SPECTRUM OF CAMPUS SEXUAL ASSAULT PREVENTION

Coordinated Community Response to Sexual Assault on College Campuses

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The Coordinated Community Response Team (CCRT) is presented as an effective partnership in the developing awareness and prevention campaigns related to sexual assault within communities. The CCRT, as a partnership between multiple agencies within the community is highlighted, with the CCRT in Northeast Louisiana and the University of Louisiana at Monroe’s involvement in this initiative being showcased. Amidst the university’s work on campus and in the community to address sexual assault, new legislation and legal requirements for investigating, processing, and reporting acts of sexual victimization on campus have transformed the role of the university’s CCRT, making its mission all the more important, both internal and external to the campus. The result is a genuine partnership between practitioners and researchers, on and off campus, who work together to provide public awareness, prevention, first-responder, and intervention services in a comprehensive manner throughout Northeast Louisiana.

Goals of the Paper:
1. Provide an overview of the extensive partnerships that constitute the CCRT related to the Violence Prevention and Intervention Program.
2. Discuss legislation and developments in Louisiana and the United States related to response to campus sexual assault.
3. Provide an overview of types of awareness programs and prevention training.
Developing a Psychoeducational Intervention Model following Gender-based Harassment on Campus

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The Student Incivility Program on Ohio State’s campus in Columbus, Ohio, USA is currently in the pilot phase of development, and will be the first program of its kind in the US. The program was first initiated out of The Office of Student Life Student Advocacy and has since collaborated with Student Life Student Conduct, Counseling and Consultation Services, and the Office of International Affairs at Ohio State to develop an indicated prevention model of support (ie. tertiary prevention) for those men who have been found in violation of the sexual misconduct policy in the Student Code of Conduct. Evidenced by research on healthy masculinities, gender-based and sexual harassment, the development of sexually coercive behavior, and sexual violence intervention and prevention, this program helps identify risky-behaviors requiring a higher level of care and community safety issues, while providing a 13-week psychoeducational workshop for men who have enacted gender-based harassment on campus. Modeling evidenced-based designs of existing programs for incarcerated persons (ie. Ward, Mann, & Gannon, 2007), as well as varying curriculums focused on the development of pro-social competencies (ie. Goldstein, 1999; Gundersen, Stromgren, & Moynahan, 2013), the psychoeducational workshop is media driven and relies on a holistic understanding of gender-based violence and harassment that serves to intervene and disrupt behaviors before they develop into more severe violations. The workshop contains 13-modules developed within a wellness framework that includes goal setting and the identification of values; sex education; skills for conflict management and dating; empathy development; sociocultural explorations of gender in regards to power and control; and, bystander intervention.

The presenters for the ATSA workshop will lecture and encourage participant discussion around the program’s planning and development, multicultural-related issues, and specific considerations for future implementation of similar programs on other campuses and within off-campus initiatives.

Goals of the Paper:
1. Participants will understand the psychoeducational format, goals and objectives;
a. Identify and address the need for the program
b. Address the relevant research related to behavior and psychosocial history that correlates with sexual harassment, sexual coercion, and sexual assault
c. Present the psychoeducational format
d. Review the goals and objectives for the workshop
e. Identify and incorporate the relevant research related to the topic of educating and preventing future sexual harassment following a prior incident

2. Participants will engage in conversation focused on the psychoeducational and cognitive approaches to engaging men in their own restitution work;
   a. Engage audience in dialogue around the multicultural and gender issues relevant to the population
   b. Identify the empirical evidence supporting the cognitive and psychoeducational approaches utilized within the workshop
   c. Present intervention strategies for engaging men in their own restitution work following prior existing incidences of gender harassment
   d. Identify challenges to engaging men while presenting ways of negotiating obstacles

3. Participants will identify considerations for future implementation of similar programs
   a. Review developmental process, as well as the challenges and obstacles presented throughout the planning and pilot phases of the program
   b. Offer dialogue around creative ways of implementing future programs

References