

Abilene Christian University

Digital Commons @ ACU

---

Electronic Theses and Dissertations

Electronic Theses and Dissertations

---

Spring 5-2018

## A Sexual Assault Prevention Program Proposal for Abilene Christian University

Ammie Brooks  
akb12c@acu.edu

Ammie Kae Brooks  
akb12c@acu.edu

Follow this and additional works at: <https://digitalcommons.acu.edu/etd>



Part of the [Social Work Commons](#)

---

### Recommended Citation

Brooks, Ammie and Brooks, Ammie Kae, "A Sexual Assault Prevention Program Proposal for Abilene Christian University" (2018). Digital Commons @ ACU, *Electronic Theses and Dissertations*. Paper 96.

This Thesis is brought to you for free and open access by the Electronic Theses and Dissertations at Digital Commons @ ACU. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ ACU.

## ABSTRACT

The purpose of this study is to develop the most effective sexual assault prevention program for Abilene Christian University. The program will meet the federal regulation requiring Universities to participate in sexual assault prevention and education.

Additionally, the program will be made to fit the audience at Abilene Christian University. The proposed program is designed to encompass all undergraduate students at Abilene Christian University and use a pretest and posttest to measure the effectiveness of the program to meet its eight predetermined goals. The following paper presents the program proposal, methodology and evaluation tools needed for its future implementation.

A Sexual Assault Prevention Program Proposal for Abilene Christian University

A Thesis

Presented to

The Faculty of the Graduate School

Abilene Christian University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Science

By

Ammie Kae Brooks

May 2018

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Council of Abilene Christian University in partial fulfillment of the requirements for the degree

Master of Science in Social Work

  
Assistant Provost for Graduate Programs

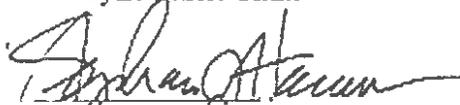
Date

5-29-18

Thesis Committee



Wayne Paris, Chair



Stephanie Hamm



Kaci St. John

## ACKNOWLEDGEMENTS

This work would not have been possible without the overwhelming amount of direction, kindness, dedication, and constant cheering from my thesis chair, Dr. Wayne Paris. There are not enough words to thank you for all you have taught me or the incredible example you've been to me since the start of this project.

I am also thankful to my field supervisor Kaci St. John who never got tired of hearing about my anxiety surrounding this project. Week after week, you have offered me encouragement and grace, and you have never stopped believing in my ability to see it through to completion.

I am also forever indebted to my family who has supported me financially and emotionally throughout this entire process. You all truly know me to the deepest extent, and therefore provided a unique motivation I could never find elsewhere. Thank you, Vicki P. Brooks, Donnie R. Brooks, Kristina P. Bowles, and Joshua R. Brooks. Additionally, I would like to thank Shakur S. Smith who has provided me with extensive personal mentorship, and ultimately love, to persevere through this study.

This thesis is dedicated to the numerous men and women who have had their entire world shaken up by the effects of sexual assault, and to the individuals who refuse to stop fighting for them.

## TABLE OF CONTENTS

I.	INTRODUCTION .....	1
II.	LITERATURE REVIEW: TITLE IX SEXUAL ASSAULT PREVENTION AND EDUCATION .....	2
	Title IX History .....	2
	Sexual Misconduct.....	5
	Victims of Sexual Misconduct.....	6
	Sexual Misconduct on College Campuses.....	7
	Discouraged Reporting .....	8
	Sexual Assault Prevention and Education .....	9
III.	METHODOLOGY .....	13
	Study Design.....	13
	Participants.....	14
	Procedures.....	14
	Instruments.....	15
	Data Analysis .....	15
IV.	RESULTS .....	16
	Goals of Prevention.....	16
	Implemented Program.....	18
V.	DISCUSSION.....	19

REFERENCES .....	23
APPENDIX A: PROGRAM PROPOSAL .....	30
APPENDIX B: PRETEST AND POSTTEST - TITLE IX SURVEY .....	33

## CHAPTER I

### INTRODUCTION

Title IX is a federal civil rights law in the United States as a part of the Education Amendments. The Title IX statute of these amendments states that no person should be discriminated against on the basis of sex in any federally funded educational program. This includes colleges, universities, and school districts receiving any financial aid from the federal government. This statute was enacted by the 92<sup>nd</sup> United State Congress on June 23, 1972. The enactment of this law mainly improved gender equity for women in sports.

It was not until 2011, under the Obama administration, that it was announced that the sexual misconduct epidemic in our schools was a violation of the Title IX statute. The Obama administration responded by writing a “Dear Colleague Letter” where it outlined the federal responsibilities of educational entities to respond to sexual misconduct.

This response included an investigation using a preponderance of evidence as well as resources for the victim; however, it also required schools take part in prevention and education efforts. It was the goal of the Office of Civil Rights that schools could take on the responsibility of educating their student bodies and raising awareness about sexual assault and therefore be able to prevent it. This has drastically changed the way sexual assault is seen, talked about, and dealt with in the United States education system and even society.

CHAPTER II  
LITERATURE REVIEW:  
TITLE IX SEXUAL ASSAULT PREVENTION AND EDUCATION

**Title IX History**

Title IX is a federal law falling under the United States Education Amendments of 1972. These amendments provide regulations and guidance, definitions, mandates and prohibitions in order to provide governance over educational institutions (Koebel, 2017). The Title IX statute states that no persons, on the basis of sex, can be excluded from participation, denied benefits, or discriminated against by any educational institution or activity receiving federal financial assistance. The Civil Rights Act of 1964, stating that sexual imposition could create situations of inequality in the workplace, was the framework for the Title IX statute (Silbaugh, 2015). In 1972 when it was originally written, Title IX mainly expanded women’s access to athletic programs. In fact, “before Title IX, only one in twenty-seven girls played in varsity high school sports, whereas by 2001, one in every 2.5 girls participated,” and women participating in collegiate level athletics increased 456% (Kennedy, 2010; Sandberg & Verbalis, 2013, p. 2).

