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In this chapter, we outline student learning goals and outcomes and discuss approaches to engaging college students effectively to prevent sexual violence on campus and beyond.

Comprehensive Sexual Violence Prevention Education

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The April 2011 *Dear Colleague Letter* (Ali, 2011), White House statements under the Obama administration, state legislative proposals, activism by student survivors of sexual violence, and increased media attention have focused institutions of higher education on providing better support to survivors, responding more effectively to sexual violence, and refining adjudication processes. Although these improvements are certainly needed, all are reactive approaches, taking place after sexual violence has already happened. Also needed are proven proactive approaches resulting in prevention of sexual violence. The ultimate goal of addressing sexual violence is not just improved responses, but prevention altogether.

Comprehensive sexual violence prevention includes well-conceived content and effective pedagogy. The first part of this chapter outlines learning goals and outcomes for sexual violence prevention education. The second part of the chapter introduces a series of pedagogical considerations to assist campuses in making decisions about how they teach sexual violence prevention.

Learning Goals and Outcomes for Sexual Violence Prevention

Comprehensive sexual violence prevention education involves not only helping college students learn new information to prevent sexual violence but also helping them recognize and unlearn the messages they received previously that perpetuate sexual violence. Most college students arrive on campus miseducated by their socialization and a lack of quality comprehensive sexual education in schools (Vernacchio, 2014). Comprehensive sexual violence prevention also includes helping students apply knowledge in their own intimate relationships, empowering them as individuals and as a community to be effective in preventing sexual violence, and supporting their peers when sexual violence does happen.

In this section, we build on the learning goals and outcomes initially presented in ACPA's *Beyond Compliance* monograph (Jessup-Anger & Edwards, 2015) to provide greater breadth and depth for the content of sexual violence prevention. These goals include helping students learn how to clearly define consent, identify campus policies, and access resources; recognize and engage in healthy relationships and healthy sexuality; recognize the societal roots of sexual violence; and act to prevent sexual violence. These goals and outcomes are not intended to be prescriptive or all-encompassing, but to provide campuses with guidance on what comprehensive content could look like. We expect and encourage campuses to add to and modify these goals and outcomes to best fit their campus culture and align with the overall educational mission of their institution.

Clarifying Definitions, Consent, Campus Policies, and Resources.

In this volume, the authors use the term sexual violence as a broad umbrella term to include unwanted sexual words or gestures (harassment), touching (assault), penetration (rape), as well as intimate partner violence and stalking. As Iverson and Issadore detail in Chapter 5, campus policies may not include all of these acts under the umbrella of "sexual violence." However, comprehensive sexual violence prevention should discuss all of these unwanted sexual and intimate relationship behaviors and students should be able to identify these different forms of sexual violence.

The clearest difference between sexual intimacy and sexual violence is consent, and specifically *informed* consent. A clear, accurate, understandable, and working definition of consent is central to preventing sexual violence. It is important to note, as Hong and Marine outline in Chapter 2, the complexity of consent regarding gender, social, positional, or other power dynamics present. These dynamics are at the roots of sexual violence. Specific campus definitions of consent should be guided by federal and state law and likely will vary by campus in their specific wording. It is also important that while a legalistic definition of consent in a campus policy may be appropriate or necessary, a working definition that can be easily understood, discussed, and practiced among students is critical in preventing sexual violence. Students should be able to define consent as including a clear, unambiguous affirmative consent at every step of the way that is freely given from a person who is able to make an informed decision.

Students need to know where the campus policies on sexual violence can be found that provide guidance about what is and is not acceptable. It is important for policies to be clearly written, well-known, and easily accessible online. Students should also be able to direct their peers to resources outlining campus procedures on how sexual violence complaints can be reported and how those complaints will be adjudicated. In addition, students need to be able to quickly find survivor support resources both on campus and in the local community. Finally, comprehensive sexual violence prevention needs to recognize social and positional power dynamics; include definitions, policies, and resources that are culturally responsive; designed with

multiple and intersecting identities in mind; and communicated to students in culturally competent ways. Some examples of culturally competent practices include recruiting and hiring diverse sexual violence prevention and response staff, providing accessible multilingual support, and collaborating with campus and community partners to provide training to meet community needs for specific campus populations, especially those of historically minoritized groups (Hatch & Mitchell-Clark, 2005).

