



# UWI, MONA SEXUAL HARASSMENT (PREVENTION & PROTECTION) PEER ADVISORS TRAINING MANUAL

Students Making a Difference



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# Overview

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This manual is designed for tertiary level students who want to become Sexual Harassment Prevention Peer Advisors. The content is designed in a series of six modules of participatory exercises and activities. It is meant to introduce students to the legal and practical framework for preventing sexual harassment and protecting victim/survivors of incidents of sexual harassment. A “Post – It” ice breaker exercise is provided to focus the student participants on the issues related to sexual harassment and to uncover any issues they may be thinking about. It is impotent to set the stage for the other areas of training that follow. The six modules that follow are divided into 1) Definitions; 2) the legal framework; 3) how peers can help; 4) forms of sexual harassment; 5) reporting complaints/claims and grievances; 6) Toolkit of Activities.

In total Peer Advisors will have 6 contact hours of face-to-face, intensive training and 2 hours to go into the UWI, Mona community and post their videos, posters and speak to at least 2 of their fellow students on Hall about sexual harassment. At the end of the training, Peer Advisors receive a Certificate of participation from the Institute for Gender and Development Studies, Mona Unit.



# Ice Breaker

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**Materials:** Post it notes, pencils, display board/flip chart sheets

**Time:** (30 mins)

- Place a post it on each chair ahead of the participants' arrival.
- Ask each participant to write down one question they have about sexual harassment;
- Ask participants to send post - it notes to the front where they should be pasted according to the themes they represent;
- Begin by identifying the main themes that the post - its speak to, and then read and respond to some of the more salient ones from each theme;
- If there are questions that address topics that will be discussed in the modules, say so and move on;
- After you have shared a few of these collect all the post - its, collate the questions so they can be addressed in the relevant module.

e.g.

Here are some examples from previous workshops...

What are some of the consequences of Gender Based Violence?

What are some of the types of Sexual Harassment?

What are some of the consequences of Gender?

How do you handle a situation when a claim has been treated unfairly?

Where is the line between a compliment and sexual harassment?

What are some strategies for preventing and addressing gender based violence?

What are some of the consequences of Gender Based Violence?

Is there a law in Jamaica that protects persons affected by gender based violence?

# Legal Framework

01



Sexual harassment is one of the most commonly regulated forms of violence and harassment in the world of work. Of the 80 countries studied by the ILO, 65 countries regulate such a phenomenon.

## Sexual harassment and Convention No. 190 and Recommendation No. 206

Convention No. 190 includes sexual harassment within gender-based violence and harassment and requires members to define and prohibit it (Art. 7). This comes at a time when States are increasingly prohibiting sexual harassment in labour and other areas of law. (International Labour Organisation, ILO)

## Background

The International Labor Organisation (ILO)

In 2021 The government of Jamaica passed into Law the 2021 **Sexual Harassment (Prevention and Protection) ACT 2021**. All institutions are now required to submit their Sexual Harassment (Prevention & Protection) policies and protocols to

the Bureau of Gender Affairs. The training of students on the Halls of Residence, including Peer Advisors, where multiple incidents of sexual harassment are reported each year, is of critical importance for the safety and protection of vulnerable students. This initiative will create a direct link from the Halls of Residence to the Sexual Harassment Advisor at the

Health Centre and trigger the trauma – informed response that is in place through the Health Centre. Training of Trainers (ToT) from among the Peer Advisors will ensure the longevity of the initiative and the training of students on Halls of Residence builds preventative measures into the wider society and workforce as they leave the UWI.

## Summary

This Training manual is a result of a 12-week project funded by the British High Commission (BHC) in Jamaica, **Equalities Enabling Fund in Jamaica**, which seeks to increase awareness among UWI, Mona students of Sexual Harassment Prevention and Protection strategies. The recent coming into law of the **Sexual Harassment (Prevention and Protection) Act 2021**

and its activation 1 year later, places a responsibility on all organisation in Jamaica to develop and implement protocols and measures for stemming incidents of sexual harassment and gender-based violence. The close to 5,000 resident and commuting students on the Mona Campus are at risk for sexual harassment which is often ignored by the students

themselves, due to negative cultural and sexual attitudes. This project seeks to pilot the necessary behavior change training among Peer Advisors and their fellow students on Halls of Residence, with a view to providing the Mona Camps with the tools for scaling up in subsequent years.

