# Sexual Assault Prevention Breakout Session

CALLIE FERGUSON; SARAH NELSON, M.A.; KATIE SECREST; ANA PAULA LIMA, M.A.; LEYLI BEIMS UKENS; JERICHO HOCKETT, PH.D.; DAVE PROVORSE, PH.D.

# History of Sexual Assault Prevention at Washburn University

❖ Faculty and students of Washburn University's Psychology Master's Program have provided programs on campus since 2014

❖ Presentations have been designed to provide education on topics including:
  ❖ Consent to Sexual Activity
  ❖ Bystander Intervention
  ❖ Healthy Relationships/Communication
  ❖ Sexual Minority and Gender Diversity

❖ These programs have been designed to educate students on topics including:


❖ Audiences have included:
  ❖ Members of the Greek community (sorority and fraternity members)
  ❖ Students enrolled in WU 101 College Experience
  ❖ Student Organizations
  ❖ Campus-wide presentations
  ❖ Community-based groups (e.g.; parent groups, teachers, local schools)

# Grants: Department of Justice Office of Violence against Women Grant (OVW)

❖ $300,000 for 36 months, renewable

  ❖ Grant goals

  1. Develop a comprehensive, coordinated response to sexual assault on campus.
  2. Empower students with education and training to prevent sexual assault.
  3. Support survivors, bystanders, and allies with campus and community resources.
  4. Develop effective systems and improved reporting for investigation and enforcement of sexual assault to ensure accountability.

  ❖ Grant requirements

  1. Create a Coordinated Community Response Team (CCRT)
  2. Develop a comprehensive prevention program including mandatory incoming student program, ongoing campus community program, and bystander intervention program
  3. Provide ongoing training to all campus law enforcement
  4. Provide ongoing training to all participants in the disciplinary process
  5. Provide confidential victim services and advocacy
  6. Participate in ongoing mandatory and proactive Technical Assistance events
  7. Hire a full-time grant coordinator

# Grants: Federal Victims of Crime Act Victim Assistance Grant (VOCA)

❖ $55,000+ Washburn University 20% matching funds
  - ❖ Purpose: To provide victim advocacy services by hiring a designated, confidential victim advocate
    - ❖ Replaced with permanent, non-grant-funded position housed in university Counseling Services
    - ❖ Victim Advocate coordinates ongoing sexual assault prevention and intervention programming

# Grants: Recommendations

1. Start with known interested parties

2. Anticipate low inertia among administration

3. Identify and communicate with stakeholders to build support

4. Anticipate external hire of grant coordinator

5. Anticipate external grant support's end: focus on sustainability

# Coordinated Community Response Team (CCRT)

❖ A multidisciplinary team dedicated to sexual assault education, risk reduction, and response in order to support and sustain a culture of consent and safety at Washburn University

    ❖ Representatives

        ❖ University: law enforcement, disciplinary boards, counseling services, victim services, university counsel, student affairs, Title IX, athletics, student success and retention, diversity and inclusion, faculty, administration

        ❖ Community: YWCA Center for Safety and Empowerment, Kansas Attorney General Victim Services Division

    ❖ 8 meetings per year to review relevant issues, develop/ plan/ coordinate/ assess programming, share resources/information, and network

# Consent

❖ We encourage audience participation, open communication, and opposing ideas while laying ground rules to maintain an atmosphere of sensitivity and respect.

❖ We emphasize an empirical basis.
- ❖ We discuss national as well as local statistics.
- ❖ We acknowledge and explain gender biased language.
- ❖ We address university policy and incorporate it when possible while still providing information consistent with the research.

❖ We define consent using four components:
1. **L**imited
2. **A**ctive
3. **W**illingly Given (Alcohol and Drugs)
4. Able to be **W**ithdrawn

❖ "Consent is **LAWW** at Washburn."

# Consent

# Consent - Small Group Vignettes

How are elements
of consent present, absent, or
being violated in your vignette?

**L**imited

**A**ctive

**W**illing

**W**ithdrawn

Which of the bystander
approaches would you use to
intervene?