As higher education shifted and tuition costs rose, students felt their money should earn them more than an education and academic content, but also a safe environment, positive experience, and supportive community (Tani, 2017). The Office of Civil Rights (OCR) continued to expand Title IX as years went on. In a 1997 guidance

from the OCR, they began to understand that sex discrimination included more than just participation in sports; it also encompassed sexual violence, pregnancy discrimination, abortion discrimination, and discrimination against someone for their sexual orientation or gender identity (Duchene, 2017). In this guidance, the OCR urged universities to act on this issue and make efforts to prevent it from occurring on campus (Bolger, 2016). In 2011, the OCR, under the Obama administration, felt that schools' failures to investigate issues of sexual assault was a violation of Title IX because it created educational barriers to victims on the basis of sex (Ellman-Golan, 2017). This led to the 2011 "Dear Colleague Letter" being written by the OCR stating that school districts, colleges, and universities must use a preponderance of evidence for determining if sexual misconduct occurred, that specific training for individuals investigating sexual assaults on campus and that sexual assault complaints be investigated in a timely manner (McGowan, 2017; Ali, 2011). This letter also recommended that school districts, colleges, and universities take immediate and effective steps to end any sexual violence and explained that refusing to do so would result in a violation of the Title IX policy. The policy also provided schools with suggestions on how to accommodate for victims of sexual assault on campus such as placing accused students and victims in separate classes, providing alternate housing, issuing "no contact" orders, providing counseling, and making tuition adjustments to help end harassment, eliminate hostile environments, and prevent harassment from reoccurring. In the 2014 "Questions and Answers," a later OCR guidance, other options were suggested such as providing medical services, academic support, escorts to classes, and the right to withdraw or retake classes with no penalty (Bolger, 2016).

When Title IX expanded in 2011, it protected not only students, but also faculty and staff from sexual harassment and required that the school or university respond on their behalf as well (Tani, 2017; Ali, 2011). While Title IX protects all students, faculty, and staff, it works disproportionately more with women. This is true because of years of unequal power dynamics between men and women that continue to cause discrimination against women, and even a societal culture that naturally gives men dominion over women (Mackinnon, 2016). This created a “rape culture” that ignored reports of rape and thus prevented any type of solution or healing, leaving victims to suffer academically, emotionally, and developmentally with no one to support them (Ellman-Golan, 2017; Mackinnon, 2016). Further, sexual assault is largely unreported on college campuses, considering that a large majority of sexual assault occurs within relationships, whether an intimate relationship or power-based relationship, for example a professor and student (Pappas, 2016). Also, with some universities having a history of placing administrative burdens in front of students wanting to report, the OCR made a point to include in the “Dear Colleague Letter” that it is the responsibility of the school district, college, or university to facilitate reporting rather than participating in discouraging it, as well as to take appropriate steps assigning consequences to misconduct (Ellman-Golan, 2017; Pappas, 2016; Ali, 2011).

Overall, research has shown “there is a great deal of [sexual assault] happening, most perpetrated by individuals known to the victim to some degree, most of it never reported, and most perpetrators never officially held accountable in anyway” (Mackinnon, 2016, p. 2053). In response, Title IX was expanded to do two main things: end the use of

government funding to support this form of sex discrimination, and provide people with protection against and support through acts of discrimination (Peterson & Ortiz, 2016).

### **Sexual Misconduct**

With sexual misconduct being extremely prominent in the United States, it has consequently permeated most fields. Even seemingly holy places have had to deal with sexual misconduct. In fact, “about 3% of women who attend religious services at least once monthly, reported that at some time during their adult life, they had been the victim of a sexual advance by a religious leader in their own congregation” (Garland & Argueta, 2010, p. 3).

Similarly, sexual misconduct is seen regularly in law enforcement. Police sexual misconduct is common and most frequently includes serious and brutal acts of sexual violence. Institutional support and systematic power often contribute to a culture of secrecy in police misconduct, thus making it hard to report the most accurate research results (Maher, 2008). About one third of women stating they experienced sexual misconduct while incarcerated further reported to actually being raped by an officer (Cottler, O’Leary, Nickel, Reingle, Isom, 2014). Though not all incarcerated women are sexually victimized while behind bars, the criminal justice system is crowded with women who are the victims of sexual trauma. In fact, “37% of women in state prisons, 23% of women in federal prisons, 37% of women in jail, and 28% of female probationers report to being victims of physical or sexual abuse as a minor (Cottler, et al., 2014, p. 338).

## **Victims of Sexual Misconduct**

Victims of sexual misconduct are all affected differently by the experience; however, it is important to understand how ecological theory and person-in-environment perspective play a role in sexual misconduct dynamics (Kubiak, et al., 2017). Often these theoretical frameworks can provide information as to why victims are reluctant to report violence because of the way it may disrupt several parts of their system (Kubiak, et al., 2017). For instance, intimate partner and acquaintance sexual assault is far less likely to be reported than stranger assault since intimate partner and acquaintance sexual assault can potentially lead to further disruption in normal life than a stranger assault (Du Mont, Woldeyohannes, Macdonald, Kosa, & Turner, 2017). Researchers have stated that sexual assault, when committed by an intimate partner or someone known to the victim as opposed to a stranger, often has worse consequences than stranger assault. Survivors of sexual assault who knew their perpetrator often have experiences of post-traumatic stress disorder, dissociation, and stress, and are twice as likely to suffer from anxiety and depression than non-intimate perpetrators (Du Mont et al., 2017). Additionally, significant associations have been made between sexual assault of women and demotion and attrition, consequently further deterring victims from reporting in work settings (Rosellini, et al., 2017).

Sexual misconduct is often stated to be the most underreported crime; however, there are certain demographics of victims known to report at higher rates. For example, older victims are much more likely to report sexual assault than younger victims, which younger victims state is attributed to their age and innocence at the time of the assault (Kubiak, et al., 2017). Another strong predictor of reporting is the extent to which the

victim was injured during the assault. Further, victims who have been seriously injured during an assault are more likely to report (Kubiak, et al., 2017).

There is a small amount of research available regarding women who offend, largely because there has been a lack of general knowledge that women can also participate in rape culture. However, the majority of women that have been arrested for sex-based offenses are often related to the promotion of prostitution in some way (Pflugradt & Allen, 2014).

