

**Icahn School of Medicine
at Mount Sinai Campus
Climate Survey**
Academic Year 2016-17

Celebrating
50
years
1968-2018



Icahn School
of Medicine at
Mount
Sinai

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Icahn School of Medicine at Mount Sinai Campus Climate Survey

Dear Students,

This survey was designed for compliance of the NY State Education Department Office of Campus Safety-Education Law Article 129-B. By completing this survey, you will provide information that will contribute to our understanding of the experiences of students attending the Icahn School of Medicine at Mount Sinai.

Our commitment is to ensure a safe, healthy and welcoming environment for all students and your participation will help us develop programs and policies that will help all students feel safe and fully accepted on our campus. If you participate, your responses will be kept completely confidential and never linked to you by name. No one at the School will be able to know how you responded to the survey. It should take approximately 20 minutes to complete.

Your participation is voluntary, and you may choose to skip questions or stop responding at any point. Due to the importance of this topic, your cooperation would be greatly appreciated.

Because some questions ask about sexual and personal information, including relationship and sexual experiences, some students may experience emotional discomfort while completing the survey. At the end of the survey you will be given information about local and national resources you can utilize should you wish to talk with someone further.

Confidentiality

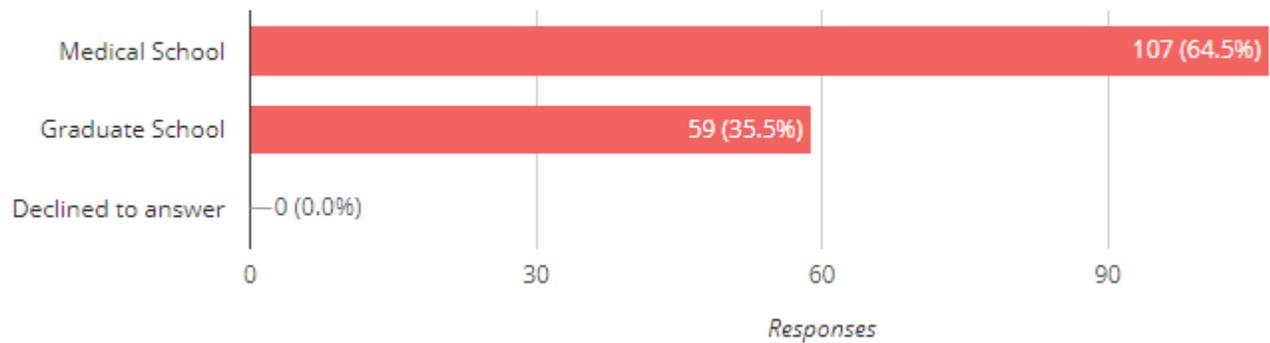
Although we have undertaken all reasonable efforts to minimize any potential risks, you should know that any form of communication over the Internet carries at least some minimal risk of loss of confidentiality. For example, if other individuals (e.g., partner, roommate) have access to your computer, they might be able to view your web browsing history, including a link to this survey.

For information on how to delete your web browsing history, you can visit:
<http://www.computerhope.com/issues/ch000510.htm>

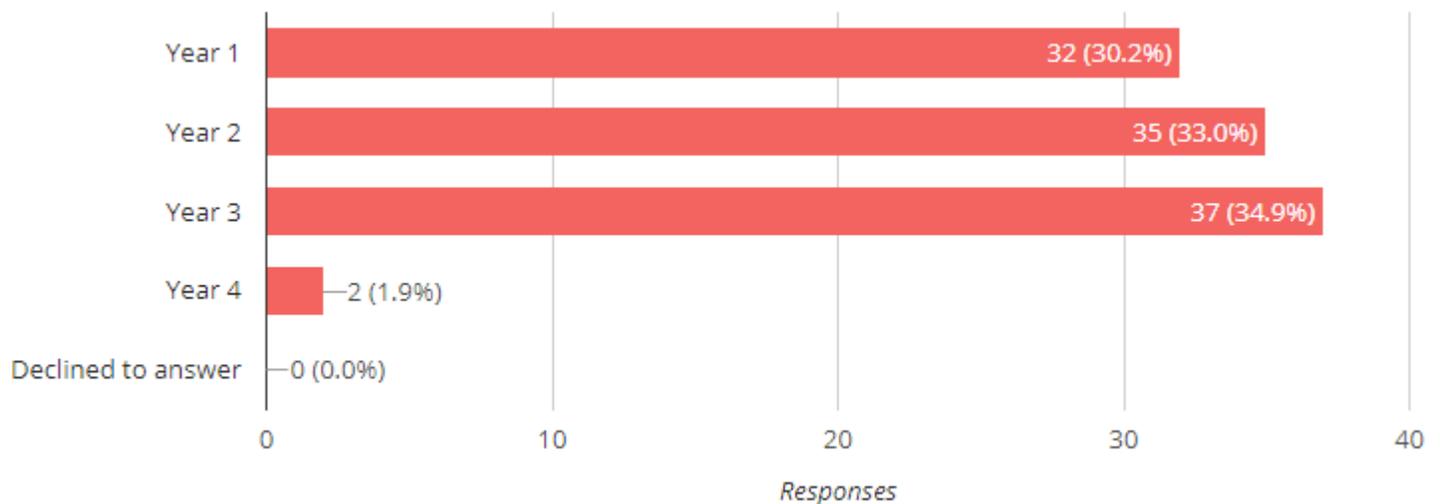
Sandra Masur, PhD
Title IX Officer
212-241-0089

Section 1: Demographics

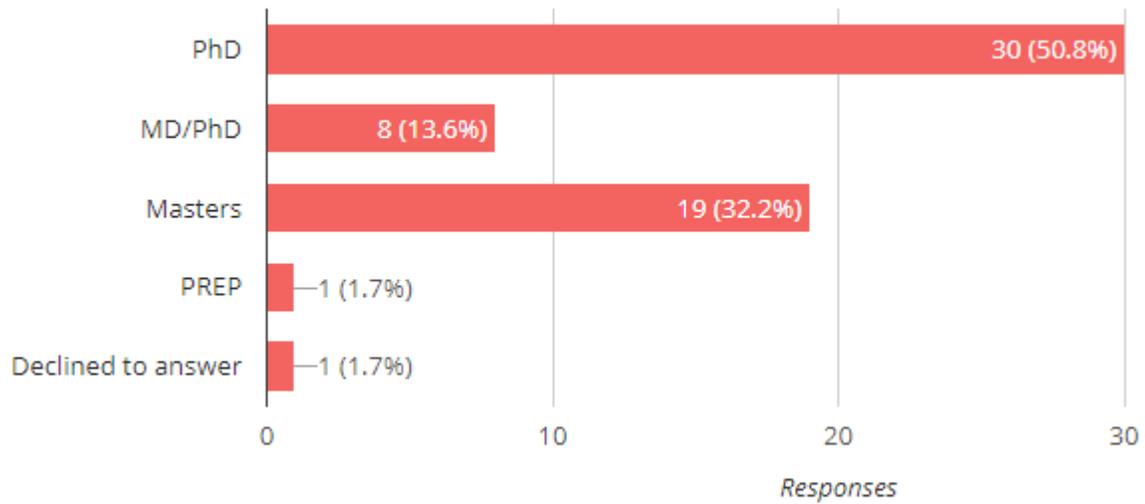
1. In which program are you enrolled?



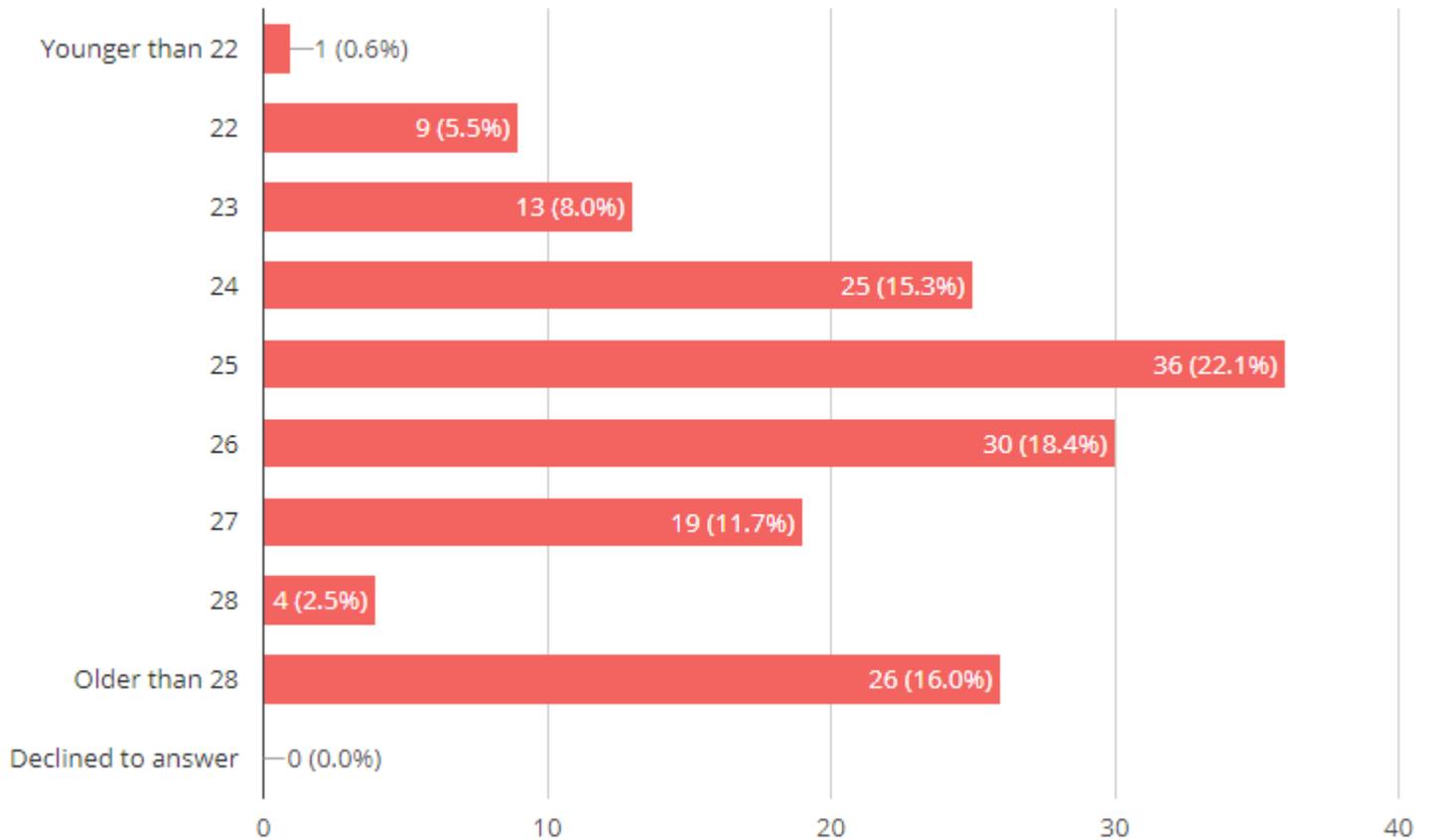
2. In which year were you enrolled as of April 2017?



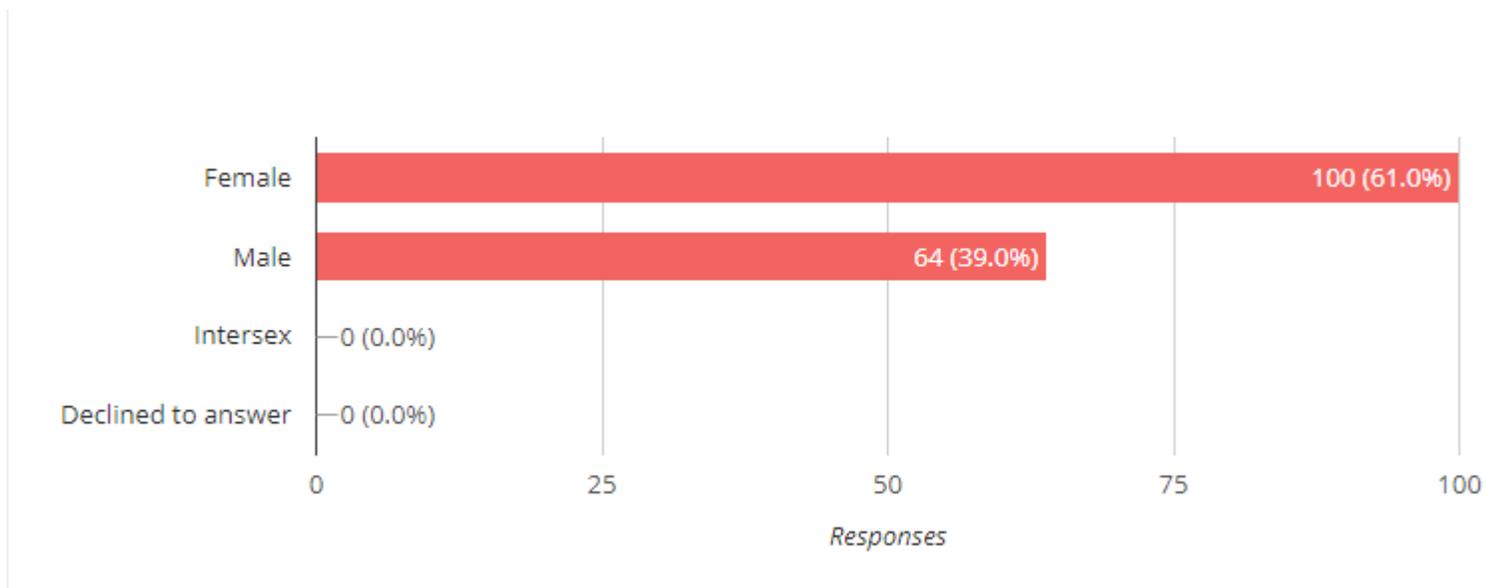
3. In which graduate program are you enrolled?



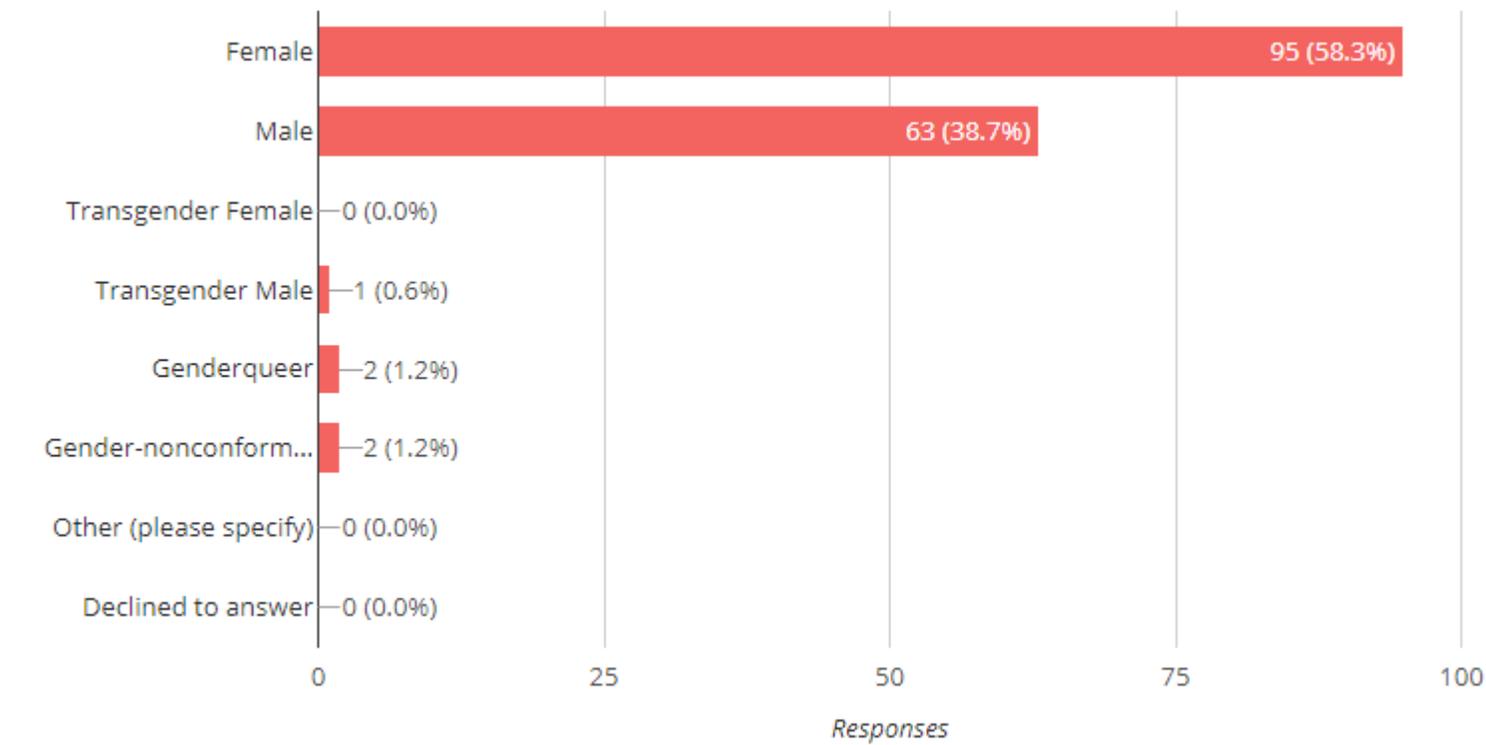
4. How old are you?



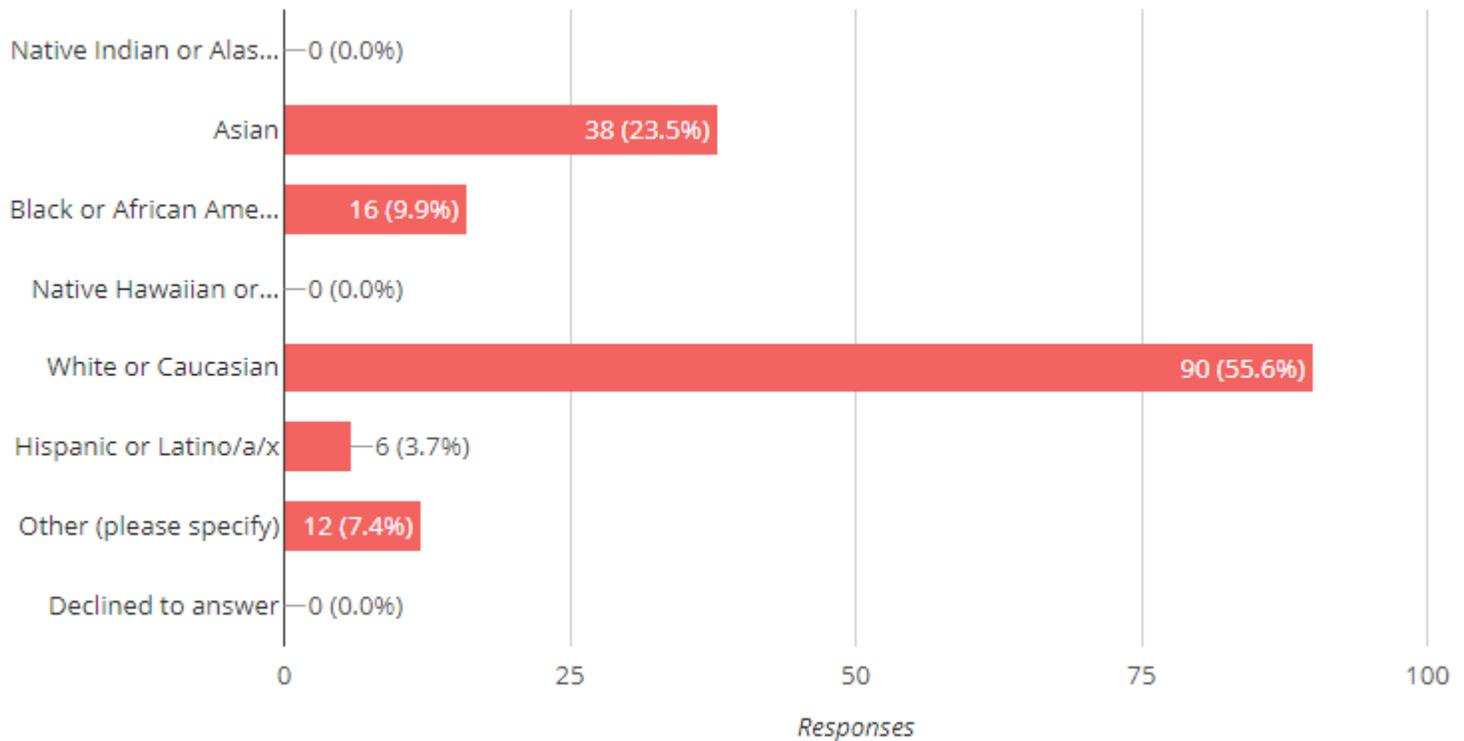
5. What is your biological sex?



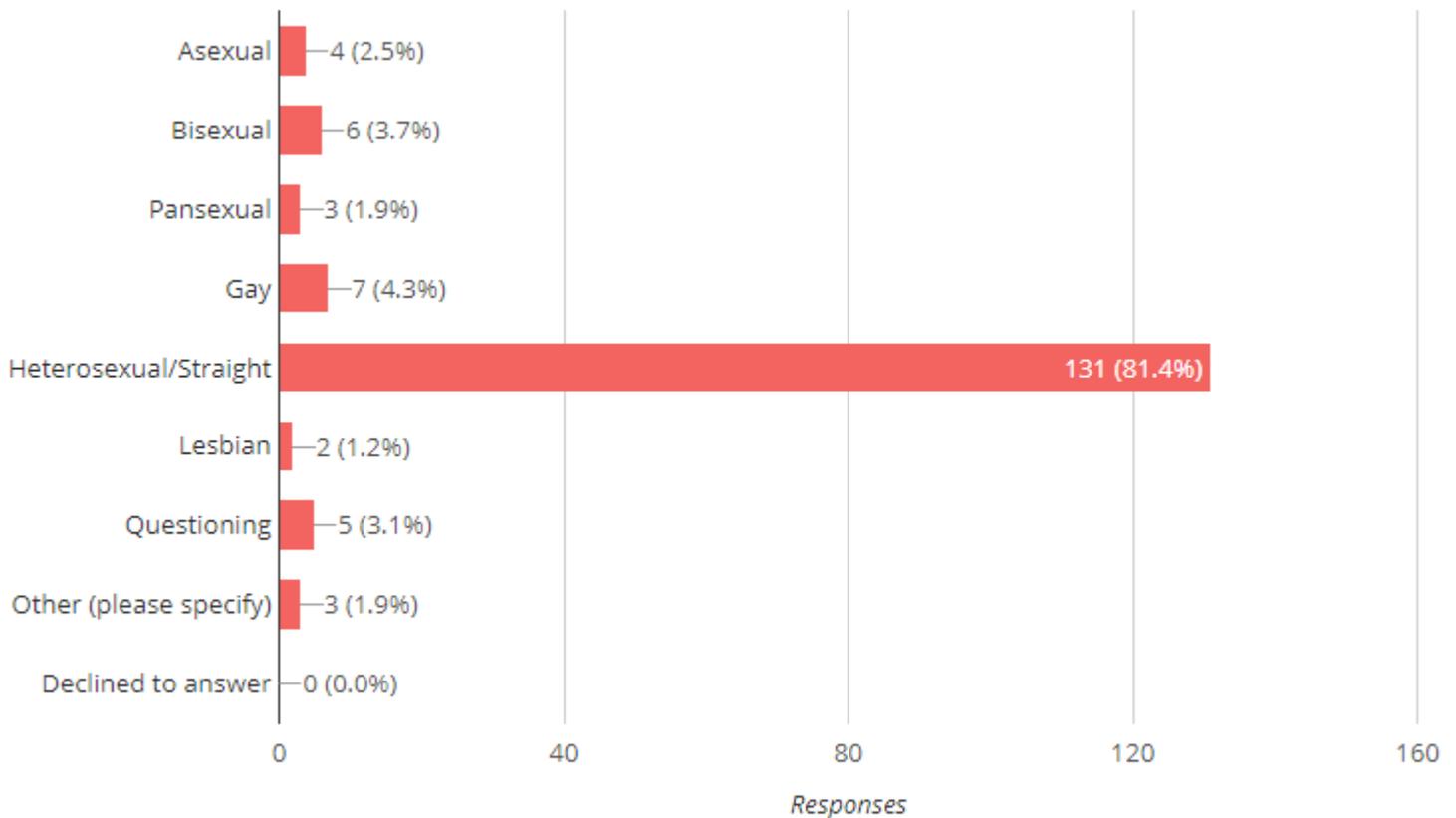
6. What is your current gender identity?



