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STARRSA: Science-based Treatment, Accountability, and Risk Reduction for Sexual Assault

A Project Funded by the United States Department of Justice
Office of Sex Offender Monitoring, Apprehending, Registering, and Tracking

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This is a draft of the Manual developed for facilitators who are retained to work with students that are found responsible for sexual misconduct by Title IX officers as part of a student conduct sanction and referred for AP. All facilitators participating in the pilot should have received direct training from the STARRSA team, signed a confidentiality agreement and received confirmation that they have been added to the DOJ issued privacy certificate. If you are participating in the pilot and are unsure whether or not you meet these criteria, please contact the Project Managers Raina or Elise.

It is a pilot version, and as such, may be expected to go through multiple revisions over the next year following the feedback received from the pilot sites and facilitators.

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SMART DOJ GRANT: Campus Sexual Misconduct: Using Perpetrator Risk Assessment and Tailored Treatment to Individualize Sanctioning

STARRSA (Science-based Treatment, Accountability, and Risk Reduction for Sexual Assault) Program

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Preface

A Starting Point for Understanding Campus Sexual Misconduct - The Perfect Risk Storm

College students are clearly a high risk group for rape (Koss, 1988; Kilpatrick & McCauley, 2009). The high incidence of sexual misconduct on college campuses is neither surprising nor is it new. Kanin (Kanin, 1957; Kirkpatrick & Kanin, 1957) documented that a significant proportion of college women (20-25%) reported being sexually coerced and forced over a half century ago. Abbey (1991) observed a quarter century ago that, “An extensive literature documents the high rates of acquaintance rape on college campuses,” (p. 165). Berkowitz (1992) similarly noted, “A substantial proportion of college women are at risk of becoming victims of acquaintance rape on campus,” (p. 175). The explanation would seem to be best captured by the remarkable number of converging risk factors that forge something of a perfect storm for rape on college campuses:

(1) **College Students / Social Culture**: In colleges, there is an abundance of very young adults in their sexual prime who are drawn to a social culture that promotes, and indeed places emphasis on, informal, casual “dating” (“hooking-up,” “friends with benefits”), including those few (most often young men) who are rape-prone; Abbey (1991) noted that, “More than 80% of the rapes that occur on college campuses are committed by someone with whom the victim is acquainted; approximately 50% are committed on dates,” (p. 165);

(2) **Victim Access**: In addition to partying, there are numerous opportunities for easy access to potential victims; many of these opportunities facilitate socializing – from meeting in classes to sports, going to the gym, meeting in residence halls, at clubs, at social gatherings, just walking across campus;

(3) **Alcohol & Drugs**: Alcohol is ever-present on campus. The critical role of alcohol as a disinhibitor has been documented numerous times (e.g., Abbey, Jacques-Tiura, & Lebreton, 2011; Abbey, Parkhill, Jacques-Tiura, and Saenz, 2009; Abbey, Wegner, Pierce, and Jacques-Tiura, 2012; Adams-Curtis & Forbes, 2004; Jacques-Tiura, Abbey, Parkhill, and Zawacki, 2007; Parkhill & Abbey, 2008; Purdie, Abbey, & Jacques-Tiura, 2010; Schwartz & Leggett, 1999; Wechsler, Davenport, Dowdall, Moeykens, & Castillo, 1994). Moreover, drugs are easy to come by, including drugs used to facilitate rape by inducing anterograde amnesia, such as the benzodiazepine Rohypnol and the Central Nervous System depressant GHB (gamma-hydroxybutrate);

(4) **Developmental Immaturity of the Respondents**: The vast majority of undergraduate men are in the age range of 18 to 21; they are themselves still in adolescence, with the same psychosocial, psychosexual, cognitive, and neuro-cognitive immaturity of juveniles, with all of the predictable sequelae of risk taking, impulsivity, poor decision-making, increased proneness to disregarding or breaking the law, and intense, often poorly-managed emotions. The combination
of poor decision-making, insensitivity to risk, poorly managed emotions, peer pressure, and the ubiquitous disinhibiting agent alcohol are a bad combination;

(5) **Coercion-Supporting Peer Groups**: Groups that support sexual coercion, or that promote the message of sexual entitlement and the end goal, beyond all else, of having sex, can be a risk factor for sexual misconduct. These are the students that are most likely to espouse and condone rape-supportive attitudes, minimization and trivialization of sexual misconduct, and attitudes characterized by hostile and negative masculinity. The influence of these students can be highly persuasive for those students that may not hold such attitudes but value group acceptance and “having a good time” over momentary hesitance that “it isn’t right.” At that point, a little alcohol is all that is needed to lower their inhibitions. Although there appears to be an over-representation of male athletes and fraternity members among those alleged to have committed sexual misconduct, we are talking about a relatively small subgroup of fraternity members and athletes that clearly support sexual coercion;

(6) **Victim Pool**: As with undergraduate men, undergraduate women are in the same age group – adolescents. Although typically more mature than the men, they, nevertheless, tend to be naïve and trusting. College men do not raise instinctive red flags of a threat; they are just kids out for a good time (most are). The women too are away from home for the first time and just out looking for a good time themselves;

(7) **The Setting**: The campus, moreover, is seen as a safe, protected environment, free of all the dangerous trouble-makers found elsewhere. This perceived sense of ‘immunity’ is coupled with the impression that *since everyone is doing “it” (partying), it can’t be wrong or risky.*
STARRSA Program Overview

STARRSA was developed for college students found responsible for sexual misconduct. Sexual misconduct includes a spectrum of behaviors ranging from sexual harassment, sexually-inappropriate advances, stalking, and sexual pressure to battery that may itself range from groping and unwanted sexual touch to aggravated rape. To the best of our knowledge, STARRSA is the first empirically-based program for college students that have been found responsible for sexual misconduct. This program is based on reviews of the research literature on risk factors associated with college student sexual misconduct, as well as adults and juveniles who have been adjudicated for sexual offenses.

The program was intentionally developed to allow for maximum flexibility in order to accommodate the broad range of sexual misconduct behaviors encountered on college campuses. Research devoted to heterosexual women and members of the LGBTQ community that sexually abuse others is quite limited. Using all of the resources available to us, we have nevertheless attempted to offer guidance for clinicians/facilitators that are working with such students and are using our program.

The STARRSA program consists of two very similar appearing interventions but with one important difference. One Program involves Cognitive Behavior Therapy (CBT) while the Active Psychoeducational (AP) Program is strictly psychoeducational with no therapy. This Manual presents the AP. It is designed to help guide facilitators to identify the students' "needs" to be targeted for intervention, as well as providing useful accompanying resources. We refer to the program as "active" psychoeducation (AP), because it requires the active involvement of the student. The student is not just a passive receptacle for "facts." Facts alone rarely change behavior. There must be active engagement on the part of the student. Education must be applied!

We said that both programs look very similar. That is, they both rely on the same ten modules addressing broad areas of need. The AP Manual, however, has eliminated what would generally be regarded as "therapy" (e.g., there is no exploration of past roots of behavior or childhood experiences or emotionality and emotional responses that often drive behavior, etc.). AP is "educational" but it requires that the student attempt to "apply" the education.

Like therapists, facilitators that use this program should be familiar with the literature addressing campus sexual assault. This includes consideration of three fundamental features that are embedded in this program to increase effectiveness and maximize usefulness.
The first feature utilizes known population characteristics to help facilitate intervention. This population (i.e., college students) constitutes what Arnett termed “emerging adulthood” (Arnett, 2000). College students are at a developmental stage not far beyond adolescence that is characterized chiefly by a newfound independence (often living independently away from home for the first time and subject to the whims, desires, and pressure of peers), a freedom to engage in social/recreational pleasures (partying, dating, “hooking up”) without parental oversight, immature problem-solving and decision-making that is exacerbated by peer pressure and disinhibited by alcohol, and risk-inadversity.

Although these students are referred to STARRSA by their schools, and their schools will likely require feedback regarding progress, STARRSA is designed as an educational intervention where the students are referred to as “students.” By referring to students as students, we underscore the need to treat them with respect, rather than focusing on their “status” as students mandated to psychoeducation because of sexual misconduct. When students are treated with respect and it is clear that the process is taken seriously, it increases the student’s willingness to engage in the process.

The second feature includes consideration of the unique, empirically supported risk factors associated with campus sexual misconduct, such as certain attitudes and beliefs about sexuality and relationships, peer pressure, and the disinhibiting effects of alcohol. As such, the AP Program attempts to follow an RNR (Risk-Needs-Responsivity) model, beginning with assessment of needs that are tailored to the student as determined by identified risk factors and response considerations (e.g., motivation for change, learning style, and gender and sexual identity or orientation). As much as possible, this approach relies on empirically supported interventions to target relevant risk and protective factors and risky behaviors. Risk factors are subsumed within modules, with each module focusing on a different domain of needs. The goal is not to walk through all of the modules. The task for the facilitator is to select, based on the Module 1 intake, the modules, or meetings within modules, that are most appropriate for the individual’s needs.

The third feature combines the generational preference of communication and learning through media technology, with the responsivity element of RNR. To that end, we provide many optional resources that the facilitator may choose from if considered appropriate for a particular student (e.g., YouTube Ted Talks and videos made specifically for this program), as well as PowerPoint presentations, experiential exercises, and out-of-meeting assignments. These resources are intended to increase student engagement and facilitate change in a relatively brief amount of time (the entire program is estimated to be around 10 one-hour meetings depending on the needs of the student).

Mission
Like the CBT Program, the AP Program is intended to assist those who have engaged in sexual misconduct to develop beliefs, attitudes, and behaviors that promote healthier, consensual, and safe intimate relationships and sexual behavior.
Program Philosophy in Capsule Summary

This program is rooted in the basic belief that the vast majority of college students are good kids still very much in the throes of adolescence, a stage of development well known to be characterized by social, emotional, and cognitive immaturity and poor decision-making, drawn to hooking up and socializing and highly impressionable. All of these characteristics are exaggerated by alcohol. Far from being immutable, their sexual misconduct can be highly responsive to effective interventions that reduce risky decisions and promote safe, prosocial behaviors in intimate relationships.
Program Participants & Diversity

STARRSA was designed for college age students, in the age range of 18 to 25, who have been found responsible by their academic institution for perpetrating sexual misconduct. The term misconduct covers a wide range of behaviors, as noted above, from non-contact unwanted sexual behaviors (e.g., sexually harassing gestures and language, sexual pressure, stalking, unwanted touching) to legally-defined rape. STARRSA was designed to accommodate the needs of all students, integrating multicultural identities into the STARRSA language and clinical protocol.

The students referred for AP typically have not been adjudicated for sexual misconduct. Although they may or may not be represented by an attorney, the process of engaging in the active psychoeducation intervention must not end up being a backdoor to self-incrimination. A corollary of intervention must not be an abrogation of the 5th Amendment right against self-incrimination. Facilitators are not fact finders and should not require the students to discuss details of the sexual misconduct beyond what was reported by the complainant. Instead, facilitators should focus on those risk factors that were most closely associated with the student’s sexual misconduct. The goal is promoting health, not building a legal case.

Student Diversity: Considering the different layers of social and personal identities of our clients

Students come from a range of different backgrounds and cultures. The STARRSA program is intended to be inclusive of and used with all students, across the range of different social and personal identities (e.g., ethnic, racial, religious, gender, and sexual orientation). Although most of the materials are framed for use with heterosexual males because they constitute the majority of known perpetrators of campus sexual misconduct, the materials may be adapted to be used with students of different gender and sexual orientations. We are available for consultation throughout the pilot period to address questions related to adaptations and applications and want feedback about your experiences with the application of materials to various students.

We want to underscore that by using an RNR (Risk-Needs-Responsivity) framework, the facilitator can take empirically derived risk and treatment factors and apply them to an individual. Our program emphasizes a tailored, individualized approach to treatment that includes considering the various relevant identities and social arenas within which a student operates. We recommend that facilitators consider the various aspects that fall under the broad umbrella of social and personal identity because these impact the student’s opinion of self, others, and their world view, as well as their attitudes and behaviors. Identity can include racial and ethnic background, immigration status, gender, sexual orientation, religious affiliation, as well as political, peer and group affiliations. We encourage facilitators to briefly explore during the initial assessment, the misconduct-related meaning that a particular identity may have for a student. Identities range on a continuum from fluid to crystalized, and these “meanings” may or may not be relevant to the misconduct and thus to treatment. Additionally, there may also be intra-individual
variation of flexibility across different identities (e.g., a student may have a crystallized political identity, but a fluid gender identity).

**Why identity matters in treatment**

Understanding a student’s unique identities, and how these interact with risk-needs factors will help enhance rapport, improve assessment and treatment planning, and ultimately improve outcome effectiveness. More importantly, the ability of a facilitator to understand a student’s identity can help enhance their participation. Although the focus of psychoeducation is not identity exploration, but rather to target the risk-need factors related to sexual misconduct, understanding a student’s identity, particularly at this emerging stage of development, can be a powerful tool in enhancing engagement and commitment to the AP Program. By helping a student identify the components of their “ideal” or “best” self, a facilitator can, in turn, help the student identify areas that need to change or improve in the course of the AP Program. A facilitator working with a student who is struggling with issues related to their identity, or has faced discrimination or harassment due to their identity, should consider referring that student for adjunctive or specific treatment services. Students facing these issues may be at increased risk of harm to self or others. If a facilitator is working with a student who is being threatened or harassed or was the target of a hate crime, appropriate actions should be taken as dictated by federal/state laws and university requirements.

Social and personal identities do not develop in a vacuum but are interactive and highly influenced by family and by peers. Given that college students are peer-oriented, we include “identities” that are commonly seen on college campuses, such as fraternities and athletics. In the section below we discuss specific social and personal identities, relevant to college students, and underscore that this list by no means is comprehensive. We have included relevant peer groups and organizations that are normative for this age group, but are also either relevant for their association with risk factors, such as parties with alcohol consumption, or because of perceptions about this association. A student may identity with multiple groups from this list, and within each category, there may be “variations” or “subcategories” unique to that student. For each social and personal identity we:

1) provide a brief overview of that identity to enhance a clinician’s/facilitator’s competence when working with individuals who identify with that group. This is not meant to provide a comprehensive training for different identities, but provide a basic foundation. We recommend that clinicians/facilitators seek additional information and consultation about a particular identity if it appears to be treatment-relevant and if they have limited knowledge and/or experience working with that identity.

2) present general key issues, challenges and concerns often expressed by members of this group. This does not mean that a student who is a member of that group will have the same concerns, only that they are commonly noted concerns and should be considered.
This includes suggestions to consider for clinicians/facilitators when working with students to help enhance rapport.

3) a brief summary of the literature on this population in context to sexual misconduct.

**Cautionary Note.** We want to provide some cautionary points about social and personal identities. Although we encourage facilitators to consider the different facets of a student’s identity, it is all too easy to become overly focused on one particularly aspect of their identity and/or lose focus of the goal of this intervention, providing psychoeducation about specific factors related to the student’s sexual misconduct. A danger of classifying a student by their identity is that it can divert the focus to issues unrelated to the misconduct. Thus, exploring identity can be critical for some students as it relates to their misconduct, and unrelated or irrelevant for other students. If a student is interested in identity exploration or presents with issues related to his/her identity, the facilitator should refer them to therapy. In this program, a proper psychoeducation plan must target risk factors that are thought to be most responsible for the misconduct.

**Race and Ethnicity**

Race is a social construct that Helms and colleagues (2005) argued lacks “consensual theoretical or scientific meaning in psychology,” and cautioned about using race as a variable in psychological research. With respect to identity, however, race and ethnicity can be quite relevant and meaningful. A facilitator should entertain the possibility that a student’s racial and/or ethnic identification, including a history of marginalization and discrimination both prior to college and during college, may be a factor that must be addressed in treatment. For instance, incidents in which the student felt alienated, rejected, or worse – treated with outright hostility - may be related to their race or ethnicity, and in turn such treatment may have contributed to their misconduct. Moreover, how these experiences are respond to by the campus administration and their representatives, as well as the student’s ability to obtain and use campus services and resources, may be relevant. Thus, if you are a facilitator working on campus for the school, these negative experiences may impact, at least initially, the student’s response to you and to treatment, possibly necessitating more work at the beginning to establish trust and rapport.

With respect to utilizing campus counseling services, results vary. One study found that European American students were more likely to have used mental health treatment services over a 12-month period than any other student group (Hermann et al., 2011), whereas another study found that, among Asian, African American/Black, Latino/Hispanic, and Caucasian/White students, there was no difference in rates of utilization of counseling services (Rosenthal & Wilson, 2008). These relationships appear more complex and undoubtedly reflect considerably variability across campuses. Among African-Americans students, those students reporting negative family attitudes about mental health treatment were, not surprisingly, less likely to seek help for psychological problems (Barksdale &
Molock, 2009). Similarly, greater mental health stigma and the tendency to withhold embarrassing personal information were linked to a reduce likelihood of seeking help among African American students (mostly women) (Masuda, Anderson, & Edmonds, 2012). Although African American students reported less emotional distress than Asian and White Students, there was no difference between groups with respect to academic distress (Soet & Sevig, 2010).

**Religious Affiliation**

Many campuses have clergy representing only the major (monotheistic) religious dominations in the United States (Catholicism, Judaism, Protestantism, Islam). Clearly, this represents but a small fraction of the religious denominations throughout the world. If a student belongs to a denomination for which there is no campus representation (clergy or student groups / clubs), this might impact their perception of inclusion, especially if they are devout adherents. In addition, belief systems tied to religious faith may have some bearing on treatment and may have to be addressed (i.e., the beliefs that these students hold may not be consistent with therapeutic aims, and may have to be addressed).