### **Sexual Misconduct on College Campuses**

Universities are required by law to uphold certain procedures and policies regarding sexual assault in a way that creates a campus environment that values and respects all students equal access to a higher education (Bagley, Natarajan, Vayzman, Wexler, McCarthy, 2012). Unfortunately, at universities, less than 5% of sexual assaults are ever reported to law enforcement officials. Additionally, with the majority of assaults taking place between two individuals who know each other, it is integral to prioritize procedures that teach students about affirmative consent (Delamater, 2016).

Nonconsensual sex is prevalent at institutions of higher learning, and it disproportionately affects women and sexual minorities, which helps define the issue as sex discrimination (Baker, 2016). Universities must do more than have a list of rules and policies; instead, it is important to craft programs that reflect a commitment from the institution to be open and equal and to promote social justice (Bagley, et al., 2012). Additionally, it is important to have an investigation process at universities. If criminal law were capable of regulating rape and sexual misconduct effectively, the issue of repeated sexual misconduct on college campus would not exist (Baker, 2016).

The Center for Public Integrity's "Sexual Assault on Campus: A Frustrating Search for Justice" reported that women often did not report when they had been sexually assaulted, and when they did, they described their lives as being "turned upside down" (Beaver, 2017; Center for Public Integrity, 2010). These feelings can be attributed to the atmosphere created by rape culture on campuses. Rape culture derives from feelings of misogyny or male superiority, which consequently leads researchers to find that almost all perpetrators of sexual assaults are males (Beaver, 2017). This has been valuable knowledge in directing prevention and education programs, but it has also rubbed some men the wrong way. Some worry that when every word and gesture can seemingly be interpreted as sexual assault that college is no longer a safe place to send their sons (Carle, 2015).

### **Discouraged Reporting**

It has been largely noticed among many universities what may seem like discouraging student victims of sexual assault from coming forward. A university has a federal responsibility to remain open and dedicated to ending sexual assault. This has to be done through policy, and clearly outline to students that sexual assault will not be tolerated here, as well as reasons why (White House Task Force, 2014). According to literature, when a survivor has determined there is a need for help, the next step is determining whether there is help available. On university campuses, it is imperative that students know without a doubt that help is available (Skinner & Gross, 2017).

Universities can be committed to doing this by being supportive of incorporating intersectional experience into sexual assault education and policy to best meet the needs and appeal to all students (Worthen & Wallace, 2017).

Unfortunately, it appears as though universities are more focused on reducing the threat of violence as opposed to eliminating perpetuated sexual misconduct, and college women report sexual assault experiences far less than the national average (Streng & Kamimura, 2015). “From 10 universities, for a selected year of 2012, the number of reports ranged from .0003 to .0015, which does not accurately indicate the actual incident rates of sexual assault” (Streng & Kamimura, 2017, pg. 68). Specifically, on the University of Utah’s campus, a policy even stated that students who were found making false reports would be subject to consequences by the criminal justice system, alluding to distrust regarding students reporting (University of Utah, 2014). Further, it is the direct responsibility of Title IX staff to work toward developing the appropriate policies to adequately manage a survivor who chooses to report.

### **Sexual Assault Prevention and Education**

Given the serious trauma and prevailing issue sexual assault presents, sexual assault prevention and education have become integral parts of most businesses, schools, and organizations. Most prevention programs that are commonly used or taught involve minimizing risks for the potential victim, as well as minimizing the acceptance of rape myths and rape culture. This is done by gearing programming toward changing attitudes of the audience (McMahon & Banyard, 2012; Cassel, 2012). Sexual assault prevention programs have developed over time to do more than just prevent single occurrences of sexual assault, but rather to take steps to solve the culture and attitudes surrounding it in society (McCaughey & Cermele, 2017). There are many different sexual assault prevention and education programs, models, and interventions. Prevention programs call for some uniqueness, since they should be made to fit the community they are going to

serve. Further, norms, values, and beliefs of the community should be taken into account when planning sexual assault prevention programs and implementation steps (McMahon & Banyard, 2012). While all differ in some ways, prevention and education success can generally be measured by audience preparedness to address an assault as a bystander or victim, long-lasting attitudes and beliefs of the audience that reject rape myths and culture, and a decrease of assaults and risk factors associated with being assaulted (Menning & Holtzman, 2015).

A common approach to sexual assault prevention and education has been educating bystanders to intervene when they witness unusual behavior. This method of prevention helps take responsibility of assault prevention off of the victim and instead places it on peers and community members once they have been given the tools to prevent sexual violence in prosocial ways (McMahon & Banyard, 2012). This has been especially used on college campuses because it empowers students to help serve other students and prevents them from being in harm's way. This is especially true in fraternities, sororities and with student athletes and other student groups that encompass a large, diverse group of students (Murphy, 2017). According to the feminist routine activities theory, sexual assault on college campus' involves three factors: a perpetrator, a victim, and the absence of witness (McMahon & Banyard, 2012). Therefore, to prevent the crime, prevention efforts can be focused in on any of these factors. Bystander intervention concentrates mainly on having witnesses present to intervene (McMahon & Banyard, 2012). This can pose a challenge at times for college students who are often unsure when or how to intervene and confused about what exactly is and is not sexual assault. University students agreed that sexual assault could be prevented by intervening

but felt as though they would not personally intervene because they lacked the confidence to do so. Consequently, in order to cultivate students who feel ready to be involved in a change process to prevent sexual assault, self-efficacy must be increased to provide students the confidence in their ability to intervene if need be (Exner & Cummings, 2011; McMadhoh & Banyard, 2012). When prevention programs are geared towards eliminating common rape myths and rape culture and building bystander confidence, the interventions are more efficient and successful (Hahn, Morris, & Jacobs, 2017).