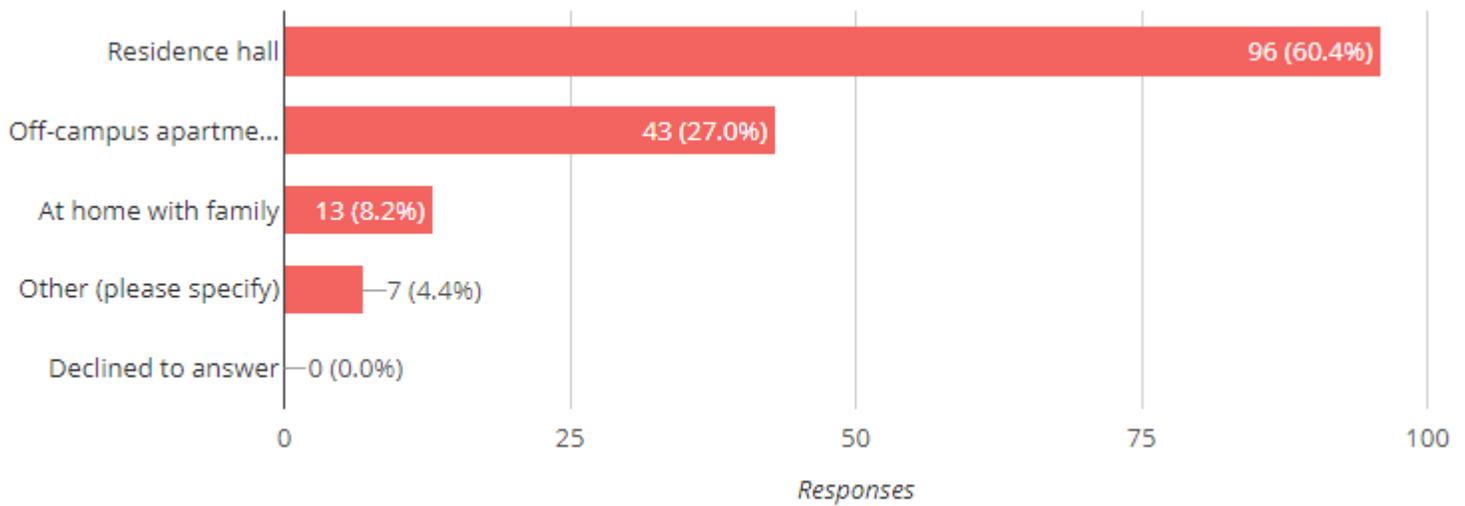
7. Select one or more of the following options that best describes your race/ethnicity:



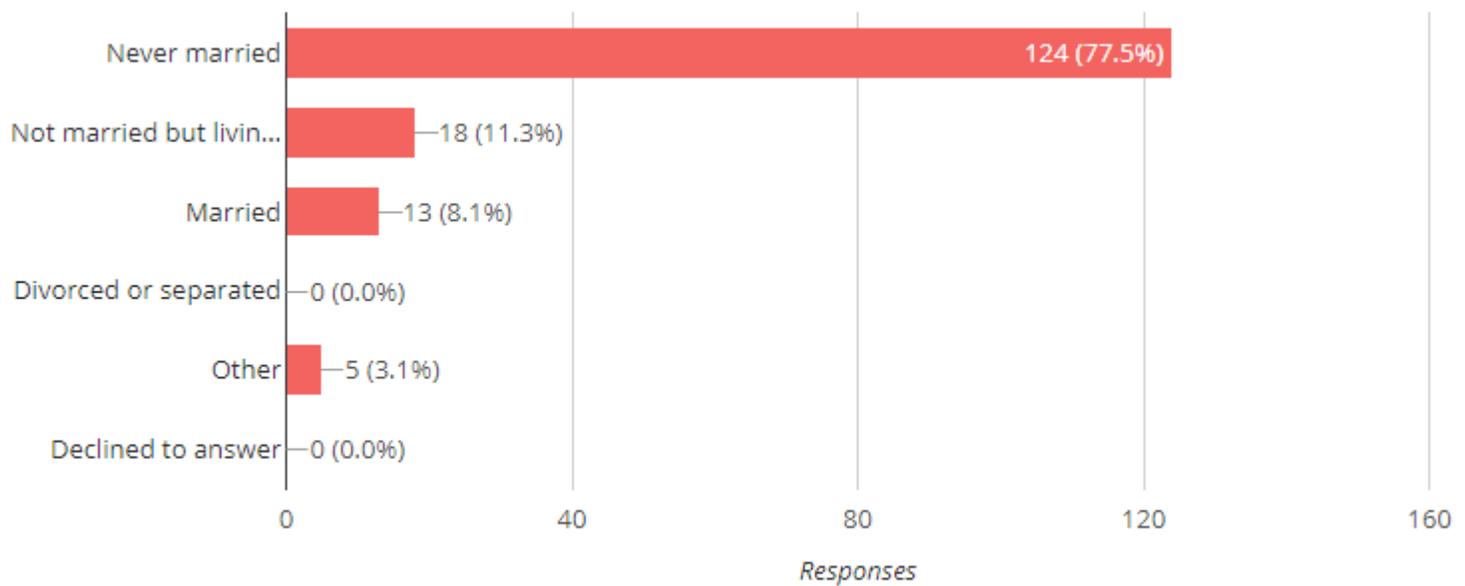
8. Do you consider yourself to be:



9. Which best describes your current living arrangements this academic year?



10. Which best describes your relationship status.

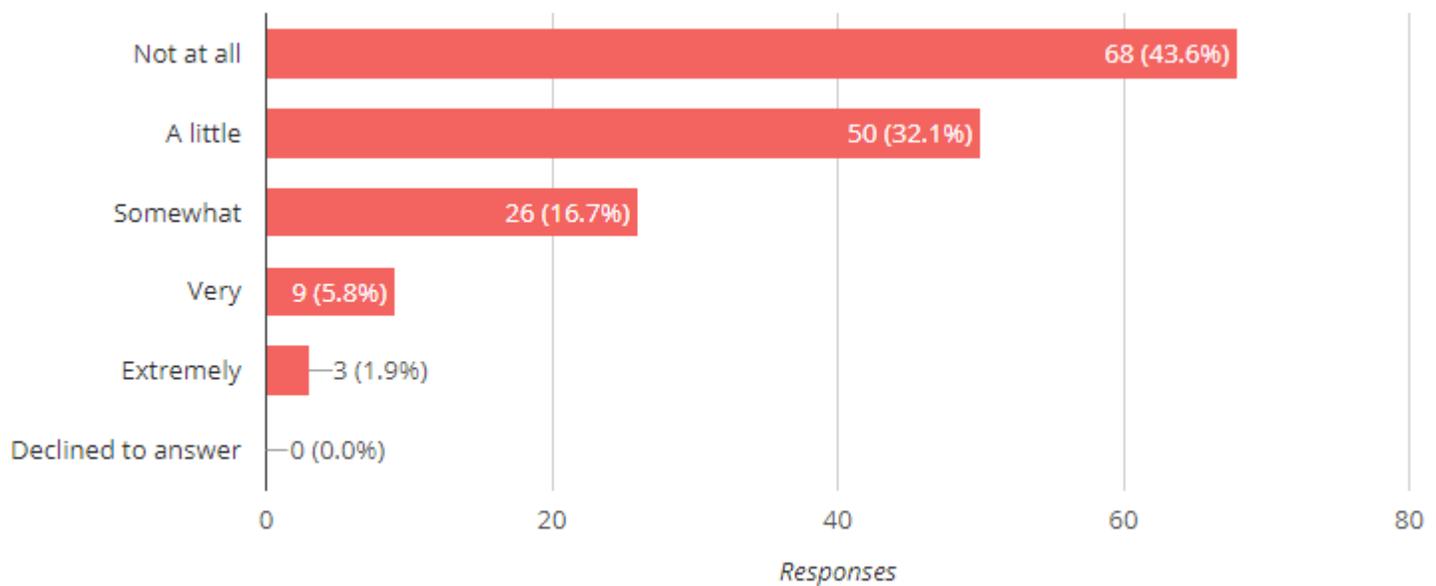


Section 2: Perceptions of Risk

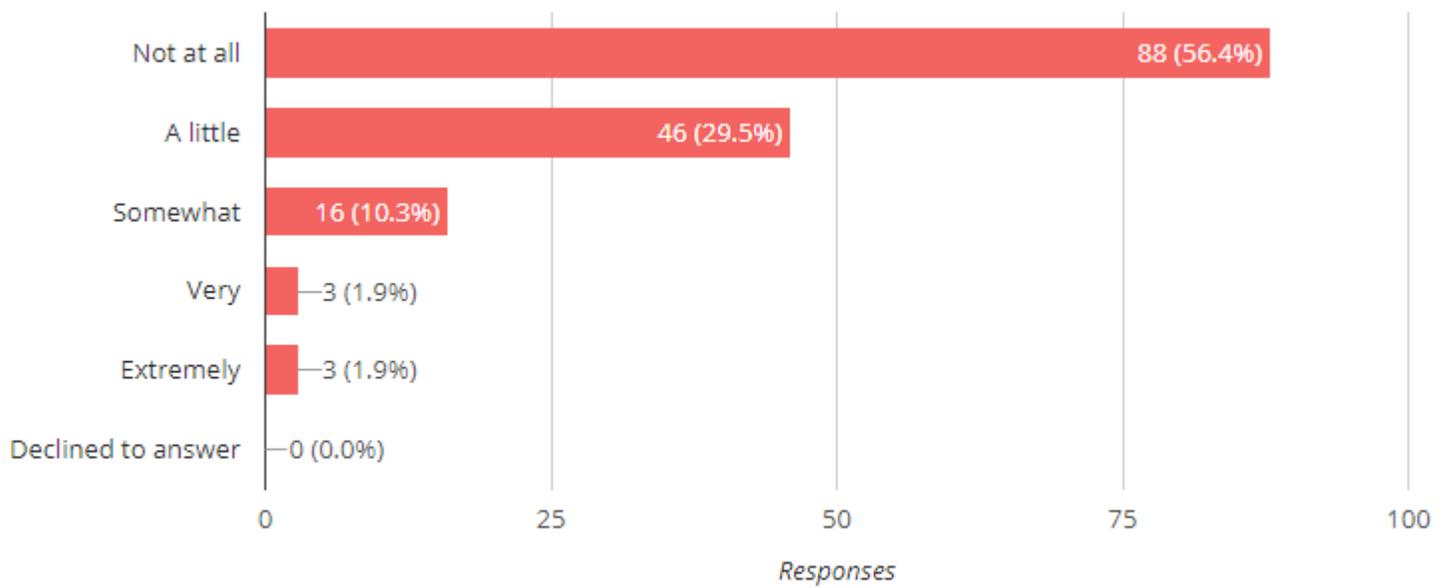
“Sexual assault” and “sexual misconduct” refer to a range of behaviors that are nonconsensual or unwanted. These behaviors could include remarks about physical appearance or persistent sexual advances.

They also could include threats of force to get someone to engage in sexual behavior such as nonconsensual or unwanted touching, sexual penetration, oral sex, anal sex or attempts to engage in these behaviors. These behaviors could be initiated by someone known or unknown, including someone you are in or have been in a relationship with. These next questions ask about your perceptions related to the risks of experiencing sexual assault or sexual misconduct.

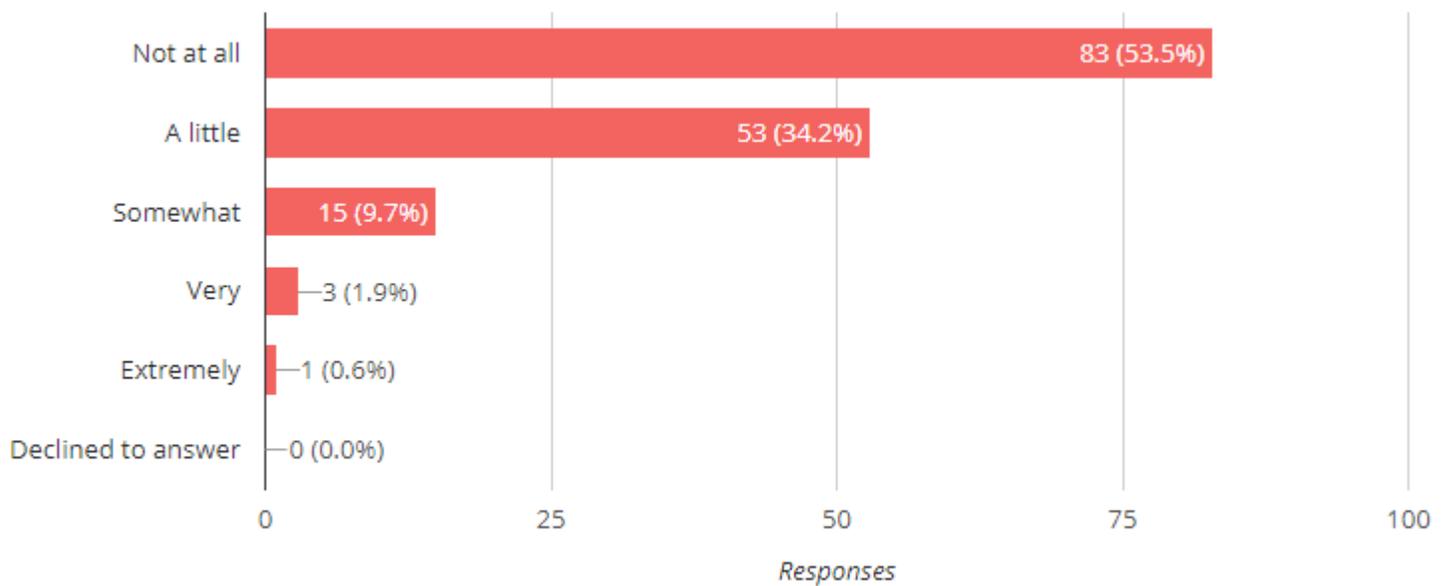
11. How problematic is sexual assault or sexual misconduct at the Icahn School of Medicine at Mount Sinai?



12. How likely do you think it is that you will experience sexual assault or sexual misconduct on campus?



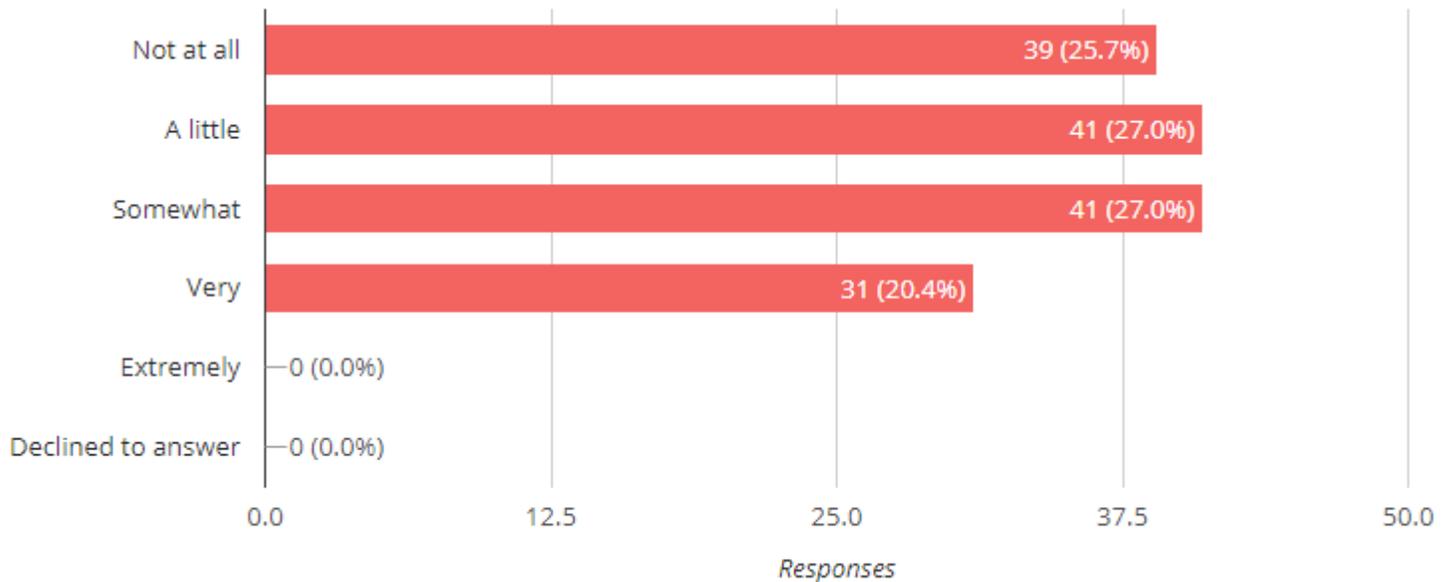
13. How likely do you think it is that you will experience sexual assault or sexual misconduct during off-campus university sponsored events?



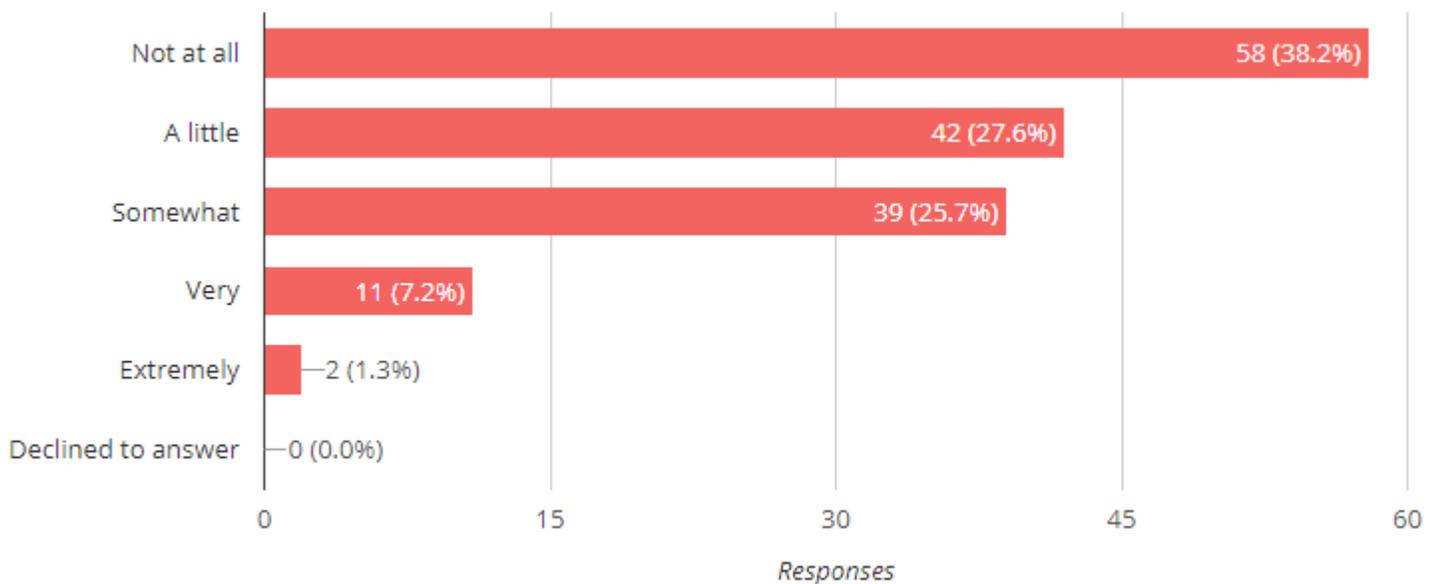
Section 3: Resources

The next questions ask about the services and resources offered by the School for those affected by sexual assault and misconduct.

14. How knowledgeable are you about where to get help at The School if you or a friend experienced sexual assault or sexual misconduct?



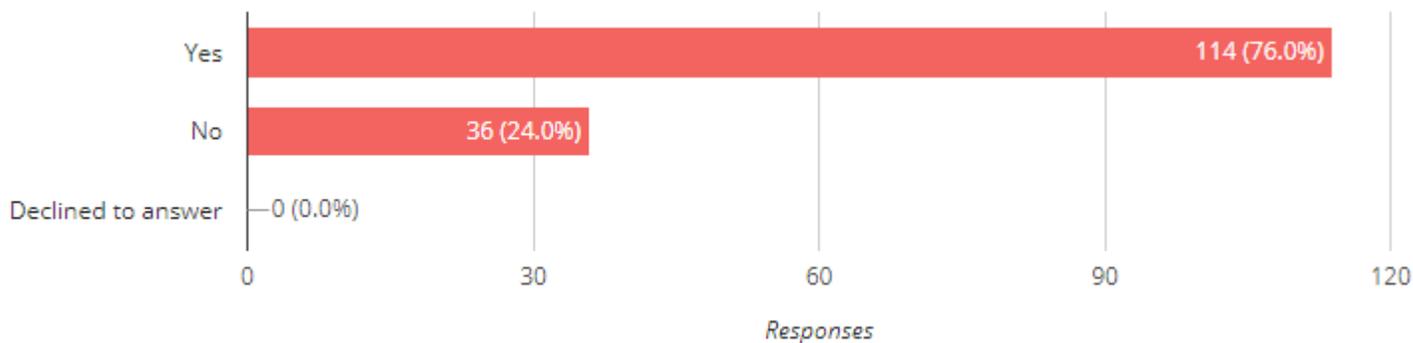
15. How knowledgeable are you about what happens when a student reports an incident of sexual assault or sexual misconduct at the School?



Section 4: Awareness of School Policies

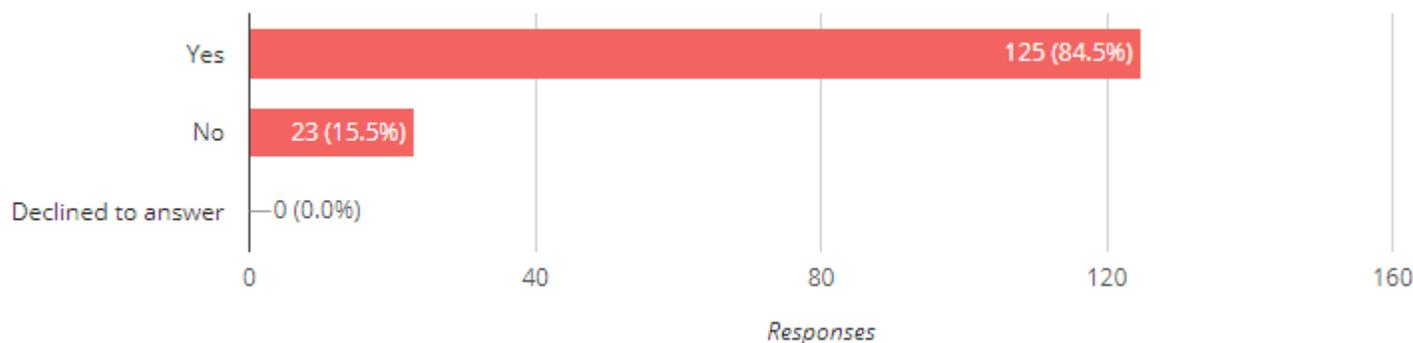
This section assesses the awareness students have of the School's policies regarding sexual assault.

16. Are you aware that the School's Title IX Coordinator coordinates the Schools's response to reports of sexual assault, domestic violence, dating violence, stalking and other forms of gender-based misconduct?



17. Are you aware that the School's standards for student conduct require all parties to obtain "affirmative consent" prior to engaging in sexual activity?

