff and under what circumstances. Peer posts are not a substitute for emergency contact or a designated campus reporting channel.

Colleges interested in exploring this approach can connect with ShineQuo to shape a collaboration around their students, existing services, and campus priorities. Email us at hello@shinequo.com.

Every student deserves safety, respect, and support.

“

As a woman who has navigated college life twice in two different countries, I believe every campus should build a culture where students feel confident expressing themselves, naming what feels wrong, and knowing their voices matter - even when the words are hard to find.

”

- **Deepanshi Bansal, Founder & CEO, ShineQuo**

Connect with us

hello@shinequo.com | www.shinequo.com