Healthy Relationships and Healthy Sexuality. The challenges for many prevention educators are compounded by the variation and (for many) complete lack of sexual health education students received before arriving on campus. Comprehensive sexual violence prevention includes filling those gaps with accurate information and helping students begin to unlearn the inaccurate and troubling messages they may have received that not only fail to prevent sexual violence, but contribute to misunderstandings of sexual violence (Buchwald, Fletcher, & Roth, 1993; Katz, 2006). Students need to be able to describe what sexual health means for them and practice it now and in the future.

Students should be encouraged to consider describe, and enact their own sexual ethics. This means being able to discuss how they want to engage with others and want others to engage with them around relationships and sexuality. These sexual ethics include knowing and articulating personal boundaries both in person and online. Students also need to be able to identify unhealthy patterns and behaviors in their own and others' relationships. Not only should students be able to communicate what they do not want, they should also be able to communicate their sexual desires about what they *do* want.

One's ability to ask for and confirm receiving consent in intimate relationships is a critical aspect of healthy sexuality and preventing sexual violence. It is the responsibility of whoever is initiating the next level of sexual activity to be sure they are receiving informed consent before proceeding. This definition of consent is contradicted by the messages in our culture about alcohol and sexuality and complicated by the positional and social power dynamics at play, which should be explicitly addressed in all sexual violence prevention education. For instance, including culturally relevant and appropriate messaging into identity specific celebrations (Pride Week, Women's History, Sexual Assault Awareness, and Hispanic History Month) can all help students recognize a variety of healthy relationships and sexualities.

Roots of Sexual Violence. Comprehensive sexual violence prevention means addressing the roots of sexual violence in society. Effective prevention education must include understanding who is perpetrating sexual violence and using that knowledge to reach potential perpetrators before they engage in sexual violence. Students who can describe perpetrators and potential perpetrators accurately can help prevent sexual violence. This knowledge includes addressing common rape myths about "strangers in the

bushes,” when statistics show (Kilpatrick, Resnick, Ruggiero, Conoscenti, & McCauley, 2007) that most survivors of sexual violence knew their perpetrator. It also includes acknowledging that while anyone can be a perpetrator; most often, the perpetrators of sexual violence are overwhelmingly men, regardless of whether the victims of that violence are women, men, transgender, or gender non-conforming individuals (Black et al., 2011). Raising awareness about perpetration should be done by empowering men to see the role they can play in preventing sexual violence by changing their own behaviors and working with people of all genders in challenging the behaviors of peers who are men.

Students also need to be able to discuss the societal norms that contribute to sexual violence. Social norms communicate messages, directly and indirectly, that encourage, condone, and perpetuate sexual violence. Although these social norms are framed in terms of encouraging particularly men's sexual violence against women, they are also at the roots of men's sexual violence against other men, transgender, and gender non-conforming people. These societal norms are rooted in the prevalent gender binary (Lev, 2004) and pervasive and often unrecognized gender socialization in our culture. Students should be able to discuss how binary gender norms and socialization relate to, encourage, and support sexual violence. In a related topic, students should also be able to discuss the role of intersecting forms of privilege and oppression and examine how they contribute to sexual violence at its roots. Multiple and intersecting identities, in addition to other factors, create power dynamics that place some identities in positions of dominance over others. Students should be able to identify and discuss those power dynamics and how they affect intimate relationships and sexual situations.

Finally, societal norms communicate that alcohol (and other drugs) is a pathway to consent. On college campuses, it is important to acknowledge the juxtaposition of substance consumption with students' desire for intimate relationships or sexual encounters. Students learn from media, peers, and other societal messages that if “they say ‘no,’ just get them another drink.” Yet, someone who is highly intoxicated is not able to make an informed decision and therefore even if the person communicates what appears to be consent, that consent is not legally or ethically valid. Similarly, if someone is initiating sexual activity when they are highly intoxicated they may not be clear in seeking consent. Their intoxication may also inhibit their ability to clearly discern if they are receiving consent, let alone if they are receiving consent from someone who can make an informed decision. Students should be able to describe the role of alcohol and other substances that at best complicate or at worst negate one's ability to give and interpret consent.

Take Action to Prevent Sexual Violence. Comprehensive sexual violence prevention cannot be accomplished by campus staff and faculty alone. Prevention education must empower and equip students to be

effective in preventing sexual violence on campus and in their communities during and beyond the college experience. As Hong and Marine suggest in Chapter 2, connecting peer leaders to established formal and informal groups to provide accurate and consistent messaging within a specific group context can be transformative. Not only do students need to understand consent and sexual violence for themselves, they need to be equipped to act and intervene as a bystander in the moment when sexual violence may be imminent and/or in the daily encounters on college campuses when behaviors could directly and indirectly lead to sexual violence. Preventing sexual violence when it is imminent may include intervening when highly intoxicated people are pursuing each other at a party, intervening when someone is not taking no for an answer, or just doing *something* to interrupt the situation when an individual is in a vulnerable position. Intervening in the societal roots of sexual violence could include speaking up when someone describes their weekend sexual encounter in degrading ways, makes comments about someone else's body in objectifying ways, or engages in intersecting forms of oppression that contribute to sexual violence.