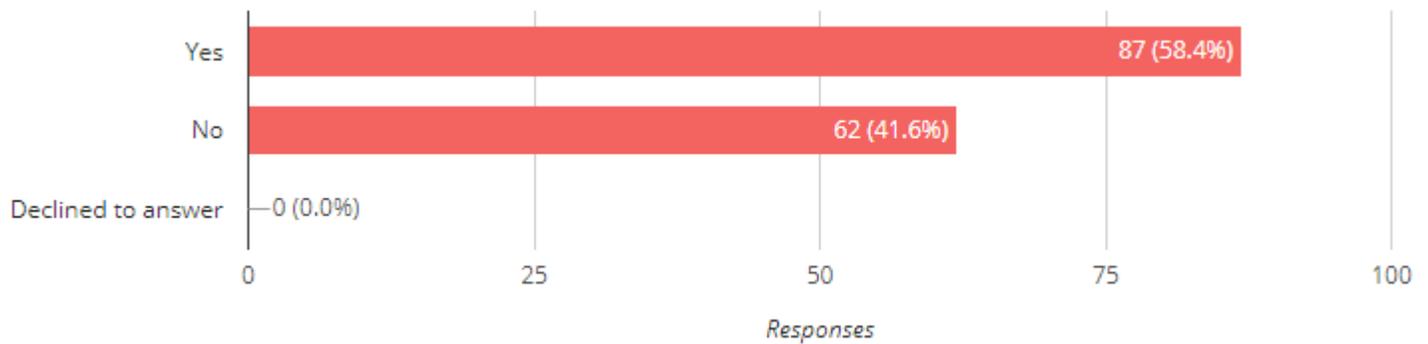
The "Affirmative Consent" Standard states that the person who initiates sexual contact must receive a VERBAL YES (affirmative consent) from the other person before engaging in any sexual activity—and that consent must be ongoing throughout the sexual encounter.



18. Do you know how to access resources on and off-campus (e.g. counseling, health, and academic assistance)?

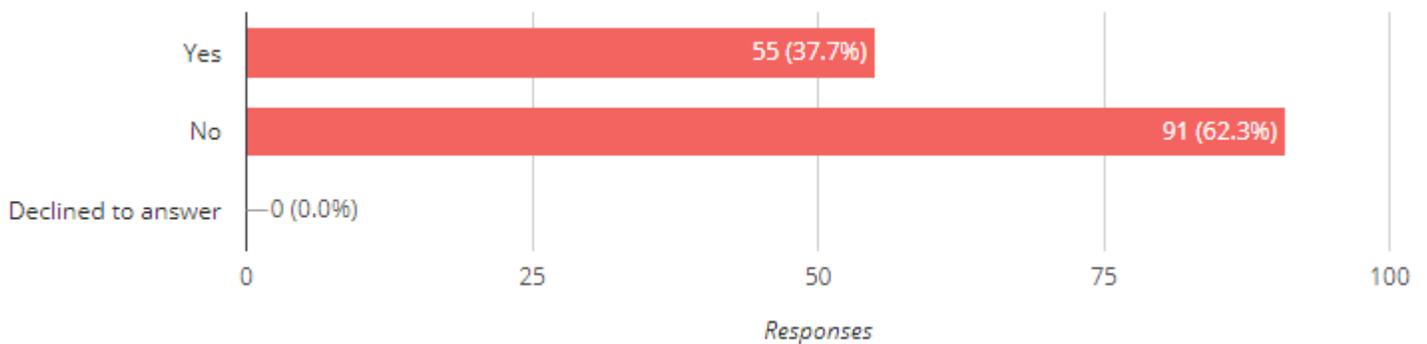


19. Do you know how to report domestic violence, dating violence, stalking, or sexual assault to the school administration and to law enforcement?

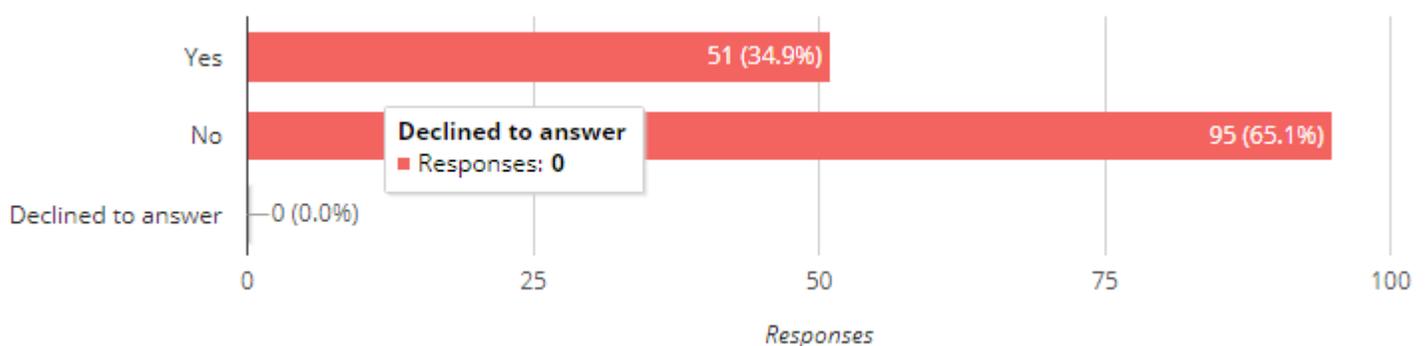


20. Did you know that the School uses a "preponderance of the evidence" standard to adjudicate gender-based misconduct cases, and that this evidentiary standard is different than that used in the criminal justice system?

“Preponderance of Evidence” In most civil cases/lawsuits as well as administrative hearings, a party must prove its claim or position by a preponderance, defined as a superiority in weight, force, importance, etc. In legal terms, a preponderance of evidence means that a party has shown that its version of facts, causes, damages, or fault is more likely than not the correct version, as in personal injury and breach of contract suits. This standard is the easiest to meet and applies to all civil cases unless otherwise provided by law. The concept of "preponderance of the evidence" can be visualized as a scale representing the burden of proof, with the totality of evidence presented by each side resting on the respective trays on either side of the scale. If the scale tips ever so slightly to one side or the other, the weightier side will prevail. If the scale does not tip toward the side of the party bearing the burden of proof, that party cannot prevail.



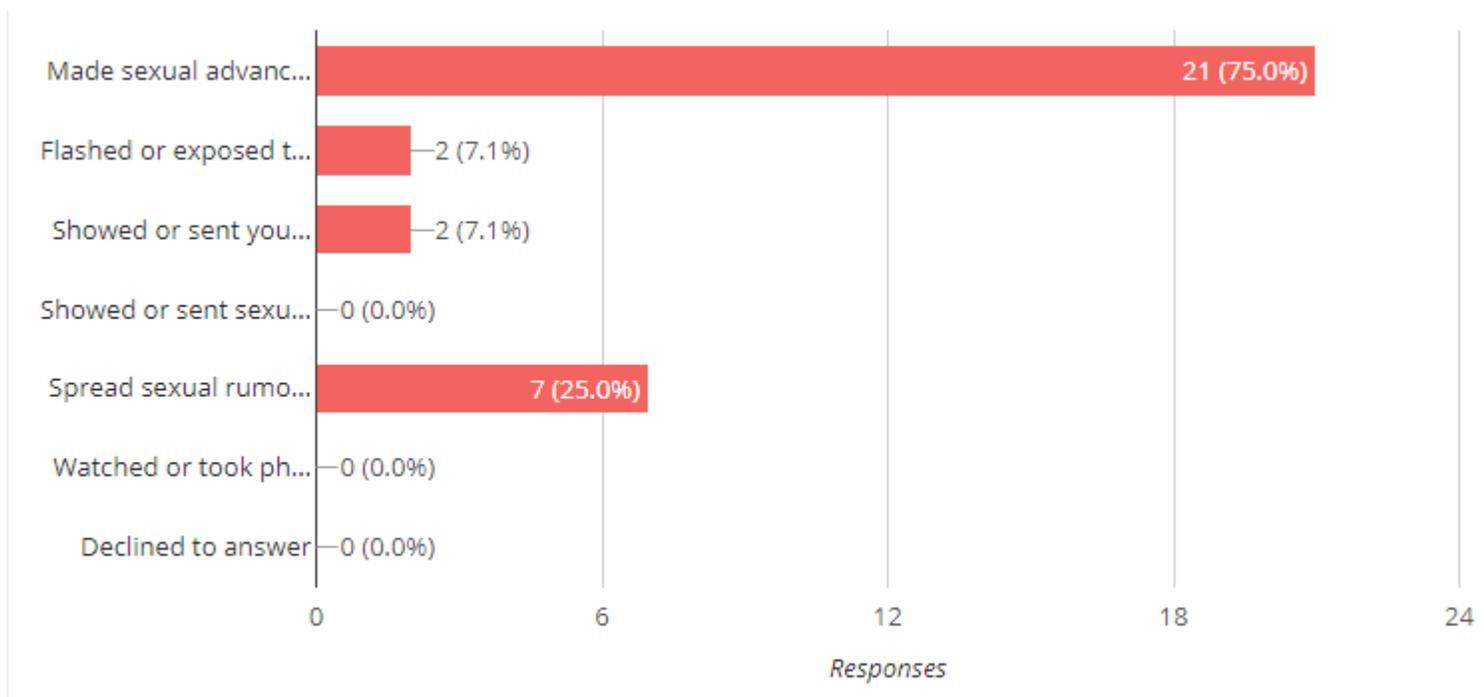
21. Do you know how these standards differ?



Section 5: Sexual Harrassment

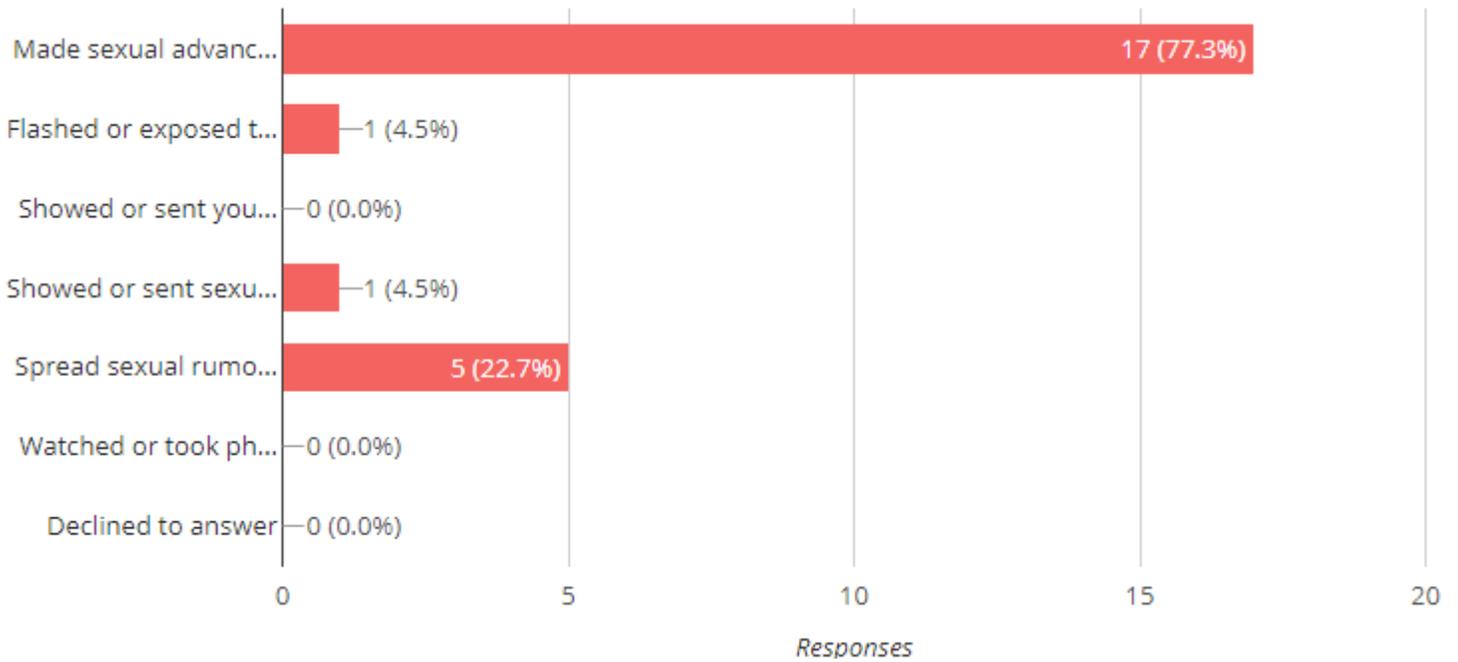
22. Since the beginning of the current academic year, has a fellow student done the following to you either in person or by phone, text message, e-mail, or social media? Please include any experiences, regardless of where they occurred.

- Made sexual advances, gestures, comments, or jokes that were unwelcome to you
- Flashed or exposed themselves to you without your consent
- Showed or sent you sexual pictures, photos, or videos that you didn't want to see
- Showed or sent sexual photos/videos of you that you didn't want shared
- Spread sexual rumors about you that you didn't want shared
- Watched or took photos/videos of you when you were nude or having sex, without your consent



23. Since the beginning of the current academic year, has a person employed by the institution done the following to you either in person or by phone, text message, e-mail, or social media? Please include any experiences, regardless of where they occurred.

- Made sexual advances, gestures, comments, or jokes that were unwelcome to you
- Flashed or exposed themselves to you without your consent
- Showed or sent you sexual pictures, photos, or videos that you didn't want to see
- Showed or sent sexual photos/videos of you that you didn't want shared
- Spread sexual rumors about you that you didn't want shared
- Watched or took photos/videos of you when you were nude or having sex, without your consent



Section 6: Sexual Violence*

This section asks about non-consensual or unwanted sexual contact you may have experienced. The person with whom you had non-consensual or unwanted sexual contact could have been a stranger or someone you know, such as a family member, a dating or romantic partner, or another student.

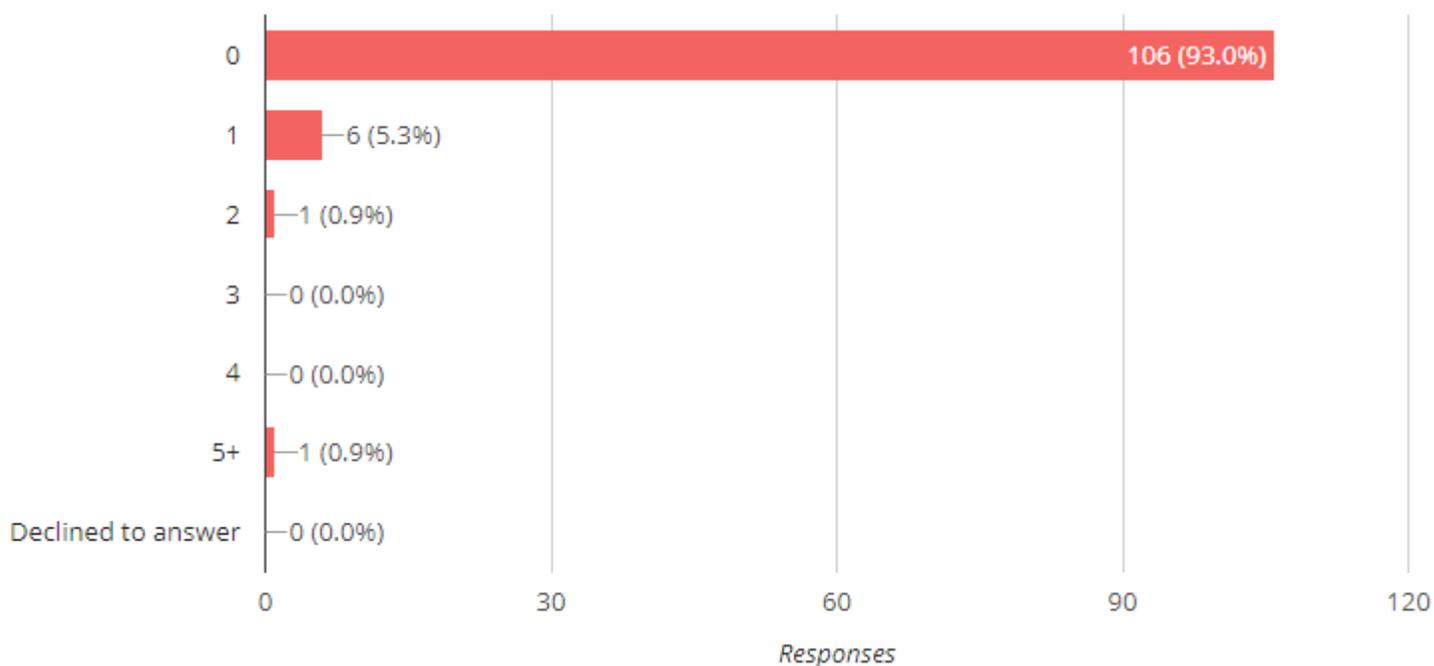
These questions ask about five types of sexual contact:

- *touching of a sexual nature*
- *oral sex*
- *sexual intercourse*
- *anal sex*
- *sexual penetration with a finger or object*

We would like to learn more about situations when students have experienced non-consensual or unwanted sexual contact in order to help prevent these incidents and support students better when they occur. We understand that these can be very sensitive issues for students, and resources will be provided at the end of the survey.

***Questions 26–31, 37, 41, 43, 43, 46, and 47 were either segues or tailored to the respondent and based on previous responses. These questions were omitted from this section.**

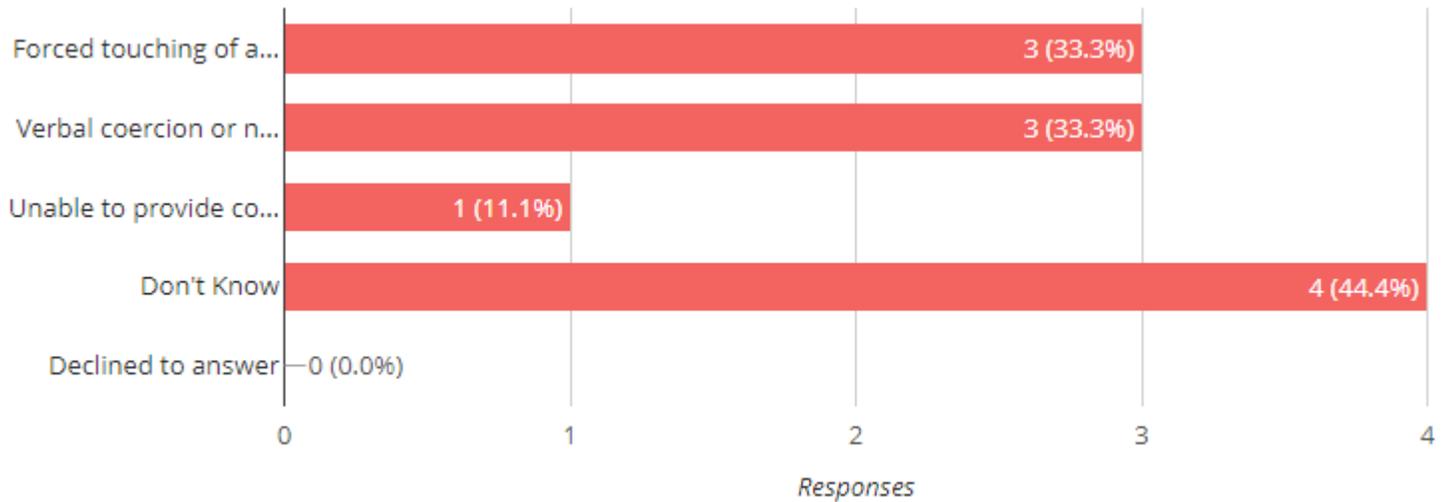
24. Since you became a student at this school, how many separate incidents of unwanted sexual contact have you experienced?



25. Since you became a student at this school, which of the following types of unwanted sexual contact have you experienced?

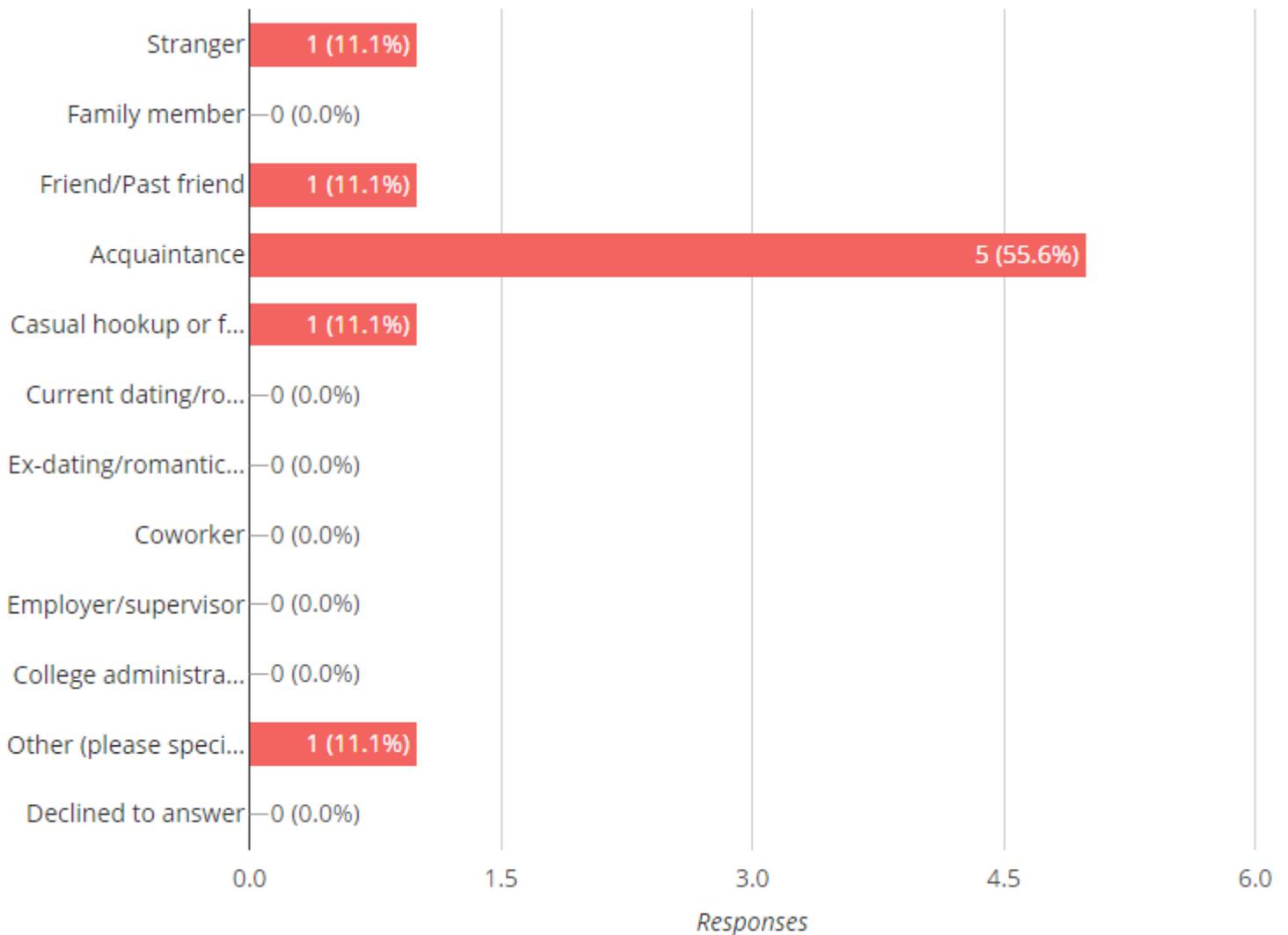
For these questions, if you have experienced this more than once, please consider the incident that has had the greatest impact on you. Please select all types of unwanted sexual contact that happened.

