OVERVIEW: CAMPUS SEXUAL VIOLENCE PREVENTION

Sexual violence is a serious public health issue that affects all communities. As many as 1 in 5 women are sexually assaulted in college (Krebs, Lindquist, Warner, Fisher, & Martin, 2007), and while in college, one in 16 men have been victims of an attempted or completed assault (Krebs et al., 2007). Research shows male college students are less likely than female college students to report an assault (Banyard et al., 2007). This comprehensive overview will focus on prevention.

Impact of campus sexual violence

The impact of sexual assault can be wide-ranging and can have long-term impacts. Survivors experience an increased risk for post-traumatic stress disorder, substance abuse, and depression (Kilpatrick, Resnick, Ruggiero, Conosscenti, & McCauley, 2007). As a result, a survivor might have difficulty academically, and often will drop out of school (Arria et al., 2013; Eisenberg, Golbertein, & Hunt, 2009). Conversely, people who sexually abuse are unlikely to be reported or held accountable, and might rape again (Lisak & Miller, 2002).

Colleges and universities are in a unique position to create a campus culture that is safe for all students, faculty, and staff. As research shows, campuses need to go beyond a one-time awareness event in order to change knowledge, attitudes, and beliefs (DeGue et al., 2014). This overview will define comprehensive sexual violence prevention and identify effective strategies to engage the campus community.

FACT SHEETS AVAILABLE ONLINE
• Action steps for health care professionals
• Action steps for faculty and staff
• Action steps for campus administrators

Prevention 101

There are many pieces that must come together in order to create a comprehensive approach to ending sexual violence. Awareness, risk reduction, response, and prevention are all pieces of that puzzle.

• **Awareness** increases understanding of what sexual violence is and its prevalence. Awareness activities also can inform students and staff on which resources are available for support.

• **Risk-reduction** approaches may help individuals identify warning signs and learn safety tips.

• **Response** occurs following an assault and works to lessen the impact of trauma on survivors and those who are close to them.

• **Prevention** goes beyond raising awareness and reducing risk and engages campus communities in creating long-term solutions to social issues.

Effective prevention strategies are address the root causes and social norms that allow sexual violence to exist. All forms of oppression are connected. Oppression creates an environment where inequality thrives and violence is seen as normal and acceptable. To prevent sexual violence, it is necessary to change the culture.

SOCIO-ECOLOGICAL MODEL: Building a community response

Campus prevention efforts have historically targeted individual students via brochures, online courses, self-defense classes, safety tips, and first-year orientation. Prevention work at the individual level is valuable, but we also must recognize that individuals are strongly influenced by the people with whom they interact and the community and society in which they live. The above model shows how individual, relationship, social, and community are related. It's important for prevention strategies to reach all levels of the model.

Individual   **Relationship**   **Community**   **Societal**
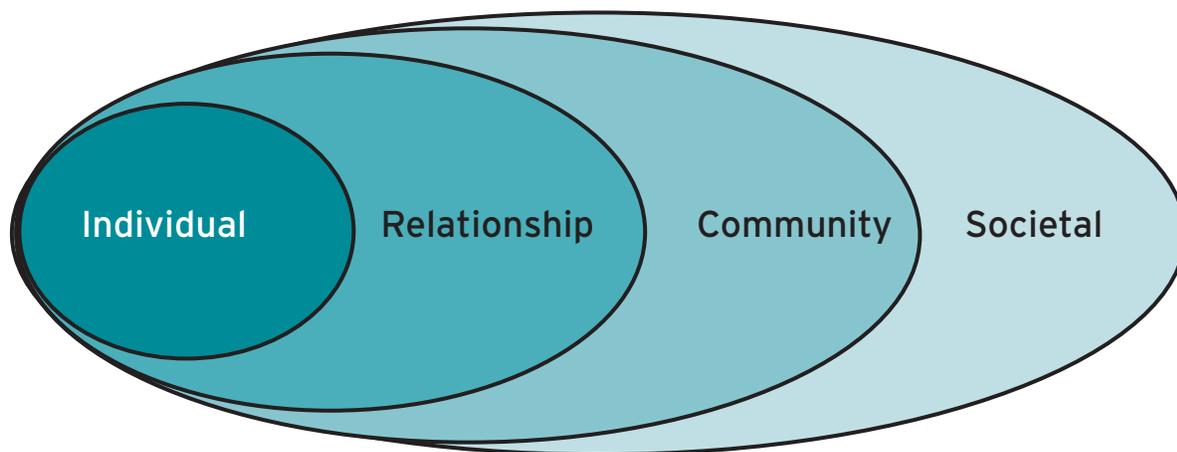
SOCIO-ECOLOGICAL MODEL