Students should be able to describe their role in preventing sexual violence and the social changes needed both in their campus community and in communities they will join in the future. After all, the goal is not just to educate students to prevent sexual violence while they are students on campus, but also to influence their actions for the rest of their lives as members of broader communities.

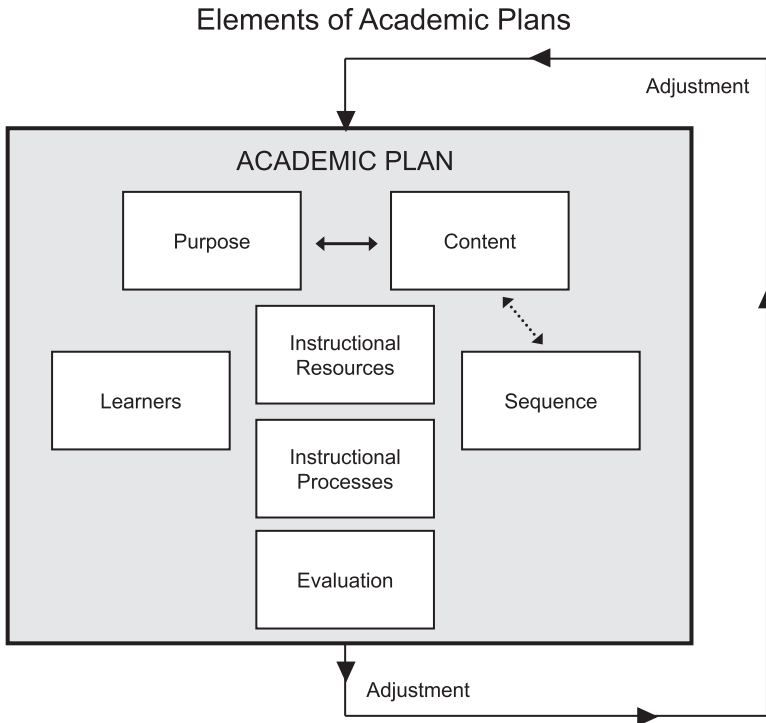
Furthermore, students should be able to support survivors of sexual violence and assist those in unhealthy relationships (see Monahan-Kreishman and Ingarfield, Chapter 6, for a more thorough discussion of supporting survivors). Although comprehensive prevention efforts work toward creating communities and societies where sexual violence happens less frequently, we must equip students to navigate the world as it is. Students should be able to identify behaviors that can reduce their risk of becoming a perpetrator and a survivor of sexual violence, while also working so that these kinds of risk reduction strategies are no longer necessary. Finally, students need to be able to challenge victim-blaming statements and ideologies that place the responsibility of sexual violence with the survivor and not with the perpetrator. Addressing victim-blaming is important not only in supporting survivors but also in the prevention of sexual violence.

It is important to note the intersecting and mutually dependent nature of the learning goals described here. In the next section, we outline specific pedagogical practices that educators can employ to meet these goals.

Pedagogy for Sexual Violence Prevention

College campuses need to pair the substantive content of the learning goals outlined previously with effective pedagogical techniques. Intentional, theoretically grounded, developmentally sequenced, pedagogically varied, and

Figure 4.1. Elements of Academic Plans (reprinted with permission from Jossey-Bass)



well-assessed education is needed for successful and meaningful sexual violence prevention. Sexual violence prevention education should take place throughout a student’s entire collegiate experience. Campuses need to have unified and clear messaging as well as engage and support multiple and intersecting communities around sexual violence prevention. Furthermore, prevention education must also be survivor centered, trauma-informed, and consistently provide resources for reporting and support. This section unpacks pedagogical considerations for the effective implementation of sexual violence prevention education, building on an existing curricular model.

Framework for Curriculum Development. The Academic Plans in Sociocultural Context framework (Lattuca & Stark, 2009) provides a visual diagram of how learning processes exist within a larger environment. While often outside our direct control or influence, the larger educational environment, sociocultural context, and external and internal influences each affect the development of an academic plan. Lattuca and Stark (2009) identify several “critical decision points that, if effectively addressed, will enhance the academic experience for students” (p. 4). These elements (see Figure 4.1), when broken down and analyzed within a specific institutional

context, help illustrate the various factors within our control that may impact the success of educational efforts in sexual violence prevention.