- Forced touching of a sexual nature.
- Verbal coercion or non-physical coercion.
- Unable to provide consent or stop what was happening
- Don't Know

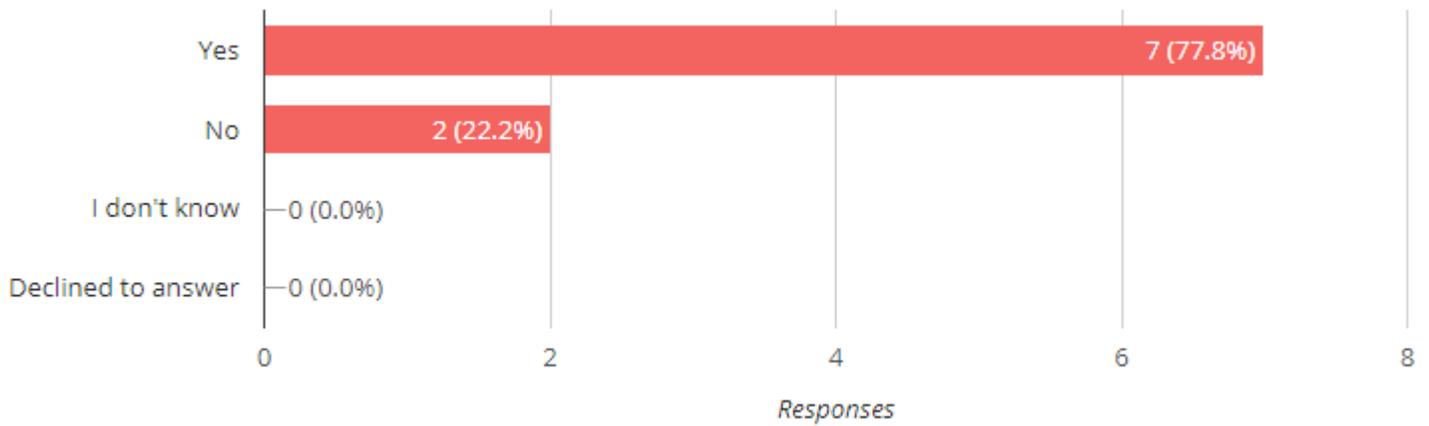


32. Who had this unwanted sexual contact with you?

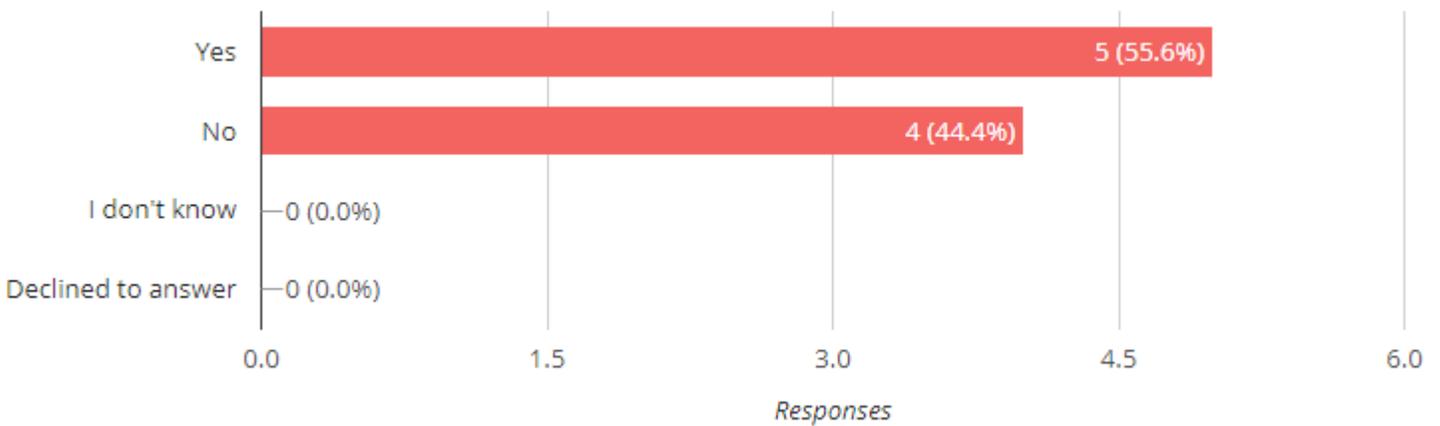
- Stranger
- Family member
- Friend/Past friend
- Acquaintance
- Casual hookup or first date
- Current dating/romantic partner (ex: boyfriend/girlfriend)
- Ex-dating/romantic partner (ex: boyfriend/girlfriend)
- Coworker
- Employer/supervisor
- College administrator or professor
- Other (please specify)



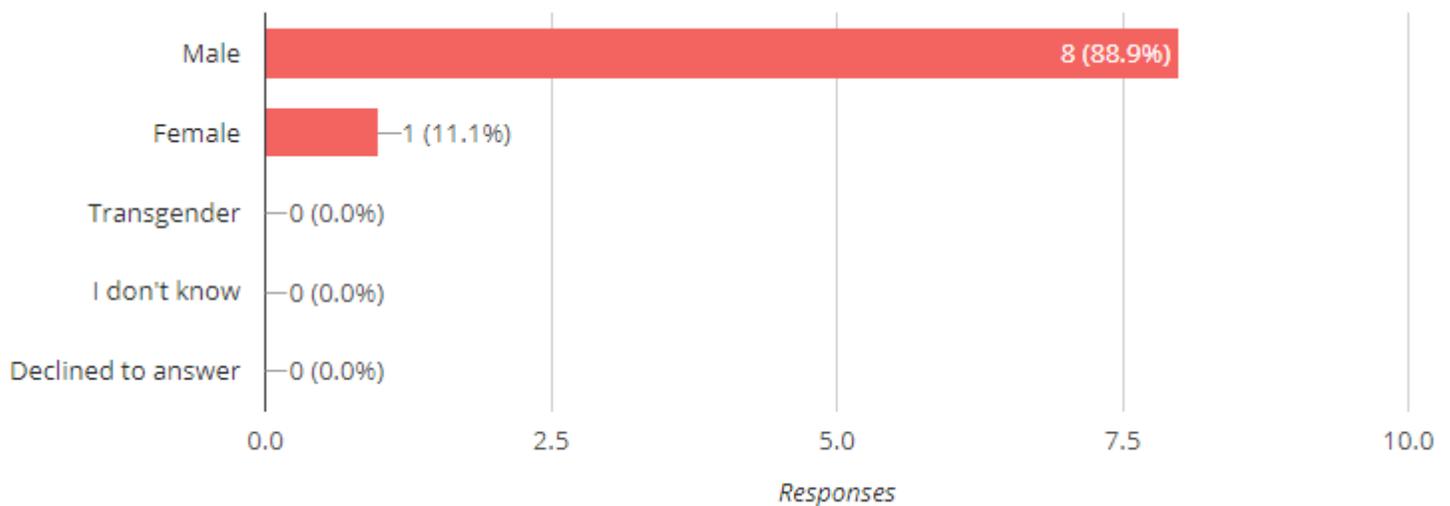
33. Was this person a student at your school?



34. Was this person affiliated with your school, as an employee, staff, or faculty member?

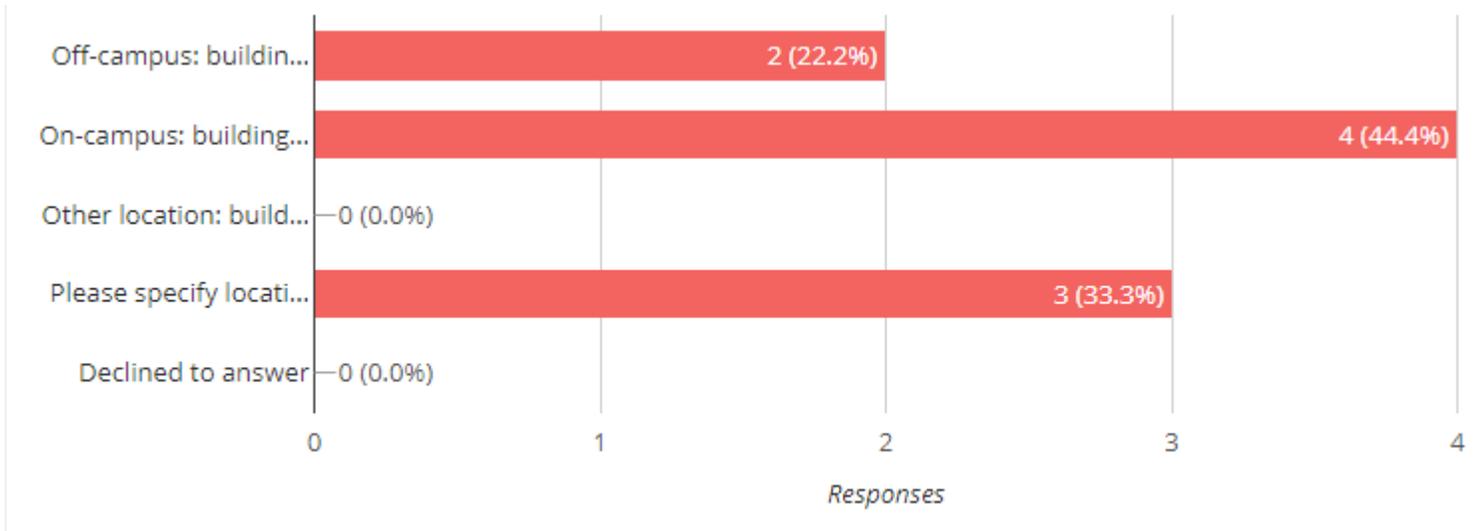


35. What was the gender of the person who had unwanted sexual contact with you?



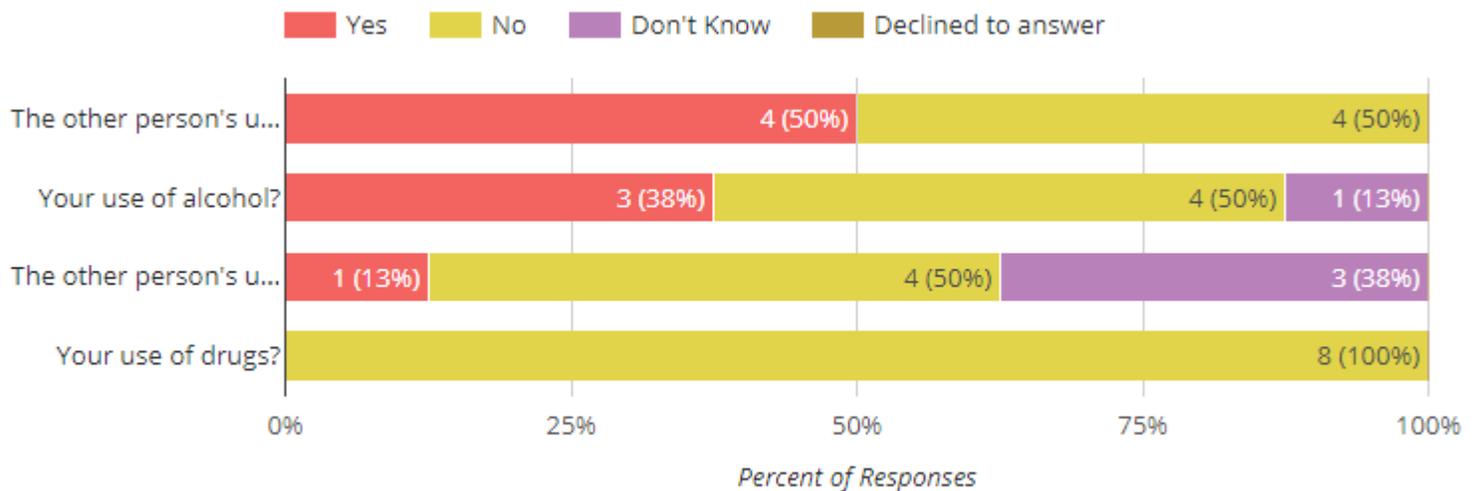
36. Where did the incident occur? Please select the most appropriate location.
 You may use the open-ended text field to specify the location, if desired.

- Off-campus: buildings or spaces near your school but not affiliated with the School (ex: private apartment, bar/club)
- On-campus: buildings or spaces owned by or affiliated with your school (ex: residence hall, campus facility)
- Other location: buildings or spaces outside the vicinity of your school (ex: family home, vacation or study abroad site)
- Please specify location, if desired



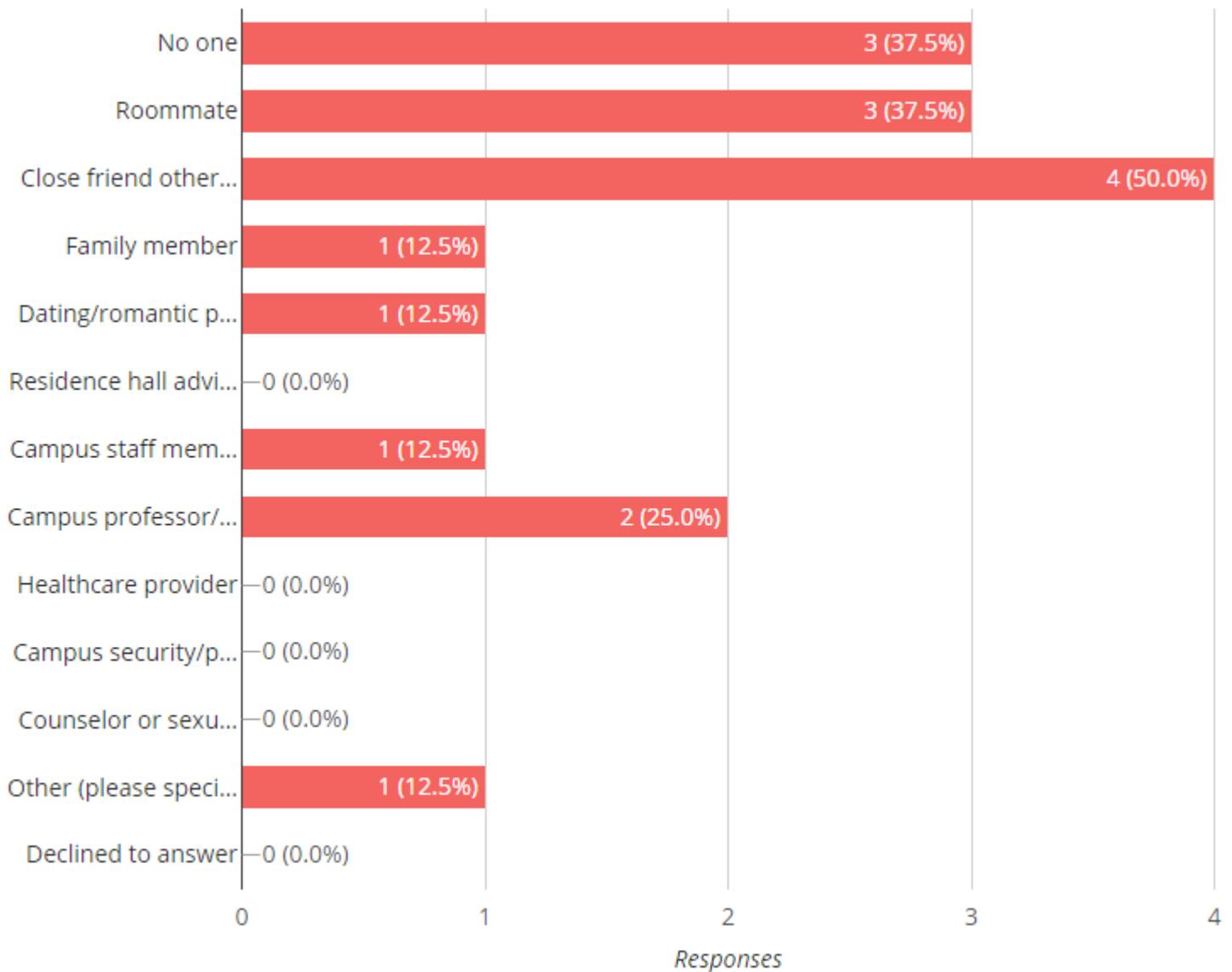
38. Did the incident involve:

- The other person's use of alcohol?
- Your use of alcohol?
- The other person's use of drugs?
- Your use of drugs?



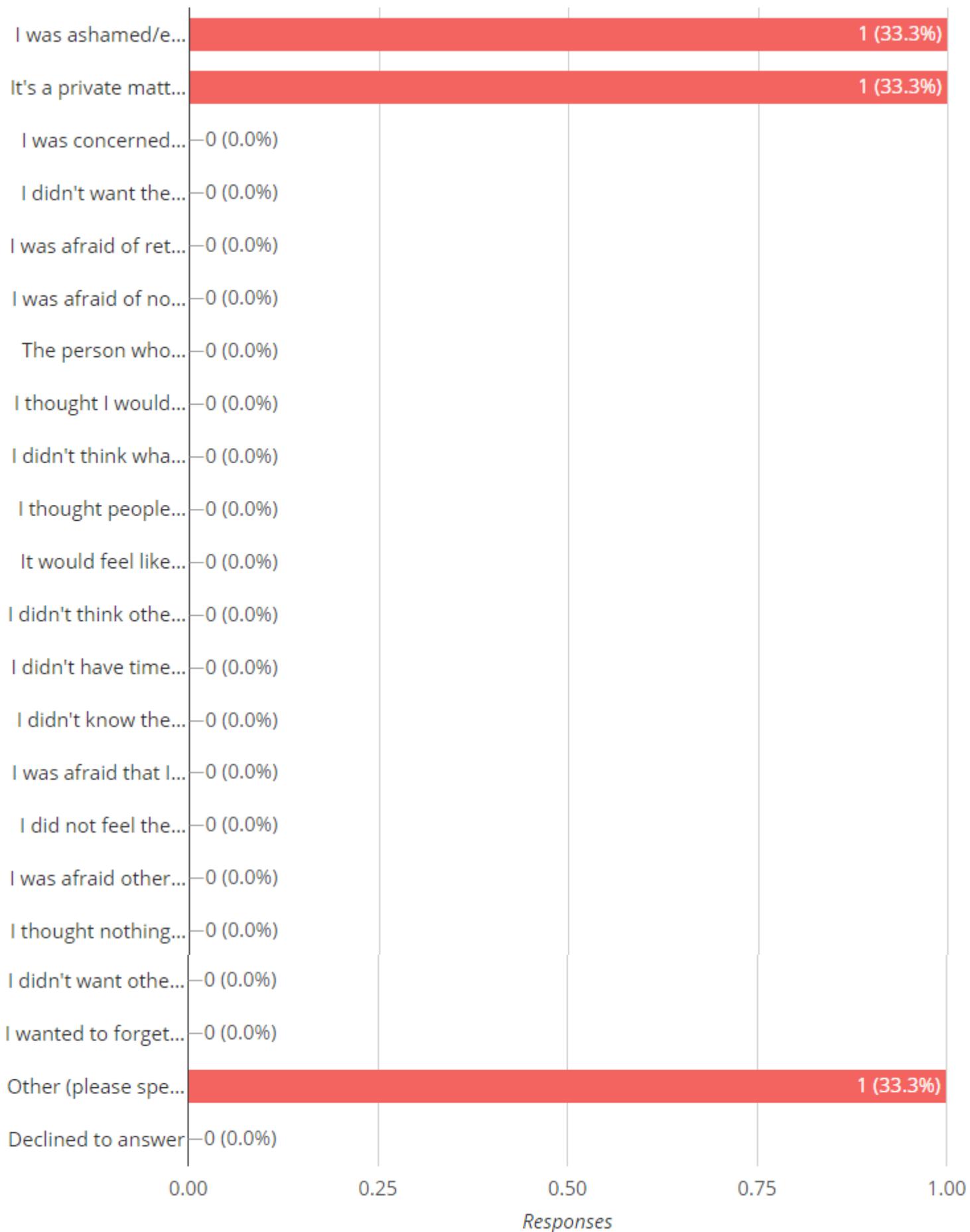
39. Who did you tell about the incident? Please check all that apply.

- No one
- Roommate
- Close friend other than roommate
- Family member
- Dating/romantic partner
- Residence hall advisor
- Campus staff member
- Campus professor/instructor
- Healthcare provider
- Campus security/police or local police
- Counselor or sexual assault advocate
- Other (please specify)



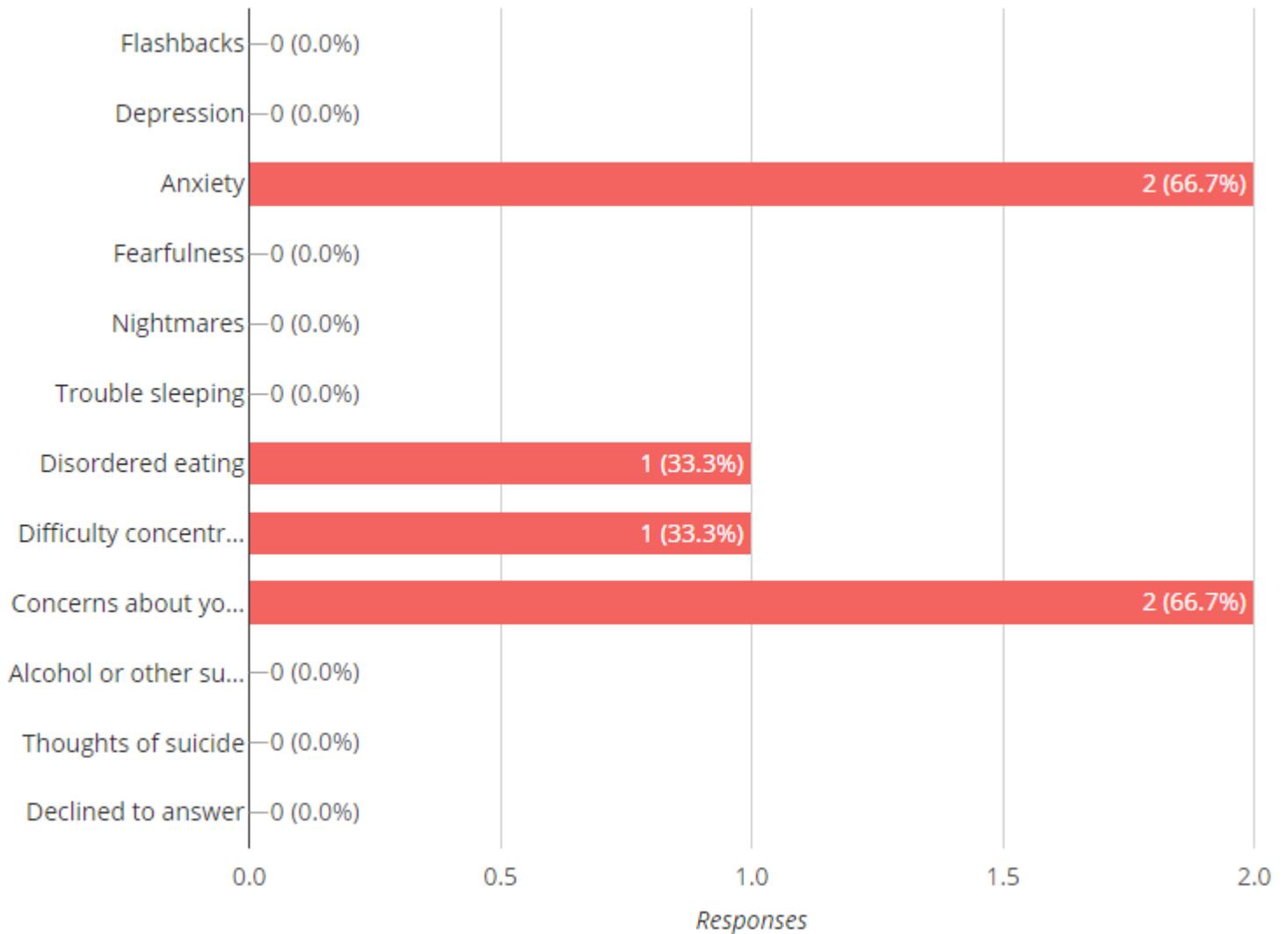
40. There are a lot of good reasons why someone may not tell anyone about an incident of nonconsensual or unwanted sexual contact. What were your reasons? Please check all that apply.

