Spring 5-28-2014

Yes Means はい, Oui, Sí: Cross Culturally Competent Sexual Assault Prevention for International Education Programs

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Recommended Citation

Jorgensen, Tara, "Yes Means はい, Oui, Sí: Cross Culturally Competent Sexual Assault Prevention for International Education Programs" (2014). *Capstone Collection*. 2684.
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Cross Culturally Competent Sexual Assault Prevention for International Education Programs

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PIM 71

A paper submitted in partial fulfillment of the requirements

for a Masters of Arts in International Education at

SIT Graduate Institute in Brattleboro, VT, U.S.A

May 2014

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Acknowledgments

I want to thank my family, relatives and friends for their inspiration, encouragement and support for me during my program and while I wrote this thesis. I would like to particularly dedicate this thesis to the memory of two family members who inspired me through example but did not live to see this day: my grandmother, Liv Jorgensen (M.Sc.) who passed away in December 1988, and my aunt, Jean Coutts (LL.B.) who passed away in April 2014.

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Tara Jorgensen

May 2014

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Abstract

This Course Linked Capstone (CLC) proposes a new orientation model for harassment and sexual assault prevention on International Education Programs. The program is based on significant recent research representing a paradigm shift in how to understand and effectively address sexual violence, which is taught to the students, and practical skill training for risk mitigation. Both active programming elements are additionally assessed through the lens of intercultural communication theories to ensure their value in intercultural interactions. The three pillars of this programming are Enthusiastic Consent for consensual relationships; Bystander Intervention within the group to mitigate and prevent students from becoming a target for sexual violence; and frank discussion of research into the predatory nature of sexual violence. This last piece helps to inform students of the methods and behavior of undetected, repeat rapists, who account for a majority of perpetrators. The program was originally created for SIT Study Abroad. This proposal builds on that original pilot project for other institutions to be able to adapt it to their own programs. Given the current attention paid to sexual violence on campuses and the many Title IX complaints filed against institutions, post-secondary institutions must improve their policies and programming addressing this issue.

Keywords: international education; study abroad; sexual assault; enthusiastic consent; bystander intervention; undetected rapists.

Yes Means はい, Oui, Sí:

Cross Culturally Competent Sexual Assault Prevention for International Education Programs

Introduction

In recent years post-secondary institutions have been increasingly held accountable for poor sexual violence policies and responses on their campuses and in their programs. The Obama Administration has taken several steps to guide and prioritize solutions to the issue. In 2011, the "Dear Colleague Letter" provided guidance on proper procedures for peer to peer sexual harassment and assault, which can create a hostile learning environment if not addressed (Department of Education Office for Civil Rights, 2011). In 2014, after several high profile Title IX complaints demonstrated ongoing silencing of rape victims at several institutions (Perez-Pena, 2013), President Obama created the White House Task Force to Protect Students from Sexual Assault (The White House, 2014). These regulations include institution sponsored programs off campus, which covers students on institution sponsored mobility programs in other countries. The issue of sexual violence has also been in the spotlight internationally, with public outcry over a series of high profile gang rapes in India, the rape epidemic in the Congo and a new U.N. report on sexual violence perpetration in Asia. This has led to many discussions of how to change laws and change cultures that minimize or ignore the problem of sexual violence.

This capstone explores an effective way for study abroad professionals to meet not just the legal requirements but to ensure health and safety programming on their programs is grounded in both theory and effective practice for the local context. Intercultural communication theory as well as theory from clinical psychology on the predatory nature of sexual violence is used to explain why some models of prevention are more effective, both at home and in an

intercultural context. This paper proposes the creation of an orientation module to put this into practice for a major third party provider of study abroad in the United States.

Context

SIT Study Abroad is the undergraduate study abroad program of World Learning, originally founded as the Experiment in International Living in 1932 (World Learning, 2013). SIT Study Abroad is a third party provider model, where students from many different institutions take a semester or summer on one of SIT's 65+ programs, which are categorized into program focus on one of seven critical global issues (SIT Study Abroad, 2013). The focus on critical global issues as well as experiential learning in the community means that many of SIT's programs are offered in non-traditional destinations for study abroad, including Africa, Latin America and South East and Central Asia (SIT Study Abroad, 2013). Programs are led by Academic Directors and local staff who live and work in the program location. Student Affairs staff, including the Dean of Students work from the head office in Brattleboro, VT.

Theoretical Foundations

Increases in sexual assaults affecting female students is known to correspond with times of transitions, such as entrance to post secondary as well as study abroad (Kimble, Burbridge, & Flack Jr., 2012). This preliminary study found that, comparing a student's risk of sexual assault abroad to their risk while at home, female undergraduates were more likely to be targeted for sexual offenses during study abroad.

Offense Type	Risk While on Study Abroad	Perpetrator Type (Majority)
Non-consensual Sexual Contact	4.3 times higher	Non-student locals (86.8%)
Attempted Sexual Assault	3.2 times higher	Non-student locals (77.8%)
Completed Sexual Assault	5.0 times higher	Non-student locals (67.7%)

They also studied the risk in specific regions versus the home campus. The chart shows which regions have higher risk than the student's home campus and increased risk compared to other study abroad regions.

Region/ Offense Type	Non-consensual Sexual Contact		Attempted Sexual Assault		Completed Sexual Assault	
	Higher Risk v. Home Campus	Higher Risk v. Other Regions	Higher Risk v. Home Campus	Higher Risk v. Other Regions	Higher Risk v. Home Campus	Higher Risk v. Other Regions
Africa	Yes	Yes	No	No	No	No
Central & South America	Yes	Yes	Yes	Yes	Yes	Yes
Non-English Speaking Europe	Yes	No	No	No	No	No
English Speaking Europe & Australia	No	No	No	No	No	No
Asia	Yes	No	Yes	No	No	No

For those in non-English speaking countries, level of fluency in the local language did not appear to have any impact, though the sample and methodology may not be sufficient to tell. (Kimble, Burbridge, & Flack Jr., 2012)

New research by Lisak & Miller (2002) and McWhorter et. al. (2009) has explored the prevalence and methods of undetected rapists (rather than studies that look at incarcerated populations.) This is crucial due to the low rates of incarceration for rape. Lisak and Miller studied college age men and McWhorter studies male naval recruits – both populations are of the correct ages to be applicable towards secondary and post-secondary study abroad populations.

	Lisak & Miller (2002)	McWhorter et al (2009)
Attempted/ Completed Rapists	6.4%	13%
Repeat Rapists	63.3%	71%
Ave # of rapes (repeat)	5.8	6.36
Incapacitated target	80.8%	77% /75%

From the numbers we can see that while a small percentage of the male population admits to behaviors that fit the legal definitions of rape or attempted rape, a large majority continue to rape again and again. Lisak & Miller further study the relationship of interpersonal violence (child abuse, child sexual abuse, battery) to these populations: the 4% of Lisak's sample that were repeat rapists were responsible for 28% of all the interpersonal violence in the study as well.

This finding also has relevance beyond the U.S. A major community- based study conducted by the U.N. in six Asian countries also found that non-partner rape in those countries was strongly correlated to intimate partner violence and violence outside the home (Fulu, et al., 2013). Higher levels of societal acceptance for gender inequality in practice and "narratives of masculinity that justify and celebrate male strength, the use of violence, men's control over women and heterosexual performance" (Fulu, et al., 2013, p. 92) are observed along with higher rates of rape perpetration than seen in the North American studies. Repeat rape (41-69%) is further broken down by perpetrators with more than one victim (21-48%) and the overlap between the gender of targets (Of all men who rape men, 71% also rape women).

	Partner-rape%	Non-partner rape%	Gang rape%	Male rape%	Any rape – ever %
Bangladesh-Rural	15.1	4.4	1.9	3.7	14.1
Bangladesh -Urban	10.4	4.1	1.4	1.8	9.5
Cambodia	20.8	8.3	5.2	3.3	20.4
China	19.4	8.1	2.2	1.7	22.2
Indonesia –Rural	17.9	5.8	1.5	1.8	19.5
Indonesia - Urban	24.1	8.5	2.0	1.5	26.2
Indonesia – Papua	45.8	23.4	6.8	1.5	48.6
Papua New Guinea - Bougainville	59.1	40.7	14.0	7.6	62.4
Sri Lanka	15.5	6.2	1.6	2.7	14.5
TOTAL	24.3	10.9	3.9	2.8	24.1

(Fulu, et al., 2013, pp. 40, 47)

A Canadian community study on sexually coercive acts perpetrated by men had similar findings to the U.S. although there were different parameters to the way data was collected. Although Canadian law defines sexual assault as a broad category of offenses ranging from non-consensual sexual contact through rape, this study breaks down sexual assault into forced sexual acts (4.1%), attempted rape (6.7%) and completed rape (4.1%). They also study coerced sexual acts (23.2%) and coerced sexual intercourse (8.7%) (Senn, Desmarais, Verberg, & Wood, 2000). The following tables also present statistics gathered from community studies in the countries studied.

	Partner-Rape%	Non-partner Rape%	Gang Rape%	Male Rape%	Any Rape – Ever %
South Africa	14.3	21.4	8.9 (participated) 19.5 (participated/assisted)	6.1	27.6

(Jewkes, Sikweyiya, Morrell, & Dunkle, 2011)

	Last 12 Months	Attempted Rape	Lifetime Rape	Total
South Africa	--	16.7%	27.6%	33.0%
Swaziland	1.8%	--	--	7.4%
Botswana	4.3%	--	--	--

(Jewkes, Sikweyiya, Morrell, & Dunkle, 2011) (Tsai, et al., 2011)

In a further paper, Lisak (2008) discusses the "predatory nature of sexual violence" and closely examines actions and traits of rapists. "When compared to men who do not rape, these undetected rapists are measurably more angry at women, more motivated by the need to dominate and control women, more impulsive and disinhibited in their behavior, more hyper-masculine in their beliefs and attitudes, less empathic and more antisocial" (Lisak D. , Understanding the Predatory Nature of Sexual Violence, 2008, pp. 6-7). Similarly, he uncovers five common characteristics in the tactics that these undetected rapists use:

- are extremely adept at identifying "likely" victims, and testing prospective victims' boundaries;

- plan and premeditate their attacks, using sophisticated strategies to groom their victims for attack, and to isolate them physically;

- use "instrumental" not gratuitous violence; they exhibit strong impulse control and use only as much violence as is needed to terrify and coerce their victims into submission;

- use psychological weapons – power, control, manipulation, and threats – backed up by physical force, and almost never resort to weapons such as knives or guns;

- use alcohol deliberately to render victims more vulnerable to attack, or completely unconscious. (Lisak D. , Understanding the Predatory Nature of Sexual Violence, 2008, p. 7)

Lisak (2008) recommends bystander intervention as a more effective tool for prevention and cautions against higher education using judicial boards in cases of sexual offenses rather than police investigators trained in sexual offenses. Extrapolating the finding of repeat rapists to the general population, even a conservative 4% of the male population is still in the millions just in the U.S. and even if it became easier to convict them, it is very difficult to take that many perpetrators out of society (Macaulay Miller, Meet the Predators, 2009). Lisak (2008) further argues "that it is extremely difficult to change the behavior of a serial predator even when you incarcerate him and subject him to an intensive, multi-year program" so prevention efforts aimed at sexual predators are ineffective (p. 8). Thus, prevention efforts must empower bystanders to both understand the tactics that rapists use and feel empowered to intervene.

Activist writer Thomas Macaulay Miller (2009) from Yes Means YES! has covered

Lisak's studies, discussing them in layperson's terms and connecting them to the bystander

intervention advocacy. He has coined the terms "predator theory" (Macaulay Miller, 2009) for

these studies and co-opted "social license to operate" (Macaulay Miller, PredatorRedux, 2009)

from industry to refer to the rape myths, jokes, etc. in our societies that give sexual predators

cover and plausible deniability for their crimes. (Yes! Mean Yes: Visions of Female Sexual

Power and a World without Rape is both a book (Friedman & Valenti, 2008) and an

accompanying website: http://yesmeansyesblog.wordpress.com/) Macaulay Miller specifically

advocates for men to be proactive bystanders and to be aware of the message their silence or tacit

approval sends to predators in their social circle. The person who talks about intoxicated people

as an opportunity, who makes rape jokes is determining if a "bros before hos" pact is in place,

making sure the social group is a low risk place to offend (Macaulay Miller, Meet the Predators,

2009). This applies to the whole community as well:

> "Bystanders can look for the pattern and interfere with the pattern. If a guy is
> antagonistic towards women and places a lot of emphasis on sex as scoring or
> conquest, and he's violating a woman's boundaries and trying to end up with her
> drunk and alone, we don't have to be *sure* what he's doing to be *concerned*, and
> to start trying to give her exit ramps from his predatory slide.
>
> Get in the middle, get in the way, and block the stalk. It's concrete and it's doable.
> It doesn't take a hero. It takes a human" (Macaulay Miller, PredatorRedux, 2009).