## Aims

The overarching goal of the **Sexual Harassment (Prevention & Protection) Sensitisation Workshops** for UWI students is to raise awareness and build capacity for prevention and

protection among male, female and gender-non-conforming and disabled students on Halls of Residence at The UWI, Mona. Additionally, to model an effective and far-reaching training

programme that can be continuously implemented for new cohorts of students who are leaving the campus to join the workforce.

## Objectives

The specific objectives of this training manual are to:

1. Recruit and train Peer Advisors in the Legal and practical issues regarding sexual harassment;
2. Create and sustain sexual harassment prevention and protection campaigns;
3. Provide Peer support for students on Halls of Residence and commuting students to make reporting sexual harassment a trauma-informed service;
4. Provide training that will benefit students leaving the UW, Mona and entering the workforce.

## Qualities of a Peer Advisor

- Confidentiality
- Accessibility
- Communication
- Information
- Resourceful

An ideal Peer Advisor is one who is seen as approachable and confidential by their fellow students. If a Peer Advisor is empathetic but does not keep information private and confidential, they have already failed to carry out the job.



## Confidentiality

Confidentiality is key to successful psychosocial support. This means you do not discuss a reported complaint to anyone who is not authorized by the UWI. You do not create gossip around a complaint, and you do not share it with your friends. Confidentiality is only waived when an individual indicates they intend harm to themselves or others. These incidents should be taken seriously and reported to the Sexual harassment Coordinator or other UWI, Mona authorized person.

## Accessibility

A Peer Advisor that can never be found, is unavailable or avoids fellow students is unsuitable for this role. If the role becomes overwhelming it is best to ask to be relieved of it.

## Clear Communication

A Peer Advisor must learn to communicate effectively with fellow students. Maintaining respectful, factual and clear communication is essential to the role. This means having a good command of spoken and written English while also being able to communicate with peers in their own informal language.

## Being Informed

Know the UWI's policies and procedures that relate to student conduct and disciplinary actions. Know the rights and responsibilities of students at the Mona campus. Be aware of changes in administrative structures that may affect your fellow students. Be a leader, who knows the best approach to problem solving.

## Resourceful

A good Peer Advisor will inform themselves of multiple ways of handling a matter and will be able to guide fellow students to the right resources. It is helpful to know the main departments and units that relate to your role, such as the Health Centre, the Registrar's Office and the Office of the Principal and very importantly, the Student Services Office.



### Ask Yourself the Following:

1. Do I know who my Hall Manager/Head of Department is?
2. Who is my first point of contact if Sexual harassment case arises?
3. What are the basic steps of reporting a complaint?
4. How do I distinguish between the complainant and the respondent?
5. How do I ensure fair treatment of both complainants and respondents?
6. Am I abiding by the timelines for reporting that the UWI, Mona upholds?



# Definitions

02



## Note to Trainers:

It is important to have participants go through the definitions and to highlight any that they may be unfamiliar with. Often participants confuse sexual assault and sexual harassment. Some participants may also not be aware that there is an actual law surrounding sexual harassment and that citizens can be fined for committing these acts as well as for making false complaints. Be sure to point out these issues.

## STEPS:

1. Share the list of definitions by either making handouts or projecting the list on the screen.
2. It is a good idea to have participants discuss the list of definitions with the person beside them, so that they can clarify their own ideas. (allow 10 mins)
3. After participants have had an opportunity to share and discuss the list of definitions process them in the whole group.
4. Ask participants for any problematic definitions they might have encountered. Clarify for them.

**Time :** 30 mins







## **Abuse of Power**

The improper use of a position of influence, power or authority against another person, including actions that create an intimidating, offensive or a hostile living, working, or academic environment

## **Consensual relationship**

A romantic and/or intimate and/or sexual involvement based on a mutual agreement of both parties.

## **Conciliation**

The settlement of the issue usually after the complainant and respondent have undergone mediation.

## **Complainant**

A person who alleges that she/he has been sexually harassed by making a sexual harassment allegation or complaint to The University of the West Indies through established procedures.

## **Consultation**

The process by which an individual may seek clarification or advice on matters pertaining to sexual harassment.