- Distraction
- Friendship
- Empathy
- Ask Directly

- Refer to an Authority
- Enlist Others
- Speak for Yourself
- Use Humor

# Bystander Intervention

❖ Bringing in the Bystander™ (BiTB) program adopted by CCRT based on body of empirical evidence supporting its efficacy

  ❖ In-person skill-based learning sessions targeting undergraduate students with focus on healthy relationships

  ❖ Learning Objectives:

    ❖ Develop skills for teaching both direct and indirect intervention while keeping bystander's own safety in mind.

    ❖ Increase knowledge of scope and causes of sexual violence.

    ❖ Increase sense of responsibility for creating change in one's community.

    ❖ Increase recognition of inappropriate behavior along the continuum of sexual and relationship violence and how to respond to it safely and appropriately.

  ❖ OVW Grant purchased materials + 8-hour "train-the-trainer" session with BiTB facilitators and ~30 campus community members (~$12,000)

  ❖ Trainers facilitate ongoing revised "BODStander" curriculum and skill shops

    ❖ More recent national-news-making example cases

    ❖ Gender-neutral scenarios

# Bystander Intervention

❖ We place an emphasis on contextually appropriate content for our audiences.

❖ We emphasize the positive impact that bystanders can have on situations.

❖ We aim to develop a "toolbox" of skills with participants that they can use in a multitude of situations and be helpful.
  - ❖ Delegate
  - ❖ Be a friend
  - ❖ Use humor
  - ❖ Interruption
  - ❖ Refer to authority
  - ❖ Enlist others
  - ❖ Personal safety
  - ❖ Speak for yourself

❖ We encourage audience members to participate in activities and practice using "toolbox" skills.