In college settings, prevention methods have sought to benefit more students by placing focus on acquaintance sexual assault because of its prominence with this population. Additionally, efforts have been made to shift focus off of women who are more commonly victims of assault and onto men who are most commonly perpetrators (Masters, 2010). Further empowering women who are most commonly victims of sexual assault, many prevention efforts have begun to emphasize a woman's right to defend herself from an attacker. Research has shown that "women who feel confident in their ability to fend off [an] attack are more likely to utilize the forceful resistance tactics that lead to rape avoidance" (Gidycz & Dardis, 2014, p. 330). Campus prevention models generally focus on victim's rights after a rape has occurred, specifically the "Know Your Rights" program, which neglects to inform women of their rights to defend themselves before an act of sexual violence actually takes place (McCaughey & Cermele, 2017). Focusing on changing students' attitudes on sexual assault appears to be less effective with male students than females, who report not even seeing efforts on campus preventative of sexual assault (Cassel, 2012). Adopting prevention methods inclusive of women helps prevent sexual violence on college campuses, but also eliminates fear of

negative consequences, self-blame, shame, and pressure into secrecy that often comes with disclosure of assault (McCaughey & Cermele, 2017; Morris et al., 2017).

The Title IX Office at a university is responsible for fighting for gender equity and ending sex discrimination for all people. This can be accomplished by creating policies that encourage students to report sexual misconduct. Additionally, this can be achieved by implementing effective sexual assault prevention and education on the university's campus. This gives students the opportunity to become informed about the risks and protective factors, but also participate in active ways to stop the problem.

The following study makes suggestions based on this review of literature for a sexual assault prevention program at Abilene Christian University. The program will include a detailed program, implementation instructions, and an evaluation tool.

CHAPTER III  
METHODOLOGY

**Study Design**

This study is a program proposal of a Sexual Assault Prevention Program, which is being proposed to Abilene Christian University (ACU) along with an evaluation tool. The program is based on research outlined in the literature, information obtained from existing programs, and curriculum written by the Abilene Christian University Title IX team. The proposed program has eight main goals, beginning with decreasing the number of sexual misconduct incidents taking place on campus. The other goals are to improve student understanding of disclosure methods from a holistic standpoint as well as how to navigate the Title IX office once a complaint has been made. The program will aim to increase student preparedness and self-efficacy to address an assault as a bystander. It will aim to eliminate common rape myths and rape culture on campus by changing beliefs and attitudes of students. The program will give students an understanding of acquaintance sexual assault and protective factors associated with it, as well as increase women's confidence in their ability to defend themselves and seek therapeutic, trauma-informed therapy. Lastly, the program will place emphasis on student groups with large member numbers and be specific to the ACU community by embracing campus beliefs, norms, and values. These goals will be met through the implementation of certain activities such as chapel discussions, talkback forums, self-defense classes, etc.

## **Participants**

The program is designed to include all undergraduate students attending ACU. The students in the study will be a convenience sample, and they are to be given a pretest prior to the implementation of the prevention program as well as a posttest following their participation. Given the current demographic makeup of students, it is anticipated that participants will be largely between the ages of 18-24. The participant ethnic makeup is 64.3% White, 16% Hispanic/Latino, 8.7% Black/African American, and the remaining 11 percent would include other ethnic backgrounds or students whose ethnic background is unknown. Additionally, the anticipated sample is about 59% female and 41% male. The majority of the participants are from the United States, specifically Texas, although some students do come from other countries. The estimated total sample size will be approximately  $n= 3,750$ .

## **Procedures**

Prior to implementation, the program will be submitted to and approved by the ACU Institutional Review Board prior to data collection. The pretest will be sent to all undergraduate students at ACU via email. This will be a mandatory survey required for all students, per federal guidelines to evaluate program effectiveness from the Department of Education. Following the pretest, the program will be implemented. The proposed program is made up of four spiritual formation chapels conducted with talkback discussions to follow. The program will focus on definitions of consent, ways for students to report harassment, and what constitutes harassment. Additionally, the program suggests including activities such as therapeutic yoga, self-defense classes, a poetry slam, and a walk-a-thon to raise awareness. Following the implementation of the

program, participants will take a posttest. The pretest and posttest will be the same test and assess for a differing level of knowledge about reporting sexual assault, changes in confidence about intervening, as well as beliefs about common rape myths or culture. Additionally, components from the survey will assess for student knowledge of acquaintance sexual assault, confidence in self-defense and general statistics about sexual assault occurrences at ACU.

### **Instruments**

The instrument to evaluate the proposed program is derived from the EPH Community Attitudes on Sexual Assault (EPHCASA) survey. It was revised to create a survey of 17 multiple choice questions (See Appendix B) to assess students' understanding of certain concepts before and after the prevention program (Sexual Assault Prevention and Response, 2014). All participants will be notified of the study purpose and provided an informed consent document consistent with the final program that is to be implemented. There is no risk associated with the surveys or participation in the proposed study.

### **Data Analysis**

All of the data collected from this study will be analyzed using the latest version of SPSS software, having appropriate procedures selected and supervised by the appropriate level of academic supervision.

## CHAPTER IV

### RESULTS

#### **Goals of Prevention**

The success of the program is measured by its ability to meet specific goals. The Title IX Office at ACU has a commitment to its university to provide resources to anyone who has been the victim of sexual assault, to investigate the matter if desired by the complainant, and to provide students, faculty and staff with effective prevention and education. Thus, it is important to create an atmosphere throughout campus that makes this possible. For instance, this can be done by cultivating dialogue that encourages reporting sexual assault. This also requires the university take steps toward educating its community about where to make reports and clarifying reporting options. Thus, making the first goal of the prevention program to make intentional efforts to improve general understanding of how to report or disclose sexual assault.

Additionally, in order to be effective, the program must include appropriate interventions to decrease sexual assault. For instance, this can be achieved by educating students about bystander intervention techniques. While this is commonly done at many universities, there is seemingly still a reluctance from peers to intervene. Therefore, this makes the second goal to not only implement effective bystander intervention strategies, but also to increase student preparedness and self-efficacy to address assault as a bystander. With this, students will be more likely to change the atmosphere surrounding

sexual assault because they have used said strategies to show peers that certain language and actions will not be condoned. The program should contribute to an elimination of common rape myths and rape culture on campus. This can be done by changing the beliefs and attitudes surrounding victim blaming, male victims, and other less common beliefs about sexual assault. Changing the way students think or believe about these issues will encourage them to speak up as well as give them confidence to intervene when necessary.

Additionally, the program must fit the audience to which it is presented. Therefore, at ACU, the prevention program should embrace the campus's Christian beliefs, values, and norms. Directly related to this, understanding the way sexual assault affects the audience is important to know as well. Given that acquaintance rape is the most common on college campuses, the program should give students a better understanding of what acquaintance rape is and protective factors students can take to eliminate them. Also, these programs should be highly emphasized in groups on campus that may be historically or societally know for heavy participation in party culture, binge drinking, and hazing.