## **Counselling**

The process by which persons who have been involved in an incident of sexual harassment are assisted by a professional counsellor following the incident, through the use of various intervention strategies based on the application of mental health, psychological or human development principles.

## **Days**

for the purposes of reporting and/or responding to a matter connected with a sexual harassment complaint shall be specific to typical workdays (i.e., Mondays to Fridays).



## **False representation**

Person/persons, who is/are found to wilfully and knowingly bring forth a false claim of sexual harassment against another individual, shall be liable for a breach of the sexual harassment policy and shall be reprimanded accordingly.

## **Mediation**

A confidential and voluntary process aimed at arriving at a mutually agreed settlement at which the parties are facilitated by a person certified for this purpose, whether from the University or externally.

## **Member of the University Community**

This means any person who is employed by The University of the West Indies as academic staff, non-academic staff, or who provides academic services to The University of the West-Indies, and any person who is a registered student of The University of the West Indies, or who is entitled to be so registered, but whose registration is pending and, for the purposes of this Policy, includes any person who has been awarded a degree by, or otherwise left The University of the West Indies during the previous six years of lodging a sexual harassment complaint.

## **Mentoring**

The process by which a person who has been involved in an incident of sexual harassment is given individual guidance/supervision/direction and ongoing education with respect to issues relating to sexual harassment.

## **Power**

This can be defined in a general way as “the ability to act or produce an effect,” as well as more specifically, the “possession of control, authority or influence over others” (Merriam-Webster online dictionary, 2009). The capacity to act or influence others to act in a certain way (Oxford Dictionary of Organizational Behaviour, 2019).

## Psychosocial Support

This is a broad term describing a range of services offered by mental health professionals to those in pressing need. Whether designed to help individuals cope with a serious illness or to alleviate distress in whole communities following a disaster (see disaster psychology), such services may range from mental health counselling, psychoeducation, and group support to spiritual support and other assistance and are provided by psychologists, social workers, and pastoral counsellors, among others (APA Updated on 04/19/2018).

## Register

This means a record of all complaints, of any kind whether informal or formal. The information in the register shall be kept for a period of eight years.

## Respondent

A person whose alleged conduct is the subject of a sexual harassment complaint.

## Retaliation

Any action taken by a respondent, or any other person not connected to the sexual harassment complaint, against a complainant or third party to penalise the latter (complainant and/or third party) for participating in any process related to the pursuit of a sexual harassment complaint.

## Sexual advance

This includes any one or more of the following acts, forms of conduct or behaviour, namely—

- (a) physical contact of a sexual nature;
- (b) a demand or request for sex or for favours of a sexual nature;
- (c) the making of sexual suggestions, remarks or innuendos;
- (d) the showing of pornography or the display of images or objects of a sexual nature; and
- (e) any other physical, gestural, verbal, non-verbal or visual conduct of a sexual nature.

## Sexual harassment

The making of any unwelcome sexual advance towards a person, by another person, which—

- (a) is regarded as offensive or humiliating by the person towards whom the sexual advance is made;

or

- (b) has the effect of—

(i) interfering with the personal safety, work or academic performance of the person to whom the sexual advance is made; or

- (ii) creating an intimidating, offensive or a hostile living, working, or academic environment,

(c) these advances can be recurrent behaviour or a single incident and would be assessed as unwanted by a Reasonable Person under similar circumstances and with similar identities to the victim.

(i) can occur in any location where at the time of the advance is being used for matters pertinent to the University (for example, but not limited to, any physical space on a University campus, transportation being used under the University's remit such as staff and student buses, transportation for class trips)

or

(ii) these advances can occur in any location where at the time of the advance at least one person is a representative of the University.

(iii) the submission to such advances is made either explicitly or implicitly a term or condition of a person's personal safety, employment status, residential status, academic status or academic achievement and certification; or

(iii) the rejection of such advances by a person is used as the basis for adverse personal safety, employment, residential, or academic achievement and certification decisions affecting that person.

(iv) the occurrence of these advances is not limited to circumstances where there are differences in power or authority between the parties.