Source: Centers for Disease Control and Prevention. (n.d.). *The social-ecological model: A framework for prevention*. Retrieved from http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html

At the relationship level, many campuses have moved to bystander approaches, encouraging individuals to engage with their friends, peers, and others to confront and change social norms that contribute to violence. These bystander approaches can involve all role models in the campus community – such as coaches, athletes, professors, and parents.

These relationships are influenced by the campus, the larger community, and society. If change is desired on the individual level, then the social and cultural environment that influences the individual also must be targeted. Consider what prevention efforts on campus might look like if they were aimed at all levels that influence students – focusing on the student and their relationships, but also on the campus and larger community. This will look different on every campus, but might include efforts around messaging, training and skill development, bystander intervention, and campus policies.

PRINCIPLES OF PREVENTION: 9 Effective keys to prevention

The nine principles of prevention identified by Nation et al. (2003, p. 252) guide us in how to make prevention efforts the most effective. There are many approaches to prevention or topics where these principles can be applied such as bystander intervention, healthy sexuality, media literacy, engaging men, and anti-oppression work. A specific prevention method is a targeted way to approach your campus goals and needs. The following principles are key ways to effectively implement any prevention approach that supports your specific goals.

9 EFFECTIVE KEYS TO PREVENTION

Strategy	Definition	Summary
1. Comprehensive	Prevention programming targets multiple levels of the socio-ecological model in order to address the root causes of sexual violence and the attitudes and beliefs that allow it to exist.	Individuals are greatly influenced by the relationships, campus, community, and society around them. Challenge your campus to go beyond the individual level and target prevention programming at multiple levels.
2. Teaching methods	Prevention programming is best received when the message is delivered using multiple forms of media or presentation.	Think of the different methods that might be used to engage an audience. Plan prevention programming that speaks to people in various ways (performance, artistic expression, group work, traditional lecture, interactive online media).
3. Sufficient dose and duration	Effective prevention programming is delivered to a group over time, for a significant duration of time, and with multiple exposures in order to increase knowledge and develop skills.	Focus on "saturation versus sprinkling." When programming targets the same group over time, they get a comprehensive understanding of the topic. This group can then help to influence other groups in the campus community.
4. Theory-driven and evidence based	Prevention programming that is grounded in theory and supported by research is more effective.	Tools such as the socio-ecological model ensure prevention efforts are effective. Strategies used on campus should be based in current research and work to address risk and protective factors. Visit NSVRC's online library to access the latest research: www.nsvrclibrary.com

9 EFFECTIVE KEYS TO PREVENTION

Strategy	Definition	Summary
5. Positive relationships	Effective prevention programming allows for positive relationship building and modeling.	In a campus culture of learning and new experiences, peers, faculty and staff can play a role by modeling skills and establishing positive relationships with students.
6. Appropriately timed	Prevention programs should be developmentally appropriate.	Prevention messages are most effective when developed for specific audiences and appropriately tailored to their level of understanding and experience. Thoughtful timing can ensure messages build on one another and are delivered in a timely manner.
7. Socio-culturally relevant	Prevention programs are created by and for the specific community they are engaging, incorporating the cultural norms of that community.	Prevention efforts are not a "one size fits all" approach. Individuals on campus have their own culture and each campus has a unique culture. Plan programming that is mindful of and speaks to the history, strengths, and challenges of this culture, knowing that prepackaged curricula might not fit all of your individual and campus needs.
8. Evaluation	Prevention programs are successful when they invest in the outcomes of their efforts.	Be clear about your goals and objectives prior to planning your prevention strategy. Then, do not forget to circle back around and systematically assess if the programming is meeting those goals and objectives and ultimately serving your campus well. Set aside time and money to evaluate your efforts.
9. Skilled trainers	Effective prevention programs invest time, energy, and money into supporting and developing quality trainers.	Collaborate with community resources. Your local rape crisis center has experts in the field of sexual violence who can play a critical role as you begin to plan your prevention efforts on campus.