❖ Bystander research shows:
  - ❖ You must be aware of the problem and recognize the negative impact on the victim.
  - ❖  Being asked by another individual to help makes you more likely to help.
  - ❖ People who witness prosocial interventions are more likely to effectively intervene in the future.
  - ❖ The more people are present, the lesser the likelihood of a bystander effectively intervening.
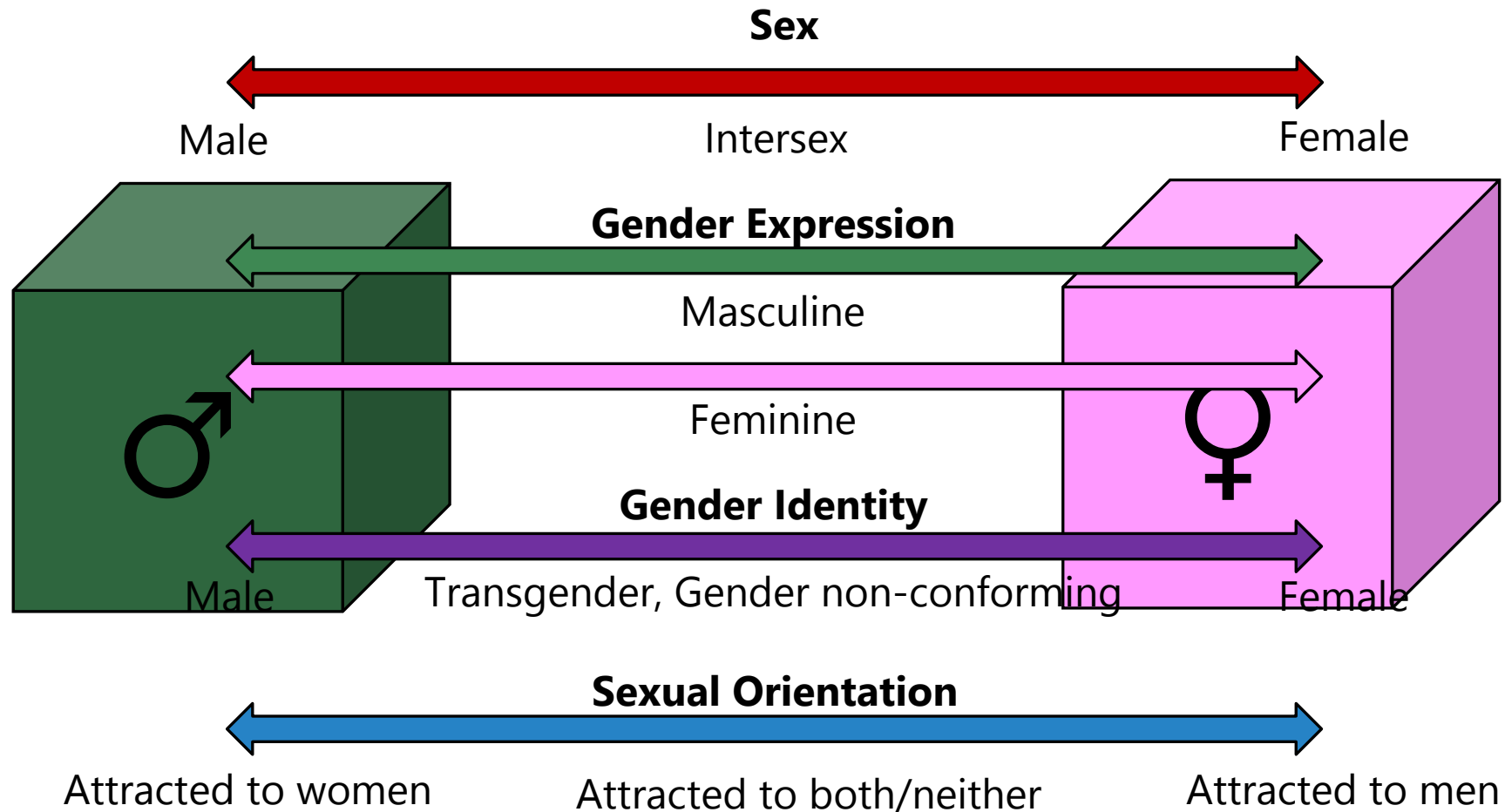
# Bystander Intervention
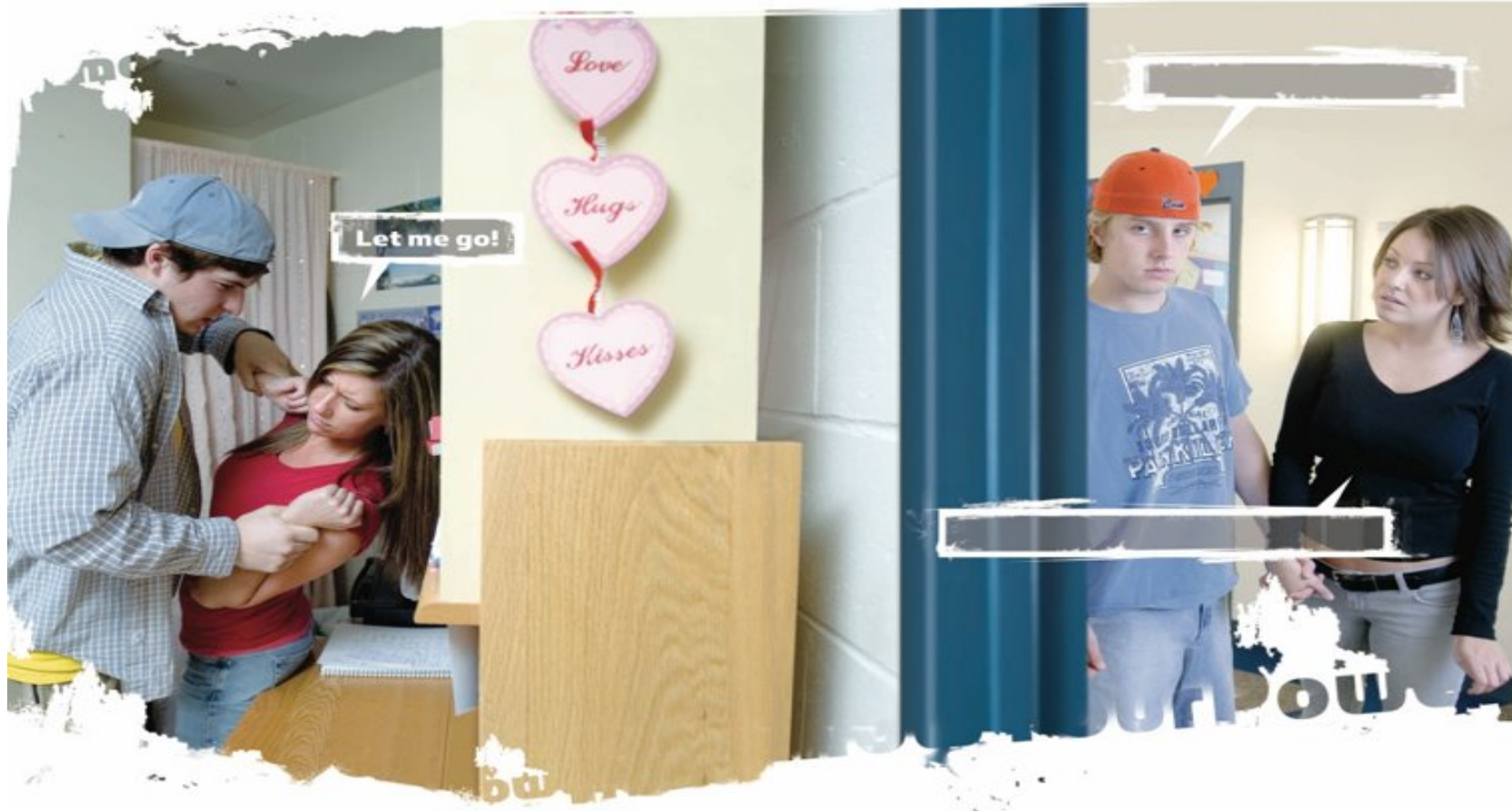
# Bystander Intervention