## Sexual Harassment Focal Points (SHFPs)

1. Persons so designated by the University or the Campus within faculties, institutes and offices of the University who -
2. Receive confidential reports of sexual harassment,
3. Provide information to those seeking clarification or advice on matters pertaining to sexual harassment and
4. Make referrals to the Sexual Harassment Complaints Coordinator at the Secretariat;

## Sexual Harassment Complaints Coordinator (SHCC)

A person so designated by the University or the Campus to –

1. Coordinate sexual harassment complaints across the campus and ensure procedures are in accordance with the Sexual Harassment (Prevention & Protection) Act 2021;
2. Where appropriate refer complainants and respondents for counselling;
3. Review the Sexual Harassment policy and the Sexual Harassment Act 2021, with the both the complainant and the respondent;
4. Initiate mediation or conciliation proceedings for resolution of sexual harassment complaints/claims;
5. Receive and act on information on allegations of sexual harassment in accordance with the prescribed trauma-informed protocol;
6. Maintain a registry of complaints;
7. Where appropriate, refer reports of allegations of sexual harassment to the Campus Registrar or the University Registrar or Principal as the case may be, for the instigation of formal disciplinary proceedings in accordance with the established procedures of The University of the West Indies; and
8. Ensure that both complainants and respondents are treated fairly and objectively in handling complaints;
9. Every five years ensure the review of the Sexual Harassment Policy and Procedures in accordance with the law through the campus consultation procedures.

## Trauma-informed Response to Sexual Harassment

A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization (SAMHSA's Trauma and Justice Strategic Initiative, 2014, p9)

A trauma-informed approach is based on four pillars:

1. Realizing the impact of trauma
2. Recognizing the signs and symptoms of trauma
3. Responding in ways that are based on the knowledge of trauma
4. Seeking to avoid re-traumatization

A trauma-informed approach seeks to provide a sense of safety, of choice and control, to the person who has experienced trauma. A trauma-informed approach acknowledges what the survivor has gone through, allows the survivor to decide what healing looks like, involves them in decision-making, and requires frequent check-ins to make sure their needs are being met (Canadian Union of Public Employees, Nov 5, 2021).

## **Toxic Environment**

A combination of the above, can create a toxic and oppressive environment for the direct target but also for other persons who are not targeted. Even if a person is not the direct target of sexual harassment but is made uncomfortable and is offended by the creation of a toxic environment, they are able to make a report of sexual harassment.

## **Sexual Harassment Claim**

This means a sexual harassment claim made pursuant to section 5 or 6 of the Sexual Harassment (prevention & Protection) Act 2021;

## **Supervisor**

A supervisor in relation to worker, means a co-worker who, by virtue of the co-worker's employment, is in a position of authority over that worker;

## **Sexual Harassment Secretariat (SHS)**

Shall operate as the administrative department for receipt and processing of sexual harassment complaints; be the central repository of all sexual harassment complaints; shall reside under the Office of the Campus Registrar; shall handle all complaints of sexual harassment reported by the Sexual Harassment Complaints Coordinator.

## **Student**

A person registered at the University during a current academic year for a first or higher degree, certificate or diploma, but does not include a student of an affiliated institution who is registered for courses leading to the degrees, diplomas, certificates and other academic awards of the University.

## **Tribunal**

This means the fourteen-member Sexual Harassment Tribunal constituted by the Minister under Part V of the Sexual Harassment Act (2021).







# How Peers Can Help

03

## Positive Peer Pressure Changing Culture

Research has shown that peer pressure works in positive as well as negative ways. This training programme seeks to encourage positive peer pressure through information and modelling of desired behaviours.

### Note to Trainers:

In this section you can ask participants to number themselves 1-5. Place all participants with the same number in a group together. Have them elect a reporter for the group. Display the content on the screen as you process the information with participants.

### STEPS:

1. Have participants discuss why the points below would help Peer Advisors influence students positively.
2. Ask participants to identify ways in which they could positively influence other students now that they know the main ingredients in PPP.
3. Have them feed back to the whole group. Ask participants if they have anything different to add once the first 2 groups have shared.

**Time :** 45 mins

4. Have them feed back to the whole group. Ask participants if they have anything different to add once the first 2 groups have shared.