- I was ashamed/embarrassed
- It's a private matter--wanted to deal with it on my own
- I was concerned others would find out
- I didn't want the person who did it to get in trouble
- I was afraid of retaliation from the person who did it
- I was afraid of not being believed
- The person who did it is well-recognized at my school
- I thought I would be blamed for what happened
- I didn't think what happened was serious enough to talk about
- I thought people would try to tell me what to do
- It would feel like an admission of failure
- I didn't think others would understand
- I didn't have time to deal with it due to academics, work, etc.
- I didn't know the reporting procedure at my school
- I was afraid that I or another would be punished for other infractions or violations (e.g., underage drinking)
- I did not feel the campus leadership would solve my problems
- I was afraid others would harass me or react negatively toward me
- I thought nothing would be done
- I didn't want others to worry about me
- I wanted to forget it happened
- Other (please specify)



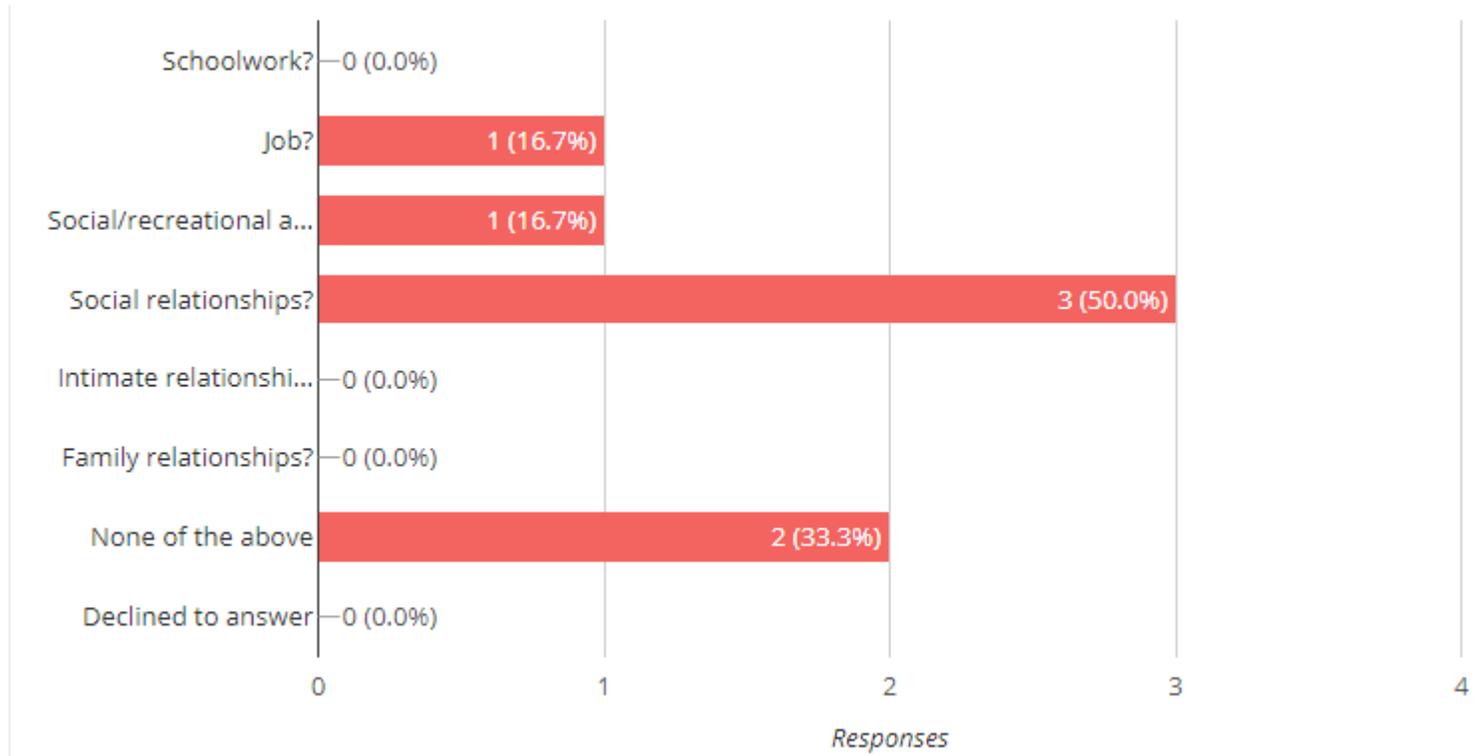
42. Did you experience any of the following as a result of the incident? Please check all that apply

- Flashbacks
- Depression
- Anxiety
- Fearfulness
- Nightmares
- Trouble sleeping
- Disordered eating
- Difficulty concentrating
- Concerns about your safety
- Alcohol or other substance abuse
- Thoughts of suicide



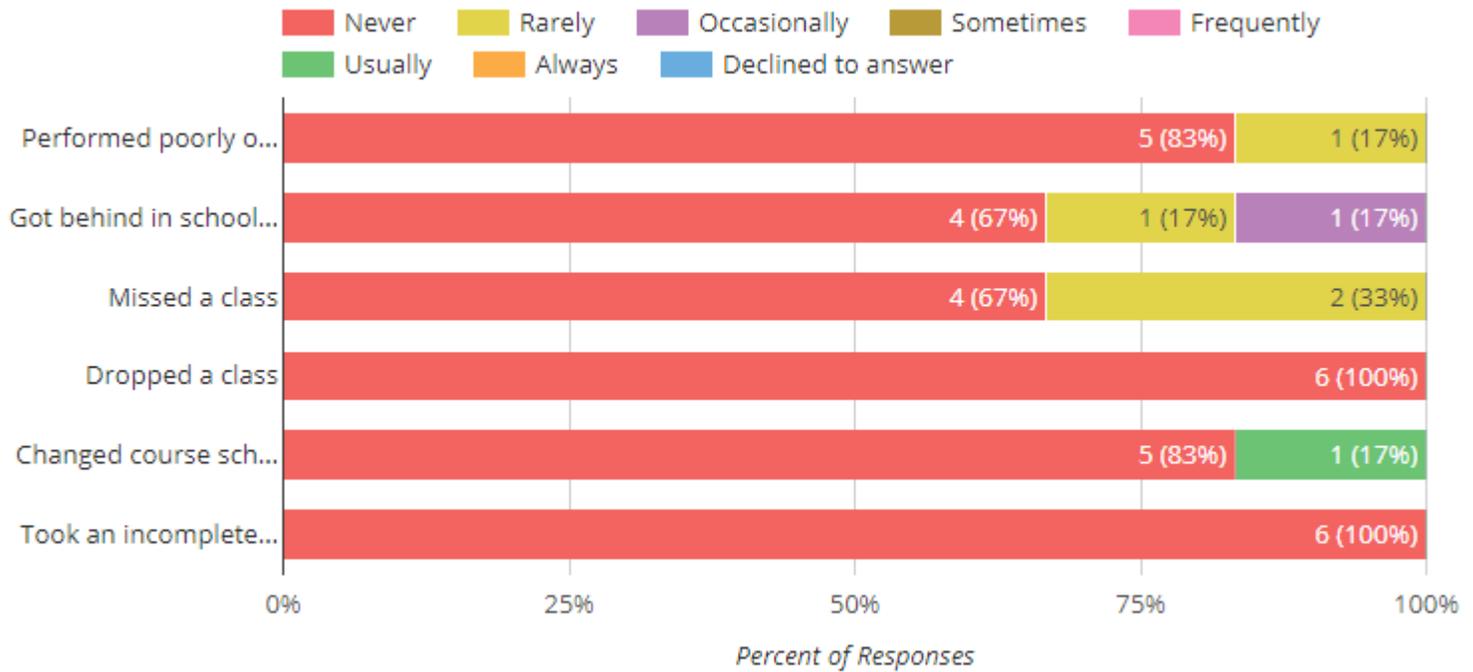
44. Did the incident have a negative impact on any of the following? Please check all that apply.

- Schoolwork?
- Job?
- Social/recreational activities?
- Social relationships?
- Intimate relationships?
- Family relationships?
- None of the above

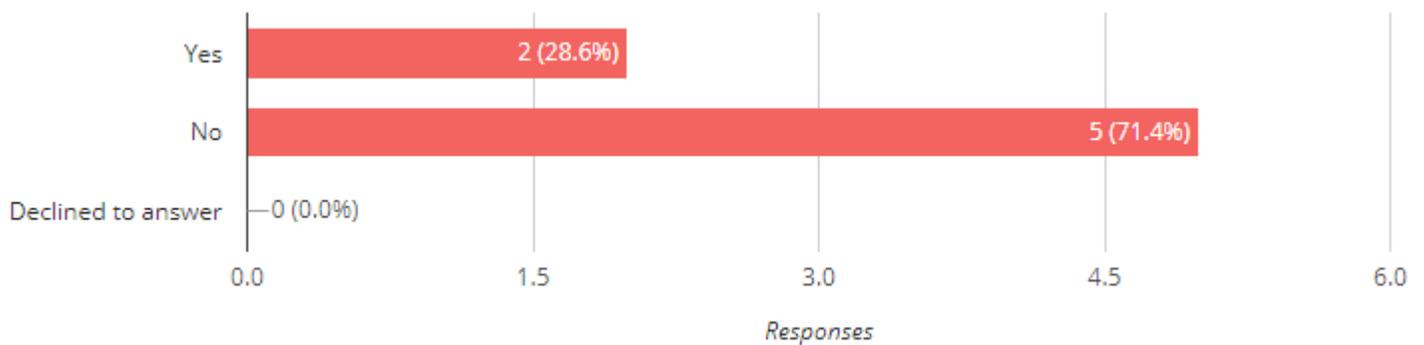


As a result of the incident, to what degree has the following happened to you?

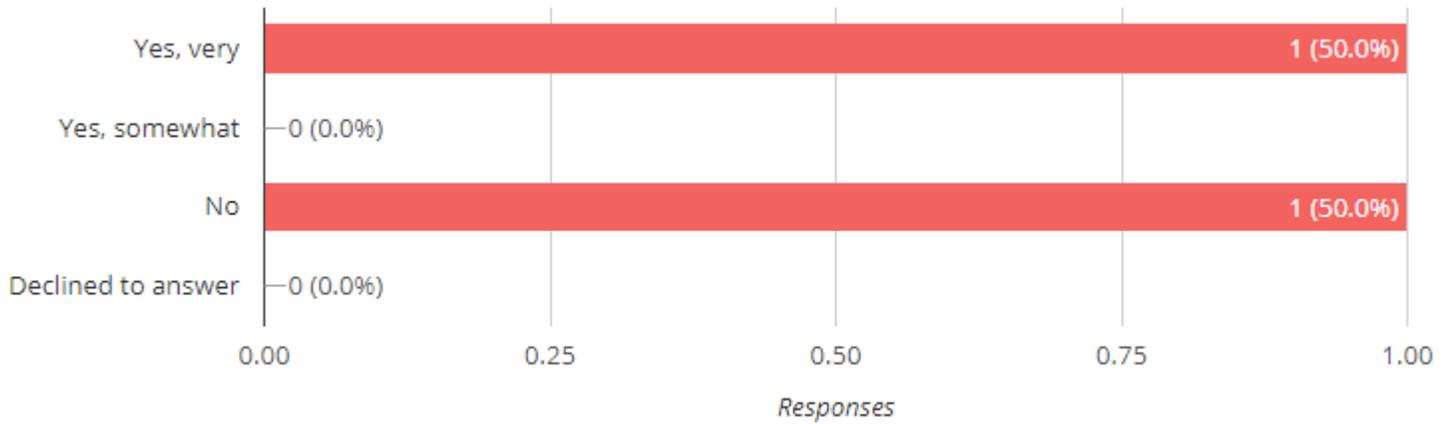
- Performed poorly on an assignment
- Got behind in schoolwork
- Missed a class
- Dropped a class
- Changed course schedule
- Took an incomplete course grade



48. Did you use the procedures available at your school to report the incident?

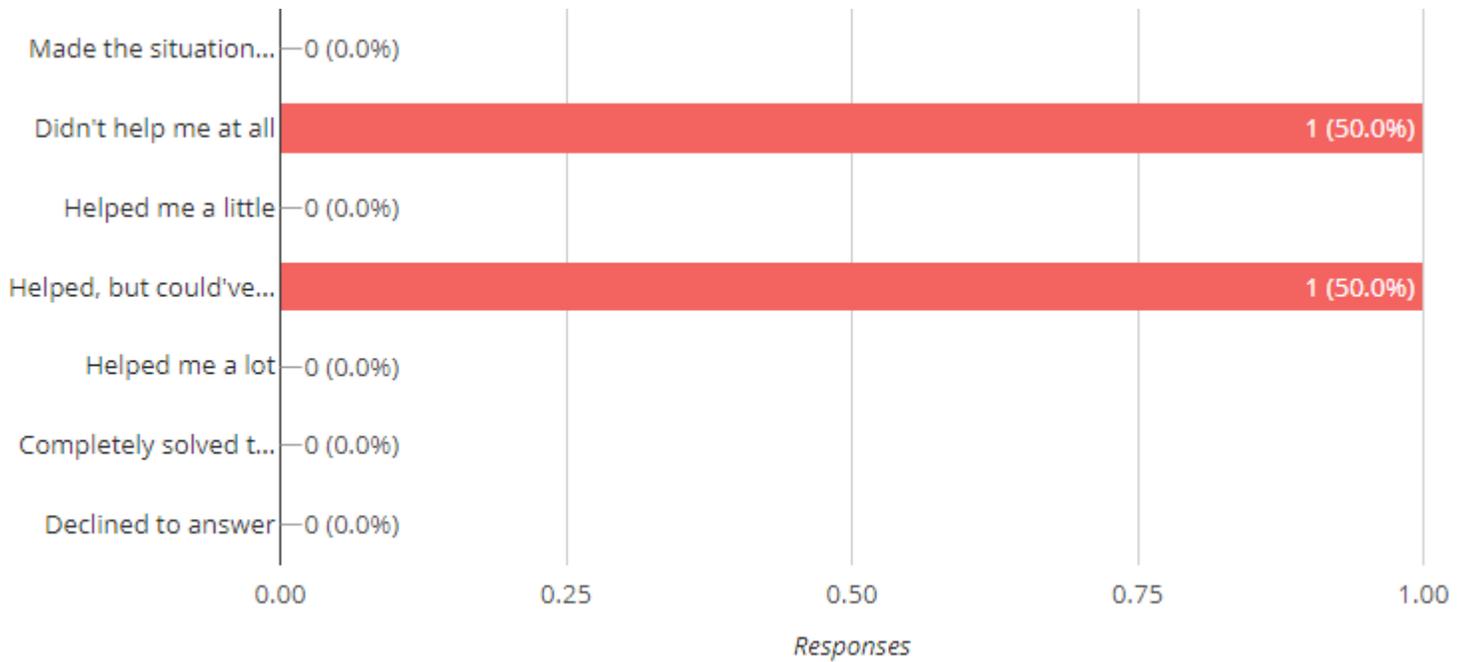


49. Do you feel that you were treated fairly through your school's procedures?



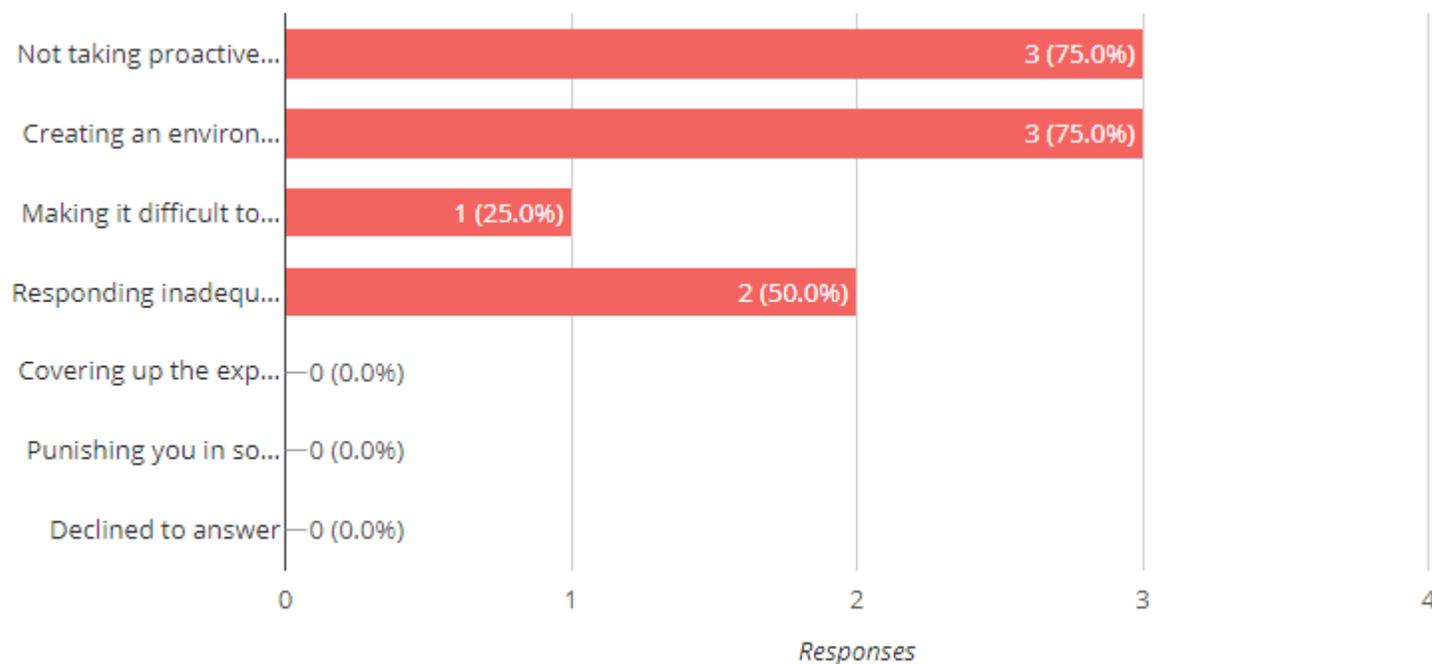
50. How do you feel your school's procedures helped you deal with the incident?

- Made the situation worse
- Didn't help me at all
- Helped me a little
- Helped, but could've helped more
- Helped me a lot
- Completely solved the problem

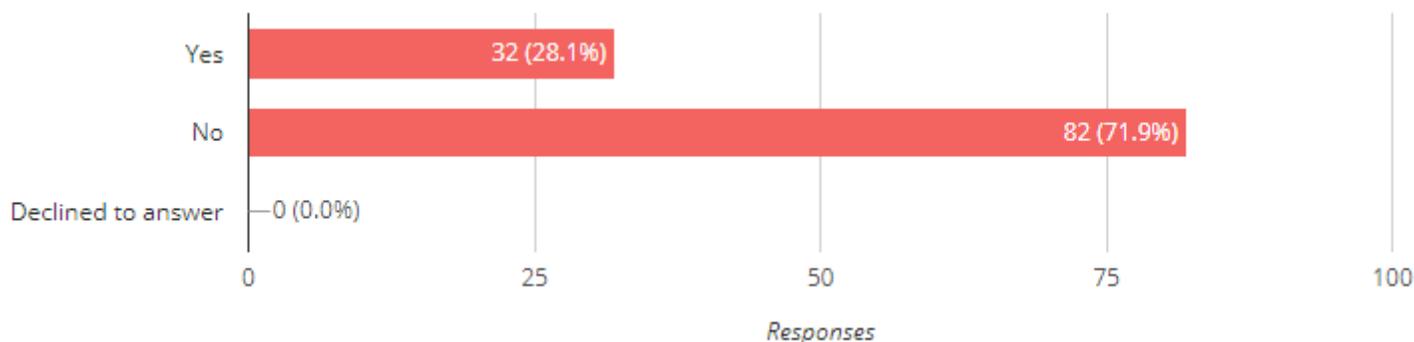


51. In thinking about the event(s) where you experienced sexual contact without your consent, did your school play a role by (please check all that apply):

- Not taking proactive steps to prevent this type of experience?
- Creating an environment in which this experience seemed more likely to occur?
- Making it difficult to report the experience/s?
- Responding inadequately to the experience/s, if reported?
- Covering up the experience/s?
- Punishing you in some way for this experience (e.g., loss of privileges or status)



52. Since the start of this academic year, I have had a friend or acquaintance tell me that they had an unwanted sexual experience.



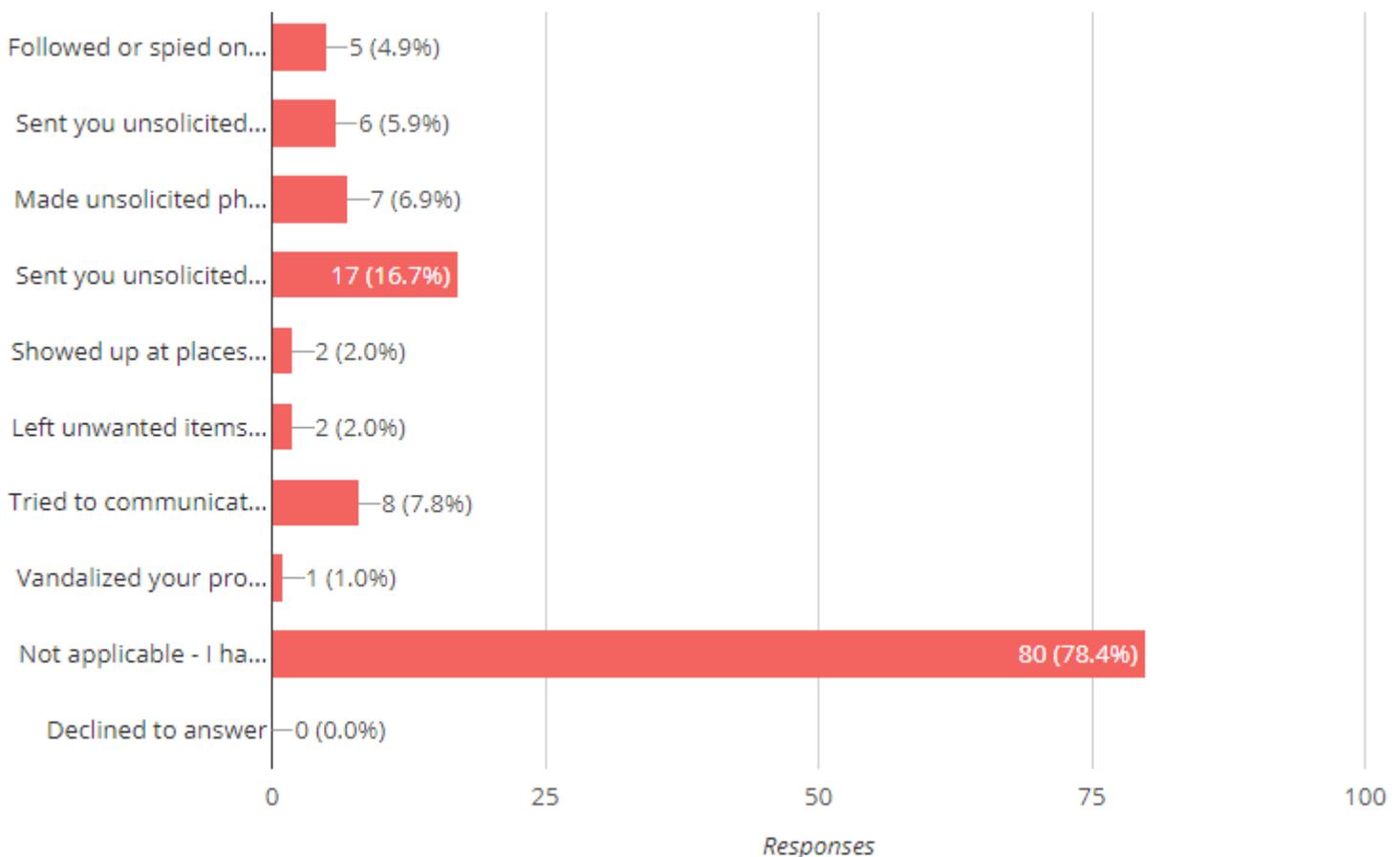
Section 7: Stalking and Relationship Violence*

This section asks questions about experiences you might have had in romantic or intimate relationships and other forms of social contact (from strangers, friends, relatives, spouses, and/or partners) since you became a student at this school. Please do not refer to relationships or contact prior to your time at this school.