Purposes. In the preceding section, we identified the various desired learning goals and outcomes as primary purposes of a campus-wide comprehensive sexual violence prevention strategy. These broad goals should guide more specific goals and outcomes tied to initiatives, such as an orientation session, bystander training, or social media campaign. Agreeing upon shared purposes and learning outcomes as a campus provides a place to start and can help guide different initiatives that lead to varied but interconnected messages for each student.

Theoretically and Conceptually Grounded Content. As educators consider comprehensive sexual violence prevention education, it is crucial these initiatives are informed by empirical research, grounded in promising practices, and inclusive of critical frameworks such as critical race theory, intersectionality, feminist theory, and queer theory (see, for example, Abes, 2016). They should also account for various learning styles and developmental levels of students to inform teaching and learning. As colleges expand their prevention strategies, new initiatives should be creative, maximize opportunities for active learning, and guided by on-going assessment.

Sequence. Being mindful of the process and placement of various components of the sexual violence prevention education strategy for developmental readiness facilitates the achievement of learning goals. Scaffolding material throughout a student's academic career provides multiple opportunities for learning.

Developmentally sequenced. Sexual violence prevention implementation needs be developmentally sequenced. Lattuca and Stark (2009) recommend that instructors “assess students’ prior knowledge and skills to avoid unfounded assumptions about what students know about the subject matter being studied” (p. 192). These assessments will help educators understand students’ prior knowledge and identify missing or inaccurate knowledge, in addition to measuring developmental readiness. For implementation, educational initiatives that take place before students arrive on campus or during orientation should focus on fundamental knowledge that is immediately needed. Using campus assessment data, later initiatives should explore more nuanced and complex explorations of sexual violence prevention. Overall, this learner-centered sequencing should be considered in terms of both content (knowledge, information, and skills) and pedagogy.

Integrated throughout the student experience. Although most campuses have a lead organizer or office, such as Title IX Coordinator or Gender Advocacy Center, to coordinate prevention education, cross-campus and community collaboration is necessary to inform appropriate and meaningful messaging and content that is consistent, complementary, and specific to the targeted audience and context. This includes both active learning initiatives (such as presentations, programming, integration into courses,

peer education) and passive initiatives (fliers, social media campaigns, pledges). Furthermore, collaborative efforts are a powerful method to build campus prevention allies to help carry out initiatives, messaging, and work to change campus cultures.

Characteristics and Needs of Learners. College campuses are comprised of students, staff, and faculty of diverse identities, experiences, and interests. College campuses have a responsibility to educate and prevent sexual violence for all members of the campus community. Prevention educators should be cognizant of the needs of individuals and groups of students based on identities (multiple and intersecting), campus involvement, and prior history.

Inclusive of multiple and intersecting identities. As stated in *Beyond Compliance* (Jessup-Anger & Edwards, 2015), “effective education will be inclusive of multiple and intersecting identities, address historical and contemporary narratives about sexual violence, and clarify that sexual violence transcends gender and sexuality” (p. 11). Statistics alone do not honor individuals’ complexities of experience and patterns of violence. For instance, solely using “1 in 4 women” (Koss, Gidycz, & Wisniewski, 1987) as a primary statistic in prevention and awareness initiatives contributes to the invisibility of survivors who identify as men or transgender. The lack of acknowledgement regarding survivors of multiple and intersecting identities (such as people of color, with disabilities, queer, undocumented) results in insufficient support resources, which further marginalizes survivors, and perpetuates oppressive contributing factors (Harris & Linder, 2017).

The roots of sexual violence prevention and campus inclusion efforts are intertwined and dependent upon each other for success. College campuses are comprised of multiple communities and cultures, within which stories of power, oppression, and liberation exist historically and presently. To actualize inclusive sexual violence prevention initiatives and values, prevention educators need to facilitate and build relationships among campus offices, organizations, and local community partners who serve diverse and intersecting identity groups. Furthermore, like other campus social justice initiatives, sexual violence prevention initiatives need to involve bringing together those diverse communities, equity of influence in planning, challenging the status quo, and long-term visionary strategizing for lasting social change (Hill & Magolda, 2008).