## Information

Having the facts makes the difference between just talking about your personal opinions and offering sound guidance. Peer Advisors are required to know the facts surrounding sexual harassment and how we can prevent it

and protect ourselves and others from this kind of violence. Know your rights and responsibilities as a student of the UWI, Mona and as a Peer Advisor. Some of you will be interested in reading the Sexual Harassment (Prevention and

Protection) ACT 2021, for yourself. You can find the law at: <https://www.japarliament.gov.jm/attachments/article/339/The-Sexual-Harassment--Prevention-and-Protection--Act--2021.pdf>.

## Modelling

To model behaviour that positively impacts others means you have to be very self-aware, and have good interpersonal and intra-personal skills. This is demonstrated by the ways in

which you as a Peer Advisor, “walk the walk not just talk the talk”. You have to be the first example of what respectful behaviour looks like. Demonstrate to your peers how it is possible to engage

with persons you are interested in without performing in ways that threatens them sexually.  
- Think of three behaviours you could change to be a positive role model.

## What you should know about Positive Peer Pressure (PPP)

- It works best for those persons who have changed their behaviour to be role models for others who behave badly;
- Empathy for others who are struggling to change cultural norms is an important element in encouraging them to change their behaviour too;
- Discomfort can cause people to change – when a person no longer finds their negative behaviour is accepted by others they usually are motivated to change;
- When forming groups work together, and keep them small.
- Peer Advisors groups should be between nine and twelve persons. A group that is too large is hard to keep accountable and the impact of the positive peer pressure is diluted
- Finally, don't only choose people who already model positive behaviours for inclusion. Include one or two persons who are showing discomfort with the negative cultural behaviours that encourage sexual harassment. Their stories about their changed attitudes are very valuable.

## Recruiting Peer Advisors

Following the leader is a natural part of forming groups and exerting positive peer pressure. If others look up to you, they will want to behave like you. When your peers see the respect that you get for interacting in appropriate ways with persons you have an interest

in, you become a magnet for others. Your interaction with male and female students will be the hallmark of what a Peer Advisor should be. Through these interactions you too can identify other peers who would benefit from the training you received. Recommend

peers who you think will be proud Pelicans in the fight against sexual harassment. The Sexual Harassment Complaints Coordinator and see if they qualify for training.







# Forms of Sexual Harassment

04

Sexual Harassment shall be defined as any conduct, act or behaviour that constitutes unwanted and unwelcome conduct of a sexual nature by one person toward another.

## Note to Trainers:

In this section we examine the nine types of sexual harassment as defined by the Jamaican Law. Use the forms of sexual harassment listed here to create a handout for all Peer Advisors. Ask participants to number themselves 1-3. Place all participants with the same number in a group together. Have them elect a reporter for the group.

## STEPS:

1. Distribute the handouts and have participants discuss which of these they would like to focus on from the list.
2. Have each group select one of three options for creating a student intervention.
  - TIKTok videos
  - Posters
  - Helpline responders
3. Have each group select one of three options for creating a student intervention.
4. Give participants sufficient time to discuss how they will develop each set of materials.
5. Use the Toolkit provided at the back of this manual to show participants how the material can be created.
6. Encourage them to create new content for their TikTok videos and Bathroom Blitz posters.
7. The Helpline responders should be assigned to a trainer who is versed in trauma-informed care and the UWI, Mona protocols.

**Time :** 45 mins

8. Have the reporters for each group share their ideas to the whole group.

**Time :** 15 mins







**NB:** Acts or comments of a sexual nature, not intended to harass, can constitute sexual harassment if another person feels uncomfortable with such subjects. Claiming to not understand or failing to know that an act is harassing, does not mean that it is not in fact, sexual harassment.