# Healthy Relationships: Components

❖ Gender identity/ Diversity
  ❖ Self-identity serves as the cornerstone of psychological health
  ❖ With support, encouragement, and advocation for individual rights to self-expression we can improve not only the psychological health of individuals, but also the health of communities and society

❖ Healthy communication
  ❖ Talk about what a healthy relationship looks like to viewers, and then divulging into identifying potential  unhealthy relationships
  ❖ Relationship types focused on here are healthy, destructive, and interfering

❖ Personality, attachment, and temperament influences on relationships

# Healthy Relationships: Gender Identity/Diversity

❖ Explain the difference between Sex and Gender
  ❖ Sex: Biologically assigned to us from parents and/or medical professionals at birth using X and Y chromosomes, and based off our primary sex characteristics
  ❖ Gender: Socially and culturally associated with being more "masculine" or "feminine", but is ultimately decided by the individual

❖ Discussion of how everything exists on a normal distribution- except for gender
  ❖ Myths of binary gender are discussed including a variation within and outside of this binary view
    ❖ Genetic, hormonal, physical traits
    ❖ Agender, Gender nonconforming

▪ There is a  separation between gender identity and sexual orientations
  ▪ Cisgender pansexual female
  ▪ Male to female transgender who is romantically attracted to women
  ▪ Agender bisexual person

# Healthy Relationships: Gender Identity/Diversity

**Sex**

Male          Intersex          Female

**Gender Expression**

Masculine

Feminine

**Gender Identity**

Male       Transgender, Gender non-conforming       Female

**Sexual Orientation**

Attracted to women      Attracted to both/neither      Attracted to men

# People Try to Guess the Sexual Orientation of Strangers

# Healthy Relationships: Communication

❖ Defining different types of relationships
  ▪ Healthy relationships: relationships that are consistent with each person's values and maintains mutual respect, support, and trust.
    ❖ Destructive relationship: relationship that has the quality of destroying or completely spoiling the quality of the relationship or other aspects of yourself (happiness, safety, self-esteem, etc.)
    ❖ Interfering relationship: Relationships that block or make difficult Your pursuing goals that are important to you, ability to enjoy life and things you like doing, your relationship with other persons, or the welfare of others that you love

❖ All relationships exists on a spectrum from healthy to abusive with unsatisfying somewhere in the middle

❖ A key component of having a healthy relationship is knowing what your own values are
  ❖ Value: A person's standards of behavior and judgement on what is important in life
  ❖ Negotiable and Non-negotiable values