Lastly, it is important that prevention instills in all individuals on campus that they have a right to be proactive and defend themselves before an attack, and they also have the right to be reactive and seek trauma-informed solutions following attack. Most importantly, the main goal of the prevention program should be to decrease the number of sexual assaults that occur on campus. The inclusion of all the before mentioned goals have strong implications for the success of the implemented sexual assault prevention program.

### **Implemented Program**

This program will consist of four keynote speakers who will address the student body in Moody Chapel. This will occur once a week for a month and will be followed up with talkback sessions to debrief and address any questions. Additionally, there will be resource tables from local organizations and on-campus resources following the speaker in order to accommodate any students' need. There will also be weekly lunches where students, faculty, and staff are invited to learn specific ways sexual assault affects the campus as well as general steps that can be taken to prevent it. The four scheduled chapels will correspond with the focus of each week, including: sexual assault, domestic violence, dating violence, and stalking. Each of these topics includes a video scenario that will show in chapel and last about six minutes, and be followed with a devotional type discussion aimed at raising awareness, promoting healing, or prevention. Lastly, the month will include activities open to students, faculty and staff, and the community, not only meant to be enjoyable, but to also include an educational component from the program. These activities will include: a therapeutic yoga class, a self-defense class, a poetry slam, and a fundraising walk-a-thon. All of the following events as well as the chapels directly meet the specific goals listed in the section above. These can be referenced in the program proposal found in Appendix A.

## CHAPTER V

### DISCUSSION

The proposed program is anticipated to be effective in changing the ACU student body's beliefs and attitudes about sexual assault. The videos in chapel will each relate back to one specific area pertinent to sexual assault awareness. The sexual assault video will be centered around a victim who is figuring out where to go on campus to disclose that she has been sexually assaulted. As she works her way through this process, she must navigate feelings of fear, common rape myths, as well as the reporting process in the Title IX office. This will allow the audience the opportunity to understand how the reporting process at ACU works, as well as the different options victims have through the Title IX office. Given that the fear of speaking out plays such a huge role in the cycles of violence continuing, encouraging reporting in addition to making disclosure methods clear is important in any prevention program (Logue, Mitchell, Cho, & Sea, 2017). This is also true because Title IX administration is uniquely situated to provide resources for students that other agencies cannot, making it integral that they emphasize and encourage reporting (Caldwell, 2017).

There will also be a video that addresses a situation of domestic violence. This video will be focused around a female victim who must defend herself against her perpetrator. It will also give insight on what therapeutic healing looks like for the victim. This will highlight a woman's right to defend herself or rid herself of unwanted male

attention, and that she can do so in a way that is direct and firm (Reid & Dundes, 2017). Additionally, it will explain in depth the importance of seeking therapeutic healing for victims and survivors of any sort of sexual violence, and the importance of administration at the university working with victims in a way that eliminates victim blaming. Universities must check the language they use involving and surrounding sexual assault because certain words and responses have been historically known to retraumatize victims (Monahan-Kreishman & Ingarfield, 2018).

The third video that will be included in the program will be a dating violence situation with some rape and sexual assault components to it. It will involve a male victim who is taken advantage of sexually by his girlfriend while he is incapacitated. This will provide information about the prevalence of acquaintance sexual assault, which is the most common form of sexual assault among college students. Acquaintance assault can be significantly reduced by educating students about the specifics of affirmative consent and encouraging students to have a general respect for all genders (Dupain, Lombardi, & Echeverria, 2017). Additionally, the video will contribute to eliminating certain rape myths and beliefs that commonly leave men out of the conversation as victims when developing sexual assault prevention.

The final video will be a stalking situation that starts out online and intensifies to become potentially threatening for a victim at an event she is attending. Other students at the event will witness the situation and feel empowered to intervene on behalf of the victim to prevent violence occurring. This portion of the program emphasizes the effectiveness of bystander intervention when students feel prepared to step up and intervene. Given that college students have stated they want to help out and intervene but

struggle to understand when a situation truly calls for intervention, the video will go over effective ways to intervene as well as signs a situation needs intervening (Reid & Dundes, 2017).

In order to further reinforce the goals met in the weekly videos, the program will include talkbacks following the weekly chapels. The talkbacks will allow for students, faculty, and staff to propose questions, learn about resources, and go more in depth about the presented topics. Additionally, the program will include weekly resource fairs available to students, faculty, and staff to learn about on-campus and community resources offered to victims of sexual assault. This is key because training and programming cannot be truly effective if students do not know where help is offered to them on and off campus (Dupain, Lombardi, Echeverria, 2016).

Additionally, the program will include a number of different activities for students, faculty, and staff to be involved in. These activities will include a self-defense class, therapeutic yoga, a poetry slam, and a sexual assault awareness walk-a-thon. Considering the theoretical approach for addressing different audiences about sexual violence can vary greatly, the Christian values ACU holds must be included in prevention program (Orchowski, Berry-Caban, Priscock, Bosari, & Kaszemi, 2018). These activities embrace campus beliefs of building community and working together to stand up against discrimination. In a specifically religious atmosphere, it is important to value engaging and being open with students about sexual assault and consider how prevention programming aligns with living out and honoring Christian missions and values (Freitas, 2017). While it is important that sexual assault prevention programs first uphold the law and are in compliance with Title IX, it cannot be ignored that when done adequately these

programs have the power to change community beliefs and heal the hurt that sexual assault is known for inflicting on a student body (Freitas, 2017). Consequently, this may involve programming and policies that move beyond Title IX and work in the best interest of the student body, such as including nontraditional activities (Iverson & Issadore, 2018).