To our knowledge there are no studies that look at religious affiliation or practice of students found responsible for sexual misconduct. Nor have studies looked out how religious and ethical beliefs and practices impact attitudes and beliefs about sexual misconduct in students found responsible.

**Women and Sexual Misconduct Perpetration**

Overall, there has been very little empirical research on female sexual offenders, and none on women who engage in sexual misconduct. Few research studies provide information about sexual misconduct or abuse by females, in large part because they are relatively few in number. Prevalence studies using community samples indicate approximately 3% of forcible rape arrests in the United States in 2015 and 8% of other coercive sexual offense arrests involved women (Uniform Crime Reports, 2015). Even less is known about incidence rates of college women who engage in sexual misconduct. In a Turkish study of 1,376 college students, including 886 women, 28.9% men reported at least one instance of sexual perpetration, while 14.2% of the female students acknowledged sexually abusive behavior (Schuster, Krahé, & Toplu-Demirtaş 2016). A similar pattern was found in a survey of first year college students from multiple universities in Germany, where nearly twice as many college men (13.2%) reported engaging in sexual misconduct as women (7.6%) (Krahé & Berger, 2013). How representative these studies are of other countries is unknown. Nor, of course, is there uniformity in how “sexual misconduct” is defined across studies. Similar to men who sexually abuse, sexual misconduct by women apparently includes a range of sexual behaviors, including harassment, unwanted touching and fondling, as well as digital penetration or penetration with an object. The limited research on sexual misconduct by female college students involving their peers suggests it is less frequent than female sexual abuse of children or...
non-peer adolescents. Nevertheless, the incidence rates reporting by the Turkish and German studies are striking for their relatively high rates of self-disclosed abuse. For those interested, Cortoni (2014) provided a fairly recent and detailed literature review of female sexual offending.

The limited information and research on female college students may well reflect a greater degree of underreporting of such abuse on campus. Moreover, since women, unlike men, are less frequently prosecuted, the assessment of risk factors and development of treatment targets has not been a focus of clinical or research attention. Overall, sexual abuse by women is considered to be significantly underestimated. There are a variety of explanations as to why this is the case. As Williams & Briere (2015) observed, reports of sexual offenses are substantially under-reported in general and abuse by females may be especially underestimated as many victims may have pronounced feelings of stigma due to having been sexually abused by a woman. Further, it is thought that criminal justice and other professionals may discount sexual abuse by woman, considering it perceived to be less “significant” – less a crime – than sexual abuse by men, and, when recognized, females may be treated more leniently than their male counterparts. Yet, women and men who are the targets of sexual misconduct by females can and do experience significant trauma as a result of this victimization and negative effects may ensue and persist.

The literature does suggest some important findings relevant for assessing and treating women who engage in sexual misconduct (e.g., Cortoni, 2014; Gillespie, Williams, Elliot, Eldridge, Ashfield, & Beech, 2015). For example, although many men who offend sexually have experienced some degree of childhood maltreatment and / or family adversity, such experiences are even more common in females who sexually abuse others, especially sexual abuse during childhood (Levenson, Willis, & Prescott, 2015). In a study of women who were victims and perpetrators of intimate partner violence, women who were both the victim and perpetrator of intimate partner violence had higher rates of perpetration and victimization than women in perpetrator-only and victim-only groups. Among the women who were both victims and perpetrators, there was a similar degree of reciprocity with respect to the severity of violence and the occurrence of injury (Orcutt, Garcia, & Pickett, 2005). Further, female college students in relationships that are characterized by “infatuation, obsessive or addictive love,” are more likely to be both the victim and perpetrator of violence within their relationship (Charkow & Nelson, 2000, p. 18). The risk of violence increases with the seriousness and the length of time of the relationship. However, protective factors against dating violence include relationship dynamics, such as empathy and intimacy (Murray & Kardatzke, 2007). Such early life experiences may have current relevance as they contribute to attitudes and beliefs that justify sexual misconduct. These early adverse events also may influence negative peer associations and dysfunctional relationship choices, making it more difficult to form trusting
relationships with others, including professionals whose job it is to help clients make healthier life choices.

Although less is known about women who engage in sexual misconduct than men who sexually abuse, women are more likely to co-offend than men. Research suggests that between a third and a half of women who sexually offend have co-offenders (DeCou, Cole, Rouland, Kaplan, & Lynch, 2015; Williams & Briere, 2015). The co-offenders frequently are romantic partners who may be physically or emotionally abusive. These women may engage in sexual misconduct due to fear for their physical or emotional safety. They may engage in sexual abuse due to abandonment fears or to please their partners. In some cases the sexual abuse may be the woman’s idea, and she may instigate the offense. Additionally, some women engage in sexual abuse on their own. Solo offending may be motivated by a variety of emotions, such as loneliness and interpersonal difficulties, wherein the women sexually offend as a way to achieve intimacy and sexual gratification (DeCou, et al., 2015). Feelings of jealousy and anger, desires for dominance or revenge, perhaps related to real or perceived wrongdoing or infidelities, are other possible motivating factors. Thus, compared with men, attachment difficulties and dependency problems may be more predominant risk factors for women. Similar to men who sexually offend, women who engage in sexual offenses often have offense-justifying cognitions (e.g., DeCou et al., 2015; Gannon et al., 2008, 2013; Cortoni, 2014). Some of their erroneous beliefs and attitudes may be gender specific, such as thinking that sexual abuse by women is less harmful than abuse by men or that a man’s perceived needs should come before a woman’s. They also may harbor abuse fantasies that may need to be addressed in treatment. Additionally, some women, like men, may have an antisocial orientation. In these instances, assessment and treatment may need to address risk and protective factors related to general criminal offending (e.g., Andrews & Bonta, 2010). In sum, women who engage in sexual misconduct may have a range of possible motives and offense-justifying cognitions and emotions that warrant assessment and possible intervention. In addition, there is some evidence that, compared with men, substance abuse may be more of a contributing factor for women who initiate sexual misconduct, particularly when offenses are impulsive (Gannon et al., 2008, 2013 as described in Cortoni, 2014).

As Cortoni (2014) has noted, available research indicates the sexual recidivism rates for women who have been adjudicated of a sexual offense are exceedingly low, with some larger studies suggesting re-offense rates of less than 2 percent (e.g., Sandler and Freeman, 2009). Due to this exceptionally low rate it has not been possible to identify empirically validated risk factors that are associated with an increased risk of repeat sexual offending. Typically, women, like men, who sexually abuse are more likely to reoffend with a nonsexual offense, if they reoffend at all. Research indicating whether this is also true for college women who engage in sexual misconduct is lacking.

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In sum, empirically validated risk and protective factors associated with sexual recidivism risk have not been identified for women. Given the low frequency of sexual reoffending by women and the apparent heterogeneity among women who engage in sexual misconduct, identifying such risk factors will continue to be very difficult. Available research has identified some factors that contribute to the occurrence of female sexual misconduct and indicate that, similar to males, relevant factors include cognitions that support sexual abuse, relationship difficulties and problems in psychosocial functioning, emotion and general self-regulation challenges, and occasionally ongoing abuse fantasies. Gender specific nuances pertaining to these factors, however, may be present and must be addressed (Cortoni, 2014). As reflected above, early adverse life experiences, childhood maltreatment, partner abuse, and persistent mental health challenges may contribute to strong dependency needs, attachment difficulties, and significant interpersonal problems in women who engage in sexual misconduct, all of which may require attention. Helping these women develop a healthy sense of independence while cultivating positive relationships and social networks is essential.

**Gender and Sexual Orientation**

Traditionally, the constructs of “sex” and “gender” have been used interchangeably, albeit with fundamental conceptual differences (Davis, 2009). Whereas sex broadly refers to biological differences between males and females (i.e., genitalia and hormones), gender refers to the role each sex plays in society and culture (WHO, 2017). Different from sex, which is mostly genetically determined, gender is shaped by societal expectations (gender role) and the individual’s self-concept (gender identity). In line with the traditional view, gender has largely been defined in binary terms based on the two biological sexes - male and female (Davis, 2009). However, recent developments have challenged this definition. Gender roles and stereotypes are fluid and can shift over time depending on societal and cultural changes.

The terms below differentiate between sexuality, sexual orientation, gender identity / sex/gender assigned at birth, and gender identity / biological sex (i.e., the sex assigned at birth). Each of these aspects of sexuality constitute a continuum. Present thinking is that individuals do not exercise choice where they fall along the continuum. Although students should be asked where they feel they fall on these continua at the present time, these "identities" may change during the course of treatment. It is important to note that these identities are independent of one another.

- **Sexuality** is an umbrella term referring to three parts of an individual’s life experience. The three parts are orientation, behavior, and identity. **First**, orientation refers to who someone is attracted to. **Second**, behavior refers to who someone is sexually active with (usually broken down by gender in U.S. society), and **third**, identity refers to the terms that an individual uses to understand and communicate his or her orientation and/or behavior. These three descriptors (i.e., orientation, behavior and identity) are fairly complex in how they interact, and for some they change over time:
• Example 1: Lisa is attracted primarily to women (orientation); she is currently and previously only been sexually active with women (behavior), and she refers to herself as lesbian (identity).

• Example 2: Jesse is attracted to people of all genders (orientation); he is sexually active with people of all genders (behavior), but only has ongoing relationships with women (behavior), and he refers to himself as straight (identity).

- **Gender (sex assigned at birth)** is based on one’s genetic makeup, genitalia, and sex organs (penis, vagina, testes, ovaries). When we are born, doctors and/or midwives look at our genitals and make an assignment based on what is observed. Sometimes they are uncertain as to which of the two legal (i.e., female or male) assignments to make, resorting to the term “ambiguous genitalia.” These individuals may refer to themselves as *intersex* (see below). Some people find that their gender assigned at birth is consistent with their understanding of their gender (i.e., cisgender), and others do not (i.e., transgender or gender non-conforming).

- **Cisgender** is the term used for an individual whose self-identity conforms with the gender that corresponds to their biological sex (or sex assigned at birth), not transgender.

- **Gender identity** is an internal sense of self in regards to gender: emotionally, cognitively, and socially. Socially typically is described in binary terms (male or female), but historically it has been more fluid or non-binary (e.g., Feinberg, 1996; Kosman, 2007; www.Transtorah.org). We all have an internal sense of gender, or lack thereof, so these distinctions become important for any client.

Gender nonconformity typically refers to individuals whose external gender expression differs from the cultural expectations based on their sex assignment at birth, using the gender identity label associated with their assigned birth sex or another diverse gender identity label (Katz-Wise, Reisner, White, & Keo-Meier, 2016, p. 2). Gender fluidity “implies an escape from the constraints of gender assumptions and a refusal to stay within one category or another,” (Davis, 2009, p. 101).

**Sexual orientation** is not chosen. Research indicates that sexual orientation is biological. Sexual orientation most commonly refers to which gender or genders that an individual is primarily physically, romantically, and sexually attracted to. In terms of gender, sexual orientation can also be related to a more specific gender attraction when the individual identifies a trait s/he is interested in, such as masculinity, femininity, androgyny, etc. The bottom line is that sexual orientation relates to some physical, romantic, or sexual attraction.
The LGBTQ Acronym

The letters LGBTQ (and possibly I and A) are grouped together purposefully. Even though each letter represents something different, when the acronym is considered together there is a perceived “power in numbers.” This perception may help enhance a client’s sense of belonging and also facilitate increased acceptance of individuals and the LGBTQ community while helping effect positive political and social change.

LGBTQ is an acronym that is defined for the purpose of this program as follows:

- **L (Lesbian):**
  A woman who is sexually attracted to women. Lesbians may be transgender.

- **G (Gay):**
  A man who is sexually attracted to men. Gay men may be transgender.

- **B (Bisexual):**
  An individual who identifies as being attracted to having sexual, romantic, or physical engagements with any gender identity; they individuals may also be transgender.

- **T (Transgender):**
  Unlike the LG&B terms that reference sexual attraction, transgender refers to gender. This term refers to individuals whose sense of self does not match their assigned gender/sex at birth. Transgender refers to someone who does not feel like they fit in a male or female category; they might believe that they are the wrong gender, but they might not desire surgical or hormonal reassignment (Meier & Labuski, 2013). Transgender individuals might fall anywhere along the gender spectrum, which is a “non-binarized and three-dimensional palette of gender and sex expression” (Meier & Labuski, 2013, p. 291). Transgender can include people such as transsexuals, transvestites, cross-genders, gender-nonconforming individuals, masculine females, and feminine males (Bilodeau & Renn, 2005; Meier & Labuski, 2013). According to Dugan, Kusel, and Simounet (2012), it is difficult to estimate how many transgendered students there are, since transgendered is often not a response option on surveys. Further, prevalence estimates are difficult because there are inconsistencies in how transsexual and transgender are defined by researchers in different studies (Meier & Labuski, 2013) However, in a national sample of students, 479 out of 289,024 students (0.17%) identified as transgendered (Diemer, Grant, Munn-Chernoff, Patterson, & Duncan, 2015). The estimated prevalence of transgendered individuals in the United States is approximately 0.48%, as per a survey conducted in Massachusetts (Meier & Labuski, 2013).

- **Q (Queer or Questioning):**
  Queer - a sociopolitical term reclaimed (after being used pejoratively beginning in the early 19th century) in the 1980’s by scholars studying sexuality and gay politics (cf. Oxford English Dictionary, 2014). Some use queer as a part of
their refutation of an assumed heterosexual/hierarchical political identity. One might use this term as an identity when they are unsure or feel as if they do not fit properly into one specific group. Others use the term queer because their sexual attraction includes people who do not exist on the simple binary spectrum of male or female, so the term “bisexual” is not appropriate.

- Questioning - refers to individuals that are exploring (internally or externally) their sexual or gender identity. As the name suggests, they are questioning in which group (or groups) they may belong.

In addition to the above acronym, “I” is occasionally included at the end:

- I (Intersex)
  Intersex - there are over 500 intersex conditions. “Intersex” is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. Intersex is not a sexual orientation, nor is it a gender identity. Intersex is an identifier originating from the medical community.

Sometimes there is also an “A” associated with this acronym (Asexual or “Ace”).

Other Key Sexuality Terms and Issues

- Homophobia (fear or hatred of people assumed to be LGBT, and anything connected to their culture. It can also be a response to fearing homosexuality within oneself.
- Heterosexism (a bias towards heterosexuality or the exclusion of anything LGBTQ),
- Internalized Homonegativity (negative feelings towards oneself since one is not acting like the social expectations of being heterosexual),
- Internalized Homophobia and Internalized Heterosexism (one’s internal feelings regarding fear or bias, respectively).

It is very important to remember that until quite recently, and still in many places, LGBTQ individuals were considered akin to, or even likely to be, pedophiles. Because such harmful stereotypes may be internalized as “truths” about oneself, it may be critical to identify and label the stereotype as a myth for your client, thereby helping him / her to begin to separate their behavior from their sexual and/or gender identity.

Clinical Considerations. On occasion, students referred for treatment due to sexual misconduct may identify as LGBTQ or I, as defined above, or may have confusion about their sexual orientation or gender identity. The following overview is presented to provide basic information for a facilitator who may have limited or no experience working with these clients. Depending on the client, the presenting concerns, risk and protective factors, and treatment needs will vary. Every facilitator must be mindful of his or her areas of professional competence, practice within these areas and refer clients when...
appropriate. For example, if a facilitator has limited experience with clients who are questioning their sexual orientation and gender identity, and the client’s identity confusion is a risk relevant treatment need, a referral to someone well-experienced in this domain is likely appropriate. In contrast, if sexual orientation or gender identity concerns are not a significant concern for the client or strongly related to the sexual misconduct, the same facilitator may be able to provide psychoeducation effectively, and seek appropriate consultation if needed.

When working with the LGBTQ population, like with any marginalized group, language is critical. There are several key points to consider when encountering a client identifying as LGBTQ. First and foremost, do not make assumptions about the client. At the outset, it is important to clarify with the client how they wish to be referred to (e.g., name, gender, etc.). For example, “I see that you wrote your name as Tammy on the form; is this the preferred name you wish to be called,” or, “Do you use a preferred pronoun that I can also use when speaking with you?” It is important to allow clients to define themselves. For example, they may define themselves as non-binary or non-conforming. They may request that you use different pronouns than you are accustomed to (e.g., ze/hir/hirs or they/them as personal pronouns). Ask your clients what pronouns they would like you to use, and be prepared to provide the pronouns you use for yourself as well. It is also important to avoid using terms such as “marriage” or “boyfriend / girlfriend.” Rather, ask about “partners,” and if the relationship is “romantic.” For example, “Do you have an identified romantic interest,” or, “In your romantic relationship, do you practice exclusively, or are you open to other romantic / sexual partners?”

Further, all of the topics associated with Lesbian, Gay, Bisexual, Transgender, or Queer or Questioning (LGTBQ) are fluid, meaning that they are often changing and the client will likely be somewhat confused (albeit less confused than you). Be sure to ask questions about matters or concerns that you are not familiar with or do not understand. The clients are the experts of their own experiences.

