

# STOP SEXUAL VIOLENCE

*NODAC 2017, Louisville, Kentucky*

2017 Annual Conference of the NODA: Association of Orientation, Transition, and Retention

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Revisiting the 2015 session from NODAC in Denver, Colorado.

Presentation in 2015 was co-presented with Kerry Frazee, Director of Prevention Services at the University of Oregon (and spouse).



**Intro Promising Practice for Small Group Discussion Prompts:**

**1.** Close your eyes. Imagine your last positive sexual encounter in detail. Now turn to your neighbor and describe it...[pause]...GOT YA. But see how awkward that was? And that was about a *positive* encounter.

Imagine how terrible it would be to describe the most negative encounter possible in the same manner over and over again. Such is the case for survivors of sexual violence reporting their experience.

**2.** Orientation leaders facilitating a small group can ask their students for examples of *giving* consent and *asking for* consent. It's simple, but practical.

# Today's Agenda

Promising Practices  
Tough Q's & Suggested A's  
Answer WHY  
Lessons Learned  
Family Time

**Presentation Agenda:** Promising Practices vs. Best Practice



**1st Promising Practice:**

Create a “Safer Space” (or “brave space”) of TRUST for your orientation student staff to discuss the topic “in the family” first.

Some sample group norms:

- Assume best intentions, especially when you disagree.
- Be raggedy. When you don’t know how to express yourself, but worry it might offend if you mention it, say, “I don’t know how to best say this, so I’m going to be raggedy and just say it, but know that I mean no harm and I’d like to discuss openly...”
- Ouch-Oops. If someone says something unknowingly raggedy which hurts or offends, say “Ouch” during the discussion. This cues the speaker that what was said offends. Likewise, if someone says “Ouch” while speaking, say “Oops” as an acknowledgment of the feeling in the room. Then revisit what was said after the point is made.



**2nd Promising Practice:**

Invite campus expert and Title IX coordinator into the orientation preparation process and into the orientation programming; know the campus expert!

Introduce yourself to them and invite them to orientation programming to mingle among new students and families during down-time as well as during formal presentations.



# Prevention for the individual student

## **Why is sexual violence prevention a topic necessary for orientation?**

Prevention for an individual student can be custom and targeted.

Example: A student who smokes. You see them smoking; they do it regularly. Market directly to them.

In preventing sexual violence, we can't know who a perpetrator may be by looking at them or observing public behavior, like smoking on the sidewalk.



# Prevention for the **UNKNOWN** student



Prevention for the unknown student requires prevention to the masses. Where are there masses like at orientation?





Orientation leaders may feel like campus celebrities, so let's leverage that. We must include this topic in our training of orientation leaders to help set the campus norms for new students.



Orientation leaders set the social norms. This means orientation leaders must be well-trained advocates and allies of survivors, able to describe and discuss the campus expectations for how students respect one another.



Now when you're asked questions about sexual violence at orientation, it may feel like an interrogation, so let's discuss some potential questions and suggested answers.

Note: I'm interchanging the terms "victim/survivor."

**Is there good lighting on campus?**

**What are those emergency boxes on campus?**

**Do campus police patrol at night?**

**Is campus open to anyone?**

**Who has access to the residence halls?**

*Theme of the Questions: Physical campus safety*

**Question behind the question:** Will I (my student) be safe on campus? Do students feel safe?

**Suggested Answer:** “As a student I feel safe on campus.” Give 3 examples of specific locations/programs on campus where and when they feel safe. It’s okay to also identify a risk-reduction technique as well (ex: If I’ll be out late, I’ll let a friend know when I’ll be home.)

**What's the question behind the question?**

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**Are there places I should avoid?**

**Do I need pepper spray?**

**How can I protect myself?**

**Do students get drugged often?**

*Theme of the Questions: Victim Responsibility*

**Question behind the question:** Do not accept the premise of the question.

**Suggested Answer:**

- Reframe your answer so responsibility is not put on victims to not be harmed.
- 80-90% of perpetrators are acquainted with the victim/survivor.
  - Pepper spray might be useful for theft and can make you feel more safe but not a deterrent for sexual assault (stranger danger).
- Alcohol is the #1 tool perpetrators use.
- The only person who can prevent a sexual assault is the person who would do the assaulting.

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**What are YOU doing to prevent sexual violence?**

**What is the university doing to protect students?**

**What is the university response when a student says they've been harmed (hurt, violated, assaulted, raped)?**

*Theme of the Questions: University programs/systems and response/disclosure [Note the "you" in the questions.]*

**Question behind the question:** Will you take care of me (my student)?

**Suggested Answer:**

- Remember the 2nd promising practice? Title IX Coord. is the expert. Defer, but don't cop out.
- Be able to note at least 1 prevention practice on campus.
- Give an immediate resource for students. (Ex: Have phone # memorized and give it to the students right then to put in their phones.)
- Transparency shows you're not avoiding the issue. Don't duck this, and don't say things are better than they actually are.