The common model "No means No", while a crucial requirement, is not as effective as

the "Yes means Yes" model. A common rape myth that is both debunked by studies, but

common in a "No means No" model, is miscommunication, at least in a context of common

culture and languages. Regardless, the word "no" tends to be disfavored linguistically in many languages: people do not refuse with the word no, but use the many ways of making a clear refusal without it, and it's perfectly understood by everyone to be a refusal (Macaulay Miller, 2011). However, students of cross cultural communication do know that misunderstandings are sometimes part of the process, thus approaching potential (consensual) sexual or romantic encounters from a "Yes means Yes" (enthusiastic consent) model ensures students both give and receive clearly communicated positive consent.

Enthusiastic consent also breaks free of heterosexist assumptions and highly gendered and roles in sexual situations. It normalizes the idea that women can say yes and men can say no and that everyone should be safe saying no (Friedman & Valenti, 2008, p. 21). The enthusiastic consent model denies the model of sex as a commodity by advocating for sexual experiences that are vocally and enthusiastically agreed to, with body language and vocal tone that matches what is said aloud. A commodity model lends itself to sexual violence: consent can be falsely construed as valid with a) the absence of no; b) grudging or coerced acquiescence; c) "consent" gained from incapacitated persons; or d) the idea that a deal is a deal and you can't go back on it (Friedman & Valenti, 2008, p. 37). In fact, the UN study found that a history of transactional sex was highly correlated with non-partner rape and correlated to intimate partner violence (Fulu, et al., 2013).

Enthusiastic consent also teaches the four requirements for valid consent: consent is conscious, voluntary, ongoing and legally valid. Threats, coercion, pressure, mental incapacitation, intoxication all invalidate consent as well as age of consent laws. In the program, we use the "Don't be THAT Guy" campaign from the SAVE committee (2012) to teach students about each of these conditions. The first round came out in 2010 and the second in 2012. This

campaign has been used in several major Canadian cities and is credited with a 10% decrease in sexual assaults in Vancouver in 2011 after several years of increases (Matas, 2012).

Other campus programs concerning consent find that best practices include presenting policy as well as real life situations and applications and modeling positive and healthy behaviors surrounding consent (Borges, Banyard, & Moynihan, 2008). In their literature review they found a majority of programs offered at other institutions were based instead on deterrence and risk reduction and services offered were aimed at survivor support or at risk groups rather than primary sexual assault training or skill building for prevention. (Borges, Banyard, & Moynihan, 2008)

Bystander intervention has become more popular on college campuses in recent years with such programs as "Step Up" (University of Arizona C.A.T.S. Lifeskills Program, 2010), Bringing in the Bystander (University of New Hampshire College of Liberal Arts, 2014) and "Green Dot" (The Green Dot Overview, 2010) or programs specifically designed to prevent gender violence like "The Red Flag Campaign" (Virginia Sexual & Domestic Violence Action Alliance , 2007). These programs are based on Latane and Darley's Five Step Model: a) notice the event; b) interpret the event as intervention-appropriate; c) take responsibility; d) decide how to help; and e) act to intervene. (Latane & Darley in McMahon & Banyard, 2012) The literature shows that students need more guidance in noticing and interpreting situations of sexual and gender based violence as intervention appropriate and being able to distinguish the two (McMahon & Banyard, 2012). Students also need guidance recognizing stages for intervention: primary (before attack) secondary (during attack) tertiary (after attack) and situations that are low or high risk to the victim since prevention efforts need to address all sides especially the often ignored primary, low risk situations (McMahon & Banyard, 2012). Studies show that

without the training to recognize sexual assault cues and to overcome the individuals own adherence to rape myths or prejudice against victims, people are not effective bystanders for intervening in sexual violence (McMahon & Banyard, 2012).

In April 2014, the initial report published by the White House Task Force to Protect Students from Sexual Assault specifically calls for bystander intervention programs on campus as part of an increased focus on prevention and as a strategy to enlist male allies (White House Task Force to Protect Students from Sexual Assault, 2014). Another goal listed in the report focuses on campus climate surveys, to ensure that institutions that attempt to cover up sexual assaults are not falsely viewed as safer than institutions genuinely attempting to make their campuses safer. This commitment to transparency was followed up by the Department of Education, who as of May 1, 2014 made public the list of all fifty-five (55) institutions currently under active investigation for Title IX violations, and will continue to keep it updated (U.S. Department of Education, 2014). The report also debuted a new website – www.notalone.gov – which collates all the information and resources for institutions, students and the public to work towards safer campuses. As Title IX complaints are filed by students (and sometimes faculty) with the knowledge and resources to do so, the sections of the website that inform students of their rights and provide a guide to filing a complaint are likely to help survivors at many other institutions hold their school accountable for poor responses to sexual assault.

Goals and Objectives

The purpose of this orientation module is to mitigate as much risk as is possible in the area of harassment, sexual harassment and sexual assault. The program will meet this goal by:

1. Clearly articulating program expectations regarding enthusiastic consent and bystander intervention

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2. Using programming that is based in theory and includes hands on practice

3. Ensuring that staff are trained sufficiently to use the new survivor led reporting process and effectively support survivors.

4. Decline in the severity of incidents reported.

Students will be provided with training to help them protect themselves and their classmates from harassment, sexual harassment and sexual assault both abroad and at home. This goal will be met by:

1. Clear understanding of what consent entails and using the enthusiastic consent model

2. Recognition of predatory behavior and the "social license to operate" in the local context

3. Understanding the process and rationale behind bystander intervention

4. Effective responses in the role play scenario for bystander intervention

5. Use of either of these active programming elements if necessary

Needs Assessment

In the last few years there has been an increased awareness of the role post-secondary institutions play in sexual violence perpetrated by and upon their students. In 2011, the "Dear Colleague" letter clarified Title IX regulations; specifically that sexual violence and harassment constituted sex discrimination which creates a hostile educational environment (Department of Education Office for Civil Rights, 2011). Several institutions in the United States have faced Title IX and Cleary Act complaints due to institutional response to sexual assault on campus (Perez-Pena, 2013). Successful Title IX complaints result in penalties ranging from fines levied against the institution to withdrawal of all federal funding (Department of Education Office for Civil Rights, 2011). Notably, in April 2014, students at Columbia University filed a Title II complaint alongside their Title IX and Cleary Act complaint. As a lead complainant explained

"[s]exual violence and mental health are inextricably linked…By ignoring, denying and discriminating against survivors who express mental health care needs, we cannot fully support them" (Joseph, 2014). Simultaneously, there have been several high profile cases around the world, spurring a conversation on how to dismantle rape culture in all its iterations across many different cultures.
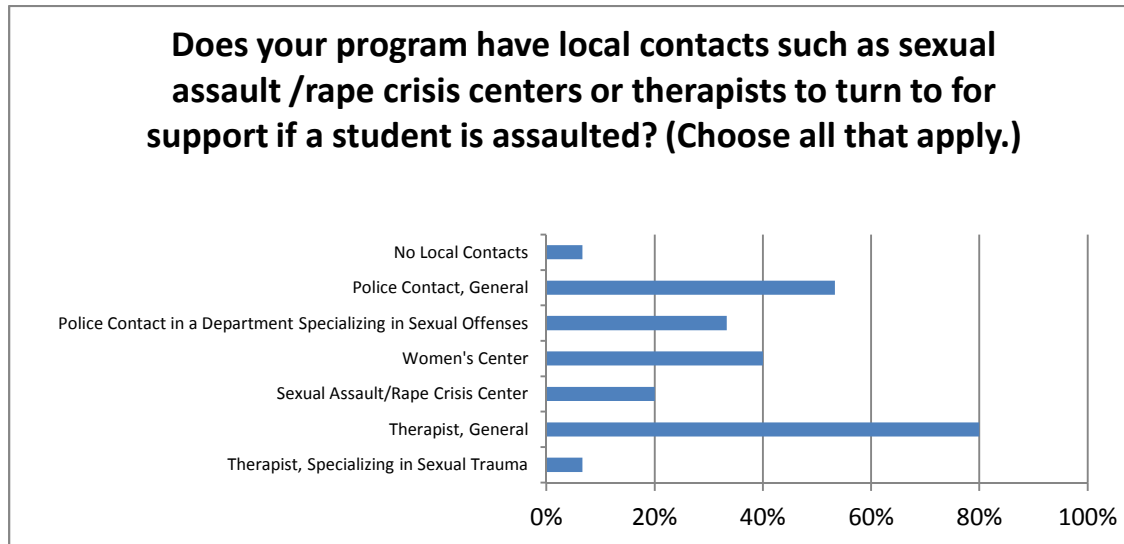
At SIT Study Abroad, the confidential incident logs kept by student affairs documented all reports of sexual violence from harassment through rape. While the records show improvements over the course of several years, most notably recognition of sexual harassment experienced by male students as sexual offenses, there was inconsistency between responses depending on the program.

To further understand this dynamic, in January 2013 a nine question needs assessment survey was distributed to a cross section of Academic Directors (ADs). (See Appendix I.) Three programs were selected from each region – with representation from one program that had issues in the past, one program with a good track record and one average program. Two summer programs were also selected, taking into consideration location. Of the 17 ADs invited to participate via the online survey provider Survey Monkey, 15 completed the survey. The results corroborated the original impression of inconsistency between programs and the need for more training for Academic Directors. Sixty percent (60%) of respondents felt unsure of their training or felt they were not sufficiently trained to handle situations involving sexual assault on their program.
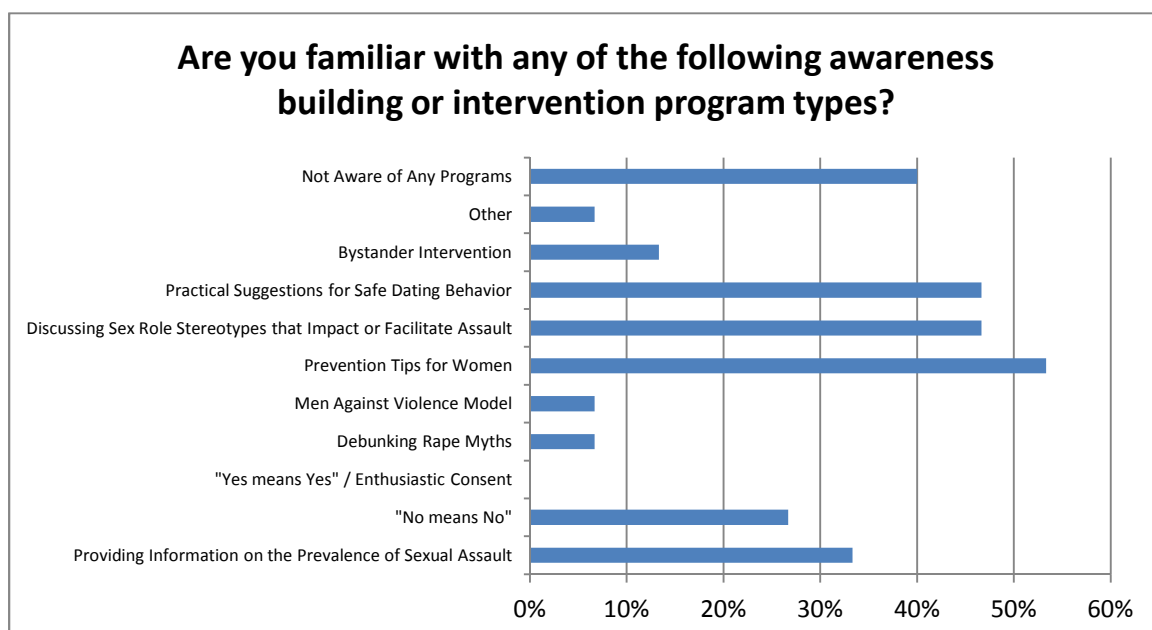
Programs were inconsistent in terms of depth and access to resources. Six programs spent 30 minutes or less covering harassment and sexual assault in orientation. The average and the median amount of time was 90 minutes. When the top and bottom outlier were removed, the

average amount of time dropped to 77 minutes. The sample was too small to find any significant

patterns between questions regarding AD self-assessment of their training, familiarity with

sexual assault prevention theories and program access to resources or time spent in orientation.