With respect to body language, be mindful of your seated position. For instance, do not shift in your chair or cross arms or legs as the client discusses the fluidity of sexuality or gender. Many of these topics might be out of your comfort zone, but that does not make us less of a facilitator. The LGBTQ population is accustomed to being judged and, as such, can easily pick up on nonverbal cues. Thus, it is important to be mindful of your body language and nonverbal communication.

The American Psychological Association (APA) has created guidelines for clinicians who work with LGBTQ clients that are relevant for facilitators as well. As per the guidelines, facilitators are urged to consider that societal stigmatization, prejudice, and discrimination can be sources of stress and create concerns about personal security for LGTBQ clients. Facilitators also need to understand that same-sex attractions, feelings, and behaviors are normal variants of human sexuality and that efforts to change sexual orientation have not been shown to be effective or safe. Facilitators are encouraged to
recognize how their attitudes and knowledge about LGBTQ issues may be relevant to assessment and treatment, and seek consultation or make appropriate referrals when indicated. Facilitators should strive to distinguish issues of sexual orientation from those of gender identity when working with LGBTQ clients. Facilitators must recognize that the families of these clients may include people who are not legally or biologically related. Facilitators should understand the culturally specific risks of coming out to one’s family of origin. For example, racial and ethnic minority families may fear losing the support of their community if they are open about having a LGBTQ child. Facilitators are encouraged to increase their knowledge and understanding of non-heterosexuality through continuing education, training, supervision, and consultation.

It is important to consider experiences of victimization and discrimination within this population. Blosnich and Bossarte (2012) found that sexual minorities report more socially-based stressors, such as victimization and discrimination, than heterosexuals. Bisexuals had the highest rates of self-injurious and suicidal behaviors, and intimate partner violence was consistently related to self-injurious behavior.

A very important note here is that clinical signs and symptoms in the LGBTQ population do not necessarily vary from other psychiatric populations. That is, any clinical signs that are known (e.g., difficulties sleeping, hopelessness, loss of interest, racing thoughts, etc.) are the same with LGBTQ or their counterparts. Other clinical signs to consider include isolation or limited socializing, increased alcohol use (McKenry et al., 2006), attachment issues, and sexual coercion. With respect to isolation, as noted in the APA guidelines, LGBTQ individuals gravitate towards individuals with similar feelings and beliefs, and these individuals often become their “families.” In terms of attachment style, there is an abundance of literature regarding attachment style, and its impact on the LGBTQ development into adulthood. As with all students, if the facilitator has concerns about a student’s mental health, the facilitator should refer the student to the STARRSA CBT program (if implemented at your site) or counseling services. It is not enough to simply emphasize sexual violence; a wide range of “unwanted” sexual behavior exists within the broader cultural scaffolding that includes more “mundane” forms of sexual coercion (Gavey, 2005). This could make LGBTQ clients less likely to view their sexual misconduct as wrong. Overall, it is important to look beyond the culture of the LGBTQ client. Your client is more than an LGBTQ group member.

**LGBTQ-Identification & Sexual Misconduct Perpetration**

As noted above, the vast majority of sexual violence is perpetrated by heterosexual men who sexually assault women. Although recent studies report high rates of sexual victimization among individuals who identify as LGBTQ (Cramer, McNeil, Holley, Shumway & Boccellari, 2012), until quite recently LGBTQ individuals have not been a part of systematic research on sexual perpetration. Because research on sexual perpetration
has almost always focused on heterosexual men, we have very limited knowledge about sexual misconduct among the LGBTQ. Consequently, very little has been written about sexual violence in the LGBQ community, and even less about sexual violence among Transgender individuals. As research in this area evolves, and as LGBTQ individuals are offered treatment options, we are likely to see more accurate estimates of incidence.

There is, however, more literature and data on the occurrence of dating violence/partner abuse in LGBTQ communities, and that violence sometimes includes sexual aggression. Generally, gay, lesbian, bisexual, and students of other sexual orientations in fact appear to be at high risk for sexual abuse and rape (Porter & Williams, 2011). Gay and bisexual men report experiencing sexual assault at rates similar to those of heterosexual females (Ford & Soto-Marquez, 2016). Further, gay men and bisexual men and women are more likely to report sexual victimization than heterosexuals (Johnson, Matthews, & Nappier, 2016). Lesbian and bisexual students are also more likely than their heterosexual counterparts to report some form of harassment (Cortina, Swan, Fitzgerald, & Waldo, 1998). More specifically, LGBT students report higher rates of sexual harassment and contact sexual harassment than non-LGBT students (Perez & Hussey, 2014). Compared to heterosexual students, sexual minority students report more physical dating violence, sexual assault, and unwanted pursuit—stalking & pressure (Edwards et al., 2015). With respect to rates of sexual assault, one study found that two out of five bisexual female college students reported experiencing sexual assault while in college (Ford & Soto-Marquez, 2016). Another study found that approximately 63% of GLB participants reported experiencing some form of sexual assault, and almost 40% reported sexual re-victimization. Gay men and bisexual men and women were more likely to report sexual re-victimization than lesbians (Heidt, Marx, & Gold, 2005). With regard to intimate partner violence among LGBTQ students, sexual perpetration was related to internalized homo-negativity (Edwards & Sylaska, 2013).

Further, LGBT survivors of sexual assault have to cope with both the aftermath of their experience as well as the discrimination they face due to their sexual orientation or gender identity (Perez & Hussey, 2014). Richardson, Armstrong, Hines, and Palm Reed (2015) found that LGBQ students and heterosexual students experienced similar rates of forced sexual contact and forced sexual intercourse, but the LGBQ students were more likely to be the victim of threatened sexual intercourse, sexual contact when they are too intoxicated to consent, sexual violence when substance use was involved, and were more likely to be physically injured during the assault. Victim and perpetrator substance use was a risk factor for both LGBQ and heterosexual victims.

Reed, Pardo, Masumoto, and Amaro (2010) found that GLB students reported feeling less safe on campus, experienced increased stress levels, and had more experiences of threats and victimization compared to their heterosexual peers. These factors resulted in GLB students engaging in more alcohol and drug use than their peers. Alcohol is a major risk factor for sexual assault and dating violence among sexual minority students (Hequembourg, Parks, Collins, & Hughes, 2015; Ollen, Ameral, Palm Reed, & Hines, 2017). Transgendered individuals were more likely to experience alcohol-related
sexual assault than non-transgendered individuals (Coulter et al., 2015). Compared to heterosexual women, lesbian and bisexual women were more likely to report negative drug and alcohol related experiences, such as having unplanned sex after drinking (Esteban McCabe, Boyd, Hughes, & d’Arcy, 2003). Another study, however, found that sexual assault was associated with alcohol abuse in heterosexual women but not in lesbians (Hughes, Johnson, & Wilsnack, 2001).

LGBTQ students also face more barriers to seeking help than their heterosexual peers. Such barriers to help after dating violence and sexual assault among sexual minority students include fear of further marginalization, concerns about injuring the reputation of the community, fear of being “outed,” as well as concerns similar to those of heterosexual students, such as feelings of embarrassment and shame (Ollen, Ameral, Palm Reed, & Hines, 2017). Perez and Hussey (2014) noted that colleges and universities may not provide competent treatment for LGBT sexual assault survivors; the treatment provider may ask inappropriate questions or may not have the necessary knowledge, training, or experience regarding the dynamics of sexual violence when the perpetrator and victim are the same gender. Richardson and colleagues (2015) noted that both LGBQ and heterosexual students were reluctant to seek help because they did not believe that the incident was serious enough to report, but LGBQ students were more likely to report that they did not seek help because they believed they would be blamed for the incident.

**Fraternities**

Greek life can represent a significant part of a student’s college experience. Although the camaraderie and peer bonding associated with Greek life can have many benefits, the associated partying, TGIFs, soirees, and social gatherings has become a significant vehicle for promoting sexual assault through a confluence of several individual risk factors: (a) a few “alpha” males that hold attitudes consistent with negative masculinity, including sexual entitlement and sexual “conquest,” (b) ample presence of alcohol that efficiently lowers inhibitions against sexual assault, and (c) a large number of members of the fraternity that are more than willing to “have fun” and go along for the ride. Canan, Jozkowski, and Crawford (2016) found that Greek men had greater acceptance of rape myths and endorsed more attitudes about “token” resistance (meaning that when women say no to sex, they really mean yes) than other groups, including non-Greek males. Kingree and Thompson (2013) found that alcohol use mediates the relationship between membership in a fraternity and sexual aggression. Martin and Hummer (1989) studied the group and organizational practices and conditions that encourage abusive social settings for women in fraternities. They found that (a) “stereotypical” masculinity (stereotypical attitudes about “masculinity”) and heterosexuality, (b) a preoccupation with loyalty, (c) use of alcohol to manipulate women into sex, (d) the prevalence of violence and physical force, and (e) a focus on competition, superiority, and dominance all contribute to the creation of a sociocultural context in which “the use of coercion in sexual relations with women is normative and in which the mechanisms to keep this pattern of behavior in check are minimal at best and
absent at worst,” (Martin & Hummer, 1989). Koss and Gaines (1993) found, however, that fraternity affiliation did not contribute to the prediction of sexual aggression. Schwartz and Nogrady (1996) found that there is male peer support for victimization of women, and that it is linked to extensive alcohol use. Schwartz and Nogrady (1996) reported, however, that men in fraternities were not more likely to believe in rape myths and concluded that fraternity membership itself is not a useful explanation of why men engage in sexual aggression against women. These findings clearly make sense in that any proclivity to rape must be a confluence of multiple factors, and simply belonging to a fraternity, taken in isolation, would not be a risk factor. In a study by Nurius, Norris, Dimeff, and Graham (1996) the majority of fraternity men indicated that they would stop trying to have sex with women who were resisting. Nurius et al. (1996) also reported, however, that these men would be least likely stop trying to force sex when the woman’s resistance was indirect (as compared to more direct forms of resistance). Indirect resistance was the most frequent form of resistance endorsed by previously victimized women in their sample. Notably, these men also assessed women’s risk of sexual assault to be higher than the women’s own perception of their risk. These latter finding would seem to underscore the realistic, “real” risk posed those men who are in the best position to estimate the risk.

Athletes

Similar to what was stated above regarding fraternity members, high school, collegiate and professional athletes appear to present disproportionately with a confluence of risk factors for sexual assault, primarily attitudes consistent with negative masculinity, including sexual entitlement and sexual “conquest.” Athletes, certainly those at the higher end of widely-followed competition in the mass media, most obviously football, are generally viewed as the “icons” of masculinity, veritable symbols of what it means to be “a man.” Even in high school, these athletes, especially the football players, become gridiron “heroes,” bringing pride to the school. At the collegiate level, these athletes can account for an immense revenue stream. At the pro-level, these athletes can became celebrities with great wealth and an entourage of adoring women and admiring men. In sum, athletes may exemplify all that is “masculine,” the personification or the embodiment of what real men aspire to – the very best of the best are “superjocks.” Adoration can bring both narcissism and a sense of impunity. Sexual entitlement comes with the territory. Sex is a privilege that comes with your status, a license to have sex with anyone you want. When sex becomes your prerogative, mutuality may cease to exist. It is no longer a union, as “hookup” implies; it is an alpha male getting what is rightfully his. In cases that we refer to as negative masculinity, dominance in relationships with women seems to be a key feature of asserting and establishing one’s manhood.

When working with athletes there are several considerations that one might keep in mind: 1) loyalty to the team and coaches above all else; there is an insularity and “group think” element that dictates that what is best for the team must be preserved and protected at all cost – even in the event of a possible crime; 2) degree of “hyper-competitiveness; 3) the existence of a hierarchy based on the individual’s standing within the team that is not
just confined to the sport; this is the acknowledged “alpha” male on the team; and 4) an elevated status of team membership at the college and in the community at large.

**Team culture**: culturally, the team unit is important; there is loyalty to the team and to the coach. Often times, the coach is the first line of intervention when an issue about a student athlete is raised, and often times, athletes talk with the coach first before anyone else, including other college or university staff members. It therefore may be helpful (assuming permission is granted) to enlist the support of the coach on some level, as a source of collateral input and potential support. This is particularly important when the student reintegrates fully to campus activities after completing their sanction. Coaches can be instrumental in helping to address a student’s reluctance to engage in treatment. Coaches can help reinforce the importance of taking treatment seriously and attending meetings. Some research suggests that coaches can be instrumental in combating sexual aggression by establishing clear expectations of appropriate behavior as well as consequences for deviating from expected behavior. For example, significant associations between the coach’s expectations and discipline for off-field transgressions and bystander interventions have been found for Division II and III athletes, suggesting the importance of the coach in communicating and establishing acceptable standards of behavior (Kroshus, Paskus, & Bell, 2015).

In addition to the emphasis on teamwork, there are many other positive elements of athletic culture, such as discipline, training to enhance or develop skills, drive and ambition that when present in moderation can be highly effective skills outside of sports. The facilitator can assess these areas and use them as strengths to build on that can be translated to other areas of the student’s life. The importance of a student’s hierarchy on the team should not be overlooked and having the respect of one’s teammates is important. Just like any peer group, some teammates will have positive and healthy attitudes about sex and dating, while other teammates embrace negative and dangerous attitudes. Addressing this in treatment and helping the student manage negative attitudes and behaviors exhibited by some teammates when returning to campus is crucial, particularly if the student’s status is lower on the hierarchy or they are not in a team leadership position (e.g., captain). If they are in a team leadership position or have a higher standing or status, the facilitator could work with them about what this means as a role model for other teammates and how they can effect positive change within on their team. Achieving this can be difficult, however. The higher the status of the student, the more the student may feel he has to lose by being “exposed” or unjustly targeted or made a scapegoat, or simply embarrassed. The higher the status, the greater the fall. Exploring the stressors of collegiate sports is also important – the extremely high expectations of winning – the accolades when you do and the criticisms and excuses when you don’t. In general, the meaning of sports and athletic competition in their life and the pros and cons of how it might impact their relationships and behaviors can be explored. Overall, additional consideration and work will likely be needed if the student was involved in a
highly publicized case. When a case “goes viral,” it is not just his team mates that he has to worry about but the entire college community – and conceivably beyond.

In a literature review of the relationship between collegiate athletes and sexual assault, McCray (2015) concluded that student-athletes are inordinately represented among perpetrators of violence against women, and they disproportionately hold attitudes supporting sexual aggression and rape myths. In a study of 925 college women, conducted by Fritner and Robinson (1993), victims of sexual assault identified 22.6% of the perpetrators of sexual assault, 13.6% of perpetrators of attempted sexual assault, and 13.6% of perpetrators of sexual abuse as student athletes. Similarly, Crosset, Ptacek, McDonald, and Benedict (1996) found that 35% of perpetrators of sexual assault and partner battering across 10 participating educational institutions were identified as student athletes. Koss and Gaines (1993) found that regular use of alcohol and nicotine, hostility toward women and athletic involvement were predictors of severity of sexual aggression.

Rape is generally viewed as an act against women, as such, male rape is frequently not discussed in education and prevention programs (Scarce, 1997). However, in a study utilizing 302 male college students, Turchik (2012) found that 51.2% of male students endorsed an experience of sexual violence since the age of 16 and that such incidents were related to higher levels of alcohol use, problem drinking behaviors, tobacco use, sexual risk behaviors, and sexual functioning difficulty.

Foubert and Perry (2007) found that empathy-based prevention programs can change athlete’s and fraternity member’s attitudes and behavior related to male victimization. They reported an increase in understanding of how rape might “feel” (impact victims), and attributed this feeling to watching a video depicting a male-on-male rape scenario (Foubert & Perry, 2007). Similarly, Foubert (2000) and Foubert and Newsberry (2006) found that a rape prevention program led to increased empathy of fraternity members to survivors of sexual assault in general. The program was further found to decrease rape myth acceptance, and the likelihood of committing sexual assault in this sample (Foubert, 2000; Foubert & Newberry, 2006). However, there was no change in sexually coercive behavior (Foubert, 2000).

**Student Responses to Referral for Psychoeducation**

Students referred for AP as a result of sexual misconduct may have a wide range of emotional reactions. Some are likely to be angry, defiant, and resistant to the idea that they “need” psychoeducation. Some are likely to place full or partial responsibility on the victim, while others may be embarrassed, feel ashamed, and be hesitant to speak about the incident/s. Beyond these common reactions, however, students may bring other strong emotions stemming from their life experiences, including their own abuse. Adverse life experiences may include underlying anger, depression, or anxiety. The vast majority of college students are still, developmentally, adolescents, and a hallmark of adolescence is emotional instability and strong emotional reactions.
Unlike the CBT Program, the AP Program does not address emotional issues stemming from the past. Anger or resentment about the referral should be addressed matter-of-factly: *We can use this time together productively or not. If you have issues with why you were told to come here, you can talk to the student conduct office about your sanction requirements.*

Importantly, if what you are encountering is just an initial reaction of anger or just resentment or embarrassment, it should dissipate during the first meeting with appropriate responses on your part (e.g., *I hear you. I understand you are angry, but you can choose to leave or you can choose to make the best of the time we spend together*). A strong emotional response, however, may not be an “acute” response to the sanction but a much more deeply entrenched problem, in which case a referral may be required. It will, of course, be necessary in either case to make note of the student’s responses. If the student chooses to leave, he/she must be told that you will have to communicate that to the referring individuals. If a referral is needed, that too will have to be communicated to the student and to the referring individuals.
The STARRSA Active Psychoeducation Program
Overview

Introduction
Facilitator Qualifications
Facilitators for the AP Program should have, at minimum, at Bachelor’s Degree and ideally a Masters Degree in a relevant area (e.g., psychology, counseling, social work, education, criminal justice). Since facilitators may not be licensed, there are few mandatory qualifications. We recommend ideally that facilitators be clinicians, but we understand that may not always be practical. In the event that facilitators are not clinicians, we strongly recommend that clinical supervision is readily available to facilitators, per our warning below regarding the need for a referral. Non-clinical facilitators should have some prior clinical training, or teaching experience and, ideally, some experience working with older adolescents or young adults in the age range of college students. Facilitators must read the Manual thoroughly, as well as all of the accompanying resources in the Appendix.

