SEXUAL ASSAULT PEER EDUCATOR PROGRAM

A CREATIVE PROJECT

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIRMENTS

FOR THE DEGREE

MASTER OF ARTS

BY

ANTOINETTE MURPHY

ROGER D. WESSEL, PH.D - ADVISOR

BALL STATE UNIVERSITY

MUNCIE, INDIANA

MAY 2010

ABSTRACT

TITLE: Sexual Assault Peer Educator Program

STUDENT: Antoinette Murphy

DEGREE: Master of Arts in Student Affairs Administration in Higher

      Education

COLLEGE: Teachers College

DATE: May 2010

PAGES: 57

   The purpose for this project was to develop a Sexual Assault Peer Educator program within the Office of Student Life and Development which will focus on the education of students at Ivy Tech Community College – Central Indiana on the importance of sexual assault. This program would be available to all registered students and offered two times per academic year. This project is significant because incidents of sexual assault tend to be highest among college aged individuals. This training program will address the topics of history, myths and facts, biases, types of sexual assault, and most importantly victim advocacy and the role of peer educators. The training program will provide useful material such as literature, role playing, and presentations to be used for future programs conducted by the Sexual Assault Peer Educators.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

Rape and sexual assault have both been identified as growing problems on college campuses across the country. Finding a cure is both important and difficult for college administrators. Over the last 20 years there has been a rise from one-in-five to one-in-three college couples being involved in dating violence. This increase has lead to a study to determine if an individual is predisposed to the occurrence of dating violence through a variety of factors (Luthra & Gidycz, 2006).

Statement of the Purpose

The purpose of this project was to develop a Sexual Assault Peer Educator program within the Office of Student Life and Development which will focus on the education of students at Ivy Tech Community College – Central Indiana on the importance of sexual assault. This program would be available to all registered students and offered two times per academic year.

Significance of Project

Ivy Tech Community College – Central Indiana is a teaching college and serves a wide demographic of students. During an introductory program on campus called R.A.I.N.N. Day (Rape Abuse and Incest National Network) in September 2007, it was found there are several enrolled students who were either victims, or knew someone who has been a victim, of sexual assault. The students were vocal about the importance of

programming on campus with regards to the topic and were also enthusiastic to share their stories in the hopes of educating others on a problem which affects the community as a whole.

Scope and Delimitations of the Project

This program was developed using pieces of existing programs at other colleges across the country. The information in this project has been contoured specifically to meet the needs of a community college where there are no residential facilities. It is important to understand that Ivy Tech Community College – Central Indiana does not currently house a counseling center, therefore the coordination is reliant on outside resources such as the Indiana Coalition Against Sexual Assault (INCASA). Also, financial and personnel limitations for the college and INCASA will only allow us to offer the program twice per year with a result in less than 40 possible trainees during the academic year. As with most community colleges, there is a frequent turn-over of students, therefore we are continually needing to recruit and train new peer educators to keep the program successful.

Organization of Project

The project is in sequential order starting with chapter one that provides an introduction. Chapter two contains the review of literature. Chapter three contains the methodology and design used to create the project. Chapter four contains the seminar outlines and the material used for all four seminars. References and appendices are located at the end of the project.

Definitions

Rape – Rape is a violent crime of power and control forcing someone to have sex against her or his will.

Sexual Assault – Sexual assault in most states includes any type of unwanted physical contact with sexual organs. In many states, it goes beyond just physical contact to include aggressive sexually suggestive statements.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary of the Project

Rape and sexual assault remain one of the most underreported crimes in the country (Sable, Danis, Mauzy & Gallagher, 2006). Research indicated a lack of knowledge existed among college students about sexual assault and its prevalence on college campuses (Franiuk, 2007). Therefore the following literature review will focus on information about sexual assault, description rape prevention programs, and an evaluation of said programs.

Defining Sexual Assault

It was found women were more likely to define an experience not as rape if the perpetrator was someone other than a boyfriend or if it occurred as a child. They were less likely to classify it as rape if it was submission to a boyfriend, impaired, non-vaginal intercourse or she was emotionally needy (Kahn, 2004).

Students in two sophomore level Psychology of Women classes at a midsized university in the mid-west participated in this activity. The classes consisted of 56 women and five men who were asked to read a series of eight scenarios and then indicate which incidences involved sexual assault and which did not. Afterwards there was a discussion with the students to discuss the outcomes of the scenarios.

The students were asked to give a written definition of sexual assault prior to and after the activity. The results of the activity indicated students had a difficult time labeling sexual assault prior to the activity because students' definitions of sexual assault afterwards more closely identified the definition of sexual assault. It should be noted more than 90% of the students found the activity helpful and informative to future classes (Franiuk, 2007).

College students are more likely to be sexually assaulted than any other age group, more specifically, college women are four time more likely (Rape, Abuse and Incest National Network, 2006). Over the last 20 years there has been a rise from one-in-five to one-in-three college couples being involved in dating violence (Luthra, Rohini & Gidycz, 2006). Sexual Assault Prevention Programs have been the topic of discussion and research for over 20 years. There are several types of rape prevention programs in existence (Milhausen, McBride & Jun, 2006).