Sexual Assault
Awareness Month

PREVENTION CHECKLIST

Asking the following questions helps establish relevant and inclusive programs:

• How can a range of prevention strategies be utilized (i.e. bystander intervention, healthy sexuality, media literacy, engaging men, and anti-oppression work)?

• Are messages relevant to specific campus subcultures and diverse student populations (e.g., students of color, international students, LGBTQ students, commuters, older students)? How are you engaging transfer, nonresidential, graduate and nontraditional students?

• How were student voices, experiences, and perspectives involved? Does this approach include survivors in a trauma-informed way?

• How can opportunities for sharing information be expanded to reach students in multiple settings?

For more ideas on how you and others can play a role in prevention efforts in campus communities, visit: www.nsvrc.org/saam. Find tools including an interactive campus prevention map.

STUDENT VOICES TO END SEXUAL ASSAULT
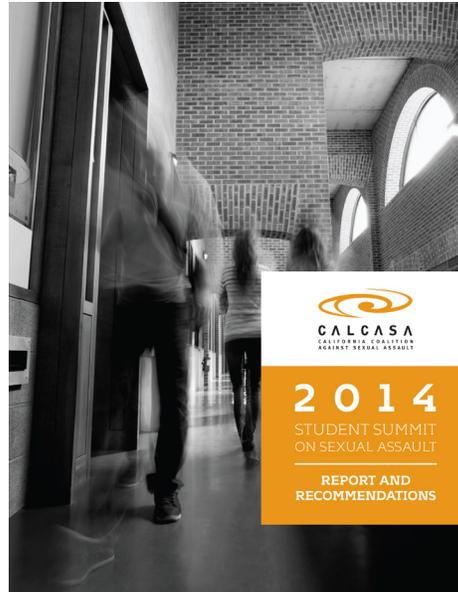
2014 Student summit on sexual assault: Report and recommendations
Student voices are a valuable resource to influence decision-making and campus policies related to sexual assault. This report (Hoffman, 2014) highlights the critical voices of students on campus sexual assault prevention and response.

CAMPUS ASSESSMENT TOOL

Assessing campus readiness for prevention: Supporting campuses in creating safe and respectful communities
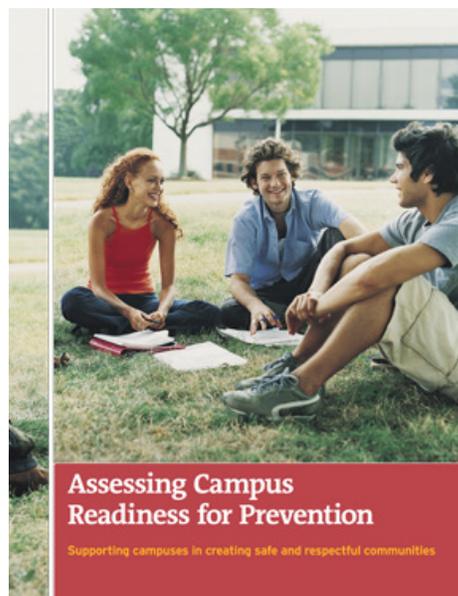
This comprehensive tool (Wasco & Zadnik, 2013) can be a first step to sustainable prevention programming. This assessment collects responses from a small group of reliable individuals on aspects of the campus community (such as campus climate, leadership, activities, and knowledge regarding sexual violence prevention).

SPECTRUM OF PREVENTION
Reaching the next level

This overview has discussed comprehensive sexual violence prevention efforts as a campus response working on multiple levels: individual, relationship, community, and society. *The principles of prevention* (Nation et al., 2003) guide campuses in how to approach this work on every level in an effective and impactful way. Many partners must be involved to create long-term strategies and build a safe environment for students, faculty, staff, and surrounding communities. Every campus is at a different stage of readiness and capacity for addressing sexual violence prevention. Yet each campus can work toward reaching the next level in creating a safe environment.