# Healthy Relationships: Communication

POWER AND CONTROL WHEEL
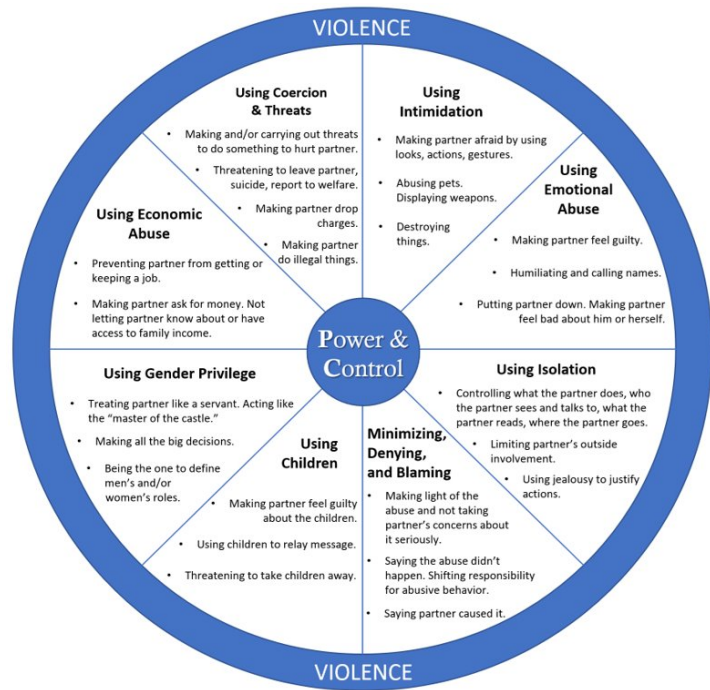
EQUALITY WHEEL

# Healthy Relationships: Personality Influences

❖ Based on the parenting styles we received, and the attachment styles we developed, we may come to relationships with an unmet need
  - ❖ THIS CAN CHANGE! Attachment styles are not permanent
  - ❖ We need to be aware of our own "unmet needs" in order to communicate our expectations to our partners in a relationship

❖ Attachment styles Exist on a continuum:
  - ❖ High Avoidance/Low Anxiety: Dismissive
  - ❖ High Avoidance/ High Anxiety: Fearful
  - ❖ Low Avoidance/ Low Anxiety: Secure
  - ❖ Low Avoidance/ High Anxiety: Preoccupied

❖ Questions to Explore:
  - ❖ What do I expect from others in a relationship?
  - ❖ What do others expect from me in a relationship?
  - ❖ What patterns have you noticed in your relationships?

# Healthy Relationships: Effective Communication

- ❖ Identified attachment styles and values that influence our communication styles
  - ❖ Provided opportunities of self-awareness
  - ❖ Provided awareness of how communication of others' is influenced by their attachment style and values
  - ❖ Understanding that "mismatches" in values/attachment styles may be a source of conflict
    - ❖ Then, teaching how to communicate with individuals with different values and attachment styles to avoid conflict
- ❖ Communication techniques
  - ❖ Tips for assertive, not aggressive communication
  - ❖ "I-statements"
  - ❖ Vignettes practicing skills

# Research: Prevalence

❖ Prevalence of sexual assault and intimate partner violence at Washburn University (Moss, 2014)

    ❖ 139 students surveyed

        ❖ 32% reported perpetrating sexual coercion

        ❖ 20% reported experiencing sexual coercion

# Research: Identification

❖Identification of consent components (Lima, 2018)

 ❖Participants were asked to read vignettes of an individual whose consent is violated

  ❖Characters in vignette were referred to by initials: gender of characters was not defined

   ❖Four vignettes presented: each vignette had one component of consent violated; everything else in the vignette was the same

 ❖Participants were asked to:

  ❖Identify what component of consent was being violated

  ❖Assume the gender of the perpetrator and the victim

   ◦ Results: Women were better at recognizing a violation of consent and could more accurately identify the components of consent compared to men. Most men and women identified the perpetrator in the vignettes as male, regardless of sexual orientation; however, women were more likely to identify the perpetrator as male.