## The nine forms of sexual harassment include:

1. **Physical harassment**—unwanted pinching, patting, touching, kissing, groping, and hugging which has clear sexual undertones.
2. **Verbal harassment**—unwelcomed comments on appearance/physical attributes private/personal life, sexually suggestive or explicit jokes, insults and ‘put-downs’ based on a person’s sex. It is important to note that often times, harassers hide behind the argument that comments are “compliments”. This does not mean that the behaviour is acceptable.
3. **Non-verbal/Gestural harassment**—sexually suggestive gestures e.g. winks, licking of lips, gestures with hands, fingers, legs.
4. **Psychological/Emotional Harassment**—consists of persistent proposals and unwelcome requests, unwanted invitations to go out on dates, insults, taunts or innuendos of a sexual nature.
5. **Written/graphic/visual/audio harassment**—via internet communication (including electronic messages and attachments), letters, land line telephone, cellular telephones, distribution and display of pornographic materials (visual and audio), obscene and sexually explicit language.
6. **Quid Pro Quo**: This form of sexual harassment is recognized where harassers use a position of power and authority to negotiate job benefits (employment, re-employment, continued employment, individual favourable compensation, terms, conditions, promotions, privileges). This also applies to public goods (social services, security, social benefits, natural resources), socially and economically valued goods (housing, school admission, scholarships, security) which are conditional on an exchange of sex or physical contact, and refusal leads to failure to access any of the above.
7. **Stalking/Cyber Stalking**—Obsessively following, besetting, contacting and watching a person, either in person or using the internet, telephone, mail, and other media, which is motivated by what the perpetrator believes are feelings of desire and love, constitute sexual harassment.
8. **Voyeurism (“Peeping Tom”)**—The act of watching, taping, recording, photographing a person without their knowledge, in a clandestine manner or otherwise, while the person uses or inhabits a space where they have an expectation of privacy such as their domicile, a public bathroom, changing room etc., is a sexually harassing act.
9. **Intimidation/Bully/Retaliation**—Persons often use non-sexual behaviour to accommodate sexual harassment. Therefore any act of intimidation meant to prevent someone from reporting sexually harassing behaviour or to punish someone for reporting sexually harassing behaviour must be considered as a type of sexual harassment.

# Frequently Asked Questions

## Note to Trainers:

It is helpful if Peer Advisors have training in answering some of the more common questions that people have about sexual harassment. The following questions are samples of the most asked questions and possible answers.

## STEPS:

1. Have participants pair up and practice asking and answering the questions.
2. They should take turns in being the one to ask the question.

Time : 30 mins



## Q. Does someone always know they are harassing?

**A.** No. Many times, the person committing the offensive behaviour is unaware due to habits, practices and cultural norms that have previously allowed this behaviour and normalised it. e.g men calling to women who are not interested in them.

## Q. What is the first thing a victim of sexual harassment should do?

**A.** Tell the harasser you are uncomfortable with the behaviour and ask them to stop.

## Q. What if they continue and become hostile?

**A.** Sexual harassment is against the law in Jamaica. You can report the incidents to your Sexual Harassment Peer Advisor or directly to the Sexual Harassment Coordinator. Early intervention makes a difference.

## Q. Can men be sexually harassed?

**A.** Yes. While most sexual harassment occurs with a male person harassing a female, sexual harassment has no gender. Men, women, gender non-conforming persons can all be sexually harassed. Women can harass men, women can harass other women, men can also harass other men.

## Q. How do I know if I am being sexually harassed?

**A.** Ask yourself? Does this person's behaviour make me uncomfortable? Do I feel they are crossing a line with me regarding sexual hints or behaviour? Do I want them to stop this behavior? If your answer is "Yes" to any of these you may want to speak to a Peer Advisor or the Sexual Harassment Coordinator.

### **Q. How do I make a complaint of my own about being harassed?**

**A.** You may make an informal (verbal) or formal (written) complaint to the Sexual Harassment Coordinator. Once the Coordinator is alerted they will assist you in taking your complaint forward.

### **Q. What if I know of someone who harasses others or is being harassed?**

**A.** You can make a report of this behaviour directly to the Sexual Harassment Coordinator. The Coordinator will advise you as to how to make a third-party report.

### **Q. What if I am being accused of sexual harassment and I object?**

**A.** You may speak with the Sexual Harassment Coordinator whether you are wrongly or justly accused of sexual harassment. The Coordinator will advise you of your rights and the appropriate procedures.



# Reporting Complaints/ Claims/Greivances

05

## Who to Report To

All sexual harassment complaints must be reported to the Sexual Harassment Complaints Coordinator (SHCC) in the Office of the Campus Registrar. This includes both staff and student complaints. From there the SHCC will advise the person of their options and rights and provide psycho-social support for them through the Health Centre. The SHCC is specially trained to assist with the trauma-informed approach. The reporting system at UWI, Mona begins with first report, whether informal or formal and is designed to take the complainant through the entire disciplinary procedures. Direct all instances to the office of the SHCC whether they reported by the victim of the abuse or someone else.