Does your program have local contacts such as sexual assault /rape crisis centers or therapists to turn to for support if a student is assaulted? (Choose all that apply.)

Category	
No Local Contacts	
Police Contact, General	
Police Contact in a Department Specializing in Sexual Offenses	
Women's Center	
Sexual Assault/Rape Crisis Center	
Therapist, General	
Therapist, Specializing in Sexual Trauma	

0%   20%   40%   60%   80%   100%

If anything, the results suggest a mix of ADs who don't realize how much they don't know and

ADs with some knowledge unsure of how much they actually know. Only 13.3% of ADs were

aware of bystander intervention; 0% knew of the enthusiastic consent model; 33.3% knew of

sexual assault prevalence statistics and 40% of ADs were not aware of any programs at all.

Are you familiar with any of the following awareness building or intervention program types?

Category	
Not Aware of Any Programs	
Other	
Bystander Intervention	
Practical Suggestions for Safe Dating Behavior	
Discussing Sex Role Stereotypes that Impact or Facilitate Assault	
Prevention Tips for Women	
Men Against Violence Model	
Debunking Rape Myths	
"Yes means Yes" / Enthusiastic Consent	
"No means No"	
Providing Information on the Prevalence of Sexual Assault	

0%   10%   20%   30%   40%   50%   60%

The most commonly chosen response "prevention tips for women" (53%) is shown in research to be damaging to the recovery of the victim. Survivors of sexual trauma need to find a schema to attach meaning to their sexual assault and prevention tips and other unchallenged rape myths "perpetuate feelings of guilt, shame and self blame" which must be challenged in order to manage trauma reactions in the survivor (White Kress, Trippany, & Nolan, 2003, p. 127).

Program Description

This program is designed to complement an existing international education program; in this case all programs of SIT Study Abroad, although it can be easily adaptable to other institutions. Two aspects comprise the program: an orientation module in harassment, sexual harassment and assault aimed at student participants; and staff training to support students or staff in these situations. The staff training was originally done via webinar and was videotaped for further use. The orientation module is two hours and involves a video, discussion of local norms with the AD and a bystander intervention activity. Staff training took place in March of 2013 and the video was made available in May 2013. Going forward, it will be used for training prior to the program start. The student curriculum is used during the initial in country orientation. Academic Directors may choose to repeat some aspects of the program again before students leave for their Independent Study Projects.

Curriculum

The curriculum for the orientation module is composed of three core areas: Lisak's research and learning to recognize predatory behavior; the enthusiastic consent model; and bystander intervention. In the video introduction, the standard of inclusiveness is set to ensure students know that this curriculum is aimed at everyone regardless of sex, gender or sexual

orientation. The video starts with an explanation of some of the key points of SIT policy. With that background, the curriculum begins with enthusiastic consent as the program norm for any student who chooses to pursue a sexual or romantic relationship while on the program. There is a discussion of what consent actually is, with inclusive examples covering both heterosexual and homosexual pairings. Enthusiastic consent is all about clear, positive verbal communication with one's partner as well as clearly receptive body language and vocal tone (Friedman & Valenti, 2008).

Viewed through the lens of intercultural communication theories this model works very well for intercultural consensual relationships. Hall's High/Low Context Framework has a few dimensions that influence intercultural communication according to Halverson, particularly association and interaction (Halverson & Tirmizi, 2008). Enthusiastic consent is particularly useful since it requires people to communicate across the spectrum of high and low context interaction and association norms. For high context cultures, vocal tone and body language convey the message while low context cultures convey the message through direct verbal means (Halverson & Tirmizi, 2008). Using both methods ensures that both partners are working to prevent misunderstandings and are willing. This communication norm also allows for a place to start limiting misunderstanding in other areas like relationships (association). In the Johari window model (Halverson & Tirmizi, 2008), enthusiastic consent means ensuring that you always are interacting in the open section. Similarly, Mateev and Nelson's 3C model of intercultural communication places mindful communication –that is interacting "with the intention of being clearly understood and causing no harm to the relationship" –as the most important aspect regardless of the communication style used (Halverson & Tirmizi, 2008, p. 191). They further clarify that there are four dimensions to intercultural competence:

interpersonal skills, team effectiveness, cultural uncertainty and cultural empathy. (Halverson &

Tirmizi, 2008). Each of these dimensions influence aspects of enthusiastic consent in an

intercultural relationship, either through participatory discussion norms (team effectiveness);

acknowledgement of communication differences (interpersonal skills); interest in learning about

the other's values and communication styles (cultural empathy); to the flexibility and openness

needed to create mutual understanding of how to communicate consent within the relationship

(cultural uncertainty).

The research on undetected rapists and predatory behavior is still emerging in terms of

going beyond a male-female binary, but early connections can be drawn on predatory behavior

and risk assessment. Research shows that people are more at risk of being targeted by sexual

predators during times of transition: In the first few weeks of university or during study abroad

programs (Kimble, Burbridge, & Flack Jr., 2012). Focusing on information to recognize sexually

predatory situations at the beginning of one of these transitional periods limits a predator's

opportunity to target our students in a vulnerable demographic. Students on exchange are

mentally tracking many new cultural rules and ways of interacting. Models of prevention where

potential targets are encouraged to follow myriad (and often conflicting) 'rules' to prevent sexual

violence are ineffective, mentally overwhelming and can contribute to psychological trauma

following an assault (Kress, Shepherd, Anderson, Petuch, Nolan, & Thiemeke, 2006; Hensley

Choate, 2003; Hensley, 2002). Focusing on the behavior of a predator, especially on six 'red

flag' behaviors, takes the mental focus off of self-policing and is a more effective strategy for

prevention. Lisak (2008) has identified the predatory behaviors most commonly utilized by

undetected rapists:

1. Targeting of intoxicated and/or mentally incapacitated people

2. Attempting to push up against or overcome the potential target's boundaries

3. Premeditated grooming strategies for targets, especially isolation

4. Psychological tactics: threats, manipulation, coercion

5. Instrumental (not gratuitous) violence: only as much as is needed to terrify or coerce a target (use of weapons is rare)

Undetected rapists hide behind rape myths that often stem from gender and sexual roles; it's their "social license to operate" (Macaulay Miller, PredatorRedux, 2009). Cultural value frameworks such as the GLOBE project's cultural dimensions can help practitioners to pinpoint where many of the rape myths originate. The dimensions of gender egalitarianism, power distance and humane orientation (Halverson & Tirmizi, 2008) and where a particular culture lies on the spectrum for these can help determine the narratives that contribute to rape culture in that society.

Bystander intervention training is built upon the foundation of the research into predatory behavior and the enthusiastic consent model. Since SIT Study Abroad is a group study program, it creates a community where these norms can be utilized. Group attention to safety in potentially unsafe situations helps to increase the number of people available to intervene if a situation turns unsafe and who can intervene more effectively than just a potential victim. Thus, an effective bystander intervention program must address the lower risk behaviors that contribute to rape culture as well as high risk situations (McMahon & Banyard, 2012). This interrupts the "social license to operate" that undetected rapists use to hide behind – the rape myths, gender socialization and other conflicting social norms. (Macaulay Miller, PredatorRedux, 2009). The Academic Directors lead discussions of the local dating/sexual/gender norms that influence how students understand local methods of communicating interest and consent as well as any local

rape myths that students should be aware of and any local laws that apply. The crucial aspect of this discussion is that it is always framed as an aspect of the local social license to operate that a predator may try to take advantage of, NOT a reason to blame a victim who was targeted in that particular way. They also reiterate the reporting procedures on program, including all possible people students can report to and any resources that are available.

The curriculum then goes into the specifics of how, when and why to use bystander intervention. We teach the five step bystander intervention model, methods of intervening, variables that impact helping as well as the bystander effect and how to overcome it. (See Appendix II.) The curriculum uses two examples to illustrate all of these topics – one that is a first aid example which many of the students would be familiar with and one example of sexual harassment turning to assault. The nomological framework for bystander intervention in sexual violence is introduced and the types of situations that are intervention appropriate are discussed. This covers reactive and proactive bystanding, primary, secondary or tertiary situations and levels of risk involved. (See Figure 1, following page.) Working with students to be bystanders in primary, low risk situations also helps create the community norms within the study abroad group that signal to predators that this is not a safe group to offend around or in. (See Appendix II for student handout.) Finally, a bystander intervention role play scenario was introduced to ensure students had hands on practice in intervening in all types of situations. There are 10 scenarios that were created by the author specifically for interventions in harassment or sexual assault in a study abroad context. Once the role play portion of the activity is finished, the group comes back together to reflect on how they felt intervening in the situation and discussing together each of the scenarios and determining both the type of situation and if there were effective interventions they used.

Figure 1 (McMahon & Banyard, 2012)

Reactive Bystander Opportunities	Primary Prevention (before the assault)		Secondary Prevention (during the assault)	Tertiary Prevention (after the assault)
	Low risk	*High risk*		
	• Friends make a sexist joke or use sexist language to describe women and girls • Activities or rituals are held where women's bodies are ranked or rated • Pornographic or sexualizing posters of women and girls are displayed • Friends make rape or abuse jokes • Friends or classmates blame a victim of sexual violence in conversation or class	• A friend is bringing an intoxicated woman to his room • A friend says he plans to intoxicate a woman to have sex • A woman is being harassed by a group of men • A woman who is passed out on a couch is being approached or touched by a man	• Witnessing a group rape • Hearing cries for help or distress • Walking in on a situation where an individual appears to be either physically forced or verbally coerced into sex • Directly observing an intoxicated victim being sexually assaulted by a perpetrator	• A friend or classmate discloses that she is a survivor • A friend is seeking information for herself or another person on where to go for help for an assault • There is suspicion that a friend or classmate is a perpetrator • Authorities or residence life are looking for information on a possible sexual assault • A police or judicial investigation needs corroboration
Proactive Bystander Opportunities	• Taking a course on gender based violence • Joining a peer education group • Participating in Take Back the Night • Volunteering at a local sexual assault organization • Arranging an educational program on sexual assault for a dorm or student organization • Changing student organizational policies to address sexual assault			

Figure 1. Nomological network of bystander opportunities for the prevention of sexual violence.

Student Development

This orientation module also has implications for student development. SIT Study Abroad programs are aimed at undergraduate students, most of whom fall under the emerging adult category. Key characteristics of this group include ongoing cognitive development (risk assessment), supported independence, and shifts in relationships and identity. Key learning needs that the curriculum supports include: social development; confidence reinforcement; safe emotional space; guidance with freedom; challenges and limits. The curriculum also has relevance to identity development vectors as theorized by Chickering and Reisser. Depending on student's own development when exposed to the curriculum, the topics discussed can spur reflection and development in: Vector 2- Managing emotions; Vector 4 – Developing Mature Interpersonal Relationships; and Vector 7- Developing Integrity (Evans, 2011). Intellectual development is also supported, particularly through King and Kitchener's reflective Judgment Model. They theorize that "exposure to controversial issues and opportunities to wo*r*k through complex concerns encourage the development of reflective judgment" (King & Kitchener in Evans, 2011, pg. 179). Students at or above stage four can recognise "ill-structured problems" – real world problems without definite solutions of which addressing sexual violence is certainly one. While this module is only one part of many reflection opportunities built into SIT programs, it supports student movement into stage five (knowledge is contextual) or even six (evaluation by comparing knoweldge across contexts) (Kitchener & King, 1997, p. 147). The bystander intervention simulation gives students the opportunity to grapple with these problems and is an example of the "intentional training" that King reccomends (Evans, 2011).