Incorporate trauma-informed practices and initiatives. Sexual violence can impact an individual and/or community’s overall wellness and mental health. When planning and implementing a sexual violence prevention curriculum and initiatives, campuses should be mindful of the trauma some may have already experienced and do what prevention educators can do to not cause further harm to survivors of sexual violence (Shalka, 2015). A trauma-informed approach (Substance Abuse and Mental Health Services Administration, 2014) identifies signs of trauma within individuals and

communities, incorporates “knowledge about trauma into policies, procedures, and practices, and seeks to actively resist *re-traumatization*” (p. 9).

Consistent messaging tailored for specific audiences. Campuses should take a stance on sexual violence that is defined, clear, and consistent. At the same time, campus outreach should include initiatives that are designed for specific entities, populations, and campus subcultures (such as athletes, Greek letter communities, international students, first-year students, graduate students, LGBTQ students, communities of color, professionals and more). Messaging and content should be tailored to and informed by the specific intended audience and complement the broader campus messaging around sexual violence prevention.

Instructional Resources. The reality that campus initiatives are often constrained by limited resources (human, monetary, and technology) should not drive the development of sexual violence prevention education, yet it often does. Leading curriculum development efforts with constraints and limitations may feel more realistic, but will not help a program consider what might be possible.

Trained and skilled facilitators. Internal human resources or outside speakers are an important resource for the development of a comprehensive program. Investing in campus staff through professional development to build content knowledge and facilitation skills to match their role expectations can be costly in the short term, but cost-effective in the long term. If reliant upon student peer educators, a process for effectively training student educators should be integrated into the plan.

Funding. Recent mandates and compliance legislation, which are long overdue, have required campuses to provide more resources for addressing sexual violence than ever before. However, campuses need to allocate sufficient resources for prevention education and response protocol alike. Collaborative prevention initiatives are promising methods to navigate shrinking campus and departmental budgets.

Technology. College campuses need to account for and value the power of technology as a tool in prevention education. A series of federal mandates require colleges to have resources and reporting methods easily accessible on college websites along with their Title IX coordinator’s contact information. Technology, such as online modules and social media campaigns, also provides opportunities for campus communities to actively engage in topics of sexual violence prevention.

Instructional Processes. Effective prevention education provides learning and messaging in a variety of ways, such as films, speakers, trainings, peer educators, advising and mentoring, online modules, campaigns, course-work, passive programming, and social media. Prevention methods should match both the content and intended learners. Prevention educators are most successful when they can track what needs current initiatives meet, how these initiatives are meeting those needs, and where gaps exist to inform further action. Many campuses develop a sexual violence prevention/

Title IX committee composed of students, faculty, and staff from various backgrounds across the institution to implement assessment-driven, collaborative, sequenced, and complementary prevention initiatives.

Assessment and Evaluation. Assessing effectiveness of prevention initiatives is a critical step toward addressing sexual violence comprehensively. Upcraft and Schuh (1996) define the practices of assessment as “any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness” (p. 18). Prevention educators may use assessment to understand or explain a wide variety of factors, including participation/attendance, student needs and satisfaction, campus climate, student learning outcomes, and comparison/benchmarking with other campuses or with national standards.

To avoid investing heavily in ineffective or even harmful approaches, we recommend three basic steps to foster effective learning to prevent sexual violence: clearly state learning outcomes, seek multimodal evidence, interpret evidence to identify strengths and weaknesses, and adjust. First, Kinzie (2012) recommends that, “student affairs educators must make plain their role in the intentional promotion of student learning . . . and be explicit about the student learning outcomes they seek to foster” (p. 207). Second, in examining multimodal evidence, assessment should account for physical, verbal, and behavioral campus artifacts, institutional values, cultural and student perspectives, and cultural assumptions (Museus, 2008). Assessment of prevention initiatives should vary in delivery, be on-going, involve one-time and longitudinal collection, and be presented in multiple collection formats (including focus groups, online surveys, immediate feedback forms). Lastly, prevention educators need to collectively strategize and layer implementation of findings for both immediate and long-term adjustments to improve the prevention curriculum.

Conclusion

Failing to engage in comprehensive sexual violence prevention results in more victims of sexual violence, affecting those individuals and the entire community directly and indirectly, and is a failure of the institution’s educational mission and purpose. Further, this failure is also a diversity and equity issue for all members of the campus community. Comprehensive sexual violence prevention includes both appropriate content and effective pedagogical practices. Recognizing that this work is complex and potentially involves collaborations between multiple offices, a campus needs to thoughtfully design *what* and *how* students will learn about sexual violence prevention. Effective prevention education results in many gains for students, campuses, and society. Perhaps the greatest benefit of all is the hope that sexual violence will become less common in the first place, both on campus and beyond.

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