Prior to rape or sexual assault prevention programs being introduced on a college campus, one must assess the need of such a program. Thusly, several institutions of higher education have examined the numbers of sexual assaults which have taken place on the campus. It has been made possible for administrators to evaluate these numbers because of the Jeanne Clery Act (Security on Campus, 2006) instituted in 1990. The Clery Act requires colleges and universities to report and publish crime statistics, including sexual assault. One such statistic is in 2005 at Indiana University Bloomington, there were 16 forceable rapes reported to the law enforcement (Department of Justice – Federal Bureau of Investigation, 2006).

However, the Clery Act did not clearly identify more specific data needed to determine if and what type of a prevention program should be instituted on college campuses. Briere and Malamuth (1983) surveyed college students across the country. They found 60% of male college students indicated some likelihood of raping or using force in certain circumstances. Another startling statistic, taken from a sample of sorority women, was that 24% had experienced an attempted rape and 17% were victims of a completed rape. Almost half of these rapes and attempted rapes were perpetrated in a fraternity house (Copenhaver & Grauerholtz, 1991).

<div align="center">Sexual Assault: Violence, Relationship, and Alcohol</div>

The following three studies examined the statistics of sexual assault when involving different criteria. The authors explored dating violence among college men and women, the relationship between victim and offender, and the role which alcohol plays in sexual assaults.

Over the last 20 years there has been a rise from one-in-five to one-in-three college couples being involved in dating violence. This increase has lead to a study to determine if an individual is predisposed to the occurrence of dating violence through a variety of factors. These factors include: gender, exposure to aggression, childhood and adolescent victimization, attitudes toward interpersonal aggression and alcohol use (Luthra & Gidycz, 2006). These factors were evaluated to determine if they would apply to "real-world" research. The research consisted of 200 college students and the accuracy of these theories is interesting with regards to women versus men. Women reported partner violence at a higher rate than men. However, it is noted, more research needs to

be conducted to conclusively determine which factor poses a greater risk to being introduced to violence in dating.

When researching victim-offender relationships (acquaintance, spouse, intimate or strangers) there are many differences in the assaults with regards to the level of violence and the effects on the victim. Ullman, Filipas, Townsend, and Staryznski (2006) studied 1,000 female sexual assault survivors. With regards to the relationship of the victim to the offender, the level of violence differed between acquaintance, stranger, and intimate (boyfriend or husband) relationships. The level of violence represented in the victims of an assault committed by a boyfriend or spouse was similar to those committed by strangers. A lower level of violence was found if the assault was committed by an acquaintance (2006). Also discussed within the study were the effects of the sexual assault on the victim. This also varied from stranger rape to acquaintance rape. Some of the effects of victims include, Posttraumatic Stress Disorder (PTSD), fear, depression, anxiety, and sexual distress. The level to which some were present varied depending on the victim-offender relationship. Victims of stranger rape were more apt to suffer from Posttraumatic Stress Disorder and a higher level of fear while intimate rape had a higher level of sexual distress.

The previous articles held one similarity to the following article; alcohol increased the opportunity of the sexual assault of college women. There were three surveys conducted by Harvard School of Public Health involved 119 schools to determine what the relationship is to rape and alcohol. The authors were able to determine a large number of the rapes occurred while women were intoxicated. Of the one in 20 women who reported being raped, approximately 72% of them had reported

being intoxicated at the time of the occurrence. Therefore, in order to more specifically target rape prevention programs, it is important to address the issue of alcohol consumption. (Mohler-Kuo, Dowdall, Koss, & Wechsler, 2003)

According to these authors, there is a need to address sexual assault on college campuses. There are programs which need to be implemented in order to complete the education process and make college campuses a safer place to live.

<center>Sexual Assault Prevention Programs</center>

There are a variety of programs designed to prevent sexual assault, however many of them have not been evaluated (Rothman & Silverman, 2007). The following studies all examined sexual assault prevention programs, however, each program has been geared towards different groups of students and each measured the effectiveness of the program differently. The primary agreement between the three studies was the increasing need for programs to help prevent sexual assault.

The evaluation on sexual assault prevention programs (Frazier & others, 1993) incorporated pre-test, post-test and follow-up to determine if the rape prevention program was successful. For assessment purposes, an intervention group and a control group were both used. The pre-test showed similarities between the groups with regards to attitudes towards rape. The intervention group participated in a theatrical performance by commenting on the scenarios to create different outcomes. At the end of the program both groups were administered a post-test and the intervention group had greater change in attitudes toward rape than did the control group. The programs appeared to be successful. However, after the one month follow-up, the differences between the two groups were no longer evident.

The reason the co-educational program may not have worked is because it was not ongoing. As read in the article *Sexual Assault Education Programs: A Meta-Analytic Examination of Their Effectiveness*, there are many different ways in which researchers have tried to determine the effectiveness of sexual assault prevention programs. This article assessed 62 studies, involving 102 types of intervention and more than 18,000 participants (Anderson & Whiston, 2005). Time was a determinant in the effectiveness of the various types of programs studied. The link between the one's which had the most success was the programs which targeted full semesters or multiple sessions were the most successful. The study utilized two groups of students from a northeastern college which in 2003 required all incoming freshmen to enroll in a sexual assault prevention program. The selected students were the class of 2006 (the control), who had not been exposed to the program and the class of 2007 (the intervention), the first to attend the program. Each class was asked to complete an online survey at the beginning of their sophomore year with regards to sexual assault experiences during their first year in college (Anderson & Whiston, 2005). The researchers found a reduction in the prevalence of sexual assault with those who were exposed to the program. More specifically, it was concluded that students of the control group were 1.74 times more likely to report they were sexually assaulted than those students in the intervention group.