Slippery Slope Warning!
For the psychoeducation program to have fidelity and to be true to its mission, the facilitator must have a clear, bright line understanding of the difference between engaging in therapy and providing knowledge. The slippery slope, however, is the often fuzzy, obscure, anything-but-clear bright line between education and psychotherapy. This will be especially difficult in a vis-à-vis encounter with the student sitting across from you. Education is typically one person standing at the front of a room lecturing to an audience. This format will seem more like “individual therapy,” but it is essentially education in an individual therapy format.

So the “slippery slope” is that it is relatively easily to slip into the role of a counselor or therapist. The facilitator must be vigilant about her/his role as a provider of information and where and when to redirect the student, if necessary, and recommend or provide a referral for therapy if required. Whenever the student begins “straying” into the past, talking about childhood, upbringing, high school, and so forth, they have moved away from the goal of education and to some degree and have crossed the line into psychotherapy. Whenever the student begins discussing “personal issues,” evidences emotional distress or emotional problems, reports a history of maltreatment, or describes excessive use of or reliance on alcohol or drugs, the student has moved into therapy. The laser focus in a psychoeducational program must be on education, and in this AP program it is on applied education.

If it is clear that the student wants to discuss past life experiences or that such discussion is critical, a referral for therapy is warranted. If it becomes clear that the student is struggling with difficult emotional issues, a referral for therapy is warranted. If it is evident that the student has other psychological issues that need to be addressed (e.g., depression, anxiety, symptoms related to PTSD, etc.), a referral for therapy and/or an evaluation for medication is needed. If it becomes clear that the student has a serious problem with alcohol or drug use, a referral is needed. These referrals are for mental health concerns or problems that require a deeper breadth of coverage than this psychoeducational program is intended to provide.
Primary Psychoeducation Goal
The primary goal is to facilitate positive behavioral change by providing information that can help students address and resolve risk relevant thoughts, feelings, and behaviors associated with sexual misconduct and have respectful, prosocial intimate relationships.

Psychoeducation Objectives
- Individualize and maximize the effectiveness of interventions through evidence-based assessment to identify risks and needs.
- Engage the student in the assessment and education process by identifying positive outcomes that can result from participating in the program.
- Facilitate and enhance the student’s motivation throughout the program.
- Improve the student’s self-monitoring and decision-making.
- Target dynamic risk factors associated with sexual misconduct and related educational needs while supporting and increasing the student’s strengths and protective factors.

Psychoeducation Approach
The AP Program (Module 1) begins with a Risk and Needs Survey (RNS-TV) that guides the facilitator in identifying the most critical areas to target. Initial and periodic re-assessment will help in adjusting the amount of time and focus needed for each Module. Although the facilitator could touch upon each of the 10 Modules, it is not required, nor is it even expected. What is more important is an informed understanding of the most critical risk factors that need to be addressed for a given individual. The duration of the program will depend on assessed risks and needs and may involve approximately ten meetings. The number of the meetings is based on number of needs and the time required to address adequately each of them. So the Modules and the meetings within each Module that the facilitator selects is a function of the student’s needs.

The AP Program is administered individually not in group format.

How Does this AP Program Differ from the CBT Program?
Psychoeducational Intervention can best be described as the application of educational techniques to help individuals address their behavioral or psychological problems. Psychoeducation is narrowly focused on acquisition of knowledge that leads to an understanding of the need to modify behavioral responses. It focuses entirely on the present, not delving into the past or extraneous personal issues. Psychoeducation does not engage emotions. Those who provide psychoeducation are often referred to as facilitators, rather than therapists. We recommend that term be used here. Psychoeducation is often included as part of CBT or other therapeutic interventions. Psychoeducation is rarely a standalone intervention for secondary prevention because knowledge is necessary but not sufficient to change behavior.

Our Psychoeducation Program recognizes that the intervention must go beyond simply transmitting knowledge. Consequently, we have modified our program to require an “active" involvement on the part of the student. We thus refer to the program as Active Psychoeducation (AP). AP places a strong emphasis on “practice” and application (i.e., active involvement, rather than simply being a passive recipient of information). We attempt to accomplish this through the use of exercises, videos, and PowerPoint presentations that emphasize the consequences of sexual misconduct not only to the victim/survivor but also to the responsible student, thereby helping to bring about behavior change. Moreover, we include all of the same Module domains as the CBT program, covering the same risk factors.
Like many psychoeducational interventions, AP is expected to be brief compared to a full course of psychotherapy (AP may be 8-10 meetings or less whereas our CBT program may last from 20-30 meetings). Although AP has frequently been included as an effective adjunct to CBT in programs designed for sex offenders, its efficacy has never been examined as a standalone intervention.

**How does Program choice relate to Student Misconduct?**
Psychotherapy is the appropriate choice to target students found responsible of more serious sexual misconduct involving physical sexual assault, including rape and offenses involving duplicity and trickery through alcohol and/or drugs to render the victim incapable of resistance. The AP intervention should be used for misconduct that is less severe, such as stalking, sexual harassment, sexual pressure, unwanted touching, and inappropriate or unwanted explicit sexual language. We attempt to address this difference in greater detail below.

**The CBT Treatment Program may be most beneficial when there are:**

- Contact offenses
- Multiple instances of sexual misconduct
- Persistent/deeply held attitudes and beliefs that support sexual misconduct
- Limited appreciation of the wrongfulness of the misconduct
- Ongoing associations with negative peer groups that support sexual misconduct
- Duplicity, conning, deceit in the misconduct, such as tricking the victim to ingest a drug or intentionally using alcohol to render the victim incapable of resistance.

**The Psychoeducational Program may be most useful when:**

- The student clearly appreciates the wrongfulness of the sexual misconduct
- The student lacks knowledge about consent
- The sexual misconduct is limited to one instance and seems uncharacteristic
- The student's social orientation generally is prosocial and empathic toward others
- The student generally associates with a positive peer group
- The student is well motivated to prevent further instances of sexual misconduct

**Components of the Psychoeducational Program**

- The psychoeducational manual includes:
  - Assessment materials: RNS-TV, RNS-TV Brief Assessment Assessment Guide
  - Document that links the RNS-TV items to specific treatment modules
  - Agreement template
  - A guide for each meeting includes recommended content, materials, and resources.
  - Appendices to the manual include additional resources, including videos, activities, and experiential exercises tailored for this program.
- A flash drive containing:
  - The treatment manual
  - RNS-TV digital version
  - STARRSA Videos
Electronic versions of materials (e.g., CERTS hand out, agreement sample, etc.)
A PDF file of the in person training
A supplemental training video

*hard copies of various materials are provided for the pilot.

Manual Format

10 Learning Modules: Each module has a description of meetings and goals.

Each meeting contains the following:

Facilitator Note: This appears as needed, and is not in every single module. It is an optional section with helpful hints for the facilitators and provides guidelines for conducting the meeting.

Goals / Objectives: Goals and objectives for each meeting.

Supplies/Handouts: A list of needed supplies or handouts for the meeting.

Activities: Activities with time suggestions. These are unique to each meeting. **STARRSA Videos should only be assigned during meetings.**

Additional Content: This material can be used to construct additional activities if the facilitator finds they have more time during the meeting. They can also use this material as possible Out-of-Meeting Assignments as needed.

Possible Out-of-Meeting Assignments: Out-of-Meeting Assignments (OMAs) are recommended to facilitate and reinforce education goals. Such assignments may include the ones listed below. Additional possibilities, such as relevant multimedia resources, exercises, and activities are outlined in Appendix C. **STARRSA Videos should not be assigned outside of psychoeducation meetings.** It is recommended that the student document his or her reactions to the assignments in writing and discuss them at the next meeting.

- Learning more about sexual misconduct: antecedents, consequences and the impact on victims. Activities that may increase the student’s appreciation of how sexual misconduct impacts others include multimedia resources.
- Practicing specific problem-solving strategies to facilitate good decision-making.
- Practicing impulse and emotion regulation exercises.

Check Out: Check out concludes the meeting and is an opportunity to briefly reinforce key points.

**APPENDICES**

Appendix A – Sample Agreement Packet

Appendix B – Risk and Needs Survey – Manual & Semi-Structured Interview
- RNS-TV Face Sheet
- RNS-TV Instructions

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.
• RNS Link to Manual

Appendix C – Activities & Materials
  • Handouts and Worksheets
  • PowerPoint Presentations
  • Multimedia Resources

Appendix D – Contributing Factors Checklist
  • Sexual Misconduct Contributing Factors Checklist

Appendix E – Resources for Facilitators
  • Factsheets

Glossary - TBA

Bibliography
Preliminary Preparation: Obtaining Relevant and Necessary Information

Parameters of Active Psychoeducational Program

Prior to the first meeting, facilitators must establish the parameters of facilitator-student confidentiality by communicating with the referring school. The facilitator must be clear about the reasons for the referral, the school’s expectations about reporting progress and any other communications that might affect confidentiality. Whatever arrangements have been agreed upon must be communicated fully to the student as part of Informed Consent.

Importantly, however, schools have FERPA (Family Educational Rights and Privacy Act) guidelines to follow.

Any information that the facilitator shares with the school must be considered in the context of what is minimally necessary to demonstrate adequate and appropriate participation in the Program.

We recommend that schools develop an Agreement Form for AP participants. The prospective student might want to know:

1. What will happen if they do not engage in, or complete AP?
2. Who at the university will have access to their progress or completion reports?
3. Will any of these AP-related documents become part of their record?
4. How will these AP-related documents be stored and protected?
5. For how long will these documents be retained?
6. With whom might these documents be shared outside of the institution?
7. Are there any other foreseeable “uses” for these documents in the future?

The bottom line is that this negotiation of the school’s expectations of feedback versus the student’s expectations of confidentiality must be successfully addressed on a case-by-case basis prior to the first meeting. It is the responsibility of the institution to decide when, how, and by whom the conversation about Informed Consent takes place with the student.

Information about the Student

Facilitators should obtain as much information as possible about the sexual misconduct behavior prior to the first meeting. The school should provide facilitators with all available information about incidents of sexual misconduct, including testimony from the complainant, the respondent, and a copy of the Contributing Factor Checklist (CFC).

During the first meeting, the student should be encouraged to view AP as an opportunity to learn and grow, rather than as a form of punishment. Mild resistance to outright hostility may be encountered. Pointing out that the student is not the only one that was “hurt” by what happened keeps the purpose of AP in focus.

If the student is suspended, the school, or a representative of that institution, may not be the person who was the original point of contact. The facilitator will need to obtain a release from the student to speak with the appropriate person at the institution in order to secure the necessary information.
This situation may occur, for example, if the student was told to seek treatment or psychoeducation on his or her own.

**Psychoeducational Assessment**

AP includes 10 Modules divided into meetings. Each module covers a different domain, and there are a total of 29 meetings within those 10 Modules. There are far more meetings than can be completed with one student in one semester. The program could be completed in approximately 10 meetings, depending on the student and the presenting risk factors that need to be addressed. Thus, the assessment is intended to narrow down what is most important to cover for a particular student and then the facilitator selects the meetings that are most critical for the student.

The initial assessment (RNS) is intended to determine which risk factors are most importantly associated with the sexual misconduct and what educational interventions will be required to mitigate those risk factors. The assessment is intended to provide necessary information for individualized program planning by identifying relevant dynamic risk factors, needs, individual strengths, and positive social supports. By using a continuous risk and needs assessment process, the facilitator will be able to design an individually tailored intervention program delivered in a manner that increases the likelihood of a positive outcome.

The assessment process provides an opportunity for the facilitator and the student to become “acquainted.” The intake interview begins the process of engagement and helps to build rapport. The intake differs, however, from a standard clinical intake in therapy. The intake in the AP Program is more focused on identifying needs related to risk factors and then pinpointing the relevant educational deficits. This process is facilitated by the Risk-Needs Survey (RNS), a simple checklist of domains of risk. The most effective AP intervention must begin with such an assessment of the most relevant “needs” in order to individualize the intervention for the student. The intake can also permit facilitators to identify any potential barriers to AP and possible needs for referral. As we stressed before, the AP Program is “here-and-now” focused so the paramount concern is identifying the most critical needs related to the misconduct.

**Orientation to Active Psychoeducation**

The facilitator typically orients the student by reviewing the needs assessment, expectations of the student, and limits to confidentiality. The facilitator reviews expectations of the university, including the parameters of communication between the facilitator and the school.

**Progress and Development of Knowledge**

Ongoing interventions are most effective when informed by re-assessments that evaluate the extent to which the interventions have been successful, and what modifications, if any, are needed. To facilitate this, the AP program recommends quarterly progress assessments (i.e., using the RNS-TV) to evaluate and update risk factors and needs.
When it has been determined that the AP goals have been met, the facilitator may want to write a brief completion summary that overviews progress that the student has made. This summary may be shared with the student and the student conduct office. If the facilitator concludes that the student’s progress has not been satisfactory, this must be shared in writing with the student and with the school, along with appropriate recommendations.

**Potential Sources of Information**
- File information pertaining to the misconduct.
- Contributing Factors Checklist (CFC).
- College academic records – if relevant and permissible under FERPA.
- College records of any other rule or conduct violations.
- Collateral source information provided with appropriate releases of information, e.g., prior therapy or mental health assessments.
- Risk-Needs Screening (RNS-TV).

**Planning**
Once the initial Assessment is complete, findings are reviewed with the student and recommendations will be discussed. It is recommended that the student be invited to contribute ideas to the education plan. Although meeting frequency may vary depending on the student’s need, the AP Program is geared to approximately 8-10 weeks, with 1-2 meetings per week.

Following the assessment, a written AP plan outlining individualized educational goals should be discussed and signed by the student and the facilitator. The plan should outline education expectations, active participation, and thoughtfully completed out-of-meeting assignments. AP plans should be updated quarterly or more frequently if indicated.
Module 1: Orientation, Assessment, & AP Planning

Meetings

1. Orientation and Assessment (60 minutes)

Module Goals

- Orient the student to Active Psychoeducation; discuss the difference between psychoeducation and psychotherapy.
- Describe and set the framework for psychoeducation.
- Clarify the limitations of AP and ensure that the participant understands that this is not psychotherapy and should not engage in discussions about their past or personal experiences.
- Ask the student if they feel they could benefit from psychotherapy and would like to be referred.

Meeting 1: Orientation & Assessment

Goals:
- Orient the student to Active Psychoeducation; discuss the difference between psychoeducation and psychotherapy.
- Describe and set the framework for psychoeducation.
- Clarify the limitations of AP and ensure that the participant understands that this is not psychotherapy and should not engage in discussions about their past or personal experiences.
- Ask the student if they feel they could benefit from psychotherapy and would like to be referred.

Objectives:
- Briefly describe the goals of the AP program.
- Provide information to ensure informed consent, review and obtain consent.
- Begin the initial brief assessment.
- At the end of the meeting, the student should have a clear understanding of the purpose and goals of AP, expectations of the AP process, confidentiality and its limits, what information will be shared with the school, and any policies of the facilitator.

Supplies/Handouts:
- Agreement Form (2 copies)
- Facilitator’s contact information and policies
- Signed Release form

Activities:
Introductions and establishing the psychoeducational contract.

- Provide facilitator contact information and policies.
- Inquire as to the student’s understanding of why they are here, the sanctions imposed, and what their expectations are regarding AP.

10 minutes

Participant Agreement:

- Clarify the expectations and “terms” of AP.
- Inform the student that this is part of a pilot program to provide schools with psychoeducational options for students found responsible for sexual misconduct. Make clear that no identifying information will be disclosed to anyone involved with this pilot program.
- Discuss the limits of confidentiality, including the facilitator’s agreement to share AP progress and completion reports (or whatever was agreed upon). If known, inform the student how these reports may be shared and stored and who will have access to them.
- If the student is reluctant to consent, the facilitator might explore the student’s concerns. Under no circumstances, however, should the student be pressured to consent. If the student chooses not to sign the agreement form, the facilitator must explain that they will have to inform the school and that doing so may result in the school revisiting the conditions of returning to campus.
  - The facilitator’s communications with the school should be in writing and reviewed with the student.
  - The facilitator should emphasize that no information will be released without prior review with the student.

10 minutes

Risk and Needs Assessment (Appendices A and B - RNS and supporting material).

- Suggest that the student identify any areas or issues that they are reluctant to talk about or are uncomfortable talking about.
- Reinforce that honesty is vital.

30 minutes

Review & Check Out

10 minutes

Additional Content:

- The focus of this meeting is establishing a relationship, providing and ensuring informed consent, and starting the initial interview assessment.
- Exceptions: If the student consents to AP but is not forthcoming or providing terse answers, the facilitator should address this. The facilitator may need to take more time establishing rapport, or exploring the student’s reluctance/ambivalence until the student is comfortable and more engaged.
- Emphasize the difference between psychotherapy and psychoeducation.
- Orient the student to the Active Psychoeducational program
  - Expectations – facilitator, student, and institution.
  - Expectations of the student and goals of education: why are you here?
  - Reminder about the limits of confidentiality.