In order to evaluate the effectiveness of the program, the EPH Community Attitudes on Sexual Assault (EPHCASA) survey will be used as a pretest and posttest and can be found in Appendix B (Sexual Assault Prevention and Response, 2014). The first seven questions of the survey are general questions to get an overall idea of the demographic being tested. Questions eight and nine assess for overall attitudes and beliefs about sexual assault on campus as well as myths that may be believed about sexual assault. Question number ten assesses students' knowledge of existing resources on campus, how and where to disclose, and eleven seeks to understand students' knowledge of the Title IX office reporting process. Question twelve asks about student self-efficacy to intervene in a harmful situation, and the remaining questions seek to define the problem Abilene Christian University faces with sexual assault. Additionally, questions nine and twelve should measure the difference in students who felt one way about self-defense, acquaintance sexual assault, trauma informed therapy and other beliefs or ideas about sexual assault, who after the implementation of the proposed program felt differently or changed.

## REFERENCES

- Ali, R. (2011, April 4). Dear colleague letter. Washington, DC: U.S. Department of Education, Office for Civil Rights.
- Bagley, C. E., Natarajan, P., Vayzman, L., Wexler, L., & McCarthy, S. (2012). Implementing Yale's sexual misconduct policy: The process of institutional change. *Change*, 44(2), 7-15.
- Baker, K. K. (2016). Campus sexual misconduct as sexual harassment: A defense of the DOE. *Kansas Law Review*, 64(4), 861-889.
- Beaver, W. R. (2017). Campus sexual assault: What we know and what we don't. *Independent Review*, 22(2), 257-268.
- Bolger, D. (2016). Gender violence costs: Schools' financial obligations under Title IX. *Yale Law Journal*, 125(7), 2106-2130.
- Caldwell, S. (2017). OCR'S bind: Administrative rulemaking and campus sexual assault protections. *Northwestern University Law Review*, 112(3), 453-486.
- Carle, R. (2015). Assault by the DOE. *Academic Questions*, 28(1), 11-21.
- Cassel, A. (2012). Are you the problem, or the solution? Changing male attitudes and behaviors regarding sexual assault. *Psi Chi Journal of Psychological Research*, 17(2), 50-58.
- Center for Public Integrity. (2010). Sexual assault on campus: A frustrating search for justice. *Washington, D.C.: Center for Public Integrity.*

- Cottler, L. B., O'Leary, C. C., Nickel, K. B., Reingle, J. M., & Isom, D. (2014). Breaking the blue wall of silence: Risk factors for experiencing police sexual misconduct among female offenders. *American Journal of Public Health, 104*(2), 338-344.
- Delamater, C. (2016). What "yes means yes" means for New York schools: The positive effects of New York's efforts to combat campus sexual assault through affirmative consent. *Albany Law Review, 79*(2), 591-615.
- Duchene, C. (2017). Rethinking religious exemptions from Title IX after Obergefell. *Brigham Young University Education & Law Journal, (2)*, 249-284.
- Du Mont, J., Woldeyohannes, M., Macdonald, S., Kosa, D., & Turner, L. (2017). A comparison of intimate partner and other sexual assault survivors' use of different types of specialized hospital-based violence services. *BMC Women's Health, 17*-8.
- Dupain, M., Lombardi, J. A., & Echeverria, S. (2016). Two-year update on ACHA-NCHA II results following the implementation of a sexual assault violence prevention and awareness campaign at a state-supported regional university. *American Journal of Health Studies, 31*(4), 205-212.
- Ellman-Golan, E. (2017). Saving Title IX: Designing more equitable and efficient investigation procedures. *Michigan Law Review, 116*(1), 155-186.
- Exner, D., & Cummings, N. (2011). Implications for sexual assault prevention: College students as prosocial bystanders. *Journal of American College Health, 59*(7), 655-657.

- Freitas, D. (2017). A response to Elisabeth T. Vasko: The risk and reward of teaching about sexual assault for the theologian on a Catholic campus. *Teaching Theology & Religion*, 20(2), 171-174.
- Garland, D. R., & Argueta, C. (2010). How clergy sexual misconduct happens: A qualitative study of first-hand accounts. *Social Work & Christianity*, 37(1), 1-27.
- Gidycz, C. A., & Dardis, C. M. (2014). Feminist self-defense and resistance training for college students: A Critical review and recommendations for the future. *Trauma, Violence & Abuse*, 15(4), 322-333.
- Gross-Schaefer, A., Feldman, L., & Perkowitz, N. (2011). A time to learn: A comparison of policies dealing with clergy sexual misconduct. *Pastoral Psychology*, 60(2), 223-231.
- Hahn, C. K., Morris, J. M., & Jacobs, G. A. (2017). Predictors of bystander behaviors and sexual assertiveness among college women attending a sexual assault prevention program. *Journal of Community Psychology*, 45(5), 672-677.
- Iverson, S. V., & Issadore, M. N. (2018). Going upstream: Policy as sexual violence prevention and response. *New Directions for Student Services*, 2018(161), 59-69.
- Kennedy, C. (2010). A new frontier for women's sports (Beyond Title IX). *Gender Issues*, 27(1/2), 78-90.
- Koebel, J. T. (2017). Campus misconduct proceeding outcome notifications: A Title IX, Clergy Act, and FERPA compliance blueprint. *Pace Law Review*, 37(2), 551-588.
- Kubiak, S. P., Brenner, H. J., Bybee, D., Campbell, R., Cummings, C. E., Darcy, K. M., & Goodman-Williams, R. (2017). Sexual misconduct in prison: What factors affect whether incarcerated women will report abuses committed by prison

- staff? *Law & Human Behavior (American Psychological Association)*, 41(4), 361-374.
- Logue, D., Mitchell, A., Cho, H., & Sea, M. (2017). #silence=violence. *Art Journal*, 76(3/4), 122-125.
- Mackinnon, C. A. (2016). In their hands: Restoring institutional *liability for sexual harassment in education*. *Yale Law Journal*, 125(7), 2038-2105.
- Maher, T. M. (2008). Police chiefs' views on police sexual misconduct. *Police Practice & Research*, 9(3), 239-250.
- Masters, N. T. (2010). 'My strength is not for hurting': Men's anti-rape websites and their construction of masculinity and male sexuality. *Sexualities*, 13(1), 33-46.
- McCaughey, M., & Cermele, J. (2017). Changing the hidden curriculum of campus rape prevention and education: Women's self-defense as a key protective factor for a public health model of prevention. *Trauma, Violence & Abuse*, 18(3), 287-302.
- McGowan, C. (2017). The threat of expulsion as unacceptable coercion: Title IX, due process, and coerced confessions. *Emory Law Journal*, 66(5), 1175-1207.
- McMahon, S., & Banyard, V. L. (2012). When can I help? A conceptual framework for the prevention of sexual violence through bystander intervention. *Trauma, Violence & Abuse*, 13(1), 3-14.
- Menning, C., & Holtzman, M. (2015). Combining primary prevention and risk reduction approaches in sexual assault protection programming. *Journal of American College Health*, 63(8), 513-522.