# Research: Behavioral (Confederate Study)

❖ Confederate played role of student whose consent was recently violated

 ❖ Disclosed violation to participant during an icebreaker activity

❖ In-study measures:

 ❖ Warmth participant felt towards confederate after disclosure

 ❖ Desires to interact with participant

 ❖ "The Sharing Game": provided economic choices to see if participant would respond competitively or optimally to confederate in sharing of resources

❖ After interaction, recorded comfort level interacting with participant, ability to identify resources, willingness to assist confederate in accessing certain resources (counseling services), and willingness to stay in touch

# Research: Behavioral (Confederate Study)

❖ <u>Results:</u> Participants with sexual assault education tended to:

  ❖ Rate the confederate more warmly

  ❖ Express greater desires for interaction

  ❖ Share resources more optimally

  ❖ Appear more comfortable

  ❖ Engage in more helping behaviors

  ❖ Identify more violations of more consent components

# Helpful Hints and Lessons Learned

❖ Handle triggering material - depending on audience, some individuals may have had experience with sexual assault
- ❖ Our strategy: speak at the beginning that students may disengage or leave the room if needed
  - ❖ Emphasis the sensitivity to language and seriousness of the topic

❖ Interacting with survivors:
- ❖ Intentionally address it, then move on to the main subject
  - ❖ Want to avoid blaming victim
  - ❖ Instead, focus on support and ways to help

# Helpful Hints and Lessons Learned

❖ Be prepared for varying responses, both positive and negative
  - ❖ Addressing questions surrounding substance use and sexual activity
  - ❖ Biased language
    - ❖ Reinforced that other gender dynamics (e.g., female perpetrator, male victim, etc.)
    - ❖ Emphasize assault also occurs in LGBTQ+ community
  - ❖ Speak with organizers beforehand in order to set boundaries for them and ourselves
    - ❖ Communicates a unified approach to the presentation
    - ❖ Discuss: how to handle students exiting the room during presentations

# Strategies that Work

❖Vignettes
  ❖Allows students to engage at a distance rather than bringing up personal stories
  ❖Opportunity to practice and "test out" skill before applying it into the real world

❖Provide multiple resources, both in presentation and in handouts

# Challenges

❖ Culture Change:
  ❖ Sexual assault is defined in terms of consent: Sexual assault is defined as different types of non-consensual acts
    ❖ Lack of consistent definition
    ❖ Possible solution: define consent according to its components: Limited, Active, Willingly given, and Withdrawn

  ❖ Consider impact of Social Scripts:
    ❖ Cultural expectations of sexuality are a strong influence on the occurrence and prevalence of sexual assault
      ❖ i.e., women as gatekeepers
    ❖ Drinking
    ❖ Socially acceptable behavior – alcohol is #1 date rape drug

❖ Marginalized Groups
  ❖ Training targeted for Western culture
    ❖ Views on sexual activities and social scripts vary by culture

  ❖ Heteronormative social scripts
    ❖ Few empirical studies focused on marginalized groups

# Future Directions

❖ Intersectionality
  - ❖ Tailor the presentation to those who "check multiple boxes"

❖ Addressing cultural differences
  - ❖ How to handle push-back when some behaviors are deemed normal/acceptable (e.g., catcalling)

❖ Research
  - ❖ Statistics of assault in other gender dynamics

❖ Community Outreach
  - ❖ Attempts to expand work into the community by contacting local schools
  - ❖ Attempts to adjust presentations to a younger audience (I.e. changing sexual assault stories to bullying)

# References

Jozkowski , K., N. and Peterson, Z., D. (2013). College students and sexual consent: Unique insights. *Journal of Sex Research*, *50*(6), 517-525. doi:10.1080/00224499.2012.700739:

Lisak, D., Gardinier, L., Nicksa, S. C., and Cote, A. M. (2010). False allegations of sexual assault: An analysis of ten years of reported cases. *Violence Against Women*, *16*(12), 1318-1334. doi:10.1177/1077801210387747

Moss, C. (2013, November). *Dating violence, is it the norm? Prevalence rate among university students.* Poster presented at the Washburn University Day of Transformation, Topeka, KS.

Planty, M., Langton, L., & Stroop, J. (2016). *Campus climate survey validation study: Final technical report*. Washington, DC: Bureau of Justice Statistics Research and Development Series.

Shook, N. J., Gerrity, D. A., Jurich, J. , & Segrist, A. E. (2000). Courtship violence among college students: A comparison of verbally and physically abusive couples. *Journal of Family Violence, 15,* 1-22.

Yoo, H., Bartle-Haring, S., Day, R. D., & Gangamma, R. (2014). Couple Communication, Emotional and Sexual Intimacy, and Relationship Satisfaction. *Journal Of Sex & Marital Therapy*, *40*(4), 275-293. doi:10.1080/0092623X.2012.751072

# Questions?