Sexual violence happens in a larger context influenced by community and societal factors and comprehensive prevention addresses each level. *The Spectrum of Prevention* (Cohen & Swift, 1999) provides a blueprint for multiple prevention efforts to work together toward a comprehensive solution.

Level 1: Strengthening individual knowledge and skills. Enhancing an individual's capability of preventing violence and promoting safety

Workshops about the definition of sexual assault, its impact, how to respond to disclosures, campus policies, and where to find local resources share important information for students, faculty, and staff. Consider relevant prevention strategies to provide information and skills to prevent sexual violence: bystander intervention, healthy sexuality, media literacy, engaging men, and anti-oppression work.

SPECTRUM OF PREVENTION

LEVEL 1	Strengthening Individual Knowledge and Skills
LEVEL 2	Promoting Community Education
LEVEL 3	Educating Providers
LEVEL 4	Fostering Coalitions and Networks
LEVEL 5	Changing Organizational Practices
LEVEL 6	Influencing Policies and Legislation

Adapted from: Davis, R., Parks, L. F., & Cohen, L. (2006). *Sexual violence and the spectrum of prevention: Towards a community solution*. Enola, PA: National Sexual Violence Resource Center.

Level 2: Promoting community education. Reaching groups of people with information and resources to prevent violence and promote safety

Campus events often are aimed at reaching a large number of people at once with information about sexual violence and its impact on victims and communities. These events are more impactful when they are a part of a larger conversation. Prevention messages focus on addressing norms, attitudes, and beliefs on campus that contribute to sexual violence. Revisit the *9 Keys to Effective Prevention* section when planning educational programming.

Level 3: Educating providers. Informing providers who will transmit skills and knowledge to others and model positive norms

Faculty, staff, and student leaders can play a key role in setting the campus culture and modeling social norms for the campus community. Consider the campus resources that influence your community. Campus administrators, health care providers, discipline officers, law enforcement or security personnel, advocates, resident advisors, and student government leaders are key allies in sexual violence prevention work.

Level 4: Fostering coalitions and networks. Bringing together groups and individuals for broader goals and greater impact

Collaboration brings more resources, perspectives, and experiences that can help improve the content and expand the reach of prevention messages. Partnerships can be built with other campus organizations committed to justice and equality. Campus efforts also can coordinate with community resources, such as the local rape crisis center or state-level coalition.

Level 5: Changing organizational practices. Adopting regulations and shaping norms to prevent violence and improve safety

It's important to adopt policies and practices for improving the internal culture and norms around gender, sexual violence, and relationships throughout the campus community. Examples of specific communities and cultures on campus include academic departments, faculty senate, student organizations, the greek system, athletic teams and departments, media, or residence hall communities, among others.

Each campus can work toward reaching the next level in creating a safe environment

Level 6: Influencing Policies and Legislation. Enacting laws and policies that support healthy community norms and a violence-free society

Strong policies ensure that victims have access to services, can take actions that protect their safety and promote recovery, and can seek justice through the campus discipline system. Effective policies are victim-centered and establish a norm that sexual violence is not tolerated on campus and that perpetrators will face consequences for their actions.

Effective prevention is comprehensive, culturally relevant and works toward long-term change by fully engaging the campus community. These efforts grow out of knowledge of the campus community, and each campus has a culture, history, and community all its own. As a partner in prevention, consider the strengths and barriers on your campus. Each of us can play a role in creating a safer campus, but these efforts must be sustained by the support of the community at every level. A campus exists in a broader community, and collaborative steps involving many partners are an asset in creating change. Everyone has a role to play in creating change, and a coordinated strategy brings together key players to achieve goals. Creating safer campuses is a process of engaging an entire community in social change.

Learn more

• **National Sexual Violence Resource Center:** www.nsvrc.org

• **PreventConnect:** www.preventconnect.org

• **Clery Center for Security on Campus:** www.clerycenter.org

• **It's on us:** www.itsonus.org

• **Not Alone:** www.notalone.gov

• **Know Your IX:** www.knowyourix.org

• **SAFER (Students Active For Ending Rape):** www.safercampus.org

• **American College Health Association:** www.acha.org

• **Victim Rights Law Center:** www.victimrights.org

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