- Monahan-Kreishman, M., & Ingarfield, L. (2018). Creating campus communities of care: Supporting sexual violence survivors. *New Directions for Student Services*, 2018(161), 71-81.
- Morris, M. C., Kouros, C. D., Janecek, K., Freeman, R., Mielock, A., & Garber, J. (2017). Community-level moderators of a school-based childhood sexual assault prevention program. *Child Abuse & Neglect*, 6(3), 295-306.
- Murphy, W. J. (2017). Bystander intervention policies for campus sexual assault should be framed as civil rights programs, and made broadly applicable to all protected class offenses. *Utah Law Review*, 2017(4), 801-814.
- Pappas, B. A. (2016). Out from the shadows: Title IX, university ombuds, and the reporting of campus sexual misconduct. *Denver Law Review*, 94(1), 71-144.
- Peterson, A., & Ortiz, O. (2016). A better balance: Providing survivors of sexual violence with "effective protection" against sex discrimination through Title IX complaints. *Yale Law Journal*, 125(7), 2132-2155.
- Orchowski, L. M., Berry-Cabán, C. S., Prisock, K., Borsari, B., & Kazemi, D. M. (2018). Evaluations of sexual assault prevention programs in military settings: A Synthesis of the research literature. *Military Medicine*, 183421-428.
- Pflugradt, D., & Allen, B. (2014). Static risk factors predict sexual misconduct among incarcerated female sexual offenders. *Journal Of Sexual Aggression*, 20(1), 85-93.
- Rosellini, A. J., Street, A. E., Ursano, R. J., Wai Tat, C., Heeringa, S. G., Monahan, J., & ... Kessler, R. C. (2017). Sexual assault victimization and mental health treatment, suicide attempts, and career outcomes among women in the US Army. *American Journal of Public Health*, 107(5), 732-739.

- Sandberg, K., & Verbalis, J. G. (2013). Sex and the basic scientist: Is it time to embrace Title IX? *Biology of Sex Differences*, 4(1), 1-4.
- Sexual Assault Prevention and Response (2014). *EPH community attitudes on sexual assault (EPHCASA) survey*. Retrieved from [https://dean.williams.edu/files/2015/04/2015\\_ephcasa\\_instrument\\_annotated.pdf](https://dean.williams.edu/files/2015/04/2015_ephcasa_instrument_annotated.pdf)
- Silbaugh, K. (2015). Reactive to proactive: Title IX's unrealized capacity to prevent campus sexual assault. *Boston University Law Review*, 95(3), 1049-1076.
- Skinner, J., & Gross, M. (2017). The ISSAS model: Understanding the information needs of sexual assault survivors on college campuses. *College & Research Libraries*, 78(1), 23-34.
- Streng, T. K., & Kamimura, A. (2015). Sexual assault prevention and reporting on college campuses in the US: A review of policies and recommendations. *Journal of Education and Practice*, 6(3), 65-71.
- Tani, K. M. (2017). An administrative right to be free from sexual violence? Title IX enforcement in historical and institutional perspective. *Duke Law Journal*, 66(8), 1847-1903.
- University of Utah. (2014). Interim university policy 1-012: Sexual misconduct: Sexual assault dating violence, domestic violence, and stalking, prevention and response. *Rev 1*. [Online] Available at: <http://regulations.utah.edu/general/1-012.php>.
- White House Task Force to Protect Students from Sexual Assault. (2014). *Not Alone*. Washington, District of Columbia.

Worthen, M. F., & Wallace, S. A. (2017). Intersectionality and perceptions about sexual assault education and reporting on college campuses. *Family Relations*, 66(1), 180-196.

## APPENDIX A

### Program Proposal

#### **Step 1: Prevention Goals**

1. Prevention program should improve student understanding of disclosure methods.
2. Prevention program should increase student preparedness and self-efficacy to address assault as a bystander.
3. Prevention program should contribute to an elimination of common rape myths and rape culture on campus by gearing prevention towards changing the beliefs and attitudes of students.
4. Prevention program should give students an understanding of acquaintance assault and protective factors, as date rape is the most common among college students.
5. Prevention program should be hand made to fit the community it is going to serve, and therefore should embrace campuses Christian beliefs, values, and norms.
6. Prevention program should increase women's confidence in their ability to defend themselves during an attack as well seeking trauma-informed therapy.
7. Prevention program should place emphasis on student groups with large number of people, especially those historically known by society to participate in party culture, drinking, and hazing (i.e., sororities, fraternities, student athletes, etc.).

8. Prevention program should decrease the number of assaults that occur on campus.

## **Step 2: Implementation**

- Chapel Videos
  - Sexual assault situation – Focus the video around victim figuring out where to go to disclose what has happened (victim does not know perpetrator). Working through fear, common rape myths, as well as navigating the Title IX office.
    - Goals met: understanding of disclosure methods on campus and options Title IX office offers; eliminating rape myths; defining sexual assault
  - Domestic violence situation – Focus the video around the victims defending herself, what it looked like for her to move on, as well as navigating the Title IX office
    - Goals met: survivor self-defense; seeking trauma-informed therapeutic healing
  - Sexual assault situation/dating violence – Focus the video on a rape taking place between two individuals in a relationship.
    - Goals met: understanding prevalence of acquaintance assault and how to navigate it; eliminating common rape myths and rape culture
  - Stalking situation – Video should focus on a very intense stalking situation in which students must intervene to help protect a friend before it gets violent.