Possible OMAs:

- Ask the student to take time during the week to think about whatever may have contributed to the sexual misconduct sanction.

Check Out (10 min):
➢ Ask student:
  • Any additional questions about AP, or anything else?
  • Any concerns?
  • Anything else that we didn’t address?
➢ Introduce next week’s meeting.
Module 2: Sexual Behavior & Sexual Misconduct

Meetings
1. Sexual Behavior & Sexual Misconduct: How they differ (55 minutes)
2. Relationships & Consent: What is Consent (60 minutes)
3. Sex & the Law (45 minutes)

Module Goals
- Help the student understand the difference between healthy and respectful sexual behavior compared with sexual assault and other forms of sexual misconduct.
- Help the student understand the importance of relationships in our lives and the necessity and positive value of consensual, respectful, and trusting relationships that ensure safety and mutual wellbeing.
- Increase the student’s awareness that all types of sexual misconduct are offensive and very serious legal consequences can result.

Meeting 1: Sexual Behavior & Sexual Misconduct: How They Differ (55 minutes)

Goal:
- Develop an understanding of the difference between healthy and respectful sexual behavior compared with sexual assault and other forms of sexual misconduct.

Objectives:
- Without embarrassing and/or shaming, this meeting is intended to help the student understand the differences between healthy, mutual, and respectful sexual behavior, and offensive, abusive sexual behavior.
- Build comfort in talking about sex appropriately. Develop a prosocial, common language.
- Clarify the difference between sexual thoughts and fantasies, feelings and behaviors.
- Distinguish healthy sexual behavior from offensive, abusive, and illegal sexual behavior.
- Develop an understanding of the range of healthy sexual behavior.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities
- Resource flash drive

Activities:
- Review previous week’s OMA (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Watch the student discussion meeting with Dr. Abrams: What is sexual assault? 5 minutes
- Briefly discuss the implications of the video. Does the student have any questions regarding sexual assault vs. healthy, mutual, and respectful behaviors? 5 minutes

- Complete a brainstorming activity based on the student’s needs. This can be done through discussion or by having the student jot down ideas and discuss (20 minutes).
  - Cooperation may be increased by suggesting, “Let’s see how many ideas we can come up with in 2 minutes,” etc. Prompt or take turns as needed.
  - Also, depending on the topic, a two column chart may be useful to develop comparisons, e.g., differences between healthy and safe sex vs. offensive or abusive sex. 20 minutes

- Assist the student in:
  - Discussing how language is used to express and reinforce attitudes, often offensive or demeaning attitudes. Challenge student to make a list of such slang “terms” for sexual “body parts” (e.g., terms used for penis compared with terms used for vagina). 10 minutes

- Utilize other relevant videos or handouts as described in Appendix C, if needed. Assign any possible OMAs and Check Out. 10 minutes

**Additional Content:**
- Emphasize use of anatomically correct, non-jargon language as proper terminology will be expected (e.g., clear and respectful communication).
- Clarify that sexual misconduct involving violent and stranger rape is the exception; most sexual assaults and sexual misconduct are perpetrated by people known to the victim.
- Review the range of sexually assaultive and offensive behaviors, such as hands-off sexual misconduct including sexual harassment, stalking, unwanted sexual gestures, sexual graffiti, nonconsensual or underage sexting or Internet posting, cyber-sexual bullying, voyeurism, underage pornography, and exhibitionism. Also review hands-on offending, such as frottage, nonconsensual sexual touching or penetration due to drugs or alcohol, power differential, pressure, or force.
- Discuss how healthy, mutual, and respectful sexual behaviors, between consenting individuals, regardless of their sexual orientation or identity, differ from offensive, abusive sexual behavior.
- Discuss why sex is a powerful drive (e.g., feels good, may show affection and love, is fun; and may serve other functions as well, such as a tension release, relieving feelings of loneliness, may increase feelings of powerfulness, competence, and boost self-esteem).
- Differentiate healthy sexual behavior from assaultive and offensive sexual behavior and introduce the concept of consent (e.g., able to freely agree and disagree).

**Possible OMAs:**
- Ask the student to look for examples of healthy and abusive sexual behavior in everyday life, including descriptive reports in the news and other media sources; either cut out, print examples, or make a written list to briefly discuss next week.
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. *Note: STARRSA videos should only be used during meetings, and not assigned as OMA.*
Check Out (5-10 min):
• Ask the student to answer one or more of the following questions:
  • Recap today’s meeting; ask student to discuss a few things that stood out today.
  • How has our time today together been helpful? Is there anything else that we didn’t get to
    that you think would have been helpful?
➢ Introduce next week’s topic.
Meeting 2: Relationships & Consent: What is Consent? (60 minutes)

Goal:
➢ Understand the importance of relationships in our lives and the necessity and positive value of consensual, respectful, and trusting relationships that ensure safety and mutual wellbeing.

Objectives:
• Understand how relationships are important in our lives and what it is that we value in our relationships.
• Develop increased understanding of the difference between coercion/manipulation/exploitation and consent.
• Understand the importance of consent/agreement in our sexual relationships.
• Introduce guidelines for safe, healthy, mutual and respectful sexual relationships.

Supplies/Handouts:
• Handout on CERTS
• Computer, paper and writing implement, or white board and markers for written activities
• Resource flash drive

Activities:
➢ Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes

➢ Brainstorm with the student about various types of relationships as described above. Build on the discussion about the positive and negative aspects of the student’s relationships to begin brainstorming the difference between coercion and consent.
• Help the student identify nonsexual examples, such as school bullies who pick on other students, contrasted with students who come to the defense of victims of bullying or join anti-bullying campaigns.
• Discuss examples of consensual compared with coercive sexual behavior. Draw on the distinctions made in the last meeting regarding healthy and mutually agreed upon sex, compared with abusive and offensive sexual behavior. (An example of sexual misconduct that may seem innocuous to some people is when someone draws intentionally distorted sexual anatomy on a classroom white board). Such depictions can clearly be offensive to some people, not to mention providing a caricature that can be demeaning or, once again, reflect distorted attitudes about sexuality. 20 minutes

➢ Introduce the acronym CERTS: Consent, Equality, Respect, Trust, and Safety¹, as a guiding principle for legal and healthy relationships and sexual behavior. Provide brief definitions of these terms (http://healthysex.com/healthy-sexuality/part-one-understanding/the-certs-model-for-healthy-sex/) 10 minutes

¹ The CERTS model was developed by Wendy Maltz, LCSW, DST for www.HealthySex.com and is used in this program with her permission.
The CERTS Hand out and cards are provided in the pilot. An electronic version of the Hand out is available on the flash drive.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Watch The Locker Room Video and Discuss</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Utilize other relevant videos or handouts as described in Appendix C, if needed. Assign any possible OMAs and Check Out.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

### Additional Content:

- Review various types of relationships (e.g., parents and adult caregivers, relatives, teachers, friends, acquaintances, romantic interests and dates, committed partners, “Friends with Benefits,” “Best Friends for Sex,” and “Hook-ups.”
- Discuss what healthy and positive relationships are, and how they differ from those that are not healthy or positive.
- Review why relationships are important; how do they positively or negatively impact our lives?
- Discuss the difference between coercion and consent, e.g., bullying, pressuring, and cajoling are not acceptable pathways to consent in any situation whereas mutually agreed upon (and legal) activities may indicate consent, e.g., agreeing to a contract or consenting to date or to marry.
- Consent and sexual behavior
  - It’s not just about physical force and violence.
  - Age matters (legal age, varies by state and federal law)
  - Ability to consent matters (not impaired in any way)
  - Not pressured at all (no coaxing, persuading, cajoling, guilt tripping, or threatening).

### Possible OMAs:

- Instruct the student, for next week, to watch a couple of recommended movies, videos or television shows that are pertinent to the issue of consent and write down his or her reactions for discussion next week. The media viewed may include examples included in Appendix C, as well as stories involving characters who are considering or beginning to become sexually involved. Ask the student to write down how the characters apply or don’t apply CERTS in their relationships.
- Encourage the student to think about his or her relationships and consider how CERTS’ (Consent, Equality, Respect, Trust, and Safety) concepts have been applied or ignored in the past and how they may be useful in the future. ***Proceed with caution so as not to shift into a therapeutic role.***
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

### Check Out (5-10 min):

- Review key points
  - What stood out for the student?
  - What did the student miss?
Meeting 3: Sex & the Law (45 minutes)

Goal:
- Increase the student’s awareness that all types of sexual misconduct are offensive and very serious legal consequences can result.

Objectives:
- Become aware of state and federal laws governing sexual behavior.
- Become aware of potential legal (criminal and civil) consequences for sexual misconduct.
- Become aware of rules governing Registration as a “Sex Offender”.
- Further develop understanding of school policies regarding offensive and abusive sexual behavior.

Supplies/Handouts:
- Sex and the Law PowerPoint presentation, overview of general sexual behavior laws, Title IX, and school rules and policies
- Sex and the Law Power Point handout
- Fictitious case examples
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Overview of laws regarding sexual behavior.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>- Emphasize that ages of consent vary by state, ranging from 16 to 18. In twelve (12) states the age of consent is 18, meaning that anyone under the age of 18 is unable to consent to sex. Thus, having sexual contact with a 17-year-old college freshman in one of those 12 states is a criminal offense, even if the student agrees and is willing.</td>
<td></td>
</tr>
<tr>
<td>- Emphasize that state laws vary and that the student is responsible for being familiar with local laws.</td>
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<tr>
<td>Sex and the Law PowerPoint presentation of content and stimulus for discussion. (Provide PowerPoint as handout).</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Discuss possible consequences of sexual misconduct (in addition to current consequences; arrest, trial, prison, registration, and so forth) and the impact of these consequences for one’s self and others.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>- “Imagine yourself – your face on front page of school newspaper; imagine you / your story / your face in your local hometown newspaper. How would this impact your family? How would your friends react? How would you feel? How might this affect your future? Can you imagine having to register as a sex offender? How would that impact your social life? Dating?”</td>
<td></td>
</tr>
<tr>
<td>Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA. Check out.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Additional Content:
- Overview college rules and policies regarding offensive and abusive sexual behavior.
- Review possible consequences of offensive and abusive sexual behavior.
  - Criminal justice system (state and federal sentencing, registration and public notification laws, and civil commitment).
    - Adult charges make the news.
    - Arrests of college students for sexual abuse make the headlines.
  - Civil suits
    - May make the news.
  - School practices
    - Note increased attention is likely to lead to increased negative consequences for sexual misconduct.
  - Criminal and civil statues of limitations vary.
    - E.g., Bill Cosby in the news.

Possible OMAS:
- Ask the student to become familiar with local laws governing sexual behavior by reviewing and summarizing state laws regarding sexual behavior in their home state or the state that the school is in.
  - Key points may include, for example, laws regarding age of consent and other illegal situations when age is not an issue, such as when there is a power differential (e.g., coach or teacher, etc.) or inebriation/incapacitation from alcohol or drugs.
  - Ask the student to review the criminal penalties associated with sex offenses, including residency restrictions, sex offender registration, and public Internet or door to door notification. Ask the student to imagine the humiliation of having his face plastered on the Internet “watch lists.”
- Ask the student to review school policies regarding sexual misconduct and summarize their understanding of this information.
- Instruct student to review examples of people receiving consequences for sexual misconduct (e.g., news stories or sex offender registries).
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 min):
- Review key points
  - What stood out for the student?
  - What did the student miss?
Module 3: Focus on Socialization & Sexualization in Society

Meetings

1. Gender Socialization & Sex (60 minutes)
2. Sexual Knowledge, Risky Sex, and Sexual Misconduct (50 minutes)
3. Peer Influences (60 minutes)

Module Goals

- Facilitate understanding of where our attitudes about relationships and sex come from (e.g., Parents, Peers, Media/Advertising) and how our socialization shapes our perceptions of masculinity and femininity, ideas about gender roles/stereotypes, and how these perceptions impact sexual relationships and behaviors.
- Help student recognize that risky sexual behavior and sexual misconduct are serious problems.
- Explore the value of healthy peer relationships, identify how harmful and insidious negative peer influences can be, and begin to develop strategies to counter them. How do our peers influence our own thinking, our own beliefs, and our own behavior?

Meeting 1: Gender Socialization & Sex (60 minutes)

Goal:

- Facilitate understanding of where our attitudes about relationships and sex come from (e.g., Parents, Peers, Media/Advertising). Explore how socialization shapes our perceptions of masculinity and femininity, ideas about gender roles/stereotypes, and how these perceptions impact sexual relationships and behaviors.

Objectives:

- Introduce the concept of gender roles and gender stereotypes.
- Discuss how family, friends, and others influence our understanding of gender roles and stereotypes.
- Explore how the media (audio, video, social media) portrays images and ideals of masculinity and femininity and promotes stereotypes of “who” men and women are, what their roles are in relationships and in society at large, and how they should “act” and “behave.”
- Examine how these gender images and stereotypes influence our ideas and beliefs about lesbian, gay, bisexual, and transgender individuals.
- Discuss how these socialization messages may influence, promote, or hinder our relationships and ability to see people as people.
- Recognize how these influences may affect sexual behavior and may impact understanding the difference between consenting and abusive sexual behavior.

Supplies/Handouts:

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• Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if</td>
<td>5 mins</td>
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<tr>
<td>student has any questions from the prior meeting.</td>
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<tr>
<td>Brainstorm with the student gender socialization messages that the</td>
<td>10 mins</td>
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<tr>
<td>student received in childhood and adolescence about how to be a “real</td>
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<tr>
<td>man” and “real woman.” Include nonsexual and sexual examples of these</td>
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<tr>
<td>messages. For example, have student list as many messages as they can</td>
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<td>think of with the sentence stem: “Women should…” and “Men should…”,”</td>
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<tr>
<td>“Women shouldn’t…” and “Men shouldn’t…”</td>
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<tr>
<td>• Debate how accurate these “shoulds” and “should nots” are.</td>
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<tr>
<td>Explore positive and negative media messages related to relationships</td>
<td>30 mins</td>
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<tr>
<td>and sexual behavior. Have the student find an example of a positive</td>
<td></td>
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<tr>
<td>media message and an example of a negative media message related to</td>
<td></td>
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<tr>
<td>gender socialization using the internet.</td>
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<tr>
<td>• Discuss how gender socialization/sexualization experiences, such as</td>
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<tr>
<td>how messages in the media, peers, etc., affect social and sexual norms</td>
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<tr>
<td>on college campuses.</td>
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<tr>
<td>• Is there pressure to be/act in ways that are in-line with gender</td>
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<tr>
<td>stereotypes, but that might lead to negative attitudes or behaviors?</td>
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<tr>
<td>Ask/discuss how gender socialization has affected the student’s attitudes,</td>
<td>10 mins</td>
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<tr>
<td>beliefs, behavior, and life.</td>
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<tr>
<td>Assign any possible OMAs and check out.</td>
<td>5 mins</td>
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</tbody>
</table>

Additional Content:

• Discuss what these messages tell us about how men and women should act during potential sexual encounters (“hookups”, “friends with benefits”, dating, committed relationships) and at parties? Consider how gender stereotypical messages may influence the CERTS concepts discussed in Module 2 (Consent-Equality-Respect-Trust-Safety).

If time permits, go through the experiential exercise “Stereotype Adjectives” (10-15 minutes).

Possible OMAs:

• Ask the student to take note of examples of socialization/sexualization messages that portray gender roles and stereotypes; for example, from friends, the media, etc.
• Suggest the student view and write down comments about how gender roles and stereotypes are portrayed in the media for discussion next week (video options could be reviewed and selected by the facilitator beforehand: See Appendix C). Student can write down what media messages appear to say about who “real men” and “real women” are, what does it mean to you to be a “man” or a “woman,” beyond reproductive physiology and anatomy, is there anything that distinguishes all real men and all real women, women represent over half of all human beings on Earth and yet we seem to box half of humanity into fixed stereotypes based on our beliefs and our attitudes; how does the media contribute to these stereotypic views? How does the media contribute to our attitudes about women in general and relationships in particular? What messages about consent are suggested or provided?
• Ask the student to critique and bring in a variety of messages; they could be songs, music videos, ads, peer or family comments, etc. that promote positive, respectful, and equal
relationships between genders, as well as those that negatively stereotype and may encourage nonconsensual unequal, disrespectful, and unsafe behavior.

- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

**Check Out (5 minutes):**

- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 2: Sexual Knowledge, Risky Sex and Sexual Misconduct (50 minutes)

Goal:
- Help student recognize that risky sexual behavior and sexual misconduct are serious problems.