Sexual Assault prevention programming of this nature goes beyond safety and security needs but also impacts students' moral development. Kolhberg's Stages of Moral Reasoning,

which organises around justice and rights (Evans, 2011), is well suited to discussing sexual violence and harassment. For our demographic the conventional level and the postcoventional/principled level are of concern. Morality as determined by one's in group (stage 3) and morality as set out by authority or the social system (stage 4) comprise the conventional level (Evans, 2011). Rest et al modified the model, classifying stage four as the maintaining norms schema: "recognise and abide by esablished social norms, believe that all norms must be obeyed, and acknowledge the legitimite role of authorities" (Evans, 2011). These stages or schemas do not recongise institutional opressions built into the social structure. Rape culture is perpetuated in the conventional level /maintaining norms schema. The curriculum is designed to encourage students to reason on the post conventional level/schema if they aren't already. Stage 5 ("human rights and social welfare morality" which can be discussed and reevaluated by society) and stage 6 ("ethical principles including justice, equality, and respect for human dignity guide behavior") (Evans, 2011) are the levels in which the issue of sexual violence and harrassment can be effectively targeted.

Finally, this curriculum also has applications towards students' gender identity development. Kimmel argues that the shifting definitions of masculininty cause young men to experience a "volatile combination of [normlessness] and entitlement that can come to characerize Guyland" and that guidance is nessesary for young men to successfully navigate this changing social construction of masculinity (Kimmel in Torres, 2011, p. 198). He further argues that breaking the "culture of silence that sustains Guy Code" is the only way for young men to move past "Guyland" (Torres, 2011). Similarly women's identity development can help women move past early stages where social pressures towards silence are used in female groups, especially for difficult topics like sexual assault or sexual orientation (Torres, 2011). The active

programming components (enthusisatic consent and bystander intervention) provide models for students to use not just in overcoming silence but on norms of sexual conduct and how to act on those norms. The theory provides the guidance through social norms, the explanation of why these models work.

Logistics

The Academic Director must ensure that the space used for in country orientation has a computer with internet access, a projector and screen, and is held in a single level room. A U-shaped seating configuration may be most effective for the three sections of the 2 hour module: viewing, group discussion and role play activity. The handout for students and the role play scenario cards must be prepared beforehand. ADs should also be prepared to provide access to resources at the end of the presentation, or attached to every handout so that students do not need to be seen opting in.

<div align="center">

Staff Training

</div>

Staff training is the first part of the new program to be implemented. For SIT Study Abroad, this took the form of webinar due to the offsite nature of programs. The webinar was offered twice, at times spaced so as to be able to reach all applicable time zones at a reasonable hour. The webinar was also video recorded and later edited with extended responses to questions. This video is available to any Academic Director who was not able to attend the webinar live and as a training tool for any new hires.

The training webinar and resulting video followed the student curriculum closely, training the ADs in the same concepts the students would also cover. The training was more in depth in areas to do with World Learning policy, staff responsibilities and how to structure the

country specific aspects of training. While students cover the rules in the handbook, the staff was already trained on that part. However, to complement the program, a new reporting process policy was written and implemented. (See Appendix IV.) A survivor –led reporting process is designed for the person reporting sexual assault to regain control and determine which, if any, responses they want to pursue. The process is important from a mental health perspective, since sexual assault is not just a physical attack but a violation of a person's will/volition and bodily autonomy. Counseling Services consulted extensively on this new process to ensure that ADs were aware of the myriad of ways survivors may react to sexual violence and to ensure that the policy met with best practices from a clinical perspective.

Staff training also covered ways to approach the country specific portion of the orientation module. This focused on framing the local cultural narrative surrounding sexual violence and rape myths as situations in which to be aware of possible predatory behavior, *not* as reasons to blame the victim. For example, in Japan there is train etiquette to deal with the crowdedness. People are expected to quietly endure the unavoidable intrusions into personal space by not contributing to an overwhelming aural (noisy) or mental space. Sexual predators, in this situation called *chikan,* take advantage of these norms to sexually assault women and girls, knowing that physical escape is difficult and speaking out is disfavored. The predator can also claim accident or misunderstanding if their target does seek help. Lisak's red flags apply just as well in this context and can help students protect themselves and others. While most ADs were culturally competent locally, training also discussed how to build up access to local resources. For AD's who wanted area or country specific information on sexual violence prevalence or local rape myths, the training covered where or where not to look. We discussed women's legal networks, rape crisis centers or local NGOs working on women's' issues or sexual violence as

possible resources where the official police statistics are unreliable. (Please see Appendix V for the training script and link to the training video. Appendix VI and VII are handouts distributed to ADs to aid them in supporting LGBTQ and student survivors of sexual violence.)

Implementation at Other Institutions

The report in April 2014 from the White House Task Force to Protect Students from Sexual Assault outlines several areas for institutions to focus their efforts. The program proposed in this thesis addresses all of the recommendations: prevention programming, specifically bystander intervention, and better supports for students who have been sexually assaulted: confidential reporting, trauma-informed training for staff, comprehensive policies, and community partnerships (White House Task Force to Protect Students from Sexual Assault, 2014). This means institutions hoping to address these issues in their education abroad programs as well as on their campus can look to this proposal for a program already piloted that meets all the requirements in the Task Force's report.

Institutions that wish to adapt the program to their programs are advised to consider institutional stakeholders who can contribute to the adaption of the program. If there are bystander intervention programs or consent programs already implemented with the wider campus community or proposals for such programs, so long as they are theoretically sound, it is best for students to be trained in familiar frameworks. These initiatives are often housed in an office of a health educator, health promotion coordinator or the campus health or counseling centers. Some institutions may have a rape crisis center or women's center where these programs may also be initiated. If an institution has a sexual assault working group, this would also be a

beneficial committee to join for an international education professional hoping to adapt this program.

During adaptation of this programming to suit an institution's needs, several key stakeholders should be consulted. The Dean of Students and Counseling Services should be consulted both to ensure that the adaptation meets best practices and fits into existing procedures. They should also be invited to participate in the training. Risk Management is also an office that should be consulted during the adaptation process. The stakeholders that play an active role in the institution's emergency management plan should also be briefed, especially the first contact and/or the afterhours contact. In situations where this is not the campus security services, they should also be briefed.

Legal (and possibly external communications) should also be consulted, preferably once the scope of the adaption is understood and the staff person(s) in charge of the adaptation is fully conversant with the theoretical underpinnings, their allies on campus, and the need addressed by the program. Unfortunately, the optics of sexual assault often lead institutions to short sighted, minimizing policies that are damaging to students who have survived a sexual assault, and once the cover up is made public are more damaging to an intuition's reputation than a genuine response to the issue (Perez-Pena, 2013).

Program Marketing (to other organizations)

For SIT Study Abroad, the program components went out to staff via email and links to our private YouTube channel.

Any marketing of this program would be aimed at adapting it for use at other institutions. To this end, the author presented a poster presentation at the Canadian Bureau of International Education annual conference in November 2013. (See Figure 2)

Figure 2
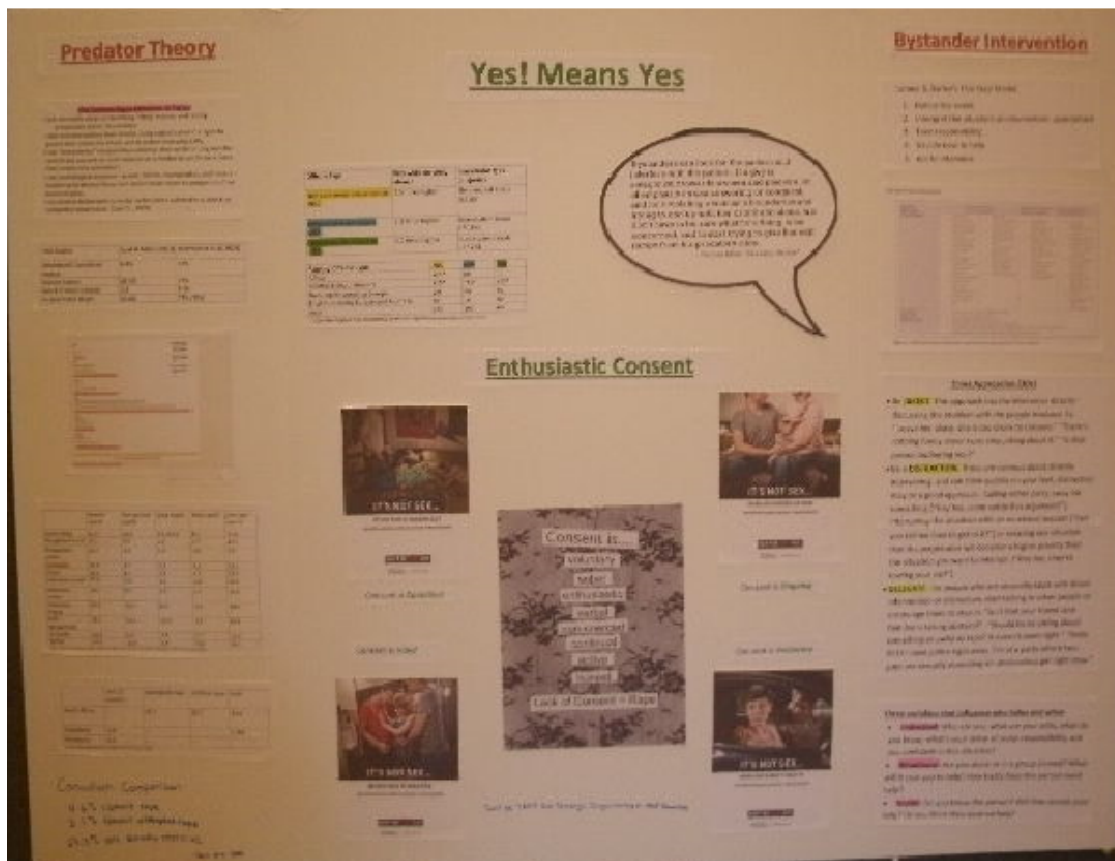
Going forward proposals are planned for expanding it into a concurrent session for upcoming NAFSA or CBIE conferences as well as to integrate it into the pre departure orientation for outgoing exchange students at the University of Calgary and possibly for international student orientation also. The author has also been invited to provide input on the annual SEXXXY play put on by peer educators under the direction of the Sexual Harassment Office at incoming student orientation. The pre-departure orientation overhaul planned for

summer 2014 will utilize the example of drug-facilitated sexual assault and bystander intervention language from the SEXXXY play.

Health, Safety & Crisis Management Plan

This orientation module is designed to improve the existing SIT Study Abroad health, safety and crisis management plan and to ensure that the quality of the module is consistent across all programs, yet tailored sufficiently to the local circumstances of each program. Reports are gathered centrally by student affairs into a single comprehensive incident log. Incidents are categorized both by type (i.e. sexual offenses) and severity on a green, yellow, red ranking system. Green is for issues that are routine and can be handled locally, for example, street harassment outside the class building. Yellow indicates a situation that is more severe, and may require follow up. In the context of sexual offenses this could be a host family member acting inappropriately toward the student, and SIT moving the student to a backup host family. Red is a severe situation, demanding a coordinated response and indicating serious harm. Sexual assault/rape is always classified as red, as are situations where a student was drugged, even if a sexual assault was prevented.

Academic Directors must be aware that statistically speaking it is probable that there are sexual assault survivors in the student body. This topic must be addressed respectfully and it is possible that traumatic memories may be triggered, so some initial norm setting and acknowledgement of the sensitivity of the topic before beginning is a good idea. Reiterating available resources at the end of the module is necessary if any students are grappling with how the information in the module might impact a previous experience.

Budget

This orientation module is designed to fit seamlessly into the existing in country orientation programming and does not require extra funding to implement on an ongoing basis. The original creation of this programming comprised 50% of the budget allocation to the student affairs fellowship position from October 2012- May 2013. This was between $8,000 and $10,000.

Adapting this curriculum to other institutions will depend on the model of service the institution uses. Allocation of existing staff time should be sufficient for adaptation and implementation, but institutions may want to wait until a low point in their exchange cycle to work on implementation to ensure the time commitments can be met. Alternatively, institutions may want to take advantage of existing student staff or work study programs to support the staff person(s) responsible for adapting and implementing the program. The institution may also have the opportunity to hire a graduate student working in this area to implement the program on a project basis, as SIT did, but must ensure that there is significant departmental buy in. In this situation, the budget is likely to be similar to the allocation described above, but one month may be sufficient for this project.

Evaluation Plan

There are several methods of evaluating the outcomes of this training. We will ask Academic Directors (ADs) for feedback on how the students responded to the module and the strength of their participation in the activity. Originally a student survey was planned to assess students on their learning and possible use of the training but it was determined that this could be triggering for students who had experienced sexual violence in their past. Instead, we will allow students to self-report, unprompted, either in direct feedback to the AD or other staff member or

in the post program evaluation if they so choose. Also, the incident reports and final AD

confidential report will be assessed for any changes.

