Sexual Assault Awareness & Consent Education as Tools for Campus Culture Change
INTRODUCTIONS
WHAT IS SEXUAL ASSAULT AWARENESS?
Sexual Assault Awareness Is...

Programs, trainings, or events that provide awareness on the meaning of consent, the prevalence of, and policies related to campus sexual assault.

Components:

- Programs:
  - What are your rights?
  - How is your school providing this information?
  - How often do you receive this information?
- Events:
  - How do you make people aware of this issue?
- Trainings:
  - Who is at the table to provide the information you do have to the rest of your campus community?
NATIONAL POLICIES & PROTECTIONS FOR SURVIVORS
Definitions

Sexual Assault
- Sexual contact or behavior that occurs without explicit consent of the victim
- Includes rape and unwanted sexual touching, among others

Sexual Harassment
- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment
- Does not have to be of a sexual nature; can include offensive remarks about a person's sex in general

Dating Violence
- Physical, sexual, emotional, or verbal abuse from a romantic or sexual partner
- Includes emotional/verbal abuse, sexual assault/rape, and physical abuse
Definitions

Domestic Violence
- Pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship
- Includes the use of physical and sexual violence, threats and intimidation, emotional abuse and economic deprivation

Stalking
- Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress
Federal Laws that Protect You on Campus

Title IX

- Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in federally funded educational programs and activities.
- Title IX declares that sexual harassment and sexual violence are prohibited forms of gender discrimination.
- Sex discrimination can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

(a) General. Except as provided elsewhere in these Title IX regulations, no person shall, on the basis of sex, be excluded from participation in, be subjected to discrimination under any . . . education program or activity operated by a recipient that receives Federal financial assistance.
Federal Laws that Protect You on Campus

**Violence Against Women Act***
The Violence Against Women Act (VAWA) is a federal law that supports response to crimes of domestic violence, sexual assault, dating violence and stalking. It was signed into law in 1994 and has been reauthorized in 2000, 2005, and 2013.

*It is up for reauthorization now.

**Clery Act**
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information.

The Violence Against Women Reauthorization Act amended the Jeanne Clery Act to afford additional rights to campus victims of sexual assault, domestic violence, dating violence, and stalking.
How These Laws Support Campuses

Prevention Education
Institutions are required to provide to students and employees, on an introductory and ongoing basis, prevention and awareness programs on the crimes covered above. These programs must include material on bystander intervention and risk reduction.

Student and Employee Rights
Institutions must provide victims of the crimes covered above with a written explanation of their rights. These rights include the option for a relocation/change of housing, transportation, or academic course assignment. They also include access to counseling services, legal services, and law enforcement notification.

Disciplinary Proceedings
All disciplinary proceedings must be conducted by trained parties at the institution — either individuals or panels of trained persons. Proceedings are required to be prompt, fair, and impartial, and must confer certain procedural rights to both the accuser and the accused.
WHAT IS CONSENT?
Consent is needed to participate in any sexual activity.

It is the permission that is or is not given for something to happen. Consent is about communication and respect for people’s boundaries and bodies.

- If someone is under the influence, they cannot consent.
- You always have the right to say no. A “yes” given under pressure is not consent.
- The lack of a “no” is not consent. If someone seems uncomfortable or hesitant, ask how they are feeling.
- A “yes” once does not mean there is ongoing consent. Check in with your partner to confirm that they are still enthusiastic about what you are doing.
Full Group Discussion

- What are the benefits of asking for consent?
- Why is building a culture of consent important?
- What are common myths people have about consent?
Small Group Discussion

With your table, discuss the following based on the answers on the board:

- Where do we see any of the issues with consent in our campus community?

- How are these issues handled in our community? Do the current practices work? If not, how would we change them?
Next Steps

As a full group, discuss:

- How do we build a culture of consent and build safer spaces?

- What are some ways that we can hold each other and our peers accountable for changing our campus culture?

**The legal definition of consent may vary. Visit apps.rainn.org/policy/ to find your state's law!**
SEXUAL ASSAULT AS A PUBLIC HEALTH ISSUE
Mental Health & Sexual Assault

- Women who are sexually assaulted or abused are over twice as likely to have PTSD, depression, and chronic pain following the violence as non-abused women (Woods et al., 2005).

- An estimated 40% of rape victims suffer from severe emotional distress (requiring mental health treatment) (Miller, Cohen, & Rossman, 1993).

- 34.1% of students who have experienced sexual assault drop out, higher than the overall dropout rate (Mengo & Black, 2015).

- More than 40% of college students who were sexually victimized also reported experiences of institutional betrayal (Freyd, 2018).
Neurobiology of Trauma

Trauma

- An event that combines **fear, horror, or terror** with actual or perceived lack of control. Trauma is often a life-changing event with **negative, sometimes lifelong** consequences.

Neurobiology of Trauma:

- When we experience fear, our body releases a chemical that impairs our prefrontal cortex, where all of our logical decisions are made.
- **What**: how our bodies, including our brains, respond to trauma
- **Who**: individuals who experience trauma
- **Why**: neuroscience suggests that many common victim responses are the result of fear and trauma, not deception
Neurobiology of Trauma

Fear
Stress
Terror

Details
Remembered

https://www.youtube.com/watch?v=vdx2E5wArt8
Neurobiology of Trauma

How it may present in a survivor:

- May result in a flat affect
- Fragmented and disorganized memory
- Rapidly changing emotions/mood swings

https://nij.gov/multimedia/presenter/presenter-campbell/Pages/welcome.aspx
Institutional Betrayal

Wrongdoings perpetrated by an institution upon individuals dependent on that institution, including failure to prevent or respond supportively to wrongdoings by individuals (e.g. sexual assault) committed within the context of the institution.
Effects of Institutional Betrayal

Smith & Freyd, 2013:

Those who experienced institutional betrayal reported greater:

- Anxiety
- Trauma-specific sexual symptoms
- Dissociation
- Problematic sexual functioning

DARVO

Defend, Attack, Reverse Victim & Offender
Effects of DARVO

Cameron, 1994:
- 72 sex abuse survivors
- 44% experienced complete denial by perpetrators
- 22% accused of misunderstanding
- 44% told they were crazy
- Harsey, Zubriggen and Freyd, 2017:
  - 138 students

Results: the greater the DARVO exposure, the more likely the confronter experienced self-blame. But higher exposure to apology phrases was not related to participants’ self-blame.

Activity

Watch the following clips and think about ways the characters are exhibiting DARVO or experiencing Institutional Betrayal.
Real Life Example: Eighth Grade Car Scene

https://www.youtube.com/watch?v=NKmEidxrzoA
Real Life Example: R. Kelly

https://www.youtube.com/watch?v=dq985cH84LQ
Discussion

- What stands out to you about these examples?
- Do these examples resonate with your experience on campus?
- How does secondary victimization, institutional betrayal, or DARVO impact someone who has already experienced trauma?
- What are some things your school is doing to help spread awareness of this violence?
CREATING EFFECTIVE SEXUAL ASSAULT AWARENESS PROGRAMS
A Comprehensive Program Will Include:

- Ongoing Training in different areas of sexual assault awareness.
  - Ex: school procedures, available resources on and off-campus, etc.

- Training for specific campus groups/communities. Ex: greek life, athletics, freshman vs. seniors, multicultural centers, etc.

- Policies and Laws explained - both national, local, and on campus.

- Awareness Activities funded by the school and developed with students.

Talk to your school about what they are doing to combat sexual assault!
QUESTIONS?
THANK YOU!

FOR MORE INFORMATION VISIT ITSONUS.ORG