Objectives:
- Facilitate awareness of how student learned about sexual relationships and consent.
- Help student identify the benefits and risks involved when engaging in sex with new acquaintances and uncommitted hookups.
- Learn about risky thoughts, feelings, behaviors, situations, and other factors that may promote sexual abuse.
- Climates, and cultures that foster sexual abuse, e.g. rape culture.
- Reinforce difference between sexually abusive and consenting sexual activities.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Briefly review the distinction between healthy, mutual, and respectful sexual behaviors between consenting individuals and sexual misconduct and reintroduce CERTS. 10 minutes
  - Ask the student, “How do YOU ensure that your partner on a date wants to be sexual with you?” Review consent and healthy communication.
- Watch or listen to a video clip or song that seems to normalize rape (See resource listing). Ask the student “why” the media example is problematic. 30 minutes
- Assign any possible OMA’s and check out. 5 minutes

Additional Content:
- Current non-committal normative sexual behavior (e.g., sex with no commitment, hook-ups, and “friends with benefits”), lack of any attachment or even interest in a sexual partner; discuss the “meaning” of the experience beyond orgasm; how is different from ordering a Japanese “love doll” or simply masturbating?
- Discuss the centrality of the orgasm: either it is highly narcissistic and all we are looking for is to get laid (or to “get off”), or it is highly narcissistic and all we are looking for is to see how long we can “last” without an orgasm, thereby enabling our partner to have one or more orgasms because we are led to believe that’s what makes you a great sexual partner.
- Present information about Campus Sexual Misconduct:
  - Provide a Campus Sexual Misconduct Fact Sheet
  - Why all the fuss about sexual abuse on campus? Why is it all such a problem? What are your thoughts about it? When do you think it really is a problem? What are your ideas about what should be done?

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Possible OMAs:

- Have the student watch the PowerPoint on sexually ignorant, derogatory and demeaning remarks made by politicians and other public figures and provide a “reaction paper” for discussion in the next meeting.
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. *Note: STARRSA videos should only be used during meetings, and not assigned as OMA.*

Check Out (5 minutes):

- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 3: Peer Influences (60 minutes)

Goal:
- What is the value of healthy peer relationships, identify how harmful and insidious negative peer influences can be, and begin to develop strategies to counter them. How do our peers influence our own thinking, our own beliefs, and our own behavior?

Objectives:
- Assist the student in evaluating their own peers and their influences.
- Help the student recognize that people may present themselves in ways that may or may not be accurate.
- Help the student identify negative peer influences, and how they may have allowed such influences to impact their behavior.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.  

- Explore personal peer influences:
  - List peers in college who have been positive influences in your life, and discuss how.
  - List peers since you have been in college who have been negative influences in your life, and discuss how. (Just initials or first names).
  - List examples of when you have been a positive as well as a negative influence in peers’ lives, and discuss how. **Be careful not to take on a therapeutic role.**
  - How did they or you influence each other regarding sexual misconduct?
  - Ask the student if their own friends, peers, roommates, fraternity brothers, or groups support and encourage sexual activity that could include misconduct and espouse many of the attitudes that justify such misconduct (assure the student that you are not looking for names) and that the purpose is to help them critically evaluate their behavior.

- Review negative group psychological influences that may contribute to a “rape culture”, (i.e., the shared belief that rape is prevalent and sexual violence is normal, acceptable, and excusable). In other words, peers validate, condone, or approve coercive sex. Further, some peer groups encourage sexual competition; such as when sexual conquests are seen as a way for a male to prove he is a “real man”. Sometimes, some peers consider sexual abuse appropriate payback for perceived slights or wrongdoing (e.g., turning down a request for a date).
- Discuss factors that may contribute to the shared belief that forced sex is normal, acceptable, and excusable. Present a “counter-argument.”
Introduce Diffusion of Responsibility research\(^2\) (i.e., people are less likely to feel a sense of responsibility and take action when they are part of a group) and the importance of having the courage to act alone.

Discuss Groupthink\(^3\) and Herding; why we go along with the herd, who doesn’t; who are “Black Sheep”; the courage to choose to be a Black Sheep.

- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.** Check out.

**Additional Content:**

- Discuss positive and negative peer pressures, (e.g., someone who may be there for you when you need someone versus someone who encourages binge or competitive drinking, as well as someone who pressures or coerces you to engage in behavior against your better judgment).
- Examine the accuracy of how peers may present themselves and how such presentations may lead to erroneous beliefs about other’s behaviors (e.g., research shows that students’ perception regarding how sexually permissive/active others are may not be accurate).
- Introduce research findings that young adults often overestimate others’ involvement with risky and even negative behaviors while underestimating adherence to positive, prosocial behavior. Be sure to note that individuals who believe that their peers support sexually coercive behavior are more sexually aggressive themselves and are less likely to intervene when they observe sexual misconduct.
- Ask the student what attitudes and beliefs justify their behavior – beyond simply wanting to party and have fun! Force the student to go beyond the superficial, beyond the obvious: Is it possible to party and have fun without sexual assault? Without harming someone? Can you imagine having fun without hurting somebody? Describe what it would be like.
- Anticipate the obvious response that “nobody was intending to hurt anybody or wanting to hurt anybody.” Good, so how do we reconcile that prosocial sentiment with the fact that someone obviously was hurt. If she (or he) was having as much “fun” as you were having, would she (he) have reported it? The goal is to move from the superficial, knee-jerk, defensive responses to more thoughtful responses that include – rather than exclude – the victim.

**Possible OMAs:**

- Review the PowerPoint presentation on Herding in Appendix C and identify times in your life that you went along for the ride just to fit in. How does Groupthink operate at parties? Can you recall times of doing something you really didn’t want to do just to fit in – or not to stand out like the Black Sheep in the herd?
- Have the student view a movie or other media that depicts the negative peer influences that may lead to sexual misconduct (e.g., select several for student to choose from; see Appendix C for ideas). Ask the student to use information learned in previous meetings to identify stereotypic beliefs and behaviors that may increase risky sexual behaviors and promote sexual misconduct. Ask the student to write down these ideas for a brief discussion next week and their reactions to the film.

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\(^2\) Darley & Latané (1968).

\(^3\) Janis (1982).
• Ask the student to bring in information next week that supports a shared societal value in opposition to those professed in groups supportive of sexual misconduct (e.g., sexual entitlement, no need to ensure consent, the belief that coercive sex is acceptable in some circumstances, etc.). An example may be former Vice President Biden’s presentation of Lady Gaga and the group of survivors at the 2015 Academy Awards show.

• Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):
• Review key points
  • Assign any possible OMAs.

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Module 4: Understanding & Resolving Risks for Sexual Abuse

Meetings
1. Risky Attitudes (60 minutes)
2. Risky Feelings (45 minutes)
3. Risky Behaviors (60 minutes)
4. Risky Situations (50 minutes)
5. Substance Use & Sexual Abuse (50 minutes)

Module Goals
- Help the student explore erroneous and problematic attitudes and beliefs that may contribute to sexual misconduct.
- Help the student recognize emotions and feelings that may have or could have contributed to sexual misconduct.
- Help the student recognize risky behaviors that people engage in that may be related to sexual misconduct.
- Identify how risky thoughts, feelings, and behaviors can come together in risky situations and increase the likelihood of sexual misconduct and identify what can be done to prevent it.
- Identify how substance use is related to sexual misconduct and develop skills for avoiding environments and situations where substance abuse is encouraged or facilitated.

Facilitator Note:
In this Module students increasingly begin to identify risky attitudes, feelings, and behaviors as well as situations that have contributed to sexual misconduct.

Meeting 1: Risky Attitudes (60 minutes)

Goals:
- Using information gained in earlier meetings, this meeting is designed to help the student explore erroneous and problematic attitudes and beliefs that may contribute to sexual misconduct.

Objectives:
- Explore attitudes and beliefs intolerant of sexual misconduct

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.  
  5 minutes

- Present the student with unidentified myths and facts about sexual misconduct on campuses. Have the student rate them as true/false; correct errors and discuss.  
  15 minutes

- Have the student list in writing the harm of sexual misconduct (to themselves, the victim, their peers, their family, the college at large, society).  
  15 minutes

- Have the student name as many attitudes and beliefs that some people have that support sexual misconduct. Discuss which of these attitudes and beliefs the student thinks are valid. Ask the student whether any of these beliefs may have negatively influenced them and contributed to their sexual misconduct.  
  - Ask the student to brainstorm evidence in opposition to these attitudes and beliefs. If the student has difficulty identifying prosocial attitudes, beliefs, and behavior in opposition to those that support sexual misconduct, provide information demonstrating that most people do not hold such attitudes and beliefs.  
  20 minutes

- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.** Check out.  
  5 minutes

**Additional Content:**
- Identify attitudes and beliefs that are supportive of sexual misconduct. Identify and provide psychoeducation about positive and healthy attitudes and beliefs, as well that support respectful relationships.
- Introduce understanding of commonly held erroneous beliefs about how sexually permissive/active other students are.
- Discuss coercive and aggressive sexual fantasies and/or antisocial attitudes, peers, and behavior, if this appears to be a current issue for the student.

**Possible OMAs:**
- Consider asking the student to critically review sexual behavior messages in the media. Instruct them to consider and rate their degree of accuracy and how these messages may have negatively or positively influenced their attitudes and beliefs about sexual behavior.
- Request that the student research the prevalence of attitudes and beliefs that support sexual misconduct. Remind students with rape supportive attitudes and beliefs that most people do not share these views.
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

**Check Out (5 minutes):**
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 2: Risky Feelings (45 minutes)

Facilitator Note:
An important distinction must be made between acknowledging and understanding the role of human emotions in driving our behavior today (AP) and the etiology / emergence / development of human emotions during the course of our lives, dating back to earliest childhood, that set the stage for subsequent behavior and ultimately reinforce subsequent behavior (CBT – therapy). Acknowledging, for example, that now as a college student peer acceptance is important for self-esteem and that partying relieves, to some extent, feelings of loneliness, social isolation, and diminished self-worth, without delving back into history to sort out where all that comes from.

Goals:
➢ Help the student recognize emotions and feelings that may have or could have contributed to sexual misconduct.

Objectives:
• Identify positive, risky, and negative feelings associated with sexual behavior.
• Help the student explore the role of emotions in relation to their sexual behavior and possible risky or negative emotional states.
• Introduce emotion regulation strategies to help manage feelings and behaviors in healthy ways.

Supplies/Handouts:
• Computer, paper and writing implement, or white board and markers for written activities.

Activities:
➢ Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
➢ Review ranges of human emotions (e.g., happy, sad, angry, glad, jealous, loving, anxious, peaceful). Discuss how the student identifies these feelings in themself (e.g., physiologically, affectively, and cognitively) as well as in others (e.g., voice tone, body language). 10 minutes
➢ Review positive and risky feelings associated with sex (e.g., sexual arousal, love, enjoyment, a personal or emotional connection to the other person or partner, etc., contrasted with sexual entitlement, jealousy, anger, hostility; a desire for power, control, or revenge; perhaps by humiliating the victim; or to assuage feelings of loneliness, sadness, and loss). 10 minutes
➢ Provide psychoeducation about emotion regulation strategies: what they are and why people use them. Provide an overview of healthy and unhealthy strategies (e.g. Healthy: talking with friends, exercising, writing in a journal, etc. versus Unhealthy: abusing alcohol or other substances, physical or verbal aggression, excessive social media use, etc.) 15 minutes
➢ Have the student brainstorm healthy emotion regulation strategies that they believe may be helpful to them. Have them write these strategies down. (If the student is having a hard time thinking of strategies that they like, allow them to search online for ideas). 5 minutes

➢ Assign relevant OMAs. Check out. 5 minutes
Additional Content:
- Discuss the use of sex to regulate emotions or intimacy needs or other emotions for self-soothing (such as indiscriminate sex, excessive masturbation, or excessively frequent use of pornography), and introduce better coping strategies.
- Encourage the student to identify feelings which feel good and are positive, those that do not feel good, as well as those that may be risky and negative and have contributed to poor sexual choices or misconduct in the past.

Possible OMAs:
- Encourage student to practice identifying various emotional states and record them, perhaps keep an emotion log for the week.
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
# Meeting 3: Risky Behaviors (60 minutes)

**Goals:**
- Help the student recognize risky behaviors that people engage in that may be related to sexual misconduct.

**Objectives:**
- Identify sexually risky behaviors.
- Discuss casual sex, friends with benefits, and hook-up culture.
- Review consent and healthy sexual behaviors.

**Supplies/Handouts:**
- Computer, paper and writing implement, or white board and markers for written activities.

**Activities:**

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<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Brainstorm risky and negative behaviors with the student, e.g., regular gratuitous use of sexualized language, frequent pornography/violent pornography use, substance abuse (to be discussed in more depth in another meeting) and rule breaking / antisocial behavior.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Why are these risky/negative behaviors problematic? What behaviors can be used instead?</td>
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<tr>
<td>Have the student write down a definition of each concept:</td>
<td>25 minutes</td>
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<tr>
<td>- Casual sex</td>
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<tr>
<td>- Friends with benefits</td>
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<tr>
<td>- Hook-up culture</td>
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<tr>
<td>Discuss risks associated with each behavior. (E.g. Clear conversations about consent for both the sexual act and the ‘relationship’? Are STI and pregnancy protection being used? Are both people sober?)</td>
<td></td>
</tr>
<tr>
<td>Encourage the student to consider the benefits and risks of partying and the hook up culture on college campuses.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Consider: Is it possible to use CERTS concepts during hook ups? How? Why or why not? (Caught in the moment, role of alcohol/drugs, loud music, etc.).</td>
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<tr>
<td>Introduce problem solving skills that can insure consent: “ICED”</td>
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<tr>
<td>- Identify sexual arousal (or other risk indicators) and desire to act;</td>
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<tr>
<td>- Chill and think it through – is this a good idea or the right time or place? Is this person interested? If so, what should I say and do? If not, how do I manage the rejection, my feelings, my behavior?</td>
<td></td>
</tr>
<tr>
<td>- Evaluate options and decide what to do</td>
<td></td>
</tr>
<tr>
<td>- Do what I have thought through and decided was best; just a little less “spontaneity” can lead to much more pleasant, gratifying outcomes.</td>
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</tr>
<tr>
<td>Check out.</td>
<td>5 minutes</td>
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</tbody>
</table>
Additional Information:

- Information regarding casual sex, “friends with benefits”, “hook-up culture”:
  - Casual sex includes anything from kissing and sexual touching to intercourse with partners just met, acquaintances, or friends, but with no romantic relationship or attachment currently or intended.
  - Increasingly common among adolescents and young adults as traditional patterns of courting and dating have shifted over decades.
  - Music, television and movies depict and may promote casual sex and are powerful social influences.
  - Sometimes uncommitted sex is “unintentional” and unplanned, often due to substance use; in fact, most hook-ups follow alcohol / drug use with an average of 3.3 drinks reported in one study; increased substance abuse has been associated with a greater likelihood of penetrative acts.
  - The best predictor of hooking up is a history of only seeking hook ups; one study found those who had engaged in uncommitted sexual penetration were 600% more likely to repeat this behavior. Other factors include the amount of / time spent on media.
  - People often overestimate another person’s comfort with uncommitted sex. Men most frequently overestimate women’s comfort with various sexual behaviors. Women may feel pressured to go along.
  - One study of first time hookups found that only 31% of men and 10% of women reached orgasm, whereas 85% of men and 68% of women who engaged in sexual activity in an established relationship did.
  - Reported reactions to uncommitted sex are often positive and include enjoyment of spontaneity, excitement, expectation, exploration, and feeling desired and wanted, good and satisfied.
  - Other feelings, particularly subsequent to the encounter may include second guessing, mixed emotions, embarrassment, unexpected stirring of romantic feelings, regrets, disappointment, disillusionment, loss of respect and sadness, and loss when platonic relationships fizzle or difficulties with a steady partner ensue.
  - Regrets were most common when hookups occurred with someone known less than 24 hours, as well as when it was a one-time occurrence.
  - Physical risks include STIs and pregnancy. However, many appear unconcerned about such outcomes; for example, many do not use condoms, especially during oral sex.
  - Physical injury also may occur when hookups become aggressive and violent.
  - Not all sexual behaviors that occur during a hookup are consenting (i.e., the hookup involved a sexual act they did not want to have or they were unable to consent). Co-occuring substance use is common in such situations.
  - Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):

- Review key points
  - What stood out for the student?
  - What did the student miss?

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4 See Garcia, Reiber, Massey, & Merriwether (2012) for a detailed literature review covering these points.
Meeting 4: Risky Situations (50 minutes)

Goals:
- Build on earlier meetings by exploring how risky thoughts, feelings, and behaviors can come together in risky situations and increase the likelihood of sexual misconduct and identify what can be done to prevent it.

Objectives:
- Help the student identify situations that may have or could increase their risk of sexual misconduct (e.g., parties, negative peer groups, dysfunctional intimate relationships, etc.)

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Review how risky thoughts, feelings, and behaviors can contribute to risky situations, e.g.,</td>
<td>15 minutes</td>
</tr>
<tr>
<td>- Partying and drinking games. Alcohol is present in one-half to two-thirds of all college sexual misconduct. (Alcohol and drug use are covered in more detail in the next meeting).</td>
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<tr>
<td>- Problematic relationships (partner violence, coercion, dependency, etc.).</td>
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<tr>
<td>- Community and societal factors, such as acceptance of sexual violence and “rape cultures,” as they may be present in some subgroups.</td>
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<tr>
<td>Have the student critique accounts from the media. These may include:</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Assign any possible OMAs. Check out.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Additional Content:
- Have student brainstorm ways to mutually create and ensure consent when in social situations that may lead to casual sex, but also may result in rejection.
- Utilize relevant handouts or other resources as described in Appendix C.