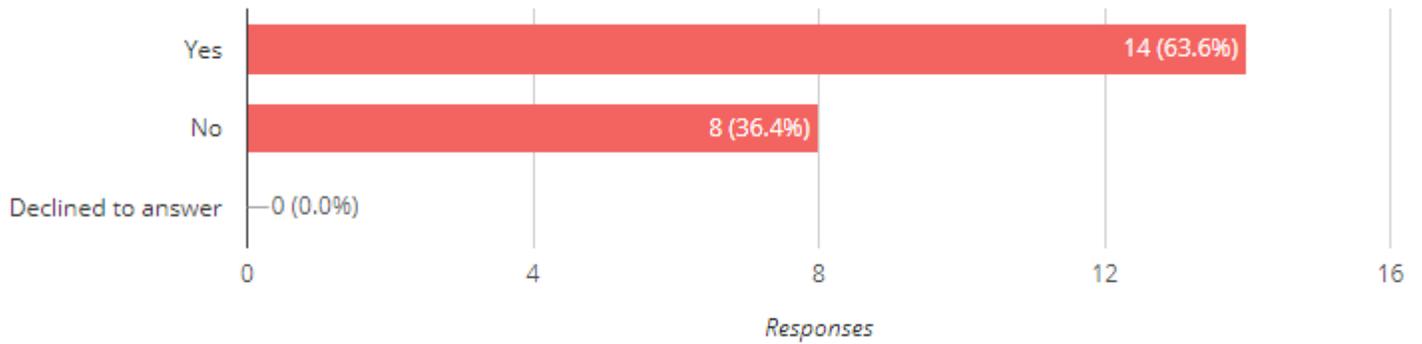
***Questions 55-58, 62 and 65 were either segues or tailored to the respondent and based on previous responses. These questions were omitted from this section.**

53. Not including bill collectors, telephone solicitors, or other sales people, has anyone, of any gender, ever: (Please select all that apply, or "Not applicable")

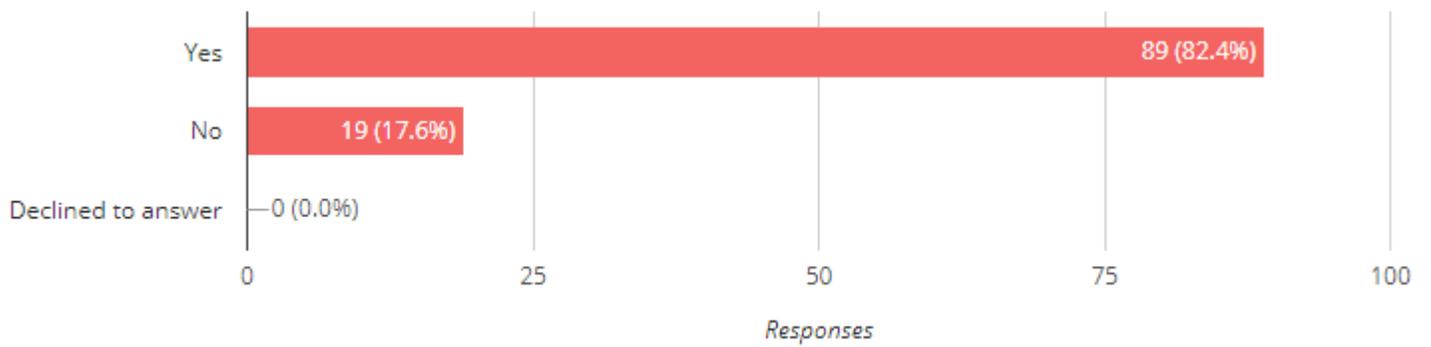
- Followed or spied on you?
- Sent you unsolicited letters or written correspondence?
- Made unsolicited phone calls to you?
- Sent you unsolicited emails or text messages?
- Showed up at places where you were even though they had no business being there?
- Left unwanted items for you to find?
- Tried to communicate in other ways against your will?
- Vandalized your property or destroyed something you loved?
- Not applicable - I have not experienced any of these things



54. Has anyone ever done any of these things to you on more than one occasion?

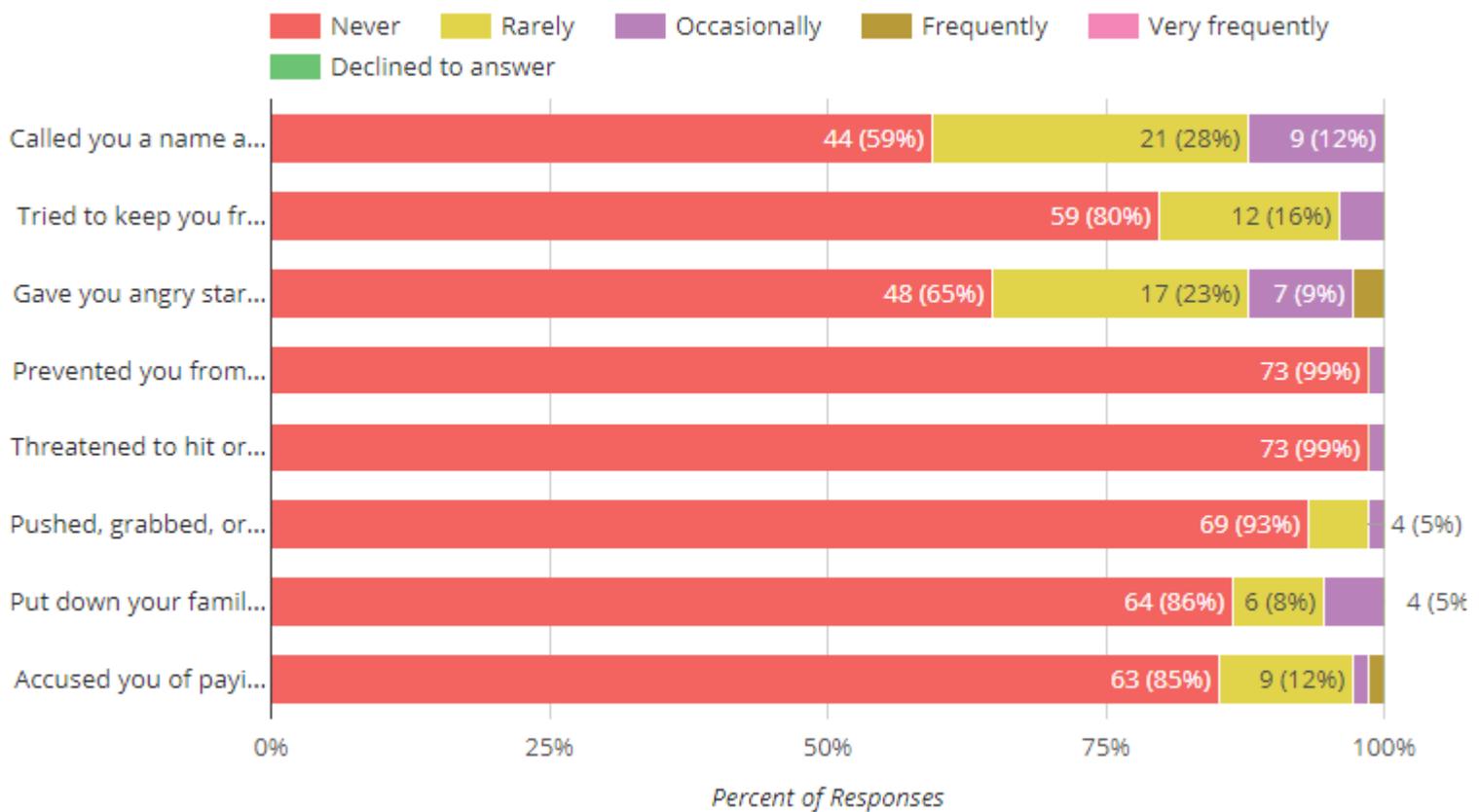


56. Have you been in a romantic or intimate relationship since you became a student at this school?



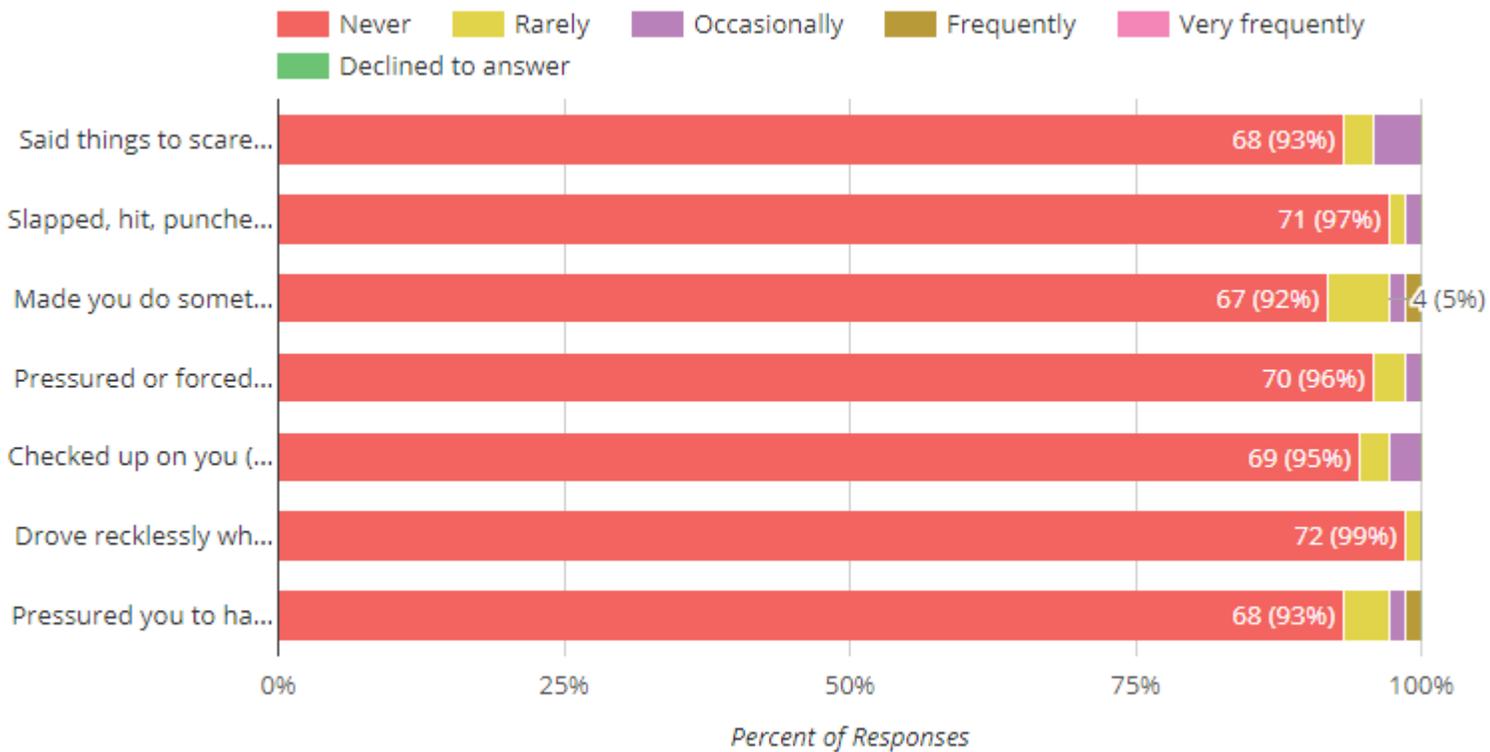
59. Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:

- Called you a name and/or criticized you
- Tried to keep you from doing something you wanted to do (e.g., going out with friends, going to meetings)
- Gave you angry stares or looks
- Prevented you from having money for your own use
- Threatened to hit or throw something at you
- Pushed, grabbed, or shoved you
- Put down your family and friends
- Accused you of paying too much attention to someone or something else



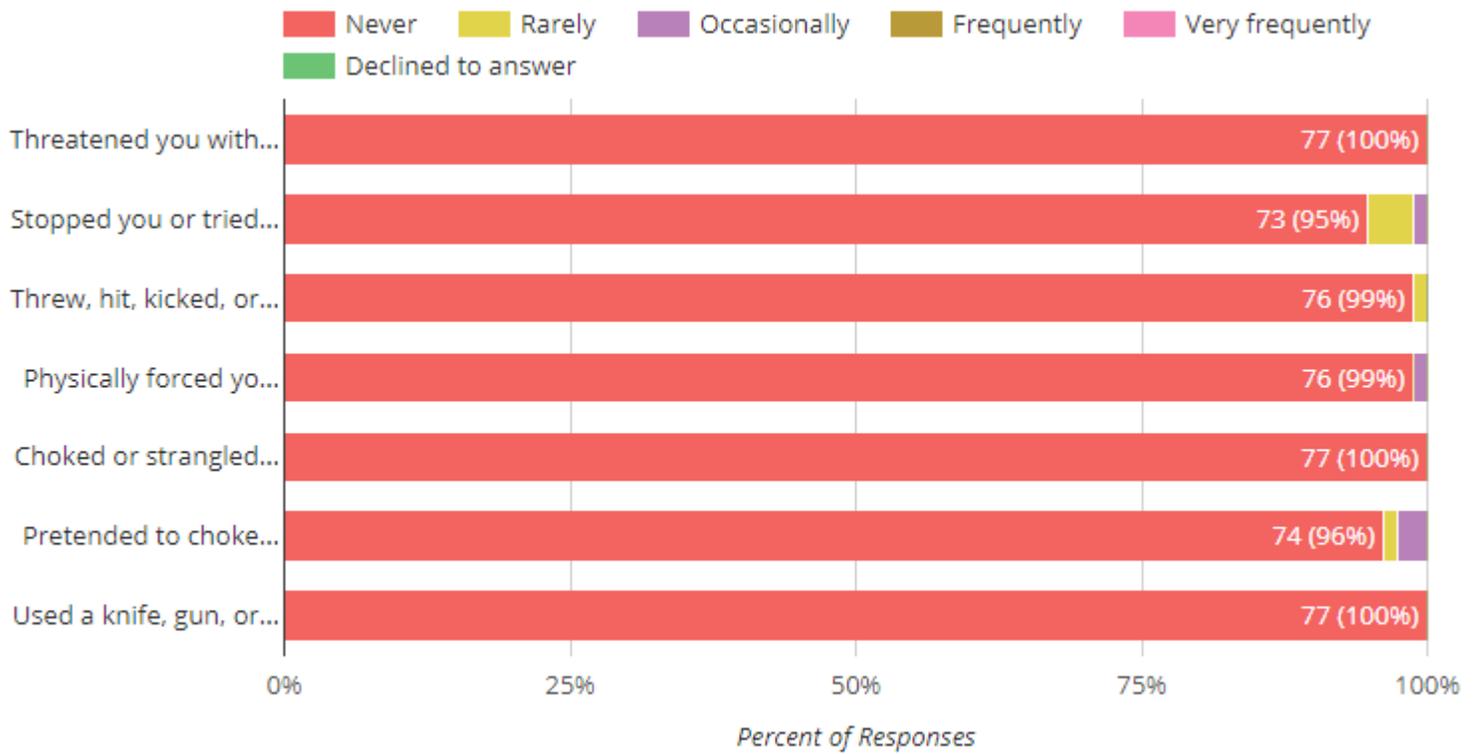
60. (Continued) Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:

- Said things to scare you (e.g., told you something “bad” would happen, threatened to commit suicide)
- Slapped, hit, punched, or kicked you
- Made you do something humiliating or degrading (e.g., begging for forgiveness, having to ask permission to do something you want to do)
- Pressured or forced you to sext or take naked photos
- Checked up on you (e.g., listened to your phone calls, checked the mileage on your car, called you repeatedly during class)
- Drove recklessly when you were in the car
- Pressured you to have sex in a way that you didn’t like or want

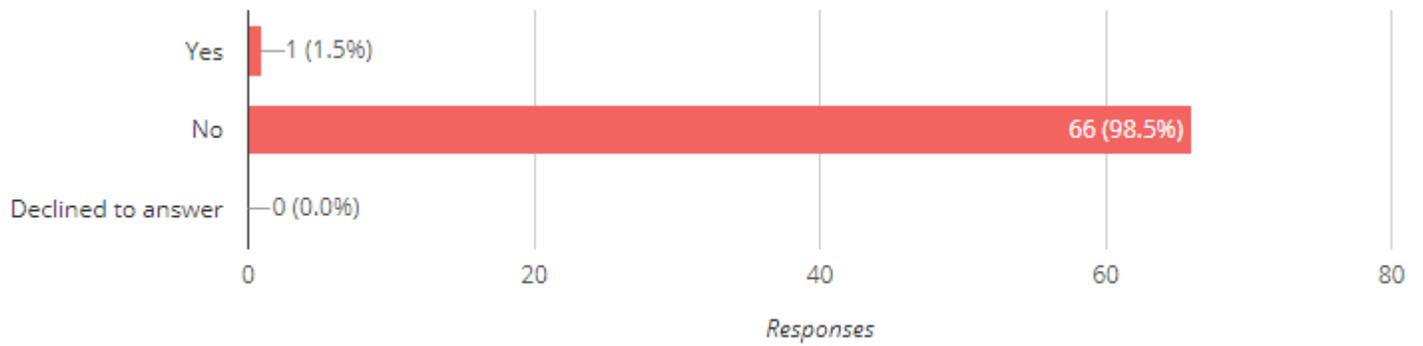


61. (Continued) Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:

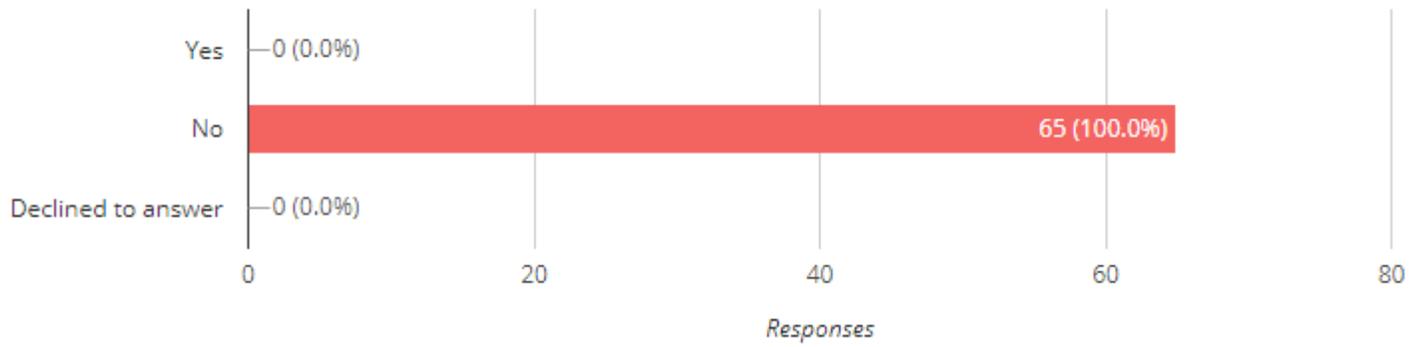
- Threatened you with a knife, gun, or other weapon
- Stopped you or tried to stop you from going to work or school
- Threw, hit, kicked, or smashed something
- Physically forced you to have sex
- Choked or strangled you
- Pretended to choke or strangle you
- Used a knife, gun, or other weapon against you



63. Did you seek support services or contact a hotline after the incident?

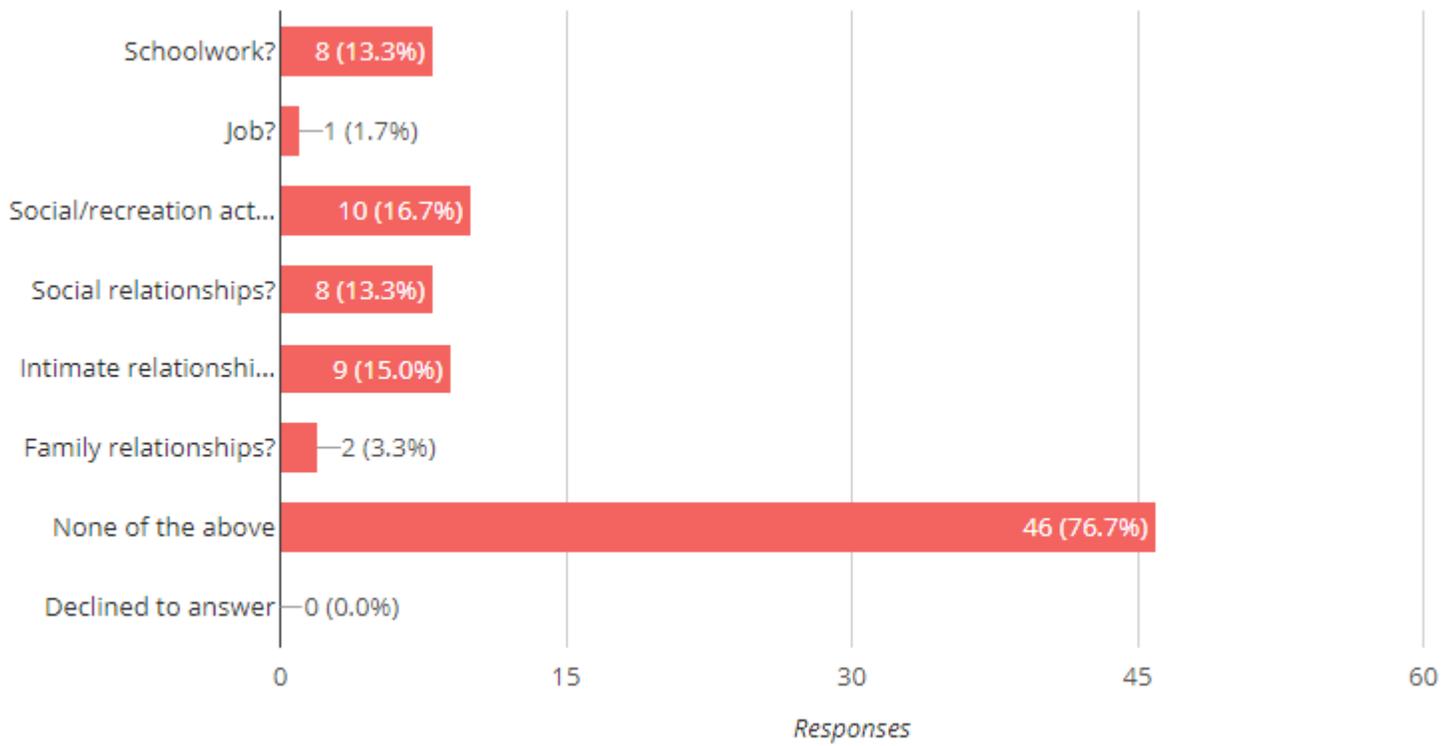


64. Were you injured in the incident?



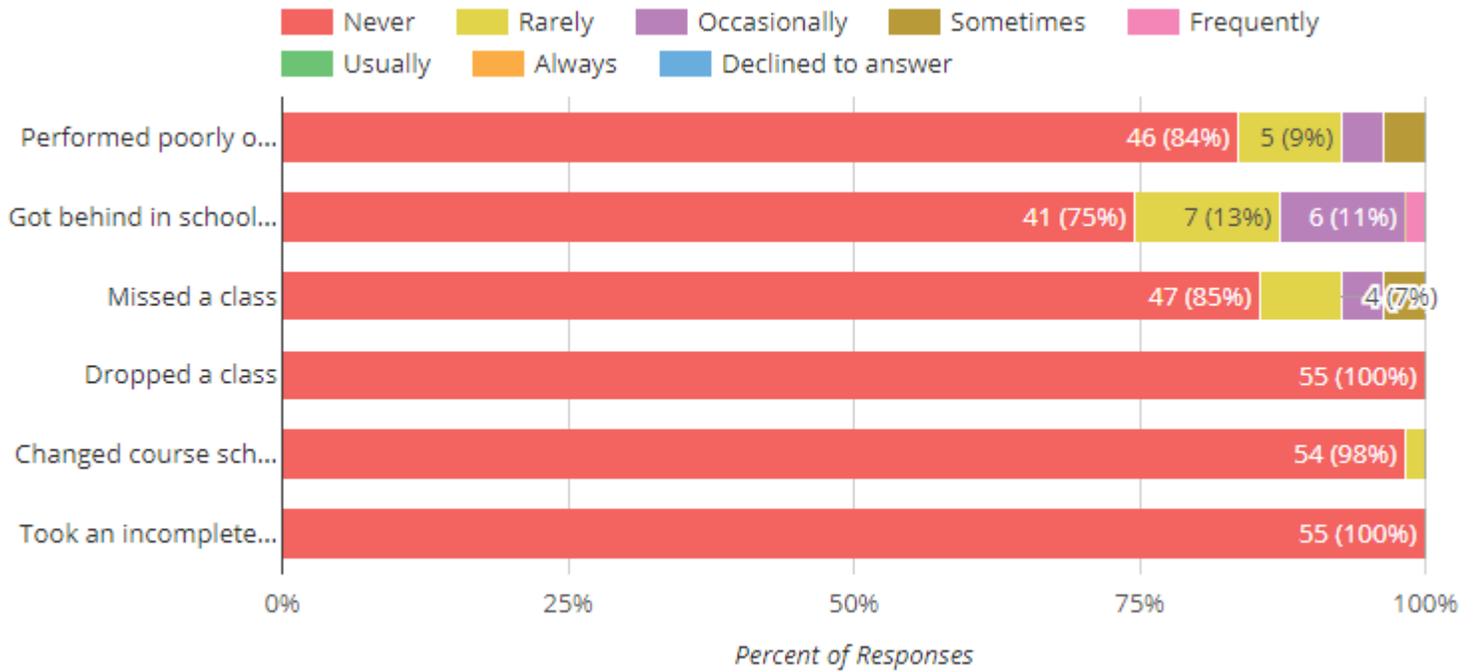
66. Did the incident have a negative impact on any of the following? Please check all that apply.

- Schoolwork?
- Job?
- Social/recreation activities?
- Social relationships?
- Intimate relationships?
- Family relationships?
- None of the above



67.As a result of the incident, to what degree has the following happened to you?

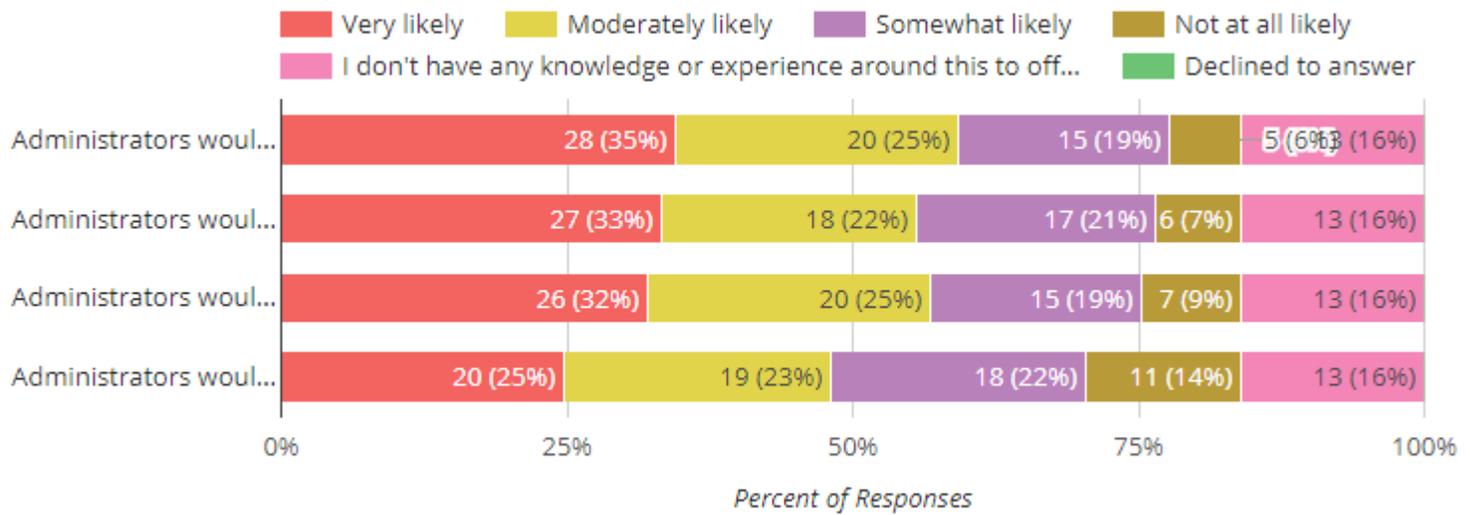
- Performed poorly on an assignment
- Got behind in schoolwork
- Missed a class
- Dropped a class
- Changed course schedule
- Took an incomplete course grade



Section 8: Perceptions of Leadership, Policies, Programs, and Reporting

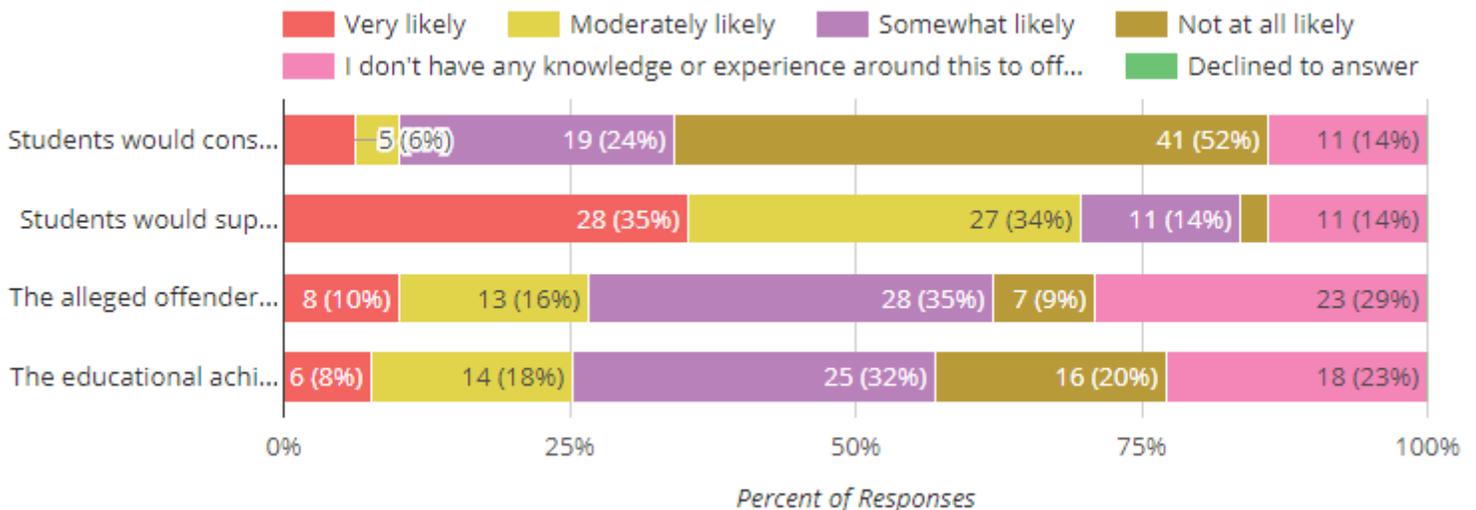
68. If someone were to report a sexual assault to administrators at your school, how likely is it that:

- Administrators would take the report seriously?
- Administrators would take steps to protect the safety of the person making the report?
- Administrators would support the person making the report?
- Administrators would take corrective action to address factors that may have led to the sexual assault?



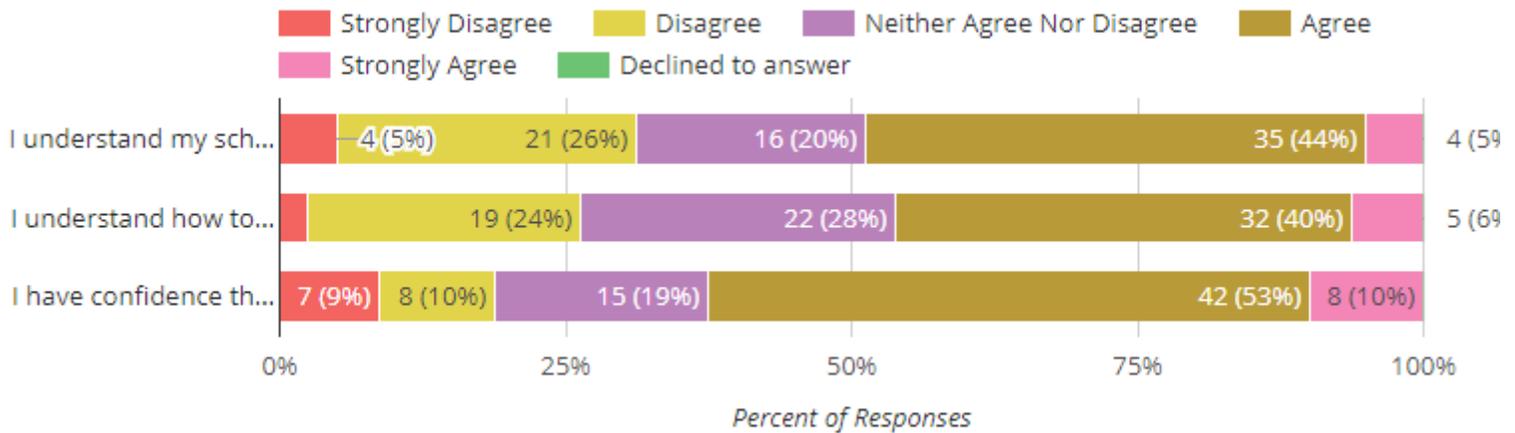
69. If someone were to report a sexual assault to administrators at your school, how likely is it that:

- Students would consider the person making the report to be a troublemaker?
- Students would support the person making the report?
- The alleged offender(s) or their associates would retaliate against the person making the report?
- The educational achievement/career of the person making the report would suffer?



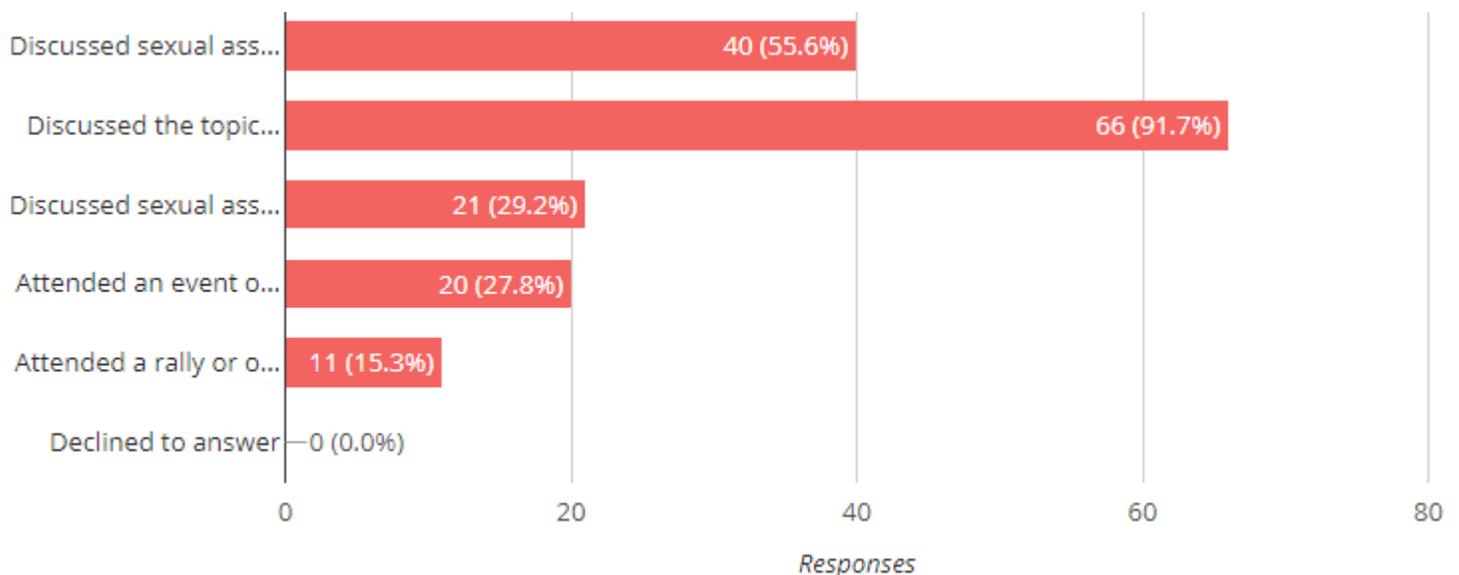
70. Please indicate your level of agreement with the following statements:

- I understand my school’s formal procedures to address complaints of sexual assault.
- I understand how to report a sexual assault at my school.
- I have confidence that my school’s administrators will follow the procedures necessary to address complaints of sexual assault fairly.



71. Since you came to this institution, which of the following have you done?

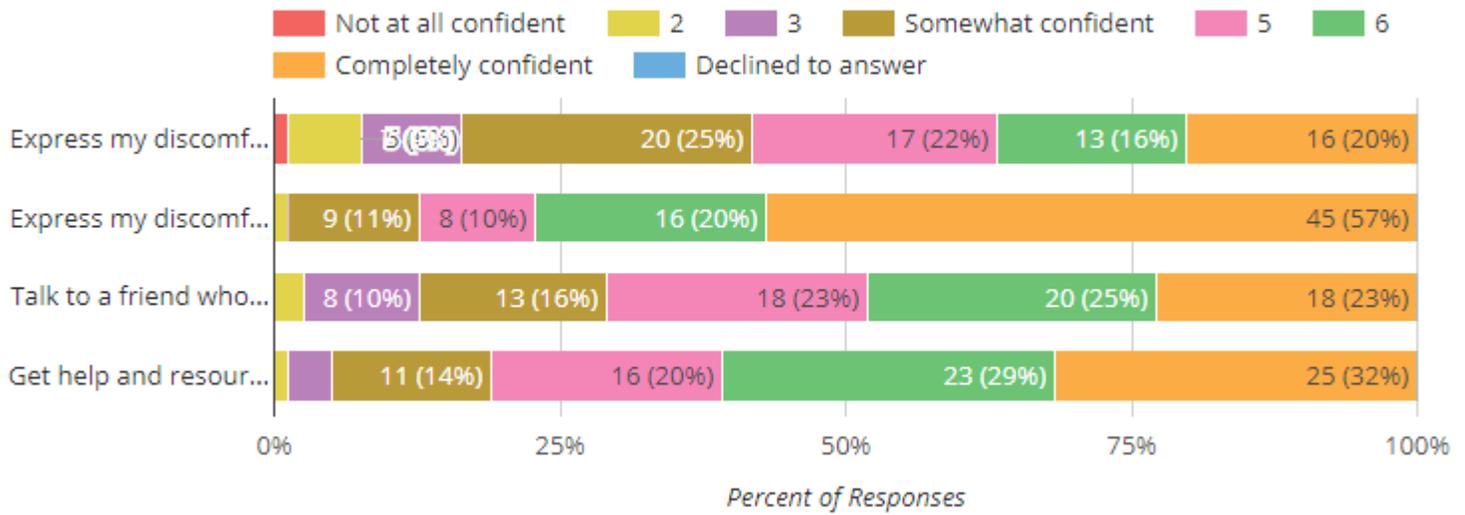
- Discussed sexual assault/rape in class
- Discussed the topic of sexual assault with friends
- Discussed sexual assault with a family member
- Attended an event or program about what you can do as a bystander to stop sexual assault
- Attended a rally or other campus event about sexual assault/rape



Section 9: Bystander Confidence

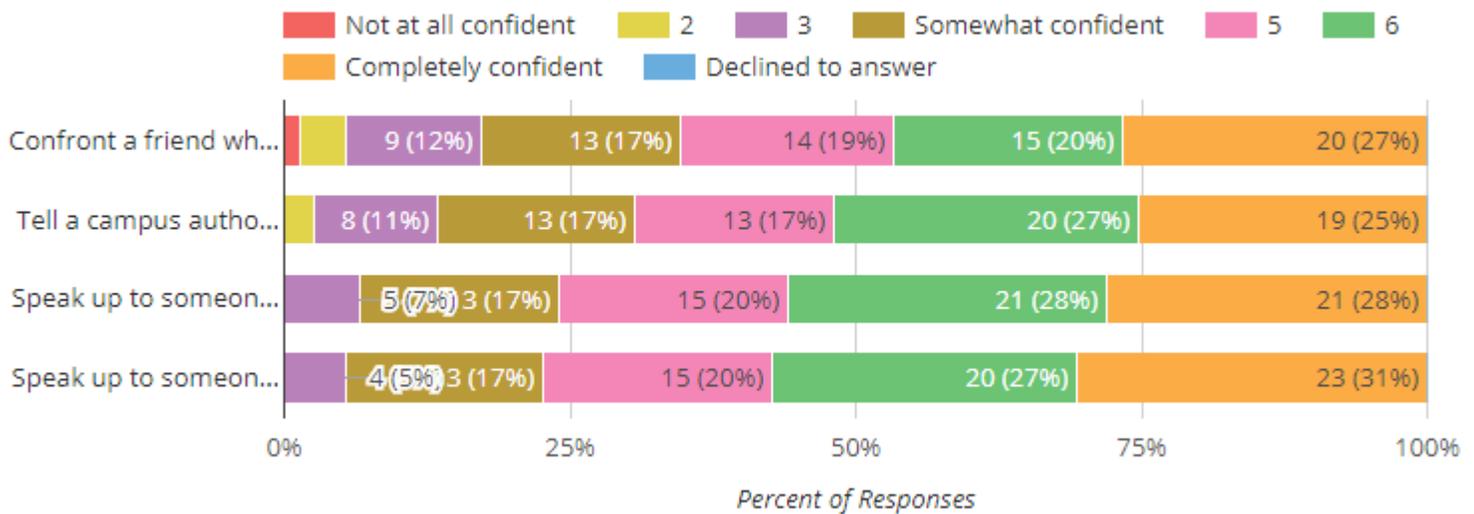
72. Please read each of the following items and indicate how confident you are that you could engage in the described behavior.

- Express my discomfort if someone makes a joke about someone’s body.
- Express my discomfort if someone says that rape victims are to blame for being raped.
- Talk to a friend who I suspect is in an abusive relationship.
- Get help and resources for a friend who tells me they have been raped.



73. Please read each of the following items and indicate how confident you are that you could engage in the described behavior.

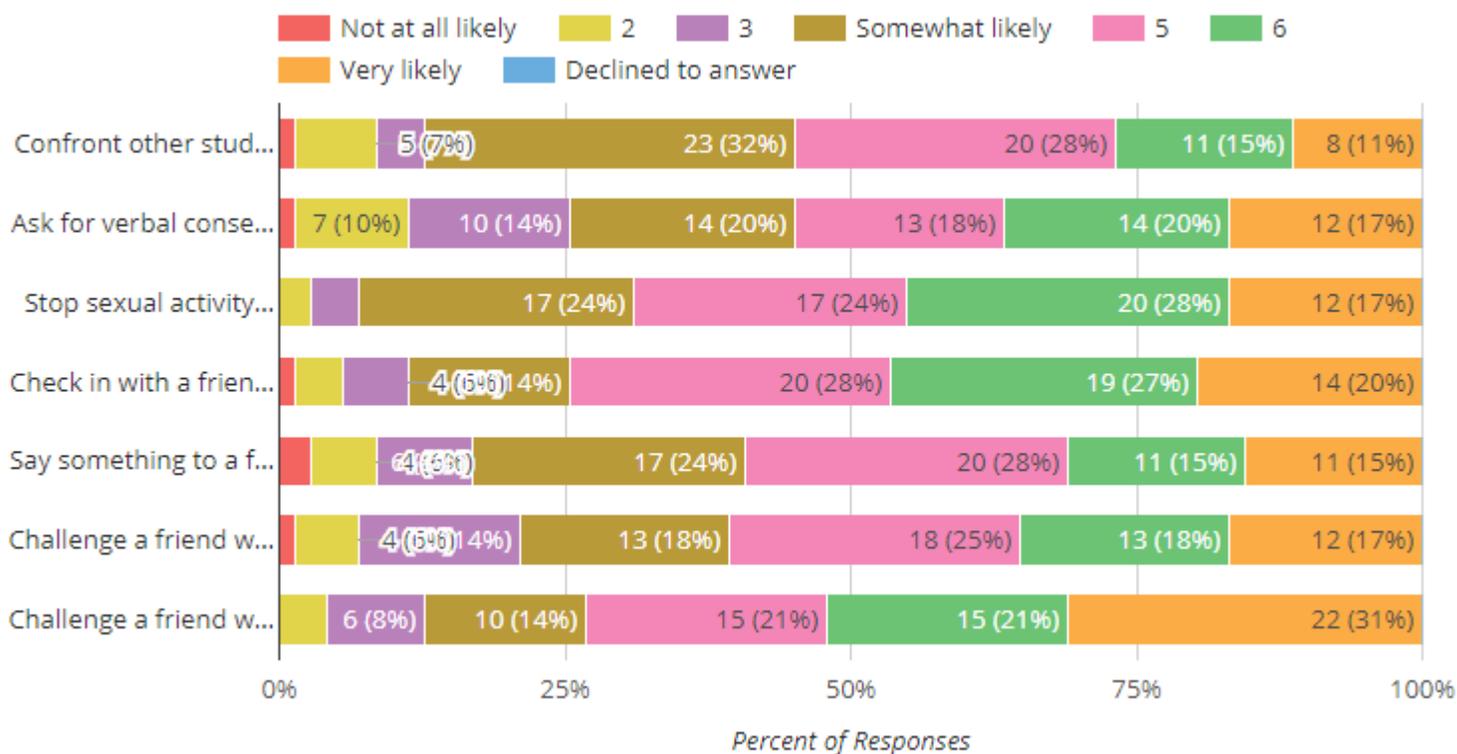
- Confront a friend who tells me that they had sex with someone who had passed out or didn't give consent.
- Tell a campus authority about information I have that might help in a sexual assault case even if pressured by my peers to stay silent.
- Speak up to someone who is minimizing or making attempts to excuse having force someone to have sex with them.
- Speak up to someone who is minimizing or making attempts to excuse having had sex with someone who was unable to give consent.



Section 10: Bystander Norms

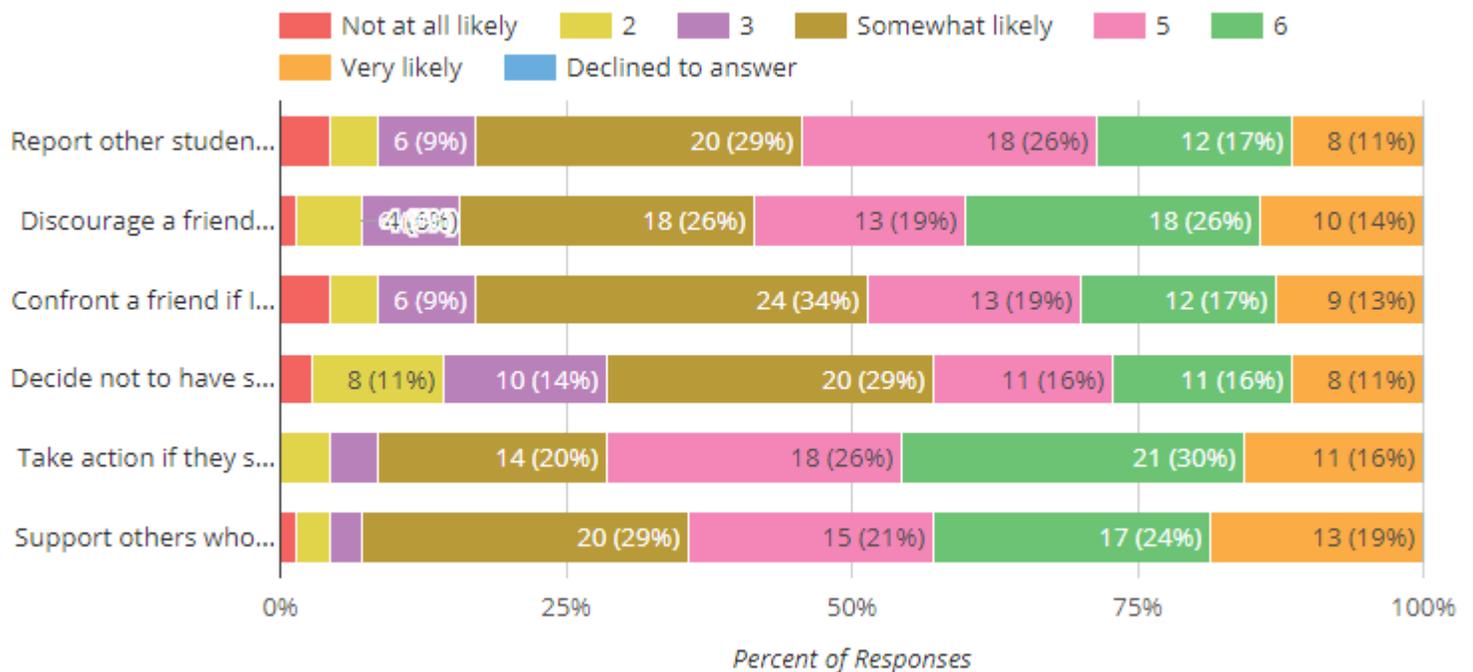
74. For the next few questions, based on behavior you have observed, how likely do you think most students at your school would be willing to:

- Confront other students who make inappropriate or negative sexual comments/gestures about a person.
- Ask for verbal consent when they are intimate with their partner, even if they are in a long-term relationship.
- Stop sexual activity when asked to, even if they are already sexually aroused.
- Check in with a friend who looks drunk when they go to a room with someone else at a party.
- Say something to a friend who is taking a drunk person back to their room at a party.
- Challenge a friend who made a sexist statement/joke.
- Challenge a friend who said something offensive about people who are lesbian, gay, bisexual, or transgender.