Objectives	Indicators	Documentation	Timeline	Person Responsible
Clearly articulating program expectations regarding enthusiastic consent and bystander intervention	Video Discussion with AD Bystander intervention activity	Video AD feedback	Feb 2013 In country orientation	Student affairs ADs
Using programming that is based in theory and includes hands on practice	Curriculum Bystander intervention activity	Curriculum, video & activity	May 2013	Student affairs
Ensuring that staff are trained sufficiently to use the new survivor led reporting process and effectively support survivors.	Use of new reporting policy Continued professional development during AD training	Webinar (x2) Training video	March 2013 May 2013 As new ADs hired	Student affairs
Decline in the severity of incidents reported	Fewer incidents with red or yellow status Indications of bystander intervention	Incident reports AD confidential reports	During and post program	Student affairs
Clear understanding of what consent entails and using the enthusiastic consent model	Discussion with AD Students use in own life	AD feedback Possible student feedback	During and post program	Student, AD
Recognition of predatory behavior and the "social license to operate" in the local context	Students use in own life Discussion with AD	AD feedback Possible student feedback	During and post program	Student
Understanding the process and rationale behind bystander intervention	Bystander intervention activity (successful)	AD feedback	In country orientation	Student

Effective responses in the role play scenario for bystander intervention	Bystander intervention activity (successful)	AD feedback	In country orientation	Student
Use of either of these active programming elements if necessary	Student's use in own life Successfully mitigated situations	Incident logs AD report Possible student feedback	During and post program	Student affairs AD students

Conclusions/Implications

The demand for effective programs for sexual assault prevention is clear. Students are demanding better protection from their institutions and a change in campus culture and institutional response. Plenty of research has been done in the last 10 years that supports the demand for better prevention at home as well as on study abroad or exchange programs. It is not surprising that models of prevention which involve clear communication, both personally and of socially unacceptable predatory behavior in group situations are the models that will fare best when assessed through an intercultural communication lens. It is crucial for institutions to stop contributing to a culture of silence and shame around sexual violence. Furthermore, as educational institutions are tasked by society to mold and shape the next generation, it is our moral duty to educate for prevention of sexual violence, not to exacerbate the problem with poor programming and procedures that re-traumatize survivors.

This capstone was limited in scope in terms of actually testing the effectiveness of the programming presented. While qualitative data can be gained from staff and any student who responds unprompted, it is not direct data. The quantitative data is even further limited to the incident logs, which are subject to limitations based on known low percentages of reporting of sexual assault overall. The Department of Justice's Office on Violence against Women will be selecting grantees by October 2014 to test and evaluate prevention programs. The author

recommends that SIT Study Abroad apply for a grant to be able to safely evaluate the

effectiveness of this programming, bringing an international aspect to the data the government

hopes to collect. The author hopes to work further with health educators and psychologists to

create a methodology that can safely assess the efficacy of this program with study abroad

populations or possibly international student populations and to conduct similar studies in the

Canadian context.

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Appendix I – Needs Assessment Survey

1. How much time during orientation do you spend on sexual harassment or assault and do you provide materials to your students? (If yes for materials, could you send them to tara.jorgensen@sit.edu)

Directly 15 minutes (student handbook material provided), indirectly (behaving safely in Brazil) about two hours (no specific material)
1/22/2013 1:43 PM View respondent's answers

30 minutes
1/22/2013 1:40 PM View respondent's answers

1h
1/20/2013 9:56 AM View respondent's answers

We have an entire session about that + readdressing the issue in homestay orientation.
1/17/2013 12:51 PM View respondent's answers

We have two session, one about sexual harassment and second one about safety and security which include sexual harassment, each lecture around 1 hr. and half
1/17/2013 12:46 AM View respondent's answers

We devote almost 1.5 hours on orientation to avoid sexual harassment and available mechanism in case of harassment.
1/16/2013 11:25 PM View respondent's answers

In all, between different topics (e.g. street safety, traveling in public transport, etc.) a total of 1.5-2.5 hours. Specific to SIT policy, maybe 15 minutes. We've no country-specific materials.
1/16/2013 1:32 AM View respondent's answers

1/2 hour
1/14/2013 7:38 PM View respondent's answers

About 30 minutes
1/13/2013 9:42 AM View respondent's answers

6 hours during Orientation but continues to inform and remind students of it throughout Program duration. We provide the SIT Study Abroad Community is NO place for Harassment document as the basis for discussions
1/11/2013 7:55 AM View respondent's answers

30mn (but we inform students that they can come to us anytime with more questions), and we distribute the SIT Harassment policy (AD Handbook)
1/11/2013 7:39 AM View respondent's answers

A two-hour session at first and then for the first 3 weeks a weekly one hour assessment of incidents
1/11/2013 1:49 AM View respondent's answers

ABOUT 20 MINUTES
1/11/2013 1:35 AM View respondent's answers

We spend between 1 to 2 hours on the topic, and we use a PowerPoint presentation
1/10/2013 2:45 PM View respondent's answers

20 minutes
1/10/2013 2:24 PM View respondent's answers

2. Do you explain World Learning's sexual harassment policy?

○ Yes – 80%

○ No – 0%

○ I show it to the students but don't explain it. – 20%

3. Do you discuss the local cultural context in the following areas?

	yes	no	Respondents
Dating norms	100%	0%	15
Sexual norms	100%	0%	14
Gender norms	100%	0%	15

4. Do you explain to students what the procedure is and the resources they can use if they are harassed or assaulted?

	yes	no	respondents
What the procedure is	100%	0%	15
What staff can do	92.86%	7.14%	14
What local resources are available	83.33%	16.67%	12

5. Do you feel well trained to appropriately handle situations of sexual assault?

○ Yes – 40%

○ No – 13.33%

☉ Unsure if my training is up to date – 46.67%

6. Does your program have local contacts such as sexual assault /rape crisis centers or therapists to turn to for support if a student is assaulted? (Choose all that apply.)

Therapist, specializing in sexual trauma – 6.67%

Therapist, general – 80%

Sexual Assault/Rape Crisis Center – 20%

Women's Center – 40%

Police contact in a department specializing in sexual offenses – 33.33%

Police contact, general – 53.33%

No, we have no local contacts – 6.67%

7. Are you familiar with any of the following awareness building or intervention program types?

☐ Providing information on the prevalence of sexual assault – 33.33%

☐ "No means no" – 26.67%

☐ "Yes means yes" / enthusiastic consent – 0%

☐ Debunking rape myths – 6.67%

☐ Men against violence model – 6.67%

☐ Prevention tips for women – 53.33%

☐ Discussing sex role stereotypes that impact or facilitate assault – 46.67%

☐ Practical suggestions for safe dating behavior – 46.67%

☐ Bystander intervention – 13.33%

☐ Other – 6.67%

☐ I am not aware of any program types – 40%

If you refer to any of these in your orientation, please list

We refer few of these in Orientation.
1/16/2013 11:25 PM View respondent's answers

Not sure if these listed are theoretical models or just names given to ways to build awareness. If the latter, we refer to all in orientation.
1/16/2013 1:32 AM View respondent's answers

Updated materials will be welcome
1/13/2013 9:42 AM View respondent's answers

No means no prevention tips for women discussing sex role stereotypes
1/11/2013 7:39 AM View respondent's answers

All the above except the yes means yes. For Bystander Intervention we teach the Buddy system and tell students that a drunk student going away with a stranger constitutes an emergency, meriting an after-hours call to the AD
1/11/2013 1:35 AM View respondent's answers

I do refer to prevention tips, social norms and tips on how to do safe dating, but we have very little info on how to deal with potentially harassed men. The presentation is too focused on women only
1/10/2013 2:45 PM View respondent's answers

8. Does your training focus more on preventative behavior or awareness training?

☐ Preventative behavior – 40%

☐ Awareness training – 13.33%

☐ A mix of both – 53.33%

☐ Neither – 6.67%

If Neither, is there another focus?

No specific program, this knowledge comes from general awareness about sexual assault and harassment

9. Does your training use inclusive language? (Includes: male survivors, assault by a member of the same sex etc.)

Yes – 60%
No – 40%

Appendix II – Curriculum Outline Distributed to ADs

Curriculum- Sexual Harassment and Assault (1.75-2 Hours)

20 minutes: Students watch the orientation video

Materials: student orientation video via private YouTube link http://youtu.be/C0S6ogxV9Vk

30 minutes: AD should supplement the video with discussions of the following topics:

1. Local dating, gender and sexual norms (you may have other local norms that also affect this topic – space, family roles etc.) - What local laws affect students in this area?
2. Local rape myths and/ or myths about Americans that may impact sexual violence
   a. **It is CRUCIAL that this discussion be framed as "these are situations a predator may try to take advantage of" rather than "it's the victim's fault if this happens."**
3. Who on staff can take reports, remind students we take all reports seriously and investigate, and tell students what sort of community resources are available
   a. Is it better to approach law enforcement through embassy contacts? Are there rape crisis centers or counselors that students can be referred to?

25 minutes: Bystander Intervention Overview

Materials: Bystander Intervention Student Handout- pass out immediately

I would suggest using two examples throughout the overview: one to do with first aid and one to do with sexual assault.

Example 1: you are eating at a restaurant when suddenly a child about 10 years old at the next table starts turning red and grabbing their throat, making no noise or breathing. His parents are panicking.

Example 2: You are at the bar with friends when you see a man pinning a woman up against the bar. She looks uncomfortable and keeps trying to lean away from him.

Five Step Model of Bystander Intervention

1. Notice the event
2. Interpret the situation as intervention- appropriate
3. Take responsibility
4. Decide how to help
5. Act to intervene

So far our examples have covered steps one and two. In both examples the person decides they need to take action. In the first, the person sees the child is choking, decides to perform the

Heimlich maneuver and then does so. In the second example any number of interventions would work either directed to the man ("back off, can't you see she's uncomfortable?") or the woman. ("Hey is he bothering you?")

3Ds – Types of Intervention

The interventions we just gave for both examples follow the DIRECT route where the person who notices specifically references the problem while intervening themselves.

The Second D is DISTRACTION, which is a type of intervention that is used against problems that have human agency. The choking boy will not be helped by a distraction technique, unless there is a human actor preventing help from reaching him. In the second example someone could distract the perpetrator by "accidentally" spilling a glass of water on him for example.

The third D is DELEGATE. In the first example if the person didn't know first aid they could call for help "This kid is choking; does someone know first aid!?" In the second example, you could bring the situation to the bartender's attention or other staff and ask them to step in. You may also ask another customer, perhaps another woman to intervene and you'll back them up. Your delegate may choose a DIRECT or DISTRACTION route and you may have to try and delegate a couple times.

Three Variables that Impact Helping

The three variables are **individual, situational** and **victim**.

Ask for a show of hands – who has taken a first aid course and could give the Heimlich maneuver?

These people would have knowledge and skills to intervene in example 1 – probably they would have confidence and a sense of social responsibility as well. This determines who is likely to help on an individual level. Explain to them that the purpose of this training is to help our students feel confident and knowledgeable about the spectrum of sexual violence so that they feel capable of being individuals who can intervene.

The victim can also impact helping – what is their relationship to you, if any? Will they accept your help? Do you think they deserve your help? The child in Example 1, while not related to you certainly deserves to be saved and needs your help. The woman in example two is showing by her body language that she is in need of assistance. But people are more likely to help those they know or feel a group connection with. (A woman may be more likely to intervene for example) One rape myths says that someone can be "asking for it" based on what they wear. If your potential intervener believes this myth, they might be less likely to believe this woman deserves their help.

Research shows that situational is the most important variable. How severe is the need in this situation? The child is choking and needs assistance immediately. The woman is being sexually harassed and is uncomfortable and is in a situation that can escalate. The intervener has to decide what the costs of helping are. The parents might act irrationally towards a stranger touching their child, but that's not very likely. The man might be angry at someone who intervenes, but it's in his best interest not to be noticed causing a problem. In both examples there are other people around who could also possibly help, which can be a barrier. Let's discuss why.

Bystander Effect

There are several psychological effects that act as barriers to intervening due to group pressure and conformity.

- **Informational Influence**: you don't act because you think someone else has more information than you and you will follow them. In example 1, bystanders may wait for the parents to act or for someone with medical training to act. In example 2, people may not know what's going on or wait for her friends to step in.
- **Normative Influence**: you want to be liked and be accepted by the group so you follow their lead. This could mean a big problem for the woman in example 2 if people think sexual harassment is part of drinking culture.
- **Pluralistic ignorance**: the majority know something is wrong but no one looks concerned so you think you must be the only one who thinks so and you don't interfere. This is also a major barrier in intervening in sexual offenses. If our intervener thinks he's alone in reading the woman's uncomfortable body language, he may decide to wait or leave it alone. Just mentioning your concern to another bystander may be enough to surpass this barrier.
- **Groupthink**: groups members try to create consensus and minimise conflict and don't properly evaluate ideas. This can lead to decisions where individual concerns are not voiced because the person doesn't want to embarrass or annoy another group member, or look silly themselves. It can lead groups to making bad or hasty decisions that are improperly analysed. This can also be seen when members of althletic teams cover up or go along with sexual violence committed by a teammate.
- **Spiral of Silence:** If a person thinks they are in a minority, the are less likely to speak up, making others less likely to speak up and everyone's silence tacitly condones the bad situation, making it worse. In example two, if everyone is silent during the sexual harrassment, it gives the predator the impression that everyone is ok with his or her actions and the situation often escalates into something higher risk for the victim.

These issues all contribute to the issue known as "**Diffusion of Responsibility**." The more people that are available to potentially help the less likely any one person will. People who are alone in an

emergency will act 80% of the time but only 20% of the time when there are others around, thinking someone else will do it. **Who will do it, if not you?**

- o NOTE: Don't confuse this with apathy – affected people may acutally be concerned and desire to help but think there is a person better qualified who can help better than they can themselves.

Finally we get to the When of intervening, to support what we've been learning about how and why. Bystanders can be proactive or reactive. Being here participating in this program is an example of Proactive bystanding. Reactive bystanding can be broken down into Primary, Secondary and Tertiary.

Intervention in primary situations is intervention before an assualt happens and it can be further broken down into interventions that are high or low risk to the victim. Low risk primary interventions tend to be the interventions that tell a predator that you are not a safe person to offend around, since you are intrvening in situations where the predator gains his "social licence to operate." High risk primary interventions happen when a predator already has a target and where you are watching out for the red flags mentioned in the video.

Intervention in secondary situations involves intervening in a assault while it is happening. The stubenville Rape case has several bystanders who witnessed the rape (and recorded a video joking about it) if one of those witnesses had slipped out and called the police or even their parents, that would have been an effective intervention and may have saved Jane Doe from further sexual harassment.

Finally, there is tertiary intervention that happens after an assault. SIT's suvivour led reporting proccess is an example of effective tertiary intervention. These interventions include support for a surviour, believing in them, helping them to access resources for support. It can also include keeping an eye on a suspected predator in your social circle or cooperating with police or campus investigations.

30 Minutes: Bystander Intervention activity and discussion

Materials: Bystander intervention scenarios

Pair up the students and pass each scenario to a different group (depending on size and time, you may have groups do more than one scenario or have more than one group do each scenario.) have the groups stand up and practice intervening in the situation given. Both members of the pair should have the chance to be the intervener. They should discuss together how it felt.

When the students are done their scenario(s) gather them all together in a group and discuss all the scenarios together. Have students identify if the situation was an example of primary, secondary or tertiary intervention and identify several interventions that would work and if those interventions were high or low risk to the victim and if it was an example of direct intervention, distraction or delegation. Hopefully you can get interventions covering all three Ds so students understand that whichever style they personally tend towards everyone can intervene.

Scenarios for students to role play	**Break down of scenarios**
1) You are on program in a country in which homosexuality is illegal and/or publically unacceptable. One of your friends on program has shared with you that they are out at home and in a committed same-sex relationship. However, while in country they have not discussed this part of their life with locals. During the rural homestay, your friend is becoming uncomfortable fielding questions from their host family about their love life as well as requests from locals to friend them on Facebook. What do you do?	This is primary, high risk to victim. Distraction methods work best here. The person in this scenario said it would be best for a friend to "run interference" by distracting the host family. The person has decided that in this country they will remain closeted, so it was their choice to give direction for direct interventions like gender swapping their partner's name. Distractions also gave the person time to set up limited profiles on Facebook.
2) You are at a disco with a couple of friends from your program in a country where the drinking age is 18. For most of you; it's your first experience being old enough to legally drink. One of your friends is quite drunk. She is slurring her words and can't keep her balance. You've all been out on the dance floor, hoping she can dance some of it off. Suddenly, you realize you can't see her anymore. Looking around, you see a guy leading her to the exit. You don't know him but you saw him earlier in the night, dancing near your group. What do you do?	This is primary, high risk to victim. Interventions really need to happen right away, before he leaves with her. A direct intervention might be confronting the guy, saying your friend is too drunk to consent. Distraction could be "finding" your friend and telling her you both need to get a third friend home. You could say something to the third friend or the bouncer, either to back you up or for that person to intervene. You could call the AD and report the situation.
3) You've been out to dinner with some friends on your program and are now outside, flagging down taxis to take everyone back to their home stays. One of your male friends says he's going to walk instead. You're worried for his safety and try to get him to reconsider. He gets frustrated, saying "it's better to walk and risk a fight than to take a cab and know I'll fight when the cabbie starts talking dirty and trying to touch me. I can't believe you'd take a cab in this country." What do you do?	This is tertiary, since your friend has already been sexually harassed. Especially since this situation involves a male survivor, interventions should focus around believing him and debunking myths about rape changing their identity (masculinity, their sexual orientation.) taking a logistical approach, you can offer to split the cab, letting him out first. You may try other forms of public transportation together.
4) Your host brother has several friends over and the subject turns to women. One friend makes a joke about	This is primary, low risk. All three Ds can work here: saying directly that's not funny, or distracting people by turning the joke back on

domestic violence and another follows it up with a rape joke. What do you do?	your friend "no wonder all the girls call you a creep!" or discussing it with other people who heard the jokes in a negative manner.
5) Your friend on the program calls you late at night and sounds upset. When you ask what's wrong, your friend explains that their host family has relatives staying over tonight and one of the cousins followed them to their room and kissed them. Your friend managed to get the cousin out of their room but is worried to go to sleep in case the cousin comes back. What do you do?	This is high risk and could be all three but intervention is most effective if it's treated as secondary since the student could be still targeted by the cousin. You could advise your friend to approach their host parents for help, you could call the AD or encourage your friend to call the AD, speak to your own host parents for advice. Staying on the line with your friend until they have backup with them can also be a deterrent if the cousin comes back. Depending on the reaction of the host family, the student may be moved to a backup host family by SIT.
6) On your program, you have a transgender friend who has transitioned to your gender. In your host country there are no unisex or gender neutral bathrooms. Your friend is nervous about facing violence in single-sex restrooms. What do you do?	This is primary and high risk. Proactive reactions would be to discuss unspoken bathroom norms with your friend. Going with your friend and including them in the bathroom norms for your gender helps establish that they belong in this place.
7) You and several of your classmates have returned to the hotel following a night out at a bar. One of your friends tells you he's wanted to hook up with another classmate, Jane, since orientation and he's going to take the opportunity tonight while she's drunk. What do you do?	This is primary and high risk. You can be direct and tell him she's too drunk to consent and to try his luck when she's sober, you can find Jane's friends/roommates and let them know what's happening and have them get her safely to bed or you can try and distract your friend. "Hey did you finish the assignment for tomorrow? Can you help me with this one part?"
8) Several male students are mocking another male student, using sexist and homophobic slurs like "pussy" and "fag." What do you do?	This is primary, and it could be high risk if they are speaking to his face and low risk if they are talking about him. If it's high risk, your intervention should prioritize the person, low risk the words themselves. For both, direct interventions can call out the use of the words, but you may also want to intervene directly on behalf of the person being mocked and call out the mocking instead. Delegate to another person could be staff or the AD, another classmate or someone the group looks to as a leader. Distraction could be an excuse to get either the mocked student or the leader of the people doing the bullying out of the situation. "Hey Joe, the language teacher wants to see

	you."
9) You've noticed that your friend has seemed troubled the last few days: she's missed a few classes, is withdrawn and generally not her normal self. She was fine on the weekend when you went out dancing and you saw each other safely into cabs at the end of night. Still, you wonder if something went wrong afterwards. What do you do?	This is the symptoms of several possible scenarios but regardless it is tertiary. (The student could have had something happen on the way home, at her host family's home, or maybe got bad news from home.) Approaching your friend and mentioning the things you've seen and telling her you're worried about her is a good start. You can ask her if she's alright, or ask if you can help. You could also approach the AD or another staff person with what you've noticed and ask them to follow up with your friend as well or in your place.
10) You are walking with several friends from your program when a passerby begins to harass one of your friends regarding her weight and how it impacts his view of how sexually desirable she is. What do you do?	This is secondary. You can call out the street harasser yourself, or distract your friend by talking over him. You can also see if you can delegate to another local to deal with the rudeness. Your AD might have taught you rude phrases to use back, if culturally appropriate. (be careful of your safety using this technique) You can also advise your friend to ignore the harasser, saying he was both rude and wrong. You could publicly shame him on www.stopstreetharassment.org or Hollaback.

Appendix III – Bystander Intervention Handout for Students

<u>Bystander Intervention</u>

Latane & Darley's Five Step model for Bystander Intervention:

1. Notice the event
2. Interpret the situation as intervention- appropriate
3. Take responsibility
4. Decide how to help
5. Act to intervene

<u>Three Approaches (3Ds)</u>

- Be **DIRECT**: This approach has the intervenor directly discussing the problem with the people involved. Ex. " Leave her alone, she is too drunk to consent." "There's nothing funny about rape; stop joking about it." "Is that person bothering you?"
- Be a **DISTRACTION**: If you are nervous about directly intervening and can think quickly on your feet, distraction may be a good approach. Calling either party away for something ("Hey Joe, come settle this argument!"), interupting the situation with an unrelated request ("can you tell me how to get to X?") or creating any situation that the perpetrator will consider a higher priority than the situation you want to interupt. ("Hey Joe, they're towing your car!")
- **DELEGATE**: for people who are uncomfortable with direct intervention or distraction, start talking to other people to encourage them to step in. "Isn't that your friend Jane that Joe is taking upstairs?" "Should he be joking about something as awful as rape? It doesn't seem right." "Hello 911? I need police right away. I'm at a party where two guys are sexually assaulting an unconscious girl right now."

<u>Three Variables that Influence Who Helps and When</u>

- **Individual:** Who are you, what are your skills, what do you know, what's your sense of social responsibility, are you confident in this situation?
- **Situational**: Are you alone or in a group /crowd? What will it cost you to help? How badly does this person need help?
- **Victim:** Do you know this person? Will they accept your help? Do you think they deserve help?

<u>Bystander Effect</u>

There are several psychological barriers to intervening to do with group pressure. Knowing about them helps to overcome them.

- Informational Influence: you don't act because you think someone else has more information than you and you will follow them
- Normative Influence: you want to be liked and be accepted by the group so you follow their lead

- Pluralistic ignorance: the majority know something is wrong but no one looks concerned so you think you must be the only one who thinks so and you don't interfere.
- Groupthink: groups members try to create consensus and minimise conflict and don't properly evaluate ideas. This can lead to decisions where individual concerns are not voiced because the person doesn't want to embarrass or annoy another group member, or look silly themselves. It can lead groups to making bad or hasty decisions that are improperly analysed.
- Spiral of Silence: If a person thinks they are in a minority, the are less likely to speak up, making others less likely to speak up and everyone's silence tacitly condones the bad situation, making it worse.

These issues all contribute to the issue known as "**Diffusion of Responsibility**." The more people that are available to potentially help the less likely any one person will. People who are alone in an emergency will act 80% of the time but only 20% of the time when there are others around, thinking someone else will do it. **Who will do it, if not you?**

  o NOTE: Don't confuse this with apathy – affected people may acutally be concerned and desire to help but think there is a person better qualified who can help better than they can themselves.

Reactive Bystander Opportunities	Primary Prevention (before the assault)		Secondary Prevention (during the assault)	Tertiary Prevention (after the assault)
	Low risk	*High risk*		
	• Friends make a sexist joke or use sexist language to describe women and girls • Activities or rituals are held where women's bodies are ranked or rated • Pornographic or sexualizing posters of women and girls are displayed • Friends make rape or abuse jokes • Friends or classmates blame a victim of sexual violence in conversation or class	• A friend is bringing an intoxicated woman to his room • A friend says he plans to intoxicate a woman to have sex • A woman is being harassed by a group of men • A woman who is passed out on a couch is being approached or touched by a man	• Witnessing a group rape • Hearing cries for help or distress • Walking in on a situation where an individual appears to be either physically forced or verbally coerced into sex • Directly observing an intoxicated victim being sexually assaulted by a perpetrator	• A friend or classmate discloses that she is a survivor • A friend is seeking information for herself or another person on where to go for help for an assault • There is suspicion that a friend or classmate is a perpetrator • Authorities or residence life are looking for information on a possible sexual assault • A police or judicial investigation needs corroboration
Proactive Bystander Opportunities	• Taking a course on gender based violence • Joining a peer education group • Participating in Take Back the Night • Volunteering at a local sexual assault organization • Arranging an educational program on sexual assault for a dorm or student organization • Changing student organizational policies to address sexual assault			

Figure 1. Nomological network of bystander opportunities for the prevention of sexual violence.

Chart Source: McMahon & Banyard (2012)

Adapted from: Gonzalez, D., & Austin, A. B. (2013). Bystander Intervention Training. *Dismantling Rape Culture Conference.* University of Vermont. And McMahon, S., & Banyard, V. (2012). When can I Help? A Conceptual Framework for the Prevention of Sexual Violence Through Bystander Intervention. *Trauma, Violence & Abuse* , 3-14.

Appendix IV – Survivor-led Reporting Procedure

Steps to Be Taken in the Event of Harassment / Sexual Harassment/ Sexual Assault
1. If the student is still in the situation in which the harassment or assault occurred, remove student from situation immediately; create stable environment.
2. Call the Office of the SIT Dean of Students to report and to receive institutional support.
3. Listen to and support the survivor.

• A student's feelings following harassment / assault may range from crisis (perhaps triggering old feelings),fear for safety, blaming her/himself, fear of what people will think of her/him/the family, vulnerability, anger, depression, loneliness / isolation, homesickness, powerlessness, betrayal, confusion, hurt, not knowing what to do.

- A student's needs following harassment will include: the need to talk and be heard, understood, and believed; to feel safe from further harassment; to have a safe place to express his or her feelings., and some measure of control.

It is very important not to blame the survivor following a report, even if you, as the AD, sense or know that there may be more to the story than what has been reported. An appropriate investigation needs to be conducted before characterizing any particular complaint of harassment, and the appropriate initial posture is one of support.

4. Discuss with student the various options they have for support: counseling; rape crisis center; medical treatments; legal options; medical/forensic testing; preferences as to parental notification. Offer assistance in accessing any of these or making appointments. It is crucial to allow the student to control how she/he will respond to the situation, and which, if any options will be chosen. Be clear on the steps you are required to make (confidential reporting to the Dean of Students) but otherwise allow the student to regain sense of control over their decisions.

5. Consider the rest of the group. In consultation with Student Affairs and the academic dean for the region, determine if or how to best address the incident with the student group. If the incident disrupts the program logistics or raises concerns about local safety and security, it is important to advise the group in an appropriate manner and offer resources as necessary.

6. Follow-up with the survivor. The student may first decline counseling or other resources but later have a change of mind.

7. Maintain confidentiality.

Remember
• The AD perspective and feeling-response is important as well. A harassment incident may cause stress, anger, feelings of empathy - sympathy, defensiveness, and/or frustration. There may

also be satisfaction or pride in being trusted. Talking to someone is encouraged in order to find constructive ways to get the needed support. Again, regardless of personal feelings about the situation, all documentation and reporting should be objective, factual, and professional.

Appendix V – Script for Staff Training Webinar

Link to AD training video (staff only): http://youtu.be/KWFEYPMMTwA

This webinar is on Harassment, Sexual Harassment and Sexual Assault and is designed to follow along with the student video, covering similar topics and going more in depth into strategies for ADs and staff to use.
We'll start by going over the SIT Study Abroad harassment policy, followed by information on reporting and procedures to follow. We'll then get into a discussion of consent, what is required for it to be valid and program norms supporting a "yes! means yes" model, otherwise known as enthusiastic consent.
We'll then turn our attention to perpetrators of sexual offenses and new research into how they operate and red flags to watch out for. This takes us into safety procedures and working as a group to use bystander intervention. We'll wrap up with how this all fits together in a study abroad context but also a home context. The training is designed to work for students regardless of gender or sexual orientation.

The student presentation covers some of the major points and explains some things that may be confusing to the students. They are still responsible for reading it over and discussing with staff anything they don't understand. From a staff perspective, there are several harassment directions to be aware of: staff toward student, student toward staff, staff toward staff, and student toward student, student towards local / homestay family member and homestay member towards student. The difficult one is that local toward student cannot be dealt with under this policy. We can try to mitigate the effects or prevent it but cannot take responsibility in this situation.

We thought that the following points were important or potentially confusing enough to explain further. First, that SIT holds that harassment is both physical and verbal and there are absolutely no circumstances where this behavior is tolerated. Thus there are several types of disciplinary action SIT can take, but offenders can also face legal liability, either civil or criminal. This is an important point to stress with the students –be familiar with the list of disciplinary actions you can take and give examples.
 Next we stress that all allegations are investigated and SIT has a strict policy against retaliation. That means a person who has made a complaint is protected from threats or harm not only from the accused but by a third party too. I give the students a campus based example but it is the same for workplaces as well. Your safety as staff is just as important as students' safety. It's important to stress with the students that retaliation has similar disciplinary consequences as harassment.
 I'd just like to remind you that SIT programs are required to follow US laws and regulations as well as local laws. Even if certain types of harassment are allowed or condoned by local standards program staff and students are still required to follow US standards in these cases. One example of this is the policy against dual relationships. In other words, personal relationships

between SIT staff and students are prohibited, even post program. As we discussed earlier, while SIT holds people associated with the program to these standards, we are not able to completely protect students from all harassment in the community, culturally appropriate or otherwise. It's important to discuss with students the types of culturally condoned harassment they may see in the community, what it means in the local culture while also making it clear that people associated with the program know that it's unacceptable behavior by our standards.

These next couple of slides show the depth of the policy coverage we do in the video: the definitions that World Learning uses.

Harassment is defined as language or behavior

that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual orientation, national or ethnic origin, age, disability or handicap, or veteran's status or any other characteristic protected by law or that of his/her relatives, friends or associates, and that:

- has the purpose or effect of creating an intimidating, hostile or offensive work, educational or living environment;
- has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or educational opportunities.

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or written communication of an intimidating, hostile, or offensive sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual.
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or job performance or creating an intimidating, hostile, or offensive employment, educational, or living environment for the person as a student and/or employee.

Sexual assault is defined as any sexual act that is perpetrated without consent of the victim. The type of force employed may involve physical violence, coercion, or the threat of harm to any person. A victim is considered unable to consent, and therefore, sexually assaulted if he or she is:

- Mentally incapacitated or physically helpless due to drugs or intoxicants;
- Cognitively impaired;
- Unaware that the sexual act is taking place;
- Under l6 years of age (except where the persons are married and the act is consensual), or under l8 years of age when the accused:
  - Is a parent or entrusted by law to care for the victim;
  - Uses a position of authority over the victim to persuade him or her to submit.

We have updated the reporting process to make it more survivor centered. Students are given several options for reporting based on their situation and comfort. The AD is the primary contact, though if your program has another staff person who is trained to take reports you should make it clear. The students also have the option of reporting directly to Brattleboro, either to student affairs staff or their academic dean. The students are assured of their safety in reporting, their protection from retaliation and the legal reporting requirements from the Cleary Act and the way that their privacy is protected whilst complying with the law.

It's important to remember that sexual offenses are crimes of power and domination over the victim, their bodily autonomy and volition. A survivor led process is a crucial first step towards healing and it prevents continuing trauma that is documented in reporting procedures where survivors are disbelieved or questioned or treated in an accusatory manner.

[text of policy redacted from script – please see Appendix IV]

The programming we've created has two interconnected levels for students to be proactive about their safety: individual responsibility and group responsibility. Individually students are taught about the enthusiastic consent or the "Yes means Yes" model and expected to use it if they choose to seek out romantic or sexual experiences on program. As a group, the students are trained to use Bystander Intervention to interrupt predatory behavior leading to sexual offenses. These two active programming components are supported by information on consent, rape myths, cross cultural communication and recent research on undetected rapists that is colloquially known as predator theory.

Enthusiastic consent means both partners are communicating verbally, using affirmative consent, where the tone is also positive.
This is the best possible model to use at all times but it has distinct advantages for cross cultural situations. As the AD, you will need to discuss local dating and sexual and gender norms, and the rape myths common in the local culture. In the presentation we used the iceberg metaphor of culture to explain how these norms and other cultural norms, plus unfamiliar non-verbal communication can lead to misunderstandings. Enthusiastic consent ensures that students are communicating effectively and accurately with their sexual and romantic partners. This model works no matter your sex, gender or sexual orientation.

There are four general rules for consent and how to determine if it's valid. Someone must be conscious to give consent and any prior consent ends when they are no longer conscious. A person must also be capable of giving consent validly. There are several cases where people cannot give legal consent: when intoxicated by alcohol or drugs, if they are mentally incapacitated, or if they are under the age of consent.

Consent must also be ongoing: people can change their minds, only want to go up to a certain point or be comfortable with sexual acts X and Y but not Z. Finally, consent must be voluntary. Threats, coercion or force, nagging or pressuring all invalidate consent. So to sum up, ask yourself am I and my partner, both fully conscious, legally capable of consenting, have communicated what we're willing to do and still want to do it?

Now that we've covered consensual situations, let's talk about something referred to as predator theory. Until recently, the only research was on incarcerated sexual offenders, which only accounted for a limited amount of sexual offenses. In 2002 Lisak and Miller published their study to look at undetected rapists using a male college population. McWhorter et al published a similar study in 2009 with male naval recruits. In both studies, certain questions described behavior that met legal definitions of attempted or completed rape without using legal terms. 6.4% of Lisak's sample and 13% of McWhorter's sample committed such acts, and almost two thirds of Lisak's sample and over 70% of McWhorter's sample were repeat offenders. These repeat rapists averaged 5.8 and 6.36 rapes each, with the overwhelming majority targeting incapacitated people. So how can we tell who these predators are?
The traditional script of a violent stranger using a weapon just doesn't fit the majority of cases. Similarly, neither study could find any demographic information that was over represented. Lisak's study looked further into intrapersonal violence however: those repeat rapists alone were responsible for over a quarter of domestic violence.

While you can't tell a rapist by looking we can begin to see how they operate. Predators look for plausible deniability, slipping through cracks created by rape myths, gender socialization and other conflicting social norms. It's called the "social license to operate."
Rape myths generally try to blame the victim for the actions of the rapist: why were you wearing that? Why were you there? Why did you drink? You were probably so attractive they just couldn't help it. You probably just regret it this morning. Are you really going to ruin a young man's life because of a miscommunication? If a man is raped by a man that must mean they're both gay. She just needs a real man to make her straight. If a person wants sex, it doesn't matter who with.
All of these rape myths are false but give a predator excuses for their behavior. It makes survivors question if they'll be believed, or if perhaps maybe they were somehow responsible, if only they'd done something different. As ADs, it's important for you to discuss the local rape myths with your students but not just as behaviors to avoid. It will also help them to recognize situations that offenders will attempt to take advantage of since it's within the local culture's grey areas. For example, in Japan, predators who grope women on trains are using the crowded conditions and social expectations to politely and quietly endure the shared discomfort of close quarters to cover their offense. Of course, they plan to be exactly where they are so they can do so.

So what sorts of safety measures are effective? We can watch for behaviors that are red flags. There are 5 ones specifically I want to bring up: Isolation, boundary-pushing, psychological tactics, instrumental violence, and using alcohol as a weapon. I've looked over several years of incident reports and in every reported incident in every country, we see students being physically isolated from others. Predators also test prospective targets with tactics that first involve pushing up against boundaries, and seeing if a person can be persuaded or coerced into relenting. This doesn't mean students shouldn't take invitations to experience new things, but they should be wary if a person tries to cajole them to change their mind. Be polite, but firm. Predators also use alcohol and other intoxicants as a weapon. It could be that the predator is actively pushing the alcohol or drug or simply targeting intoxicated people. Predators also use psychological tactics – power, control, manipulation and threats together with only as much violence as needed to coerce and terrify their targets. While this is a red flag that is less useful in the situation, it does create red flag pattern of behavior that may prevent the next rape.

The most effective way to stop a predator is bystander intervention. Everyone should be on the lookout for these red flag behaviors and then intervene. On this program, we want the whole group to be on the lookout for each other. Use the buddy system. Some programs are in host countries where students are of legal age to drink: they need to do so responsibly. Know their limits, stay together in at least groups of two, and make sexual decisions while sober. Intervening can be as simple as giving an out to the person you suspect is being targeted: checking in with them, offering another option to get home or naming their body language. Intervention can also take the form of calling out the rape myths we discussed earlier or speaking up against rape jokes or harassment. Intervention may also come afterwards, if a survivor confides their experience to you. By interrupting the so called "safer" methods predators use, you're limiting access to potential targets. You're making it more likely that an undetected rapist will become an incarcerated rapist. I would encourage using role play exercises with your students to practice various methods of intervention. It will never be perfect the first few times but keep encouraging them –what's important is the message that you will not allow that predator an easy target or plausible deniability not how well you put it.

I do want to stress the importance of role playing bystander intervention. The reason why bystander intervention isn't used as widely as it should is a psychological phenomenon called the "bystander effect." It's broken into three parts: noticing the situation, interpreting it as an emergency **and** taking responsibility for action. The presence of other people inhibits all three, so we need to work on all three in our role plays and the training. Our earlier discussion of consent and predatory behaviors does help inform the noticing and interpreting and this training should help with the taking of responsibility. A good example to work with in introducing this is first aid. Yelling "someone call an ambulance" is not effective so they teach in the first aid course for students to single out one person and tell that person to call the ambulance and then

report back to them that it's done. Scripts help students focus what needs to be done in a similar way. Also, the bystander effect can move in a positive direction in these circumstances; once one person acts it generally encourages others to do the same. We're also working towards creating group cohesion and norms supporting each other's safety which is also indicated as increasing helping in bystanders of the same group affiliation as the person in need of assistance.

There are also some considerations specific to study abroad. A preliminary study by Kimble et al (2012) suggests that at least two thirds of perpetrators are non-student locals, and for women there is a higher risk of unwanted sexual contact or assault abroad than at home. Our own incident reports show that both men and women are targets.
Consensual and non-consensual sexual experiences may be complicated by the impressions of Americans in the host country by media. What does Hollywood or the American music industry say about sexual norms?
All of these tools in this combination are very useful for cross cultural situations. Your responsibility as AD is to discuss local norms surrounding gender, sex and dating. You should also probably discuss issues surrounding space, privacy, family roles. All of these things influence how we perceive situations, the non-verbal communication we use. When we discuss sexual offenses in a single culture context, misunderstanding is a rape myth. However, as practitioners of cross cultural communication we know that misunderstandings are part of the process, so we must learn communication strategies to discuss misunderstandings and come to clarity and understanding.

Since harassment and assault are by nature safety and security issues, using proactive strategies like enthusiastic consent in wanted sexual encounters and bystander intervention to help protect each other from unwanted encounters, we can apply the communication norms inherent in cross cultural study while minimizing risk. Clearly communicating consent and boundaries coupled with group cohesiveness and intervention for safety when confronted with risky situations is the safest and most respectful way to navigate sexual and dating norms cross culturally.

At this point I am turning it over to questions and discussion.

Appendix VI – Supporting LGBTQ Student Survivors

<u>Sexual Assault in LGBTQ populations</u>
Adapted from a presentation by the RU12? Community Center for Lesbian, Gay, Bisexual,
Transgender, Queer/Questioning (LGBTQ) Vermonters (http://ru12.org)
"Sexual violence in LGBTQ Communities"

LGBTQ individuals face higher rates of sexual assault than the general population

	General Population	Lesbian/Gay	Bisexual
Men: % raped lifetime	1.4%	40.2%	47.4%
Women: % raped lifetime	16.7% -17.4%	13.1%	46.1%

Rape myths (untruths) that impact LGBTQ people:
- They are gay because of bad experiences with the opposite sex
- They are sexually deviant/perverts or pedophiles
- They would be safe from experiencing violence if they didn't insist on being so "out"
- Sexual violence in LGBTQ relationships is just rough sex that got out of hand
- The bigger (or more masculine/masculine-identified) is always the perpetrator
  Sexual violence against gay men is only related to cruising/pick-ups
- LGBTQ people are only targeted for sexual violence as part of a hate crime

Types of Sexual violence in LGBTQ communities
- **Stranger as perpetrator**
  o Victim/survivor may perceive as LGBTQ identity-related (even if it's not)
  o May be drug-facilitated
- **Violence *within* LGBTQ community**
  o Non-stranger assaults
  o Dating/cruising/pick-up situations
  o May also be drug-facilitated
- **Part of an abusive relationship (DV/IPV)**
  o DV/IPV still not well addressed within LGBTQ community—same rate as heterosexuals (25-33%)
  o Sexual violence seldom identified as part of DV/IPV
- **Violence as a hate crime**
  o Bias-motivated (can be stranger/non-stranger)

Experiences of LGBTQ Survivors of sexual violence/barriers to seeking or receiving services
- **Double-bind of coming out/being outed**
  o May not be out (in any or all areas of their life)
  o Visibility -> access to more services -> increased vulnerability to discrimination
- **Agencies do not advertise that they work with LGBTQ individuals (and/or men)**
- **Heterosexism and homophobia in the systems designed to help (i.e., police, hospitals, etc.).**

- o Presumption of heterosexuality or identification with gender binary (male/female)
- o Overt discrimination toward LGBTQ survivors
- o Survivor may feel it's too taxing to try to educate personnel
- **May fear that sexual orientation/gender identity may become the focus of attention rather than the violence and his/her needs and recovery**
- **(Like all survivors) LGBTQ survivors often feel self-blame, denial/disbelief, shame, fear, anger, and depression**
- **May question themselves or how they are perceived by others (internalized homo-/bi-/transphobia)**
  - o May feel punished for acting outside of society's norms regarding gender/sexual orientation
- **May be reluctant to tell family/friends who do not support their identity**
  - o Fear of being blamed
  - o Fear of perpetuating negative stereotypes about LGBTQ community
- **May lack support from within their community**
  - o Other LGBTQs may not want to admit that sexual assault (and domestic violence) occur in the LGBTQ community, for fear of perpetuating negative stereotypes
  - o May feel ostracized from both mainstream society and LGBTQ community
- **May have privacy concerns within/about LGBTQ community**
  - o Particularly within small and close-knit communities, survivors may be reluctant to disclose sexual violence or abusive relationship for fear that everyone will know/judge
- **Less likely to receive medical follow-up (transgender folks in particular)**
  - o Past negative history (heterosexist/homophobic providers)
  - o Fear of secondary victimization (discrimination)
- **May lack language to talk about their experience**
  - o Men don't often have necessary language to talk about being victims
  - o Society not accustomed to acknowledging female abusers

What to do if you (or a friend) needs help:
- National Domestic Violence Hotline at 1−800−799−SAFE (7233)
- National Sexual Assault Hotline - 1.800.656.HOPE
- National Coalition of (LGBTQ) Anti-Violence Programs
  - o **http://www.avp.org/storage/documents/2013.3_ncavp_memberlist.pdf**

Appendix VII – Supporting Male Student Survivors

<u>Sexual Assault Issues for Male Survivors</u>

Many male survivors experienced sexual violence as children: between 14.2%-18% of boys are victims of child sexual abuse by the age of 18 (1in6, 2013). Issues of masculinity and homophobia complicate male sexual abuse. Heterosexual males attacked by male perpetrators may become confused about their sexuality or act out to 'prove' their heterosexuality. Heterosexual males attacked by female perpetrators or homosexual males attacked by male perpetrators may have issues separating the abuse from healthy, consensual relationships (Munro, 2000). Many male survivors are silenced and shamed

<u>"Male Sexual Victimization Myths & Facts</u> (Male Survivor, 2007)

Myth #1 - Boys and men can't be victims.
This myth, instilled through masculine gender socialization and sometimes referred to as the "macho image," declares that males, even young boys, are not supposed to be victims or even vulnerable. We learn very early that males should be able to protect themselves. In truth, boys are children - weaker and more vulnerable than their perpetrators - who cannot really fight back. Why? The perpetrator has greater size, strength, and knowledge. This power is exercised from a position of authority, using resources such as money or other bribes, or outright threats - whatever advantage can be taken to use a child for sexual purposes.

Myth #2 - Most sexual abuse of boys is perpetrated by homosexual males.
Pedophiles who molest boys are not expressing a homosexual orientation any more than pedophiles who molest girls are practicing heterosexual behaviors. While many child molesters have gender and/or age preferences, of those who seek out boys, the vast majority are not homosexual. They are pedophiles.

Myth #3 - If a boy experiences sexual arousal or orgasm from abuse, this means he was a willing participant or enjoyed it.
In reality, males can respond physically to stimulation (get an erection) even in traumatic or painful sexual situations. Therapists who work with sexual offenders know that one way a perpetrator can maintain secrecy is to label the child's sexual response as an indication of his willingness to participate. "You liked it, you wanted it," they'll say. Many survivors feel guilt and shame because they experienced physical arousal while being abused. Physical (and visual or auditory) stimulation is likely to happen in a sexual situation. It does not mean that the child wanted the experience or understood what it meant at the time.

Myth #4 - Boys are less traumatized by the abuse experience than girls.
While some studies have found males to be less negatively affected, more studies show that long term effects are quite damaging for either sex. Males may be more damaged by society's refusal or reluctance to accept their victimization, and by their resultant belief that they must "tough it out" in silence.

Myth #5 - Boys abused by males are or will become homosexual.
While there are different theories about how the sexual orientation develops, experts in the human sexuality field do not believe that premature sexual experiences play a significant role in late adolescent or adult sexual orientation. It is unlikely that someone can make another person a

homosexual or heterosexual. Sexual orientation is a complex issue and there is no single answer or theory that explains why someone identifies himself as homosexual, heterosexual or bi-sexual. Whether perpetrated by older males or females, boys' or girls' premature sexual experiences are damaging in many ways, including confusion about one's sexual identity and orientation.

Many boys who have been abused by males erroneously believe that something about them sexually attracts males, and that this may mean they are homosexual or effeminate. Again, not true. Pedophiles who are attracted to boys will admit that the lack of body hair and adult sexual features turns them on. The pedophile's inability to develop and maintain a healthy adult sexual relationship is the problem - not the physical features of a sexually immature boy.

Myth #6 - Boys who are sexually abused will go on to sexually abuse others.

This myth is especially dangerous because it can create a terrible stigma for the child, that he is destined to become an offender. Boys might be treated as potential perpetrators rather than victims who need help. While it is true that most perpetrators have histories of sexual abuse, it is NOT true that most victims go on to become perpetrators. Research by Jane Gilgun, Judith Becker and John Hunter found a primary difference between perpetrators who were sexually abused and sexually abused males who never perpetrated: non-perpetrators told about the abuse, and were believed and supported by significant people in their lives. Again, the majority of victims do not go on to become adolescent or adult perpetrators; and those who do perpetrate in adolescence usually don't perpetrate as adults if they get help when they are young.

Myth #7 - If the perpetrator is female, the boy or adolescent should consider himself fortunate to have been initiated into heterosexual activity.

In reality, premature or coerced sex, whether by a mother, aunt, older sister, baby-sitter or other female in a position of power over a boy, causes confusion at best, and rage, depression or other problems in more negative circumstances. To be used as a sexual object by a more powerful person, male or female, is always abusive and often damaging."

15 Psychological Themes Found in Male Survivors (Lisak D. , The Psychological Impact of Sexual Abuse: Content Analysis of Interviews with Male Survivors, 1994)

-Anger
-Betrayal
-Fear
-Homosexuality Issues
-Helplessness
-Problems with Sexuality

-Isolation and Alienation
-Legitimacy
-Loss
-Masculinity Issues
-Negative Childhood Peer
Relations

-Negative Schemas about People
-Negative Schemas about the Self
-Self Blame/Guilt
-Shame/Humiliation

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