Possible OMAs:
- Ask the student to watch a video or read information that depicts a campus rape culture (See resources and provide examples, e.g., Locker Room, It Happened Here). Tell the student to identify attitudes, beliefs, feelings, and behaviors that promote a rape culture, and the consequences of such a culture.
- Have the student write a “critique” of rape supporting attitudes, focusing on their broader potential impact on individuals and on society.
- Encourage the student to review concepts regarding creating and ensuring consent (e.g., Tea and Consent: [https://www.youtube.com/watch?v=oQbei5JGiT8](https://www.youtube.com/watch?v=oQbei5JGiT8)).
• Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

Check Out (5 minutes):
• Review key points
  • What stood out for the student?
  • What did the student miss?
  • Assign any possible OMAs
Meeting 5: Substance Use & Sexual Abuse (50 minutes)

Facilitator Note:
If the participant discloses a problem with substance use or abuse that requires special attention, referral is in order.

Goals:
- The previous meetings have focused on identifying risky situations that could lead to sexual misconduct. The goal of this meeting is to identify how substance use is related to sexual misconduct and develop skills for avoiding environments and situations where substance abuse is encouraged or facilitated.

Objectives:
- Help the student to identify environments, situations, and other stimuli on campus that promote binge drinking and use of other substances.
- Explore how alcohol and other substances affect one’s ability to recognize and respond to cues from others, control aggression, and make healthy sexual decisions.
- Help the student differentiate between safe and unsafe alcohol use.
- Develop strategies for risk reduction with substance use: for example, how to identify personal limits, strategies for avoiding or leaving social situations where substances are being used, and selecting supportive prosocial peers.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if</td>
<td>5 minutes</td>
</tr>
<tr>
<td>student has any questions from the prior meeting.</td>
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<tr>
<td>Review the PowerPoint presentation on physiological effects of alcohol</td>
<td>15 minutes</td>
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<tr>
<td>and rape drugs.</td>
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<tr>
<td>Have the student identify what types of risky situations they have seen</td>
<td>10 minutes</td>
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<td>or heard about on campus that involve alcohol and/or other substances.</td>
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<tr>
<td>What games/rituals/chants, if any, are involved with these situations</td>
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<tr>
<td>(e.g., beer-pong; chants of “black out or back out”)? How much alcohol</td>
<td></td>
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<tr>
<td>and what kind of alcohol do college students drink? What happens when</td>
<td></td>
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<tr>
<td>someone says they don’t want to drink or they’ve had enough?</td>
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<tr>
<td>Discuss with the student the ways that alcohol and other substances</td>
<td>15 minutes</td>
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<tr>
<td>might impact sexual decision-making and sexual functioning.</td>
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<tr>
<td>- Do substances impact ability to become sexually-aroused or to maintain</td>
<td></td>
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<tr>
<td>sexual arousal?</td>
<td></td>
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<tr>
<td>- How does substance use affect ability to get consent? How intoxicated</td>
<td></td>
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<tr>
<td>do you have to be not to be able to consent? How can you tell, about</td>
<td></td>
</tr>
<tr>
<td>yourself, about your partner?</td>
<td></td>
</tr>
<tr>
<td>- How do substances affect the level of sexual pleasure?</td>
<td></td>
</tr>
<tr>
<td>- How do substances affect the ability to have safe sex?</td>
<td></td>
</tr>
<tr>
<td>Check out.</td>
<td>5 minutes</td>
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</tbody>
</table>

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Additional Content:
- Review of alcohol's impact on physical, emotional, and behavioral health.
- Identify other substances that may be used at parties or in other social situations on college campuses.
  - **“Club drugs**” such as ecstasy (XTC), “molly water,” scopolamine, “speedballing,” that college students may use to enhance party/club/rave experiences.
  - **“Date rape” drugs**, such as Rohypnol (roaches, rochas, roofies); GHB (liquid ecstasy, Liquid X / Liquid E, Easy Lay), Burundanga (“voodoo powder”).
  - **Methamphetamine and other stimulants**, such as the prescription medications Adderall and Ritalin, often used by college students to stay awake and study.
  - **Prescription opiates**, such as Vicodin, Oxycontin (“Oxy”), Lortab, Morphine, and Fentanyl, that some college students use with or without alcohol to relax or sleep.
- Understand the symptoms and impact of club drugs and rape drugs on the victims
- Ask the student to consider what are some of the positives of substance use (i.e., what do they “get” from it?)? What are the negatives? What are alternatives?
- Have the student brainstorm ways in which decision-making changes in general when a person is drinking and/or using other substances. What are the physical or emotional changes?
- Alternatives to substance use when trying to maximize social pleasure.

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Module 5: Negative Masculinity

Meetings
1. Hostile/Negative Masculinity (50 minutes)
2. Relationships: Sex vs. Attachment (55 minutes)

Module Goals
- Help the student understand what makes up or contributes to our perception of ourselves as masculine or feminine.
- Help the student fully understand, accept, and ultimately embrace a view of masculinity that is healthier, more humane, and more prosocial.

Facilitator Note:
The purpose of this module is to develop an understanding of the differences between healthy and negative masculinity, and its relationship to sexual misconduct. Although “hostile masculinity” is the preferred term in the literature, we suggest using the term “negative” masculinity with the students, so as to avoid the almost inevitable repudiation: “I am not hostile!”

Arguably, the most critical clinical issue can be embodied in one simple word: misogyny. What is misogyny? A set of deeply ingrained core beliefs and attitudes about women, sexuality, and relationships that are fundamentally hostile, demeaning, and degrading. These attitudes form the foundation of negative masculinity in many young students (as well as adults). As noted, these attitudes and beliefs are often deeply rooted and firmly held. They are firmly held, because they have been – and continue to be – reinforced by a culture that supports such attitudes as normative; if these attitudes are normative, they must, by definition, be healthy – after all, it’s what everyone else thinks! These attitudes are directly espoused and indirectly reflected or implied by the marketing and advertising industries, in professional sports, and in movies. The answer, of course, is no on both accounts: not every man holds these beliefs, and they absolutely are not healthy. This may ultimately be the biggest challenge to overcome.

Additionally, this is the only module in which we post an advisory about facilitator gender. When the facilitator is a woman, male students may become more defensive when discussing thoughts and attitudes about who women are to him, about dating and relationships, about sexuality in general, about casual hook-ups, and about “partnering” with another person (what is owed to me, what do I owe the other person). In sum, when the facilitator is a woman, it may be necessary to directly raise the question of whether discussing these things is made more difficult. When the facilitator is a man, vulnerability is less of an issue: “Hey man, you’re a guy. You understand.” There is a “common language” about sex among “all guys” so communication is easier. If facilitator gender appears to be presenting an obstacle and transfer to a male facilitator is not feasible, a prosocial, healthy masculine role model and mentor who can assist with these issues may be an option.
The gender/sexual orientation focus of this Module is based on heterosexual males. This Module was not designed for heterosexual females or for lesbian, gay, bisexual, or transgender (LGBTQ) students. Although many of the issues raised in this module are frequently encountered by gay men, lesbian women, and among transgendered students, the issues raised here target heterosexual males. This Module can easily be adapted to the needs of heterosexual females and to LGBTQ students struggling with their own personal issues relative to negative, hostile and stereotypic attitudes about their chosen partners. We have attempted to address these issues in other modules (e.g., see Module 3: Focus on Socialization & Sexualization in Society).

Meeting 1: Hostile/Negative Masculinity (50 minutes)

Goal:
- This meeting is intended to help the student understand what makes up or contributes to our perception of ourselves as masculine or feminine.

Facilitator Note:
We recommend that the wisest approach may be to acknowledge what is obvious and to work with the student to address what is truly healthy, what is not, and why it is not. This can only be accomplished by providing a clear blueprint for what healthy masculinity is and why. After which, the umpteen examples of healthy and unhealthy/negative masculinity showcased in our society can be dissected, and the elements of what is healthy and what is unhealthy can be discussed.

Objectives:
- Review where our gender identity comes from?
- Discuss what unhealthy masculinity “looks like,” how it is reinforced, and how it influences us?
- Discuss how unhealthy or negative masculinity is associated with abuse in general, such as partner abuse, and sexual misconduct in particular.
- Develop an understanding of the range of thoughts, attitudes, feelings, and behaviors associated with healthy masculinity.
- Ask the student to describe any attitudes and behaviors that he has expressed or engaged in at college that might be associated with unhealthy masculinity.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.
- Internet connection, speakers.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Discuss what it means to the student to be a “man” and/or what it means to be “masculine.” What does it mean to you when you think of what is a “real” man is or what masculinity really “looks like”? Is it about appearance? “Attitude”? Behavior?
  - Name some famous people that you think are really masculine. What makes them masculine in your mind? In your mind, who stands out as an icon or a symbol of masculinity? Who are the

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“super men” that come to mind? Pro-athletes? Soldiers? Navy Seals/Army Rangers? Certain movie stars? What made them so to you? Do you have any feminine heroes? What makes them heroes in your mind? For the masculine heroes, was there a difference between being “heroic” and being masculine? For the masculine and feminine heroes, is there a difference in what makes them heroic?

- Watch the TedTalk “Be A Man: Joe Ehrmann at TEDxBaltimore 2013” (Found in multimedia resources) https://www.youtube.com/watch?v=jVI1XutcWs 15 minutes
- Discuss the implications of this video. How does the student feel about this? 15 minutes
- Assign any possible OMAs. Check out. 5 minutes

**Additional Content:**

- Did you ever see the movie Kill Bill, in which Uma Thurman plays the role of an assassin called The Bride and takes out her revenge by slaying dozens of enemy combatants – mostly male? This is typically how men are portrayed in these action thrillers with lots of brutal killing. What is thought about a woman taking on this role? Does she become, in your mind, “macho” or some other version of being feminine?

- How about the more recent popular movie series The Hunger Games depicting Katniss Everdeen as a very unusual female “hero.” Did you see any of those Hunger Game movies? How did you react to Katniss as a character? Does she strike you as a “hero”? If so, what made her a hero in your opinion?
  - If the student saw The Hunger Games, you might further explore what made Katniss a very unusual female hero. You might try to explore some of the differences between Katniss and more stereotyped female “heroines”: Katniss is attractive but she is not a sex symbol and her sexuality is not what defines her; she fights her own battles and does not rely on men to protect her or rescue her; there is no clinging dependence on men; she is characterized by the kind of internal strength, courage, and fortitude that we typically associate with male heroes. She is very effective as a “combatant,” killing when she needs to in order to survive - and to protect her male partners. Again, the gender role reversal.

- The key issue is to begin to melt the artificial divide imposed by rigid conceptions of who (“real”) men are and who (“real”) women are. The traits the student so prizes in some men are clearly observable in some women and those same traits are only minimally observable or absent in some men. After all, we only have heroic males in fictional roles because that package of traits we so prize and pay homage to, are not present in the vast majority of men. By shrinking the rigid dichotomy of who “men” are and who “women” are, we begin to overcome the “dis-similarities” that make women “strangers” to men. Although it is long before their time, John Gray’s (1992) book *Men are from Mars, Women are from Venus* might be brought up. The title of the book has become a part of pop culture.

- How do you think attitudes about women, sex, and relationships develop? Do you see it as related to their gender? Although the student is likely to comment on his upbringing, what he heard at home, etc., acknowledge these comments but do not pursue them. This moves into the realm of therapy.

- Do you ever feel like a “chameleon,” here at school, going along for the ride, saying things or pretending you were something you weren’t just to be accepted by a group of
friends? Could your behavior here at parties reflect that? Doing things or behaving in ways that go along for the ride just to be accepted?

- You could intentionally espouse sexist attitudes, even far-fetched sexist attitudes, get the student to disagree, get him to defend his opinion that your attitudes are “wrong” or don’t ‘make sense’; get the student to challenge you.
- Utilize relevant handouts or other resources as described in Appendix C.

Possible OMAs:
These are intended to be Out-of-Meeting Activities with an assignment to bring into meeting a “reaction” paper to an assigned video, Ted Talk, or Power Point presentation. If you give the student one of the “Worksheets” for Rape Myths or Negative Masculinity” make absolutely clear that this is simply a learning exercise, the worksheet is not to be turned in and will discarded after the meeting, and, most importantly, it must be completed alone.

- PowerPoint presentation on Attitudes or on Negative Masculinity.
- Rape Myth scale or Negative Masculinity scale.
- Have the student watch one of the excellent YouTube videos from athletes and soldiers, such as:
  - Male athletes against violence: https://www.youtube.com/watch?v=I7UAtd2h88
  - Cadets against violence: www.youtube.com/watch?v=YYzy6qsCqngE
  - Jackson Katz video: https://www.youtube.com/watch?v=ElJxUVJ8bIw
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 2: Relationships: Sex v. Attachment (55 minutes)

Goals:
- Help the student fully understand, accept, and ultimately embrace a view of masculinity that is healthier, more humane, and more prosocial.

Facilitator Note:
This meeting focuses on masculinity in relationships, attachment and sex. It is not about lust, and it is not only about sex. It is about developing an attachment to another human being. This will inevitably bring up discussion about the contemporary culture of unattached casual sex – friends with benefits, hookups, etc. The purpose of this meeting is to help the student sort out what healthy relationships look like, the role of intimacy in relationships, and the role of attachment.

Direct, straightforward discussion is imperative. Basic Principle: wanting sex is healthy - there is nothing wrong or immoral about getting laid, and, believe it or not, women enjoy getting laid too. Sex can be a lot of fun and feel good for both people, but only when both people want it, and it is fully consenting. Only then is it fun. Psychoeducation MUST focus on Communication: Guys have to learn to talk about it; women will respect a man for being able to listen to her needs and communicate about this; it’s the grown-up thing to do. Stealing sex is juvenile; children steal when they want something and can’t get it any other way. Stealing sex is also criminal.

As a caveat, be mindful that some students, those that present as highly egotistical and narcissistic, along with an alleged offense that has many antisocial elements, are likely to play along with you, entertain you, and convince you of their inherent goodness. Expecting them to express any genuine thoughts or opinions will be unrealistic and expecting them to discuss their interpersonal attachments honestly may be futile. The most important suggestion is to keep your eyes wide open and not be fooled by the guile, the ruse, the jive, the artifice, the run-around that characterizes the very few students that present this way. If observed, document in progress notes.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.
- Internet connection, speakers.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Have the student:
  - Prepare a list of all the women that have been president or prime minister of a country and her country; point out the several dozen Muslim countries where women have been prime minister; in fact the longest serving female prime minister in the world was not only in a Muslim country but in one of the poorest countries (Bangladesh);
  - Prepare a list of all the women that have won the Nobel Prize in science (or other areas) and what they did;
  - Prepare a list of women that have recently or now head up the largest multi-national corporations in the world; point out people like Ginni
Rometty, the CEO, President and Chairwoman of IBM, one of the world’s largest companies with well over 100 billion in assets;

- Prepare a list of women who have risen to the rank of general in the Armed Forces, or women combat soldiers that performed heroically, like Tammy Duckworth, an Army helicopter pilot who suffered severe combat wounds and lost both of her legs in Iraq, or the women who recently were admitted to the Army Rangers;
- Look at the male and female athletes winning Medals at the recent 2016 Summer Olympics: women – 61 medals, men – 55 medals; women – 27 Gold Medals, men – 19 Gold Medals. If the American men had never attended the Olympics and the U.S. was represented only by the women athletes, the U.S. women’s 27 Gold Medals alone would have tied Great Britain for 1st place ranking in the world among nations receiving Gold Medals.
- Emphasize: The accomplishments of what we MOST prize and admire in men are also observed in women – when women are given half a chance by men.

- Watch Tony Porter: A call to men TEDTalk

- Discuss how “acting like a man” is harmful and how it can affect relationships.
  - Why is this “man box” harmful toward both men AND women?
  - How does this negative idea of masculinity affect relationships (committed and casual relationships)?
  - How does “acting like a man” affect peoples’ ability to have healthy, communicative, sex?

- Assign any possible OMAs. Check out. 5 minutes

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Additional Content

- Other great Ted Talks on Healthy / Unhealthy Masculinity to consider:
  - [https://changefromwithin.org/2013/11/21/please-be-that-guy-7-men-who-are-transforming-masculinity/](https://changefromwithin.org/2013/11/21/please-be-that-guy-7-men-who-are-transforming-masculinity/) -- 7 men who are transforming masculinity -- Darnell Moore, Fivel Rothberg, Kai M. Green, Emiliano Diaz de Leon, Jackson Katz [It’s a men’s issue – below], Jeff Perera, Carlos Andres Gomez,
  - [https://www.youtube.com/watch?v=LBdnjqEoiXA](https://www.youtube.com/watch?v=LBdnjqEoiXA) “Unmasking masculinity” – Ryan McKelley
  - [https://www.youtube.com/watch?v=umKKrbmdHFM](https://www.youtube.com/watch?v=umKKrbmdHFM) “The Mask of Masculinity” - Wade Davis
  - [https://www.youtube.com/watch?v=jVI1Xutc_WS](https://www.youtube.com/watch?v=jVI1Xutc_WS) “Be a Man” - Joe Ehrmann

- Play List – 5 talks on How Masculinity is Evolving:
  - [https://www.ted.com/playlists/404/how_masculinity_is_evolving](https://www.ted.com/playlists/404/how_masculinity_is_evolving)

- Michael Kimmel: Why Gender Equality is good for everyone – men included
- Tony Porter: A Call to Men
- Colin Stokes: How movies teach manhood
- Jackson Katz: Violence against women – it’s a men’s issue
- Elizabeth Nyamayaro – An invitation to men who want a better world for women
Check Out (5 minutes):
  • Review key points
    • What stood out for the student?
    • What did the student miss?
Module 6: Consequences of Sexual Abuse & Effects of Sexual Misconduct on Victims/Survivors and Others

Meeting:
1. Impact of sexual misconduct (50 minutes)

Goals:
- Help student develop an understanding of the impact sexual misconduct and abuse has on victim/survivors.
- Help student develop a deeper understanding of the impact sexual misconduct and abuse has on victim/survivors as well as others (i.e., friends, family, community & oneself).
- Help the student appreciate the impact or likely impact to complainant of the sexual misconduct. Facilitate an increased understanding and empathy for the complainant (the student’s victim/survivor) at an affective level.
- Without embarrassing and/or shaming, this meeting is intended to help the student understand the multiple effects of sexual abuse in addition to victim/survivors. The ripple effects of sexual abuse on others.