**If I get harmed and tell the university, who will know about it?**

**Will you tell my parents if I am raped?**

**Are you under investigation for Title IX?  
Seems like every university is nowadays.**

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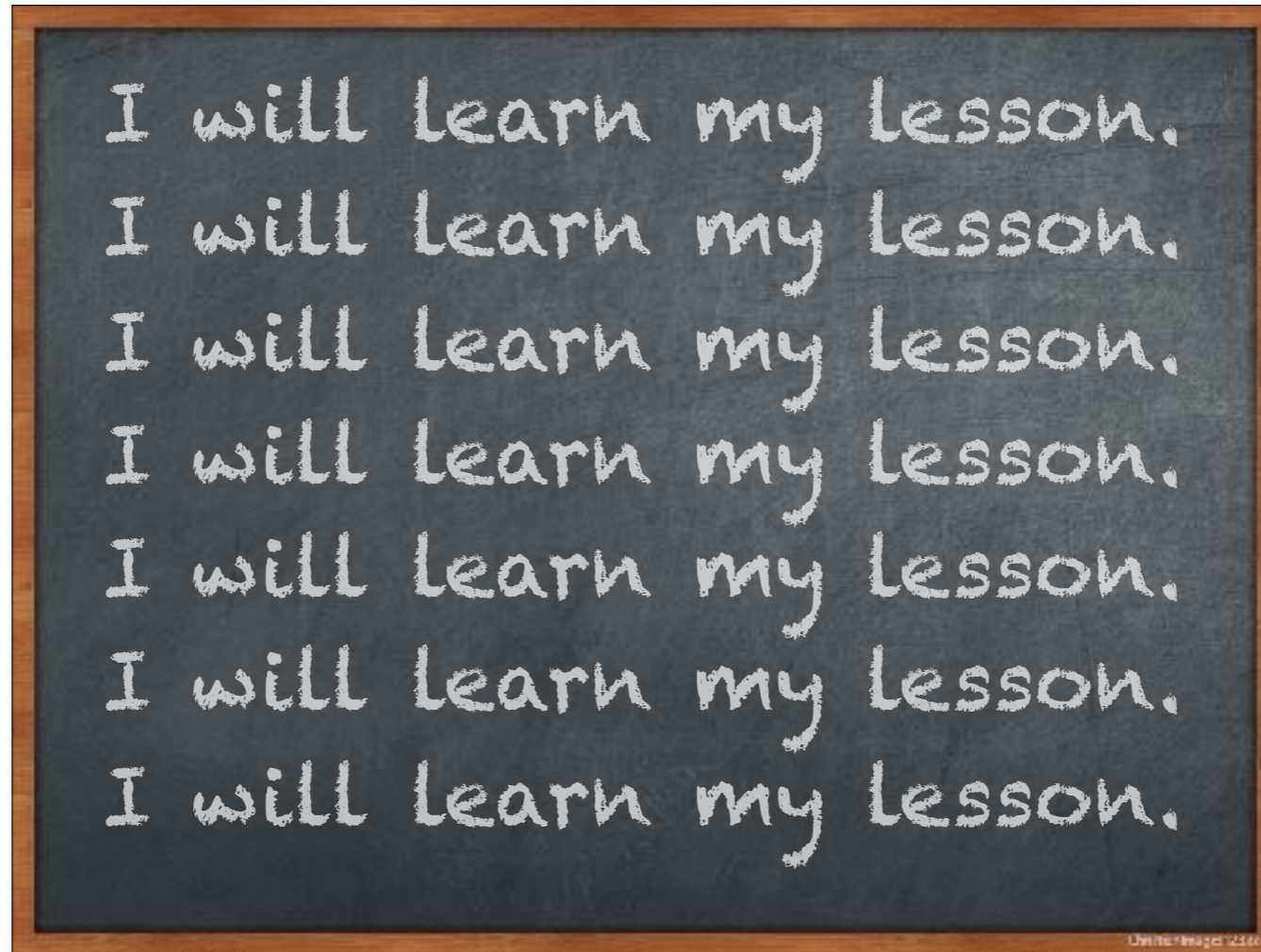
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# When I was in school...

*Theme of the Questions: Parent dismissive of the issue*

When a parent (often a dad) recalls their time in college, claiming rape was not as much of an issue back then...

**Suggested response:** Rates of assault were just as high then, but we know about it now and are more informed to talk about it openly.



**Lessons learned since the 2015 conference presentation:**

- Student staff became peer educators and quasi-prevention experts.
  - The role triggered a couple student staff members during summer programming.
  - We will change our recruiting of new orientation staff members in order to be more forthcoming on the prevention responsibilities of the staff.
- No amount or frequency of training can create fully self-actualized beings of student staff. They STILL need follow-up.



Family time. Let's discuss openly and honestly as professionals, knowing this is a "safer" space.

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