- Goals met: understanding stalking; bystander intervention
- Campus-wide Resource Fair
  - Highlight on campus and community resources
- Talkback forums/Lunches
  - Reinforce goals of video
  - Accept questions
- Campus Activities
  - Self-defense classes
  - Therapeutic Yoga
  - Poetry Slam
  - Sexual Assault Awareness Walk-A-Thon
    - Goals met: embracing campus beliefs, values, and norms; increasing participation from social clubs, student athletes, and other large student groups

### **Step 3: Evaluation**

- Pretest and Posttest

## APPENDIX B

### Pretest and Posttest – Title IX Survey

1. Class year
  - a. 2019
  - b. 2020
  - c. 2021
  - d. 2022
  
2. Gender Identity
  - a. Woman
  - b. Man
  - c. Trans or Transgender
  - d. Another Identity (Please Specify)
  
3. Sexual Orientation
  - a. Heterosexual/Straight
  - b. Bisexual
  - c. Gay or lesbian
  - d. Asexual
  - e. Pansexual
  - f. Queer
  - g. Another Identity (Please Specify)

4. Are you a U.S. citizen or permanent resident?
  - a. Yes
  - b. No
5. Are you Hispanic or Latina?
  - a. Yes
  - b. No
6. What is your race?
  - a. American Indian or Alaskan Native
  - b. Asian
  - c. Black or African American
  - d. Native Hawaiian or Other Pacific Islander
  - e. White
7. During the current academic year, have you participated in any of the following extracurricular activities as more than a spectator? Check any that apply.
  - a. Intercollegiate athletics (NCAA)
  - b. Intercollegiate athletics (Intramurals)
  - c. Musical groups (instrumental, choral, a cappella, etc.)
  - d. Theatre/dance, or other performance groups
  - e. Student publications
  - f. Student government
  - g. Political or activist groups
  - h. Religious or spiritual groups
  - i. Cultural or ethnic organizations

- j. Volunteer service
8. If someone was to report a sexual assault that happened to them at ACU? (Likert scale 1-5; Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)
- a. ACU would take the report seriously
  - b. ACU would take steps to protect the safety of the person making the report
  - c. ACU would support the person making the report
  - d. ACU would take action to remedy the underlying factors that may have led to the sexual assault
  - e. ACU would provide support for the person who was accused of the assault
  - f. If it was determined that a violation of the Code of Conduct had taken place, ACU would take corrective action with the person(s) responsible
  - g. ACU would take steps to prevent retaliation against anyone involved in a case of sexual assault
9. It is true that people of any gender can commit assault and/or be assaulted, but these particular statements are meant to reflect specific beliefs about gender that some people hold. Please indicate the extent to which you agree with the following statements. (Likert scale 1-5; Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)
- a. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex.
  - b. A girl can only claim rape if she says “no”

- c. Girls who say they were raped often led the guy on, then had regrets
- d. When guys rape, it is often because of their strong desire for sex
- e. If both people are drunk, it can't be rape
- f. If a guy is drunk, he might rape someone unintentionally
- g. It is not necessary to discuss consent before sexual activity if you are in a relationship with the other person

10. Based on your own experiences and what you've heard, which of the following campus resources do you think are knowledgeable about sexual assault. Check all that apply.

- a. Title IX
- b. Res Life
- c. SOAR
- d. OMA
- e. Chaplains
- f. Counseling Center
- g. ACU PD

11. Based on your own experience and what you've heard, ACU responds to reported information about sexual misconduct by providing:

- a. Academic accommodations (changes to class schedules, other academic support, etc.)
- b. Housing modifications
- c. Protective measures like no-contact orders
- d. Information about and help reporting to the police

- e. Information about and help accessing the campus disciplinary process
- f. Information about and help accessing the police and court system

12. Which of the following have you done or would you do in your time at ACU?

(Likert scale 1-4; I would not do this, I have had the opportunity to do this, but have not, I have not had the opportunity to do this, but I would do it if the situation presented itself, I have done this)

- a. Watched my friends' unattended drinks at parties
- b. Checked in with a friend who looked very intoxicated when they were leaving a party with someone
- c. Talked to my friends about sexual violence as an issue in our community
- d. Spoke up to a friend or someone else who told me that they had sex with someone who was very intoxicated or didn't consent
- e. Expressed my discomfort when someone made a joke about rape or a comment that minimized rape
- f. Helped a friend to get home safely when they seemed very intoxicated
- g. Talked to a friend who I suspected might be in an abusive or harmful relationship

13. Please think of all the time you have been a part of the ACU community, even if you weren't on campus full-time (studying abroad, traveling for athletic contest or performance, etc.) Again, this survey is completely confidential and voluntary.

Your response will not be part of any academic, medical, or disciplinary record.

Some of the questions in this section use specific language, including anatomical names of body parts and specific behaviors to ask about sexual situations. This survey also asks about sexual assault and other forms of violence which may be upsetting. Resources for support are listed at the end of the survey, if you need them.

14. Have any of the following happened to you or anyone you know? (Has happened to me? Yes, no, unsure; Has happened to someone I know at ACU? Yes, no, unsure)
- a. Been stalked, followed, or received repeated unwanted messages, texts, emails, etc. from someone that made the person uncomfortable
  - b. Been in a relationship that was controlling or abusive (physically, sexually, psychologically, emotionally, or financially)
  - c. Been sexually harassed
  - d. Been sexually assaulted
  - e. Been raped
15. Have you experienced any of the following while you've been a student at ACU? (Likert scale 1-4; No, yes, once, yes, more than once, unsure)
- a. Someone touched, kissed or rubbed up against the private areas of my body or removed some of my clothes, even though I didn't want them to
  - b. Someone tried to sexually penetrate me, or make me penetrate them, even though I didn't want to

- c. Someone sexually penetrated me, or made me penetrate them, even though I didn't want to
- d. Someone tried to perform oral sex on me or make me give them oral sex even though I didn't want to
- e. Someone performed oral sex on me or made me give them oral sex even though I didn't want to

16. Where did this incident take place? Check all that apply. (Question shown only to respondents who indicated at least one of the behaviors in Q15 had happened once or more than once)

- a. On the ACU campus, in a residential building
- b. On the ACU campus, in a non-residential building
- c. Off campus, at another college or university
- d. Off campus, not at another college or university

17. What was the gender of the person or people who initiated this unwanted sexual contact? Check all that apply. (Question shown only to respondents who indicated at least one of the behaviors in Q15 had happened once or more than once)

- a. Female
- b. Male
- c. Trans or transgender
- d. Another Identity (Please specify)