Facilitator Note:
A primary goal of this Module is to help the student understand the impact sexual assault on the victim and society. As such, the facilitator should keep the focus on the consequences of sexual assault on victims. Try to avoid personal reactions (e.g., the student may bring a personal history of abuse that emerges with general discussion of victim impact). If the student appears to become emotional, empathize and discuss with the student the possibility of a referral for therapy. A referral may just be for general therapy or it may be for more specific sexual abuse or trauma therapy.

Meeting 1: Impact of Sexual Misconduct (50 minutes)

Goals:
- Help student develop an understanding of the impact sexual misconduct and abuse has on victim/survivors.
- Help student develop a deeper understanding of the impact sexual misconduct and abuse has on victim/survivors as well as others (i.e., friends, family, community & oneself).
- Help the student appreciate the impact or likely impact to complainant of the sexual misconduct. Facilitate an increased understanding and empathy for the complainant (the student’s victim/survivor) at an affective level.
- Without embarrassing and/or shaming, this meeting is intended to help the student understand the multiple effects of sexual abuse in addition to victim/survivors. The ripple effects of sexual abuse on others.
Objectives:
- Discuss the multiple effects of sexual abuse on victim/survivors.
- Develop or increase awareness of the effects of sexual misconduct on victim/survivors and facilitate empathy to those harmed by sexual misconduct.
- Enhance the student’s perspective taking, level of empathy, and remorse for all victim/survivors of sexual misconduct and address any problems with such.
- Facilitate awareness of and empathy to others harmed by sexual misconduct, in addition to victim/survivors.
- Develop an understanding of the consequences of sexual misconduct to the people responsible for such behavior.
- Develop an understanding of how the student’s behavior and the ramifications thereof have impacted the student’s life in the short and longer term.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.
- Handouts:
  - [http://www.nsvrc.org/sites/default/files/CostsConsequencesSV.pdf](http://www.nsvrc.org/sites/default/files/CostsConsequencesSV.pdf)

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Watch “Until it happens to you” by Lady Gaga (6 minutes) OR Morgan ‘extended video’ from Wastedsex.com (~15 minutes)
  - [https://youtu.be/ZmWBrN7QV6Y](https://youtu.be/ZmWBrN7QV6Y)
  10 minutes
- Help the student brainstorm how sexual abuse impacts friends and families of the victim/survivor. Have student discuss the potential immediate, short, and long term effects.
  - May have similar trauma reactions if the person is close
  - May feel incapacitated, helplessness, guilt
  - May be triggered if they were victims themselves
  - May have anger reactions/revengeful reactions
  - May need help/support
  15 minutes
- Brainstorm with the student how sexual misconduct impacts the community. Encourage the student to discuss the potential immediate, short and long term effects. Discuss the examples that they have brought in from their between meeting assignment work.
  - Cost
  - Resources
  - Fear, concern
  15 minutes
- Assign any possible OMA’s. Check out. 5 minutes

Additional Content:
- Explore the impact of sexual misconduct on the victim/survivor from multiple perspectives – psychological, social, financial, etc.
- Discuss immediate, short and long term effects.
Facilitate awareness and empathetic understanding through activities.

Help the student appreciate the impact or possible impact of the sexual misconduct on their complainant (the student’s victim/survivor).

Explore the impact of sexual misconduct on secondary victims of sexual misconduct (e.g., friends, family members, and the school community); discuss immediate, short and long term effects.

Discuss the impact of the sexual misconduct to the person found responsible, emphasizing consequences.

Possibilities videos to consider include:
- Morgan extended video WastedSex.com
- Until it Happens to you by Lady Gaga
- See Appendix C for additional options

Possible OMAs:

- Ask student to log their thoughts/feelings about today’s meeting and the potential effects of sexual misconduct.

- Have student write a list of all possible consequences for the survivor in the video watched during meeting and how others may have been affected as well.
  - Consider asking student to watch student discussions with Dr. Abrams and track what they have learned.
  - Who is impacted by sexual assault?
  - Impact of sexual assault
  - Consequences of sexual assault
  - Facts about sexual assault Part I and II
  - Or watch other victim impact videos or movies such as the those on WastedSex.com (e.g., Dr. Marilyn Kaufhold)

- Give the student the two handouts (see links below) and ask them to provide a brief summary and conclusion about sexual misconduct/abuse based on these two handouts.

- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Module 7: Behavior is a Choice: Choosing Wisely

Meetings:
1. The ABCs of Human Behavior (40 minutes)
2. My Values and Goals: Who I am and Who I Want to Be (30 minutes)
3. Recognizing and Managing Risky Thoughts, Feelings, Behaviors, and Situations (30 minutes)

Goals:
- Develop an understanding of the antecedents and consequences of choices and decision-making.
- Present five step model for decision making.
- Discuss how one’s values and goals relate to decision making.
- Identify thoughts, feelings, behaviors, and situations that can increase the risk for or lead to non-consenting sexual behaviors.

Meeting 1: The ABCs of Human Behavior (40 minutes)

Goals:
- Develop an understanding of the antecedents and consequences of choices and decision-making.
- Present five step model for decision making.

Objectives:
- Help the student understand how they make choices and decisions.
- Discuss the antecedents and consequences of choices that they have made.
- Discuss how emotional states and thoughts affect behavior.
- Build effective decision-making skills.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.
- Relevant handouts or other resources as described in Appendix C.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Review the cognitive triangle (ABC Model). 10 minutes
- Discuss how individuals begin making choices at very early ages (e.g., a child choosing whether to listen to a request a parent has made, choosing what food to eat, what clothes to wear, etc.). As the individual matures they make choices regarding what their life goals are, who their friends will be, who they choose to enter a relationship with, what school to attend, what occupation / career to pursue, etc. 10 minutes
- Discuss how some choices or decisions have a positive effect on the individual and on others, while other decisions have a negative/harmful effect on the individual and on others.

- Define antecedents and consequences of behavior. There are antecedents and situations that occur prior to a person making a choice, the person then makes the choice (behaves), and then some positive or negative consequences may ensue relative to the choice made.

- Explore the number of factors that affect choice/decision making. They include some of the following: a person’s past experiences, their past choices (have they had positive or negative outcomes), the particular situation the person is in (contextual factors). The person’s current emotional state can also affect choices (anger, intoxication, depression, joy, love, impulsiveness). Momentary urges may also play a part, as well as expectations, opportunity, and support, or lack thereof, for a choice and how others may view you. Factors can differ by salience and perceived importance and may be weighted differently in the decision making process. Explore - what might influence the salience or weight of factors?

- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

- Check out.

Possible OMAs:
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.
Meeting 2: My Values and Goals: Who I Am and Who I Want to Be (30 minutes)

Goals:
- Discuss how one’s values and goals relate to decision making.

Objectives:
- Help the student define values and goals, and the relationship between the two.
- Review different types of goals.
- Learn how values and goals develop.
- Assist the student in identifying their own values and goals and how poor decision-making contributed to their current situation (e.g., sexual misconduct, suspension, other consequences).
- Provide psychoeducation about the relationships between good decision-making and values, life goals, and objectives.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if</td>
<td>5 minutes</td>
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<tr>
<td>student has any questions from the prior meeting.</td>
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<tr>
<td>Discuss the definition of value with the student. A value is a person’s</td>
<td>5 minutes</td>
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<tr>
<td>principles or standards of behavior; one’s judgment of what is important in</td>
<td></td>
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<tr>
<td>life.</td>
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<tr>
<td>Discuss how individuals develop their values. Many young people adopt</td>
<td>5 minutes</td>
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<tr>
<td>their parents’ values, such as the importance of education or a religious/spiritual life. To be kind to others is important. Other parents may have values such as “win at all costs”, “do unto others before they do unto you.” Not all parents have the same values. Consequently, a youth may adopt or reject both parents’ values, accept one and reject the other, or may develop values learned from peers or others in their life. Our values determine how we think, act, and present ourselves to the world. Explore why having values is important.</td>
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<tr>
<td>Discuss with the student what a goal is and how it differs from a value.</td>
<td>10 minutes</td>
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<tr>
<td>A goal is something one wants to achieve, an object of one’s ambition or effort. Examples of some goals are: to successfully complete college, to have a profession, to have a partner, to have children, to make a contribution to society, to help those in need, to always be grateful to those who have helped me, not to hurt others.</td>
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<tr>
<td>Have the student write down some examples of goals versus values.</td>
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<tr>
<td>Assign relevant multimedia resources, exercises, and activities outlined in</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Appendix C for review and reactions. <strong>Note: STARRSA videos should only be used during meetings, and not assigned as OMA.</strong></td>
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<tr>
<td>Check out.</td>
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</tbody>
</table>
Possible OMAs:
➢ Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. *Note: STARRSA videos should only be used during meetings, and not assigned as OMA.*

Check Out (5 minutes):
• Review key points
  • What stood out for the student?
  • What did the student miss?
  • Assign any possible OMAs
Meeting 3: Recognizing and Managing Risky Thoughts, Feelings, Behaviors, and Situations (30 minutes)

Goals:
- Identify thoughts, feelings, behaviors, and situations that can increase the risk for or lead to non-consenting sexual behaviors.

Objectives:
- Provide psychoeducation about the relationship between thoughts, feelings and behaviors.
- Provide psychoeducation about the healthy coping strategies.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Review basic emotions (sadness, loneliness, anger, resentment, anxiety, fear, shame/guilt, desire) and how our thoughts can lead to one or more of these emotions and conversely these emotions can affect our thinking and behavior. <em><strong>Be mindful of emotional reactions and a possible need to refer to therapy.</strong></em></td>
<td>10 minutes</td>
</tr>
<tr>
<td>How do we identify emotions before they lead to bad decisions and bad behavior?</td>
<td>5 minutes</td>
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<tr>
<td>Assist the student in recognizing the specific signs that they are experiencing these emotions (including physiological cues).</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discuss the relationships between maladaptive thoughts and maladaptive behaviors.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. <strong>Note: STARRSA videos should only be used during meetings, and not assigned as OMA.</strong></td>
<td>5 minutes</td>
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</tbody>
</table>

Additional Content:
- How do risky thoughts influence non-consenting behavior? For example, a person may feel deserving of sex and entitled to it and, therefore, justified in “going after it” regardless of the other person’s wishes.

Possible OMAs:
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Module 8: Healthy Relationships

Meetings:
1. Friendships and Partners (30 minutes)
2. Perspective Taking and Empathy: Understanding and Caring about the Needs, Wants, and Feelings of Others (40 minutes)
3. Communicating Effectively: Interpersonal Dating Skills (35 minutes)
4. Developing Positive Relationships (30 minutes)
5. How Does Sex Fit in My Life? (40 minutes)

Goals:
- Using information learned thus far, help the student identify different types of relationships and what defines healthy relationships. Focusing on:
  - Friendships and Partners
  - What are the components of healthy relationships?
- Develop an understanding of what perspective taking is, and understanding another person’s point of view and needs.
- The major goal is for the student to promote positive interpersonal skills and facilitate healthy, respectful relationships and intimacy through effective communication.
- Develop positive relationships that reflect equality and compromise rather than gender-stratified roles and expectations or are one sided and inequitable.
- Discussion about safe sex practices and ensuring consent.

Meeting 1: Friendships and Partners (30 minutes)

Goals:
- Using information learned thus far, help the student identify different types of relationships and what defines healthy relationships. Focusing on:
  - Friendships and Partners
  - What are the components of healthy relationships?

Objectives:
- Assist the student in defining what a relationship is.
- Clarify what makes for a healthy and unhealthy relationship.
- Importance and benefits of relationships and social support.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Review with the student the different types of relationships they have, including relationships with their family members, peers, acquaintances, faculty, and employers.
  - Explore current/recent relationships that included sex (including committed relationships, hook-ups, etc.). 10 minutes
• Explore recent/current relationships they have valued that didn’t include sex.

- Encourage the student to brainstorm attributes of healthy relationships (e.g., trust, compassion, respect) and unhealthy relationships (e.g., jealousy, distrust, coercion). Discuss whether various behavioral examples are signs of caring and healthy relationships (e.g., advising which clothes are acceptable to wear, reading the other person’s text messages, insisting on sharing of passwords to social media, disallowing hanging out with other people, etc.). What is a healthy versus unhealthy relationship? 10 minutes

- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA. Check out. 5 minutes

Possible OMA:
• Ask the student to observe and jot down examples of healthy and unhealthy relationships during the week, for example from social media, literature, movies, or music or everyday life.
• Encourage the student to review selected videos such as Dr. Abram’s videos on relationships and dating.
• Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):
• Review key points
  • What stood out for the student?
  • What did the student miss?
  • Assign any possible OMA
Meeting 2: Perspective Taking and Empathy: Understanding and Caring about the Needs, Wants, and Feelings of Others (40 minutes)

Goals:
- Develop an understanding of what perspective taking is, and understanding another person’s point of view and needs.

Objectives:
- Assist the student in looking at their basic ideas about people.
- Observing and getting to know other people’s interests, values, and goals.
- Learning how a person’s beliefs and expectations can affect behavior.
- Helping the student explore the role of empathy in relationships.
- Identifying the core characteristics of different types of successful relationships. What are the overlapping characteristics, what are the different characteristics? Can use to discuss appropriateness of sexual and nonsexual forms of expression with different people while touching upon consent.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
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<tr>
<td>Brainstorm with the student what things are most important to people, relating this to values and goals in previous module: What sort of things are people proud of? What sort of things do people like and dislike?</td>
<td>5 minutes</td>
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<tr>
<td>Brainstorm with the student: How can you demonstrate that you care for someone? Have the student give specific examples. Which of these are healthy and may be unhealthy and why.</td>
<td>10 minutes</td>
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<tr>
<td>Ask the student about their current expectations about relationships. What are the expectations of their friends, roommates, women friends they have not been involved with, women friends they have been involved with. In each case, does empathy ever seem to fit in? [keeping in mind that one component of empathy is perspective taking – or the ability to take the perspective of another]</td>
<td>10 minutes</td>
</tr>
<tr>
<td>- If the student engages in or would like to engage in sexual hook-ups, explore how basic respect for another person can be demonstrated, even if they are trying to limit the emotional connection and have no interest in an ongoing relationship. Discuss why this is important (e.g., abusive situations can result when people don’t specifically ask the partner in the hook up about consent, what they like, if something hurts, etc.).</td>
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<tr>
<td>- Ask and explore how one determines what another person likes, dislikes, wants, and needs, and how you determine what their feelings are.</td>
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<tr>
<td>Introduce Active Listening Skills</td>
<td>5 minutes</td>
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<tr>
<td>Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. <strong>Note:</strong> STARRSA videos should only be used during meetings, and not assigned as OMA. Check out.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Additional Content:
- Ask the student how they like to be treated in a relationship; do these wishes have any bearing on their expectations; is there room for reciprocity? If there are ways that you like to be treated in a relationship, does that courtesy extend to the person you are in a relationship with (i.e., appreciating how that person likes to be treated).
- Ask the student to define empathy and have them provide examples from pop culture.

Possible OMAs:
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 3: Communicating Effectively: Interpersonal and Dating Skills (35 minutes)

Goal:
- The major goal is for the student to promote positive interpersonal skills and facilitate healthy, respectful relationships and intimacy through effective communication.

Objectives:
- Improving and achieving good communication skills.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Difference between flirting and sexual harassment.
  - Discuss / review video clips about how to ensure flirting is respectful and appreciated and not offensive. 5 minutes
- Raise different scenarios in which consent is sought and how to talk about it. 5 minutes
- Discuss / practice active listening skills to recognize cues about remarks, comments, and behavior that are experienced as off-putting or offensive; how to know when the cues you are sending are unwanted and when to stop?
  - Feedback on one’s communication skills is imperative. Practice asking for feedback. 10 minutes
- Review Active Listening Skills 5 minutes
- Assign relevant OMA(s) for review and reactions. Check out. 5 minutes

Additional Content:
- Communication involves fully focusing one’s attention on the other person.
- Communication involves not only active listening but understanding the emotions behind the words, as well as the intentions.
- Discuss the importance of body language when communicating, possibly using visual aids (e.g., pictures or video clips).
- Discuss the different communication styles of people from different religious, ethnic and cultural backgrounds.
- Develop an understanding that one’s ability to communicate clearly may be hindered by emotions (e.g., anxiety, apprehension) and of course intoxication.
- Discuss how communication styles may vary based on the type of relationship one is in.
- Discuss communication and consent!

Possible OMA(s):
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):
• Review key points
  • What stood out for the student?
  • What did the student miss?
  • Assign any possible OMAS
Meeting 4: Developing Positive Relationships (30 minutes)

Goals:
- Develop positive relationships that reflect equality and compromise rather than gender-stratified roles and expectations or are one sided and inequitable.

Objectives:
- Discuss “changing times