### **Sexual Harassment Complaints Coordinator (SHCC):**

1. Advises complainant of formal & informal avenues for addressing complaint.
2. Provides opportunity for complainant trauma-informed Psychosocial support if desired



### **Complaint Received From Sexual Harassment Focal Points & Peer Advisors**

via

Telephone/Drop-in/Web site/Third party



## Key Terms

**Trauma:** In this text, the term “trauma” refers to experiences that cause intense physical and psychological stress reactions. It can refer to “a single event, multiple events, or a set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual’s physical, social, emotional, or spiritual well being” (SAMHSA, 2012, p. 2).

**Trauma-informed:** A trauma-informed approach to the delivery of behavioral health services includes an understanding of trauma and an awareness of the impact it can have across settings, services, and populations. It involves viewing trauma through an ecological and cultural lens and recognizing that context plays a significant role in how individuals perceive and process traumatic events, whether acute or chronic. In May 2012, SAMHSA convened a group of national experts who identified three key elements of a trauma-informed approach: “(1) realizing the prevalence of trauma; (2) recognizing how trauma affects all individuals involved with the program, organization, or system, including its own workforce; and (3) responding by putting this knowledge into practice” (SAMHSA, 2012, p 4).

**Trauma-informed care:** TIC is a strengths-based service delivery approach “that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment” (Hopper, Bassuk, & Olivet, 2010, p. 82). It also involves vigilance in anticipating and avoiding institutional processes and individual practices that are likely to retraumatize individuals who already have histories of trauma, and it upholds the importance of consumer participation in the development, delivery, and evaluation of services.<sup>4</sup>

## Note to Trainers:

This Module is best delivered by the Sexual Harassment Complaints Coordinator or someone s/he designates as having a clear understanding of the trauma – informed protocols at the UWI, Mona , the Mona Sexual Harassment Prevention and Protection Policy (2024), the UWI, disciplinary procedures for Students and staff and the Jamaican Sexual Harassment ACT 2021.

## STEPS:

1. Use a projector to display the content for this section for participants to read for themselves
2. Students should be encouraged to take notes
3. This is a whole group session
4. The trainer will go through the various sections of the Module, pausing for students to ask questions, clarify and discuss
5. If there are any questions you do not have time to answer, ask participants to write them down so you can address them later.





## How Does Trauma Affect People?

**Trauma** affects the whole person. It affects your:

**World View** – we see the world as a dangerous and threatening place when we experience trauma.

**Architecture of the developing brain** – in young children, when they incorporate traumatic experiences into their mental patterns over long periods of time, they begin to see these terrible events as normal. They incorporate violence into everyday living.

**Attachment** – it is hard to have a healthy attachment to people if you expect to be hurt. Trauma affects the way we bond with others, because of the fear we carry with us from violent experiences.

**Self Esteem** – a person's self- concept is often damaged by traumatic events that occur in their past. When others leave us feeling that we are not valued it affects our self-esteem negatively.

**Emotion regulation** – it becomes difficult to gauge the correct degree of a response to situations and experiences that make us uncomfortable, because we tend to take the negative experience and our reaction to it as the way to handle other situations that are not threatening.



# Toolkit

# 06

This toolkit contains three very effective ways in which you can help to end sexual harassment. All students should have a copy of the 9 forms of sexual harassment and should be able to identify them. During the first training session they are encouraged to join one of three groups:

1. TikTok
2. Bathroom Blitz
3. Helpline - Direct Peer Advising

## How Does Trauma Affect People?

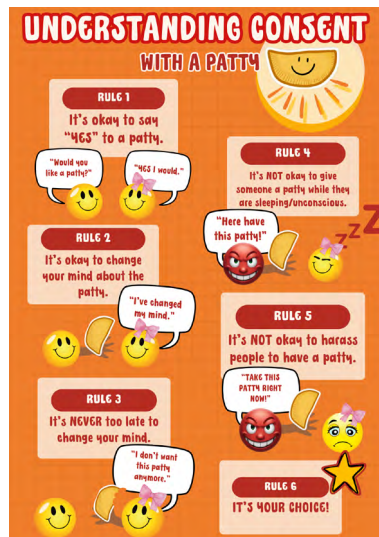
Students who join the TikTok production team are required to design and role play at least 3 videos that point to a type of sexual harassment and its solution. They will need guidance from the trainers as to how this can be effectively and tastefully produced. Here are some examples of video that other students have already produced.