<center>Engaging Men</center>

Fabiano, Perkins, Berkowitz, Linkenbach, and Stark (2003) found that engaging men in the education of sexual assault against women has become more important because research indicated they hold significant influence over each other's behavior. It was suggested that rape prevention programs consisting of all males could assist in

challenging "rape myths" and help redefine sexual assault as not just a women's issue but for men to serve as "social justice allies" in ending violence against women.

Davis (2000) discussed how to design sexual assault prevention programming specifically for men. Topics discussed were program content, program process issues, and challenges in evaluation. The proper way to begin is with a program introduction. This introduction should be used to explain of the program, rules and is also used to establish credibility. Upon completion of the introduction the next steps involved creating interaction among the participants. How to engage the participants was addressed in the program process issues section. The utilization of sitcom clips proved successful because it immediately engaged them and helped to reduce defensiveness. Davis also discussed the importance of creating a safe learning environment. One way to succeed is to confirm the presenters comfort level with discussing the topic of sex and their ability to prevent a hostile situation. Once the program has been successfully implemented, the next step is to measure the effectiveness of the program. Several challenges were addressed including population, assessment method, and follow-up post-testing. Population issues arose because the ones who usually attended were the ones who were already educated on rape prevention. Therefore, one particular way mentioned to address the issue is to target all-male groups such as sports teams or fraternities. Choosing such groups can create a successful outcome because participation can be made mandatory.

The completion of the program can be the most difficult. How to assess the success and how to follow-up are two issues seen throughout many prevention programs. One common method would be the use of various scales including but not limited to: the Likelihood to Rape, Likelihood to Use Force, or the Comprehension of Consent/Coercion

Measure. These would all be measured using the Likert Scale (i.e., range from one to five). Another method would be to follow up with a phone call asking participants to volunteer to help with rape prevention activities (Davis, 2005). Finally, the most tell-tale sign of the effectiveness of a rape prevention program is the post-test. One common mistake many programs make is the administration of a post-test immediately following the program. Again, timing of the test is important. A post-test should be conducted after some time has elapsed. Another post-test method is to use multiple methods of post-tests and follow-ups.

Summary

There are a few items needed for a successful program. One of the most notable success was many programs are developed because students develop the desire to change. With a student driven program the importance of training was the second common denominator of successful programs. The third element of success was identified as support of advisors to help develop and aid the group (Hunter, 2004).

CHAPTER THREE

METHODOLOGY

Statement of the Purpose

The purpose of this project was to develop a Sexual Assault Peer Educator program within the Office of Student Life and Development which will focus on the education of students at Ivy Tech Community College – Central Indiana on the importance of sexual assault. This program would be available to all registered students and offered two times per academic year.

Methodology

This program was created after reviewing the literature, interviewing several colleagues at other colleges with similar programs, and meeting with the Indiana Coalition of Sexual Assault (INCASA). Many sources were provided by INCASA as well as the utilization of books, websites, presentations and materials from past leadership programs.

The overall structure of the training portion of the program was adapted from the INCASA Advocacy Program. This program will be designed as a volunteer program offered by the Office of Student Life and Development for which any registered student may participate. The students are chosen for this program based on an application (Appendix A) and an interview selection process. The training program was formed through trial-and-error to work with the unique student body demographics of Ivy Tech Community College – Central Indiana. The post-training portion of the program was

developed using materials from other sources such as Security on Campus, Rape, Abuse

and Incest National Network (RAINN), and the *Ivy Tech Community College – Central*

Indiana Student Handbook.

<div align="center">Design of Project</div>

There are four phases of the Sexual Assault Peer Educators Program. One of them

is a one-time mandatory training meeting and the other three phases are ongoing portions

once training is completed and certification is received. The different phases of the

program will allow each student to recognize their specific strengths and gain a passion

for what they personally believe to be the most important aspect of the topic. Students

will only be able to enter into the program at two predetermined dates during the

academic year, the last Friday in October and the last Friday in February. Those dates

have been specifically selected to coincide with programs already conducted on campus

to increase awareness of the issue of sexual assault.

The literature review specifically addressed the importance of evaluating the

programs to identify success. Therefore, the program has been re-designed more than

once based on feedback from current peer educators. The program will continue to allow

for revision as necessary.

The first phase of the program will be the initial training meeting conducted by

INCASA. This training meeting is a four-hour, mandatory information session that will

give the students the basic skills needed to be Sexual Assault Peer Educators. The

meeting will begin with a pre-training survey to find out their opinions on sexual assault

and to gather basic demographic information. The students will be given a plethora of

information regarding sexual assault and take part in many discussions about history,

myths and facts, biases, types of sexual assault, and most importantly victim advocacy and the role of peer educators. After students receive basic information, there will be two different types of opportunities to discuss scenarios. One will be a video, date rape drugs story, *Watch your Back*, which shows two staged experiments revolving around date rape drugs. The first experiments shows women accepting drinks from a staged unknown individual who had every opportunity to drug the drink. The second experiment involves a staged man bragging to other men about how he is drugging a woman's drink. The second type will be the opportunity to participate in educator–victim role playing. Each of these will encourage in-depth discussions about laws, protection, and values. After successful completion of the training meeting, the students receive a certification and then move into the second phase of the program.