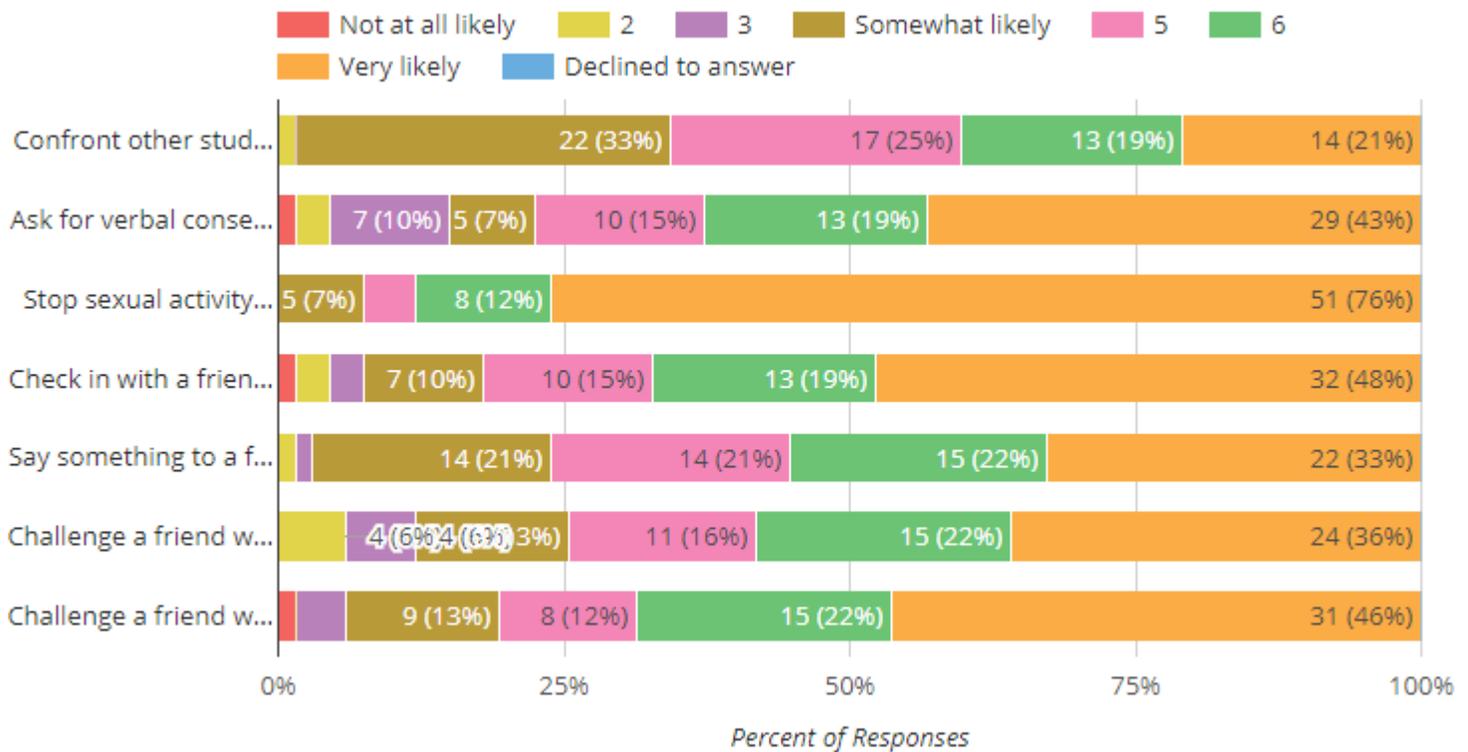
75. For the next few questions, based on behavior you have observed, how likely do you think most students at your school would be willing to:

- Report other students who use force or pressure to engage in sexual contact.
- Discourage a friend who plans to give someone alcohol to get sex.
- Confront a friend if I hear rumors that they forced sex on someone.
- Decide not to have sex with a partner if they are drunk.
- Take action if they saw someone trying to take advantage of another person sexually.
- Support others who confront harmful or problematic behavior.



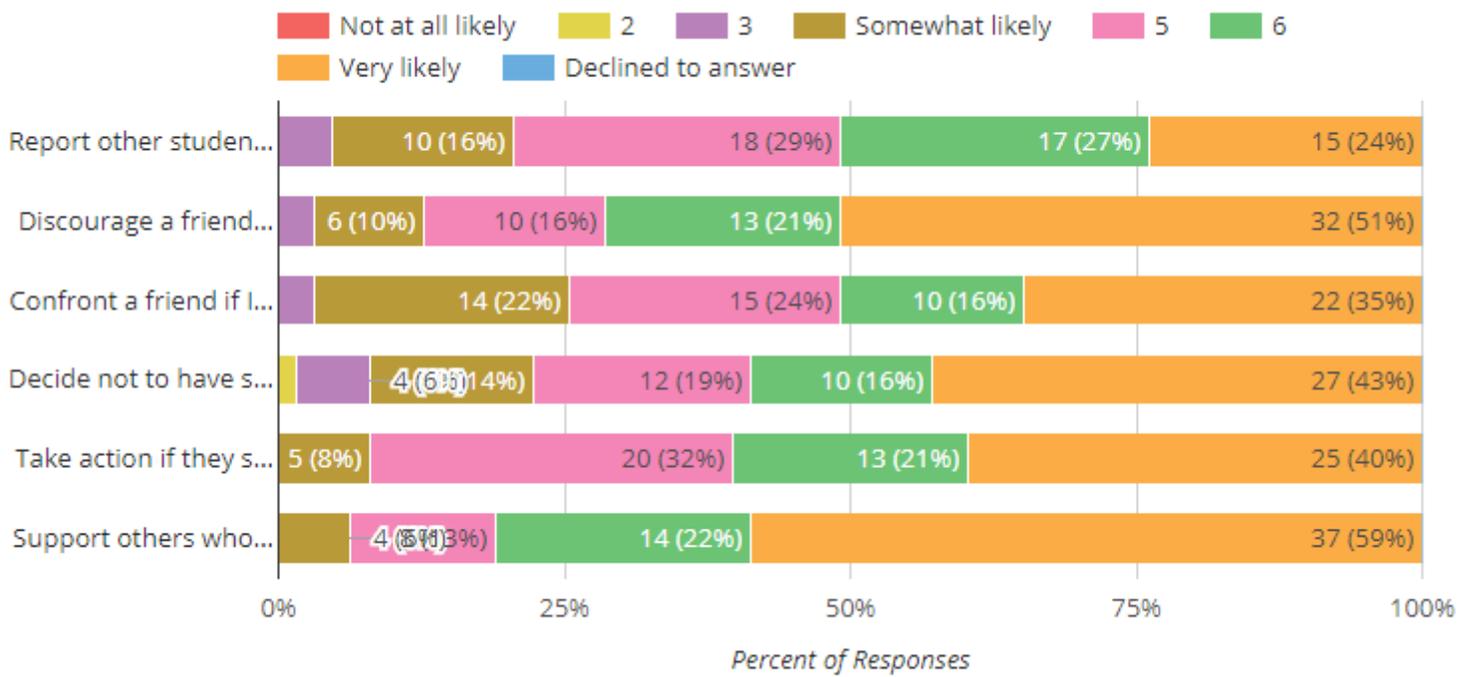
76. Please indicate how likely you are to engage in each of the following behaviors:

- Confront other students who make inappropriate or negative sexual comments/gestures about a person.
- Ask for verbal consent when they are intimate with their partner, even if they are in a long-term relationship.
- Stop sexual activity when asked to, even if they are already sexually aroused.
- Check in with a friend who looks drunk when they go to a room with someone else at a party.
- Say something to a friend who is taking a drunk person back to their room at a party.
- Challenge a friend who made a sexist statement/joke.
- Challenge a friend who said something offensive about people who are lesbian, gay, bisexual, or transgender.



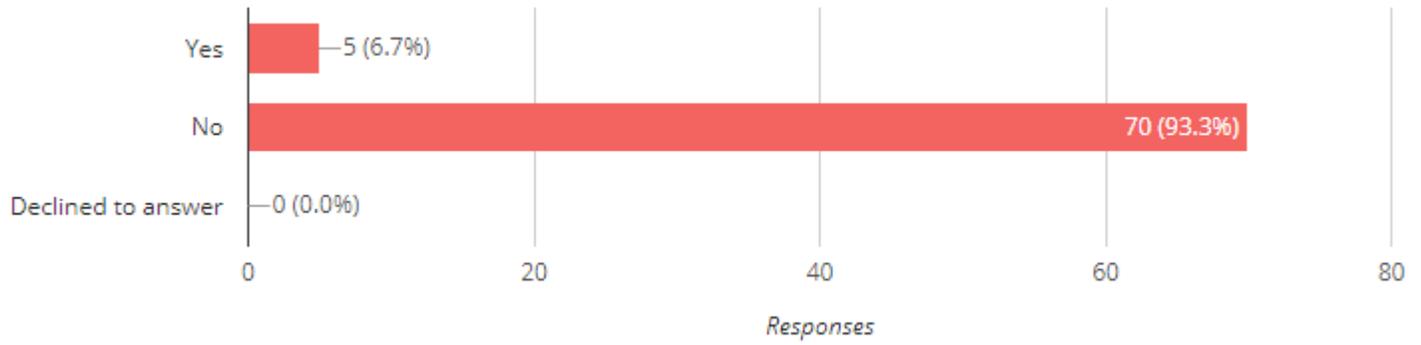
77. Please indicate how likely you are to engage in each of the following behaviors:

- Report other students who use force or pressure to engage in sexual contact.
- Discourage a friend who plans to give someone alcohol to get sex.
- Confront a friend if I hear rumors that they forced sex on someone.
- Decide not to have sex with a partner if they are drunk.
- Take action if they saw someone trying to take advantage of another person sexually.
- Support others who confront harmful or problematic behavior.



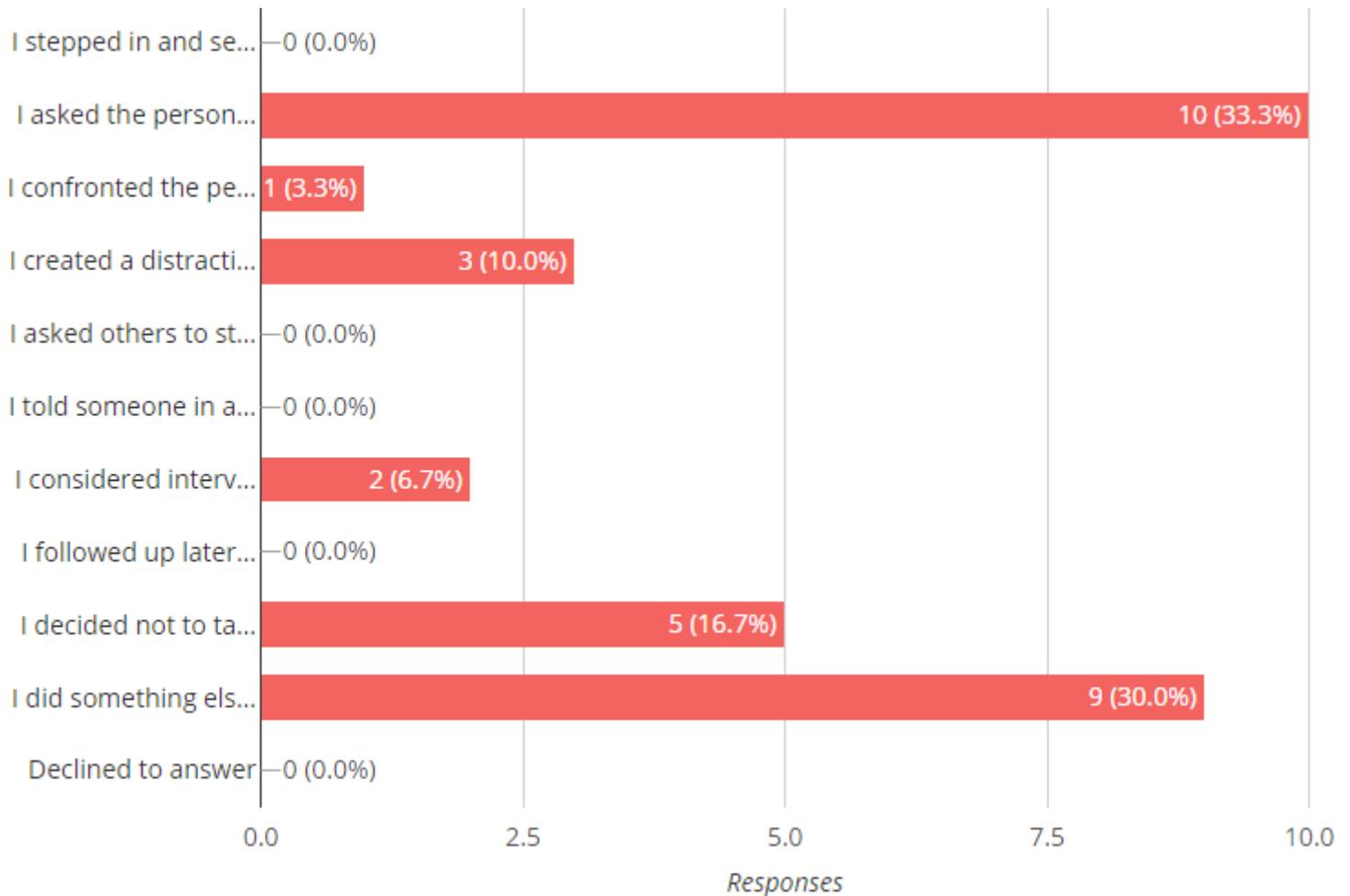
Section 11: Bystander Behaviors

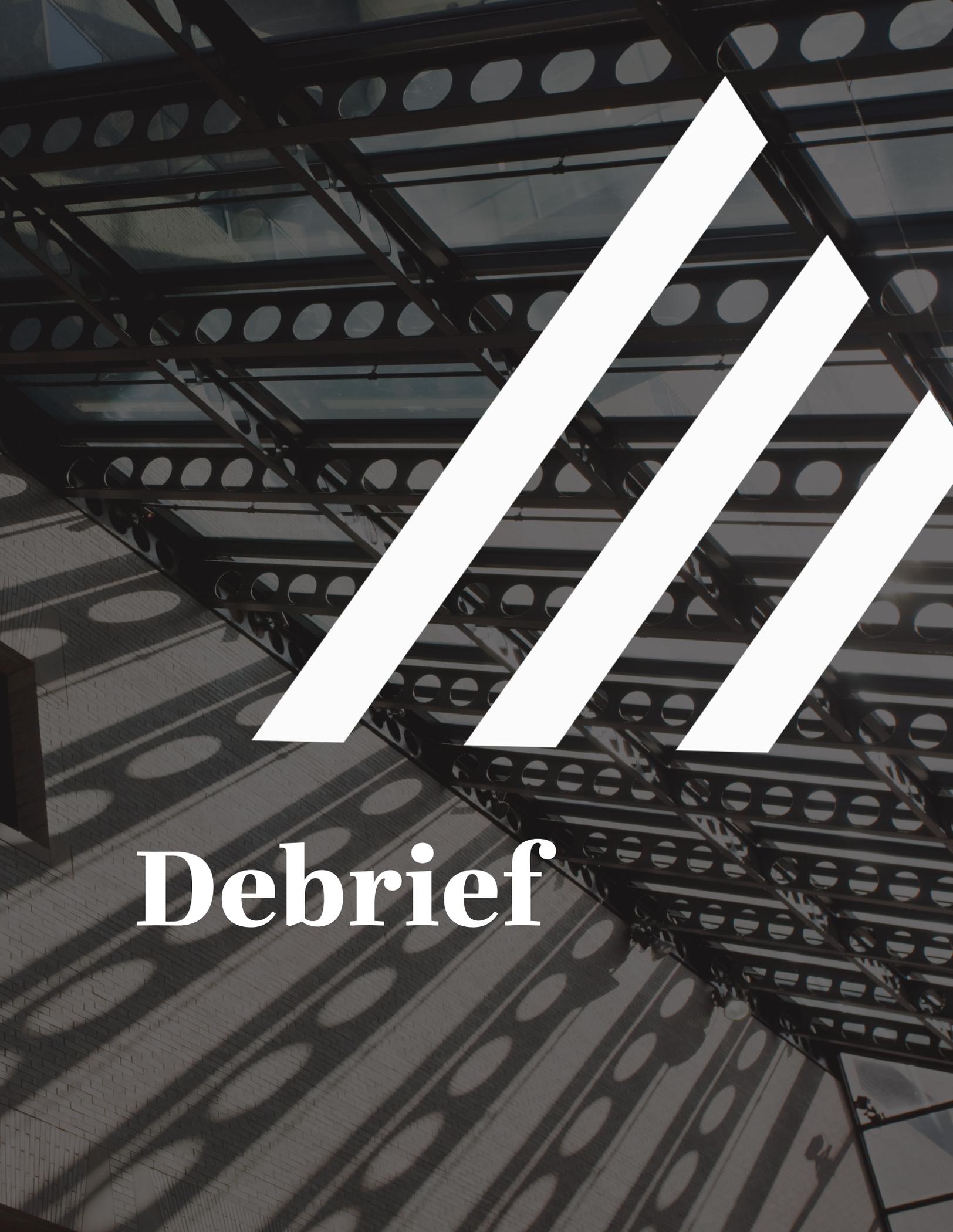
78. Since the start of this academic year, I have observed a situation that I believe was, or could have led to, a sexual assault.



79. Select the one response that most closely resembles your actions in response to this situation:

- I stepped in and separated the people involved in the situation.
- I asked the person who appeared to be at risk if they needed help.
- I confronted the person who appeared to be causing the situation.
- I created a distraction to cause one or more of the people to disengage from the situation.
- I asked others to step in as a group and diffuse the situation.
- I told someone in a position of authority about the situation.
- I considered intervening in the situation, but I could not safely take any action.
- I followed up later to check in with the person who appeared at risk.
- I decided not to take action.
- I did something else to address the situation (please specify)





Debrief

How We Will Use This Information

This survey assessed unwanted sexual experiences and intimate partner violence on your campus. The research will help us to answer the following questions: How often do unwanted sexual experiences happen on campus? What are the consequences? To whom do students report these incidents? How do students feel about the school's response to cases of sexual misconduct? How can prevention efforts be improved?

Answers to these questions will help us develop policies and prevention tools to reduce the number of these incidents in our community and to provide better support systems for people who have been victimized.

Confidentiality

Thank you again for your willingness to participate. As stated above, the information you have provided will be kept confidential and not linked to you in any way. To prevent anyone seeing your responses who has access to your computer (e.g., partner, roommate), you should delete your web browsing history. For information on how to do so, visit:

www.computerhope.com/issues/ch000510.htm

External Resources

If you are concerned about any of the topics covered in this survey, or if you would like more information or personal support regarding these topics, please contact one of the resources listed below.

LOCAL RELATIONSHIP VIOLENCE RESOURCE
NATIONAL RELATIONSHIP VIOLENCE RESOURCE
LOCAL SEXUAL ASSAULT RESOURCE
NATIONAL SEXUAL ASSAULT RESOURCE

Internal Resources

The School's Title IX Coordinator is responsible for coordinating the School's anti-Sexual Misconduct efforts, including training, education, and awareness initiatives and campaigns related to the prevention of Sexual Misconduct in the School Community. In addition, as described below, the Title IX Coordinator is responsible for assessing and investigating certain reports of Sexual Misconduct committed by members of the School Community, and for providing Reporting Individuals and/or victims with important information following disclosure of alleged incidents of Sexual Misconduct. Questions and inquiries regarding Title IX, including reports of incidents or questions about Sexual Misconduct, may be referred to the Title IX Coordinator, whose contact information is as follows:

Sandra Masur, PhD

Title IX Coordinator

Chair, Committee on Special Awards (CoSA)

Director, Office for Women's Careers IMSSM

Professor, Ophthalmology

Telephone: 212-241-0089

Email: sandra.masur@mssm.edu

Emergency Access to Title IX Coordinator

Reporting Individuals have the right to emergency access to the Title IX Coordinator, or in her absence, a representative from Mount Sinai Sexual Assault and Violence Intervention Program (“SAVI”), to:

1. Provide information regarding options to proceed;
2. Provide information on the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, in situations where there has been a sexual assault, and detailing that the criminal justice process uses different standards of proof and evidence, and that any questions about whether a specific incident violated the law should be addressed to law enforcement or to the district attorney; and
3. Explain whether he or she is authorized to offer the Reporting Individual confidentiality or privacy, and inform the Reporting Individual of other reporting options, including those described in this policy.

At the first instance of disclosure of a complaint/report of Sexual Misconduct by a Reporting Individual to the Title IX Coordinator, or in her absence, another appropriate School representative, the Reporting Individual must also be advised as follows:

“You have the right to make a report to university police or campus security, local law enforcement, and/or state police or choose not to report; to report the incident to the School; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from the School.”

Options for Reporting Sexual Misconduct

Reporting to Law Enforcement: Members of the School Community have the option of reporting Sexual Misconduct to law enforcement. Formal complaints of Sexual Misconduct can be made to local law enforcement authorities by contacting the NYPD (by calling 911 or reporting the crime to a local police precinct), the District Attorney of New York Sex Crimes Unit at (212) 335-9373, or the New York State Police Sexual Assault Victims Unit.

Reporting to the School Security Department: All complaints and reports of Sexual Misconduct that are made to the School Security Department will be forwarded to the Title IX Coordinator. The School Security Department can be reached by dialing 212-241-6068 or x46068.

Reporting to School faculty and staff: Reports of Sexual Misconduct can be made to any School faculty or staff member or the Title IX Coordinator. It should be noted, however, that School **Designated Officials** are required to forward all reports of Sexual Misconduct to the School’s Title IX Coordinator, and thus, cannot generally treat reports of Sexual Misconduct confidentially, unless the report was made to a School Designated Official: (1) in his or her capacity as a treating physician; (2) in his or her capacity as a professional licensed counselor and/or pastoral counselor who provides mental-health counseling to members of the School Community; or (3) through a public awareness or advocacy event (such as candlelight vigils, protests, or other public events). In such cases, the School Designated Official to whom the report was made is not required to forward the report to the Title IX Coordinator absent express permission from the victim, and can otherwise treat the report as confidential, and the School is not obligated to begin an investigation.

Other than the options for officially reporting Sexual Misconduct discussed above, a member of the School Community who believes s/he is a victim of Sexual Misconduct can take any/all of the following steps:

Evidence collection can be important in support of criminal charges, and accordingly, victims who may wish to pursue criminal action (or who wish to keep that option available) should be aware of the importance of immediately reporting the incident so that physical evidence can be preserved at the scene, as well as on the person assaulted. Although a delay in reporting could limit the amount of physical evidence available (which could impact a criminal investigation), victims can always report the incident, whether it be days, weeks, or months after the incident occurred. Additional information regarding sexual assault forensic examinations, as well as resources available through the New York State Office of Victim Services, can be found at: <https://ovs.ny.gov/>.

Evidence collection is only one aspect of the sexual assault medical follow-up care a survivor is entitled to receive if he or she decides to access services. A full physical examination, certain prophylactic antibiotics and anti-viral medications, pregnancy prevention medication (Plan B), and other procedures will also be offered during the victim's hospital visit.

Celebrating
50
years
1968-2018



Icahn School
of Medicine at
**Mount
Sinai**

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