## Bathroom Blitz

Students were given the types of sexual harassment handout and asked to identify particular forms of sexual harassment that they would like to include in posters that would be placed in the bathroom stalls across the campus and in the halls of residence. Poster concepts are then transferred to CANVA where the graphics can be generated along with a bar code that takes the viewer to the role play videos mentioned above.

Here are some examples of posters you can create.

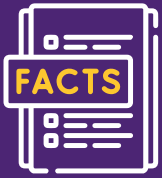




## Helpline – Direct Peer Advising

The Peer Advisors who volunteer to be direct contacts for the telephone helpline will work alongside the Sexual Harassment secretariat in the Office of the Campus Registrar and have received additional training on the issues of i) consent, ii) confidentiality, iii) taking a complaint, iv) informal, v) formal and vi) third-party complaints and other aspects of the work of the secretariat that relates to students. They will be in direct contact with complainants and respondents as they operate the confidential phone line that will be in place in the new 2024/2025 academic year. They need to be very clear about the extent of their role and how to make a referral to someone in authority to deal with complaints. The Health Centre Director provided guidance on trauma – informed care and the Peer Advisors were taken through different scenarios for role play.





**Student Peer Advisors who volunteered for the helpline were asked to share 3 facts about Sexual Harassment Prevention & Protection with 2 of their Peers who did not attend the workshop.**

### **Advisor 1**

1. That it doesn't matter the gender of the person they can be sexually harassed.
2. Sexual Harassment does not have to be physical.
3. Sexual Harassment victims have up to 6 years to report the harassment.

### **Advisor 2**

1. There are 2 types of complaints: formal and informal.
2. Sexual harassment is unwanted advances towards a person.
3. There is a unit that aids in reports according to the student code as well as there are laws in place to help you / make you feel safe.

### **Advisor 3**

1. Catcalls are a form of sexual harassment.
2. They can file formal or informal complaints.
3. Both women and men can be sexually harassed.

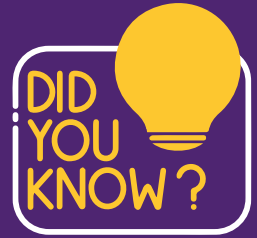
### **Advisor 4**

1. The sexual harassment act was passed in 2021.
2. Sexual harassment reports can be made at the secretariat and there are informal and formal reports that can be made.
3. Informal reports omit your personal information and only the incident is recorded.

### **Advisor 5**

1. Sexual harassment does not have to involve a physical act, it can be verbal, visual, psychological etc...
2. Sexual harassment can have serious effects on mental and physical health, including anxiety, depression, and post-traumatic stress disorder (PTSD).
3. Many cases of sexual harassment go unreported due to fear of retaliation, shame or stigma, but it is important that if you are mentally strong enough to report it that you do to ensure it stops and to stop that person from possibly harassing others.





## Advisor 6

1. Both Women and Men Can Be Victims of Sexual Harassment.
2. Harassment Can Happen Between People of the Same Sex.
3. Sexual Harassment Doesn't Have to Involve a Physical Act.

## Advisor 7

1. Both men and women can be victims of sexual harassment.
2. The UWI has plans to begin a sexual harassment unit, in which students can report instances of sexual harassment.
3. Sexual harassment does not have to involve any physical action.

## Advisor 8

1. Sexual harassment is an unwelcome sexual advance.
2. There are two types of complaints: formal and informal.
3. There are sexual harassment laws in place to help mitigate these issues.

## Advisor 9

1. There are multiple forms of sexual harassment it doesn't have to be physical. Three forms that most people don't consider sexual harassment are psychological or emotional harassment, gestural harassment and Quid Pro Quo.
2. UWI Mona's reporting process of complaint is informal and formal.
3. If needed, students can get psychosocial support.

## Advisor 10

1. You have 6 years to report a case of sexual harassment.
2. Sexual harassment comes in many forms such as verbal or physical gestures.
3. Both men and women can be victims of sexual harassment

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