The second phase of the program will involve the attendance at monthly workshops. The purpose of the workshops will be two-fold, to expound on the original training through visiting lecturers, and to plan programs to present to the students of Ivy Tech Community College – Central Indiana. Students will be involved in this phase until they graduate, resign, or are removed from the program.

The third phase of the program is the completion of monthly community service. All active members of the Sexual Assault Peer Educators must continue their education by participating in community service with an approved and recognized organization that focuses on helping victims of sexual assault. Students will be involved in this phase until they graduate, resign, or are removed from the program.

The fourth phase of the program will focus on how to be an educator. The Sexual Assault Peer Educators will now have the opportunity to put to use the knowledge gained

through training and community service through presentations. All Sexual Assault Peer Educators are required to assist in the planning and implementation of two programs per year either at Ivy Tech Community College – Central Indiana or in the community. Students will be involved in this phase until they graduate, resign, or are removed from the program.

Summary

The purpose of this project was to develop a Sexual Assault Peer Educator program within the Office of Student Life and Development which will focus on the education of students at Ivy Tech Community College – Central Indiana on the importance of sexual assault. This program would be available to all registered students and offered two times per academic year. The students will be armed with useful knowledge to help educate others and make informed decisions when difficult situations are presented.

CHAPTER FOUR

SEXUAL ASSAULT PEER EDUCATORS

Summary of Project

This project developed a Sexual Assault Peer Educator program within the Office of Student Life and Development which focuses on the education of students at Ivy Tech Community College – Central Indiana on the importance of sexual assault. This program would be available to all registered students and offered two times per academic year. There are four phases of the Sexual Assault Peer Educators Program. The first is a one-time mandatory training meeting and the other three phases are ongoing portions once training is completed and certification is received. The different phases of the program will allow each student to recognize their specific strengths and gain a passion for what they personally believe to be the most important aspect of the topic.

Overview of Seminars

Phase 1: Training; page 18

The first phase of the program will be the initial training meeting conducted by INCASA. This training meeting is a four-hour, mandatory information session that gives students the basic skills needed to be Sexual Assault Peer Educators. The meeting will begin with a pre-training survey to find out their opinions on sexual assault and to gather basic demographic information.

Phase 2: Monthly Workshops; page 20

The second phase of the program will involve attendance at monthly workshops. These workshops will be two-fold, to expound on the original training through visiting lecturers, and to plan programs to present to the students of Ivy Tech Community College – Central Indiana. Students will be involved in this phase until they graduate, resign, or are removed from the program.

Phase 3: Community Service; page 21

The third phase of the program is the completion of monthly community service.

Phase 4: Presentations; page 22

The fourth phase of the program is the educator piece. The Sexual Assault Peer Educators will now have the opportunity to put to use the knowledge gained through training and community service through presentations.

Phase 1: Training

Learning Objectives

- Recognize personal perceptions of sexual assault

- Get students comfortable presenting and discussing issues of sensitivity

- Understand myths, facts, and bias' with regards to sexual assault

- Become aware of ways sexual assault affects college campuses

Lesson Outline

  I. Introduction and Overview of Training Program

 II. Survey

III. History & Myths

IV. Types of Sexual Assault

 V. Criminal Justice Process

VI. Raising Awareness

Lesson

The instructor (INCASA) begins with a self introduction and then the class does a self introduction. The instructor presents a brief overview of the training program (Appendix B) and answers any questions the students may have. The instructor distributes the survey/questionnaire (Appendix C) to gain a better understanding of the student's knowledge of the topic.

The instructor then introduces all members of the training team and defines their role in INCASA. Each member of the training team conducts their portion of the training program by utilizing PowerPoint slides created by INCASA. Students are given copies of

the slides and resources (Appendix D) to use for future reference. Students have the

opportunity to conduct mock presentations and also role-play exercises.

The training seminar concludes with a wrap-up discussion and asked to complete

an evaluation (Appendix E). Students are then presented with a certification of

completion (Appendix F).

Handouts

1. Agenda (Appendix B)

2. Survey/Questionnaire (Appendix C)

3. Marion County Resources (Appendix D)

4. Evaluation (Appendix E)

5. Certification (Appendix F)

Phase 2: Monthly Workshops

Learning Objectives

- Compassion in speaking with those who have been affected by sexual assault

- Build upon their ability to conduct and create presentations for different audiences

- To identify community resources for victims of sexual assault

Lesson Outline:

  I. College Judicial Procedures

 II. Crisis Intervention

III. Community/College Resources

IV. Active Listening

 V. Role Playing

VI. Presentation Training

Lesson

The trainings for the monthly workshops will vary each month. Professionals from local organizations will be invited to provide information to the Sexual Assault Peer Educators to continue their education. Each lesson will last approximately one hour and the peer educators will rotate the responsibility of planning the monthly workshops.

Phase 3: Community Service

Learning Objectives

- Become knowledgeable of real-world situations involving sexual assault

- Become aware of the legal issues that deal sexual assault

Lesson Outline

I. Introduction and Overview

II. Discuss the importance of community service work and how it will strengthen their understanding of the issue and provide opportunities for career growth.

Lesson

The Sexual Assault Peer Educators are required to complete five hours of community service per month. The advisor of the Sexual Assault Peer Educators will make available to the students a list of approved organizations for which they can fulfill the required community service hours.

Handouts

1. Community Service Report Form (Appendix G)

Phase 4: Presentations

Learning Objectives

- Understanding how to be a positive campus influence

- Become aware of peer groups and social pressures

- Find ways to build faculty/staff relationships

- Learn about the campus resources

Lesson Outline

I. How to schedule a presentation

II. How to conduct a presentation

III. Active role playing

IV. Evaluation and follow-up

Lesson

Sexual Assault Peer Educators will receive training on how to conduct a schedule and conduct presentations. We will work with the outside agency Security on Campus, who will conduct five one-hour training workshops.

Handouts

1. Peer Education Campus Outreach Coordinator (Appendix H)

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APPENDIX A

APPLICATION

Application for
Sexual Assault Peer Educator Training

Sponsored by:
The Office of Student Life & Development

IVY TECH COMMUNITY COLLEGE CENTRAL INDIANA

Training Date

October 30, 2009

8:30 am – 12:30 pm

Application Deadline

October 15, 2009

Return to
Office of Student Life & Development
NMC 431

Sexual Assault Peer Educators

Mission Statement

The Sexual Assault Peer Educators program is designed to promote greater awareness about the dynamics of sexual assault and aid in the prevention of relationship violence on the Ivy Tech Community College – Central Indiana campus. The intention of the program is to facilitate knowledgeable interactions between trained Ivy Tech Community College – Central Indiana students and their peers through programs and trainings, as well as providing information and resources to victims of sexual assault in times of immediate crisis.

Certification

Each educator will receive their Certificate of Completion as a Sexual Assault Peer Educators by attending the 4-hour training presented by INCASA (Indiana Coalition Against Sexual Assault).

To maintain certification all Sexual Assault Peer Educators are required to:
- Attend team meetings held the second Thursday of each month from 7:30 a.m. – 9:00 a.m.
- Complete 5 (five) hours of community service at an identified and approved organization that benefits victims of sexual assault or other acts of violence.
- Assist in the planning and implementation of 2 presentation opportunities at the college or in the community.

Goals

1) To make healthy choices in our own lives, physically, mentally, emotionally, socially and spiritually.
2) To learn about the components of a healthy lifestyle, and then to pass on what we have learned to our peers, in entertaining and educational programs.
3) To focus on issues of health and wellness having particular relevance in the lives of college students.
4) For all students to have a peer education experience during their collegiate career, that stays with them for the rest of their lives and helps them to make responsible and healthy choices.
5) To provide and advertise programs for college community on issues relating to gender roles, sexual violence and safety and awareness.
6) To provide information and resources to victims of sexual assault and relationship violence.
7) To provide specific education about staying safe at Ivy Tech Community College – Central Indiana; while sexual assault is never the victim/survivor's fault, information can be an important tool.

Expectations and Responsibilities

- Attend team meetings held the second Thursday of each month from 7:30 a.m. – 9:00 a.m.
- Lead team training meetings once Certification of Completion is received.
- Become knowledgeable about sexual violence and be able to make effective referrals and increase help seeking behavior on campus.
- Conduct classroom presentations and workshops on a requested basis.
- Be approachable, good listeners, good leaders, respected by their peers, and good communication skills.
- Be creative and are willing to look at problems from different perspectives.
- Strive to be positive role models within the Ivy Tech Community College – Central Indiana community.
- Maintain confidentiality of fellow Peer Educators, and other members of the community.

APPLICATION

for

Sexual Assault Peer Educator Training

Application Deadline:

October 15, 2009

Name:

Student ID: C

Ivy Tech Email:

Phone:

Major / Date of Graduation:

1) Why do you want to be a Sexual Assault Peer Educator?

2) What unique qualities do you possess that you would be able to contribute to the team?

3) Please discuss your public speaking skills and/or any presentations you have lead.

4) Please list any extracurricular activities you are currently involved in (hobbies, clubs, sports, dorms, fraternity, sorority, etc.) Note any leadership positions held.

5) Will you be able to commit to the scheduled training and monthly meetings? (2nd Thursday of each month from 7:30 a.m. – 9:00 a.m.) Please list any known conflicts.

6) Please provide a letter of recommendation from a faculty or staff member of Ivy Tech Community College – Central Indiana. Your reference should be able to speak to your skills as a leader as well as your overall sense of responsibility.

Name:

Title:

E-Mail:

Phone Number:

Application Requirements
- ✓ Completed Application
- ✓ Letter of Recommendation
- ✓ 30 minute Personal Interview – To be scheduled October 19 – 23, 2009
- ✓ In good standing with the college: academically, financially and disciplinary.
- ✓ Must be enrolled as a student for Spring 2010 semester at Ivy Tech Community College – Central Indiana.

Permission to Review Transcript

I am giving official permission for my transcript to be reviewed by the Office of Student Life & Development. I also understand that this information will be kept confidential.

_____   _____

Student Signature   Date

APPENDIX B

AGENDA

Agenda

Friday, Oct 30, 2009
Indiana Coalition Against Sexual Assault
Introduction to Sexual Violence~
Raising Awareness on the College Campus

Sexual Assault PEER Educators Ivy Tech Community College~ Indianapolis

- ✓ 800-830   Sign in and set-up ~ ice breaker

- ✓ 830-840   Mission, Goals and Expectations

- ✓ 840-850   Introduction to INCASA/Ice breaker

- ✓ 850-920   History/ Myths

    - ▪ 920-930   BREAK

- ✓ 930-1000   Types of Sexual Assaults

- ✓ 1000-1030   Criminal Justice Process

    - ▪ 1030—1040   BREAK

- ✓ 1040-1220   Raising Awareness
    - o Peer Education
    - o Speaking to Peers
    - o Raising Awareness
    - o Community Outreach

- ✓ 1220-1230   Evaluations

Speaker Contact information: Diana Moore   dmoore@incasa.org
                                 Katie O'Bryan   kobryan@incasa.org

APPENDIX C

SURVEY

Survey

Name: _____

Field of Study: _____

Why did you sign up for this course? _____

_____

_____

What do you hope to gain from this course? _____

_____

_____

Are you a person who has been affected by sexual violence? Yes or No   (circle) Type: _____

Are you a person who has been sexually assaulted?

Yes or No   (circle)   Type:
_____

If yes,   How long ago?   _____

             Did you seek assistance?   _____

Feel Free to add any additional comments:

THIS INFORMATION WILL NOT BE SHARED WITH ANYONE OUTSIDE THE TRAINERS.
THIS INFORMATION WILL ASSIST THE TRAINERS IN TEACHING THE COURSE.

APPENDIX D

MARION COUNTY RESOURCES

Marion County Resources

Referrals for Services:

Legacy House 554-5272
Provides crisis intervention, victim advocacy, counseling, support groups, protective orders, children's services, etc. All services provided at no cost to the client.

Services provided to primary and secondary victims of all types of violence including sexual assault, child abuse and neglect, domestic violence, homicide, stalking, assault, victims of DUI crashes, robbery, burglary, etc. Services provided to men, women and children

Center of Hope locations:

Wishard Health Services 633-HOPE
Methodist Hospital 929-3600
Community East Hospital 355-HOPE
St. Vincent's Hospital 338-2160
St. Francis Hospital 865-5261
Riley Hospital 274-HOPE

A Center of Hope provides forensic examinations to male and female victims of sexual assault. All Centers of Hope are accessible through the emergency department of each respective hospital. Riley Hospital provides services to child victims of sexual assault only. The forensic examination MUST not be charged to the patient but paid through the Sex Crime Compensation. Each hospital must have the forms for payment. There may be additional charges and those charges may be paid for by the Indiana Victims of Violent Crimes Compensation Fund, this form is found at the local prosecutor's office. Ask the hospital for more information about what is covered and not covered under these two payment plans

Julian Center 941-2200
Provides shelter and/or counseling services to victims of domestic violence and/or sexual assault. Services include shelter, counseling, support groups, etc. Provides services on a sliding scale fee to women and children only.

Inappropriate Responses to Sexual Assault Victims

- I understand how you feel
- God never gives us more than we can handle
- Did you do anything to fight back? Couldn't you fight back?
- I know what I would do if this happened to me…

Avoid blaming questions:

- Why were you there alone?

- Why were you drinking?
- Why were you taking drugs?

Appropriate Responses to Sexual Assault Victims

- I'm sorry this has happened to you
- You didn't deserve this
- You did everything right-you survived!
- It's okay to cry. You have good reasons to cry
- You are having normal reactions to an abnormal situation
- Did anything like this ever happen to you before? When you were a child?
- Even though you may not feel strong right now, the act of telling someone demonstrates strength and courage. It is the first step in healing
- Everyone heals in their own way and in their own time. There is no "normal healing schedule"
- What were you wearing?

APPENDIX E

EVALUATION

Ivy Tech Sexual Assault Peer Educator Training
Indiana Coalition Against Sexual Assault
Participation Evaluation

Name: _____

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
The training was appropriate to my level of experience and knowledge						
The training was relevant for the peer educator program						
The training increased my skills in these topic areas						
I will be able to apply what I learned to the SAPE program						
I expect the information I learned to benefit victims						
After attending this training I am still interested in participating in the Sexual Assault Peer Educator Program						

The most important NEW knowledge that you learned at the training

How do you anticipate applying the knowledge you have learned

Most important NEW skill that you learned at the training

Three things you plan to do or change as a result of attending the training:

1. _____
2. _____
3. _____

Please rate the following presentations   1 being least – 6 being most

	1	2	3	4	5	6
History & Myths						
Criminal Justice Process						
Gender Bias						
Types of Sexual Assault						
Raising Awareness						

Additional Comments
_____
_____
_____

APPENDIX F

CERTIFICATION

Sexual Assault Peer Educator

This certificate is awarded to:

In recognition for the completion
Sexual Assault Peer Educator Course

Indiana Coalition Against Sexual Assault
Ivy Tech Community College– Central Indiana

Diana Moore, Indiana Coalition Against Sexual Assault   Date

Antoinette Murphy, Ivy Tech Community College - Central Indiana   Date

APPENDIX G

Community Service Hours Report Form

IVY TECH
COMMUNITY COLLEGE

SAPE Member _____
Date Submitted _____

Please explain in detail the service performed and persons or groups benefiting from the service.

Date	Service Site	Detailed Description of Service & Beneficiary of Service	Hours
	Agency Representative **(print)**	Agency Representative **(signature)**	Agency Phone
Date	Service Site	Detailed Description of Service & Beneficiary of Service	Hours
	Agency Representative **(print)**	Agency Representative **(signature)**	Agency Phone
Date	Service Site	Detailed Description of Service & Beneficiary of Service	Hours
	Agency Representative **(print)**	Agency Representative **(signature)**	Agency Phone

I certify that the above information is correct to the best of my abilities.   Total Hours _____

Student Signature _____   Date_____

Each SAPE member must complete 5 hours of community service each month.
Form must be turned in to Antoinette Murphy, NMC 431, by the 5th day of the subsequent month.

APPENDIX H

PEER EDUCATION CAMPUS OUTREACH COORDINATOR TRAINING

Peer Education Campus Outreach Coordinator

2008-2009

"Crime awareness can prevent campus victimization"

–*Howard & Connie Clery*

Welcome to Security On Campus (SOC) and our Safe On Campus Peer Education Program (SOC/PEP). As a Peer Education Campus Outreach Coordinator (PECOC) you will play an integral role in bringing our peer education program to a national level. This is a program that SOC is very committed to and strongly believes in, so we ask that you put the energy into the program that it deserves. With a little effort this program can have great outcomes and be an enjoyable experience for all involved. The most important goal we want to accomplish through this program is to educate high school students using your own experiences and expertise as a college student. We want you to be a resource for these students; someone who they can talk to openly about fears or questions they have about college life. We believe that awareness will help prepare students for the potential dangers they may face as college students and in their life beyond high school. We want to empower students to keep themselves safe.

Expectations of PECOCs:
- Complete training
- Find and train peer educators
- Compile a list of high schools near your college/university
- Contact high schools to tell them about SOC/PEP
- Schedule and complete programs
- Send SOC address and info for each peer educator that completed a program after that program so that the peer educator can get paid
- Check in with SOC weekly

I have included a checklist for you to help you visualize all your tasks. Once you have completed your interview and been hired we will talk to determine the dates you are expected to complete each tasks. This worksheet is for your own record. Try to record the date you complete your tasks so you can make sure you are staying on task and make sure you keep a record of when we pay you, which will always be the beginning of the month. This should also help you see that until certain tasks are complete, you will not be paid.

Important Contacts:
Eliza Behymer- ebehymer@securityoncampus.org
          Cell #: (203) 733-5079
Katherine Andriole, Education Outreach Coordinator-
          kandriole@securityoncampus.org
          Cell #: (610) 716- 5745
Alison Kiss, SOC Program Director- akiss@securityoncampus.org
          Cell #: (267) 738- 3682
Office Phone #: (610) 768- 9330 or (888) 251- 7959
Fax #: (610) 768- 0646
Address: 133 Ivy Lane, Suite 200
          King of Prussia, PA 19406
Website: securityoncampus.org, safeoncampus.org

Session 1: Introduction to Security On Campus, Inc.
* References: Newsletter (included in packet), brochure (included in packet), website (securityoncampus.org)

Important Information:

Mission Statement: Security On Campus, Inc. is a non-profit (501(c)(3)) organization whose mission is to prevent violence, substance abuse and other crimes in college and university campus communities across the United States, and to compassionately assist the victims of these crimes.

SOC's Background: Security On Campus, Inc. is a unique 501(c)(3) non-profit grass roots organization dedicated to safe campuses for college and university students. It was co-founded in 1987 by Connie & Howard Clery, following the murder of their daughter at Lehigh University. Jeanne Clery was a freshman when she was beaten, raped and murdered in her dormitory room on April 5, 1986. Jeanne's assailant was another Lehigh student who murdered Jeanne during his attempt to commit robbery as she slept. They did not know each other.

The Clerys quickly discovered they were not alone in their grief. Across the nation, violent and non-violent incidents had been reported to campus authorities, but administrators failed to warn students about crime. As early as 1980, the FBI Uniform Crime Report for colleges expressed alarm at the rapid growth of campus violence related to alcohol and drug abuse.

They were concerned that only 4 percent of higher education institutions were reporting campus crime, even though most schools have state authorized police forces. In 1996, a U.S. Department of Education survey of approximately 1,000 schools revealed 9,550 violent crimes were reported to campus police during 1994: 20 Murders; 5,090 Aggravated Assaults; 2,590 Sexual Assaults; and 3,130 Robberies. Property Crimes reported to campus Police totaled 37,780; 20,430 Liquor Law Violations; 7,230 Drug Arrests; and 1,960 Weapons Possessions.

Surveys by rape crisis centers have concluded that rape and sexual assault are commonplace on many campuses. One in ten women will be raped during their years in college. Studies have revealed that 80% of crime is student on student. Alcohol is involved in 90% of college crime. Date Rape Drugs are creating thousands of victims.

Security On Campus, Inc. believes that students and parents have the right to know about criminal activity on college and university campuses. Many schools are still not accurately reporting crime. Parents have the right to know about the academic and conduct failures of their students under age twenty-one. (securityoncampus.org/aboutsoc/index.html)

SOC Timeline:
April 5, 1986- Jeanne Clery is brutally raped and murdered
October 1987- Howard and Connie Clery found Security On Campus, Inc. in memory of their daughter, Jeanne.
1990- *Crime Awareness and Campus Security Act* of 1990 is passed. This act requires colleges and universities to automatically provide current students and

staff with basic campus crime statistics and security policies. Prospective students and staff are to be notified of the availability of this information and to be given it upon request.

1992- The *Buckley Amendment Clarification* passes which states records kept by campus police and security for law enforcement purposes are not confidential "education" records under federal law. The *Campus Sexual Assault Victims' Bill of Rights* also passes. This bill requires colleges and universities to afford campus sexual assault survivors certain basic rights, including assistance notifying the police. Schools must have policies in place to address campus sexual assault.

1998- The *Campus Courts Disclosure Provision* is passed which states that the final results of student disciplinary cases where a student has been found to have broken a school rule in association with a crime of violence or non-forcible sex offense are no longer protected from disclosure under federal student privacy laws. Victim information is protected. Also, the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* amends the 1990 Campus Security Act to eliminate loopholes and expand reporting requirements. Statistics for certain off-campus areas have to be disclosed and schools with a security department must maintain a daily crime log.

2000- The *Campus Sex Crimes Prevention Act* provides for the collection and disclosure of information about convicted, registered sex offenders either enrolled in or employed at institutions of higher education.

2008- As part of the *Higher Education Opportunity Act* campuses are now required to issue warnings to the campus community immediately after an incident arises on campus.

(securityoncampus.org)

Other Aspects of SOC:

Clery Act Training Seminar- SOC trains administrators, public safety personnel, and other staff from colleges around the country on what the Clery Act means and how universities should comply to the Clery Act.

Crime Statistics- SOC's website can be used to search the crime statistics for most colleges and universities in the country.

Jeanne Clery Campus Safety Award- Awarded annually to honor schools and individuals that have done extraordinary things to make college and university students safer.

Clery Act Complaints- If a person believes that a university has violated the Clery Act they can call SOC to discuss their complaints and get guidance on how to proceed.

National Campus Safety Awareness Month- Over 350 schools will participate in the 4th annual NCSAM this year. The purpose of this month is to raise awareness about campus safety issues as students are beginning classes. Each participating college structures the month differently based on the needs and population of their campus.

Session 2: Introduction to Peer Education
*References: website (safeoncampus.org)

Major Goals of Peer Education:
The major goal of peer education is to increase the awareness of high school students on the topic of campus safety. Not only do we want them to understand the specific topics that we present on, but we also want them to leave the program with general tips of what to be aware of and how to keep themselves safe in their post-high school years. We believe that sharing personal experiences with the students makes the issues we are teaching them about more real. At the end of a peer education program every student should walk away with more knowledge on the issue and should be equipped with tips to help keep themselves safe.

As a Peer Educator You Should Be:
- A positive role model
- Someone who understands what these students are experiencing as high schoolers and what they will face in college
- Honest and open
- Willing to share your own experiences and the experiences of your friends

Effectiveness of SOC/PEP:
- In the 2007-2008 school year we reached 13,074 students at 96 high schools.
- Last year, PECOCs scheduled 44% of the high schools.
- 95% of students answered agree or strongly agree when asked if the Wasted Youth presentation raised their awareness about alcohol.
- 90% of students answered agree or strongly agree when asked if the Breaking the Silence presentation raised their awareness about sexual assault.
- After the Breaking the Silence presentation, 85% of students responded that they were surprised by role of alcohol in sexual assault.

How a typical program will run:
1. Introduce self, SOC, let students know that you want them to pay attention to the video so they can ask any questions after, encourage open discussion
2. Watch videos
3. Discussion
4. Last few minutes- evaluations by students, teachers
5. After the program- email names and addresses of peer educators (so they can be paid), name of school, number of students reached, and name of the program presented (Wasted Youth or Breaking the Silence)

Session 3: Breaking the Silence
*References: Breaking The Silence DVD, Study Guide, and Talking Points

Talking Points:
*It is important to know that these are just guidelines and something you should fall back on only if students don't ask questions/start discussion. However, the conversation after the movie should really be guided by the students. You may need to give them a minute or 2 to process what they saw, before they will begin asking questions.
*It is crucial to make sure you go over the different things the students can do to keep themselves safe. Feel free to add your own suggestions to our list.

Session 4: Wrap Up

This will be a time for you to discuss any questions you may have and talk about your next steps. We will come up with the dates you must have each task completed on your PECOC checklist.

Safe On Campus Peer Education Program

PARTICIPANT EVALUATION FORM
Your comments on the quality and delivery of this presentation will be used to continually improve our presentations. Please return this form to the presenters. Your comments and feedback will be confidential.

Gender: Male _____   **Female** _____

We appreciate your input and the time you spent to help us improve this training!

Please circle your level of agreement or disagreement
with the following statements:

		Strongly Disagree			**Strongly Agree**	
The session:						
1.	raised my awareness about alcohol.	1	2	3	4	5
2.	engaged me to actively listen.	1	2	3	4	5
3.	motivated me to participate.	1	2	3	4	5
4.	was facilitated by knowledgeable students.	1	2	3	4	5
5.	included useful multimedia (video).	1	2	3	4	5

Have you had prior training on alcohol?   ___yes   ____no
Please provide SOC with further comments and suggestions that you may have:

1.)   Were you knowledgeable of the consequences of alcohol use before today?
　　　　YES   NO

2.)   Were you provided with information about how to assist a friend in trouble?

　　　　YES   NO

3.)   Was the connection between alcohol and sexual assault new for you?

　　　　YES   NO

4.)   Did we effectively answer your questions?

　　　　YES   NO

5.)   Did the cases and stories in the video impact you?

　　　　YES   NO

Strength of Presenter's Knowledge:

Very Poor	**Poor**	**Fair**	**Good**	**Excellent**	

Effectiveness of the video:

Very Weak	**Weak**	**Average**	**Strong**	**Very Strong**

Other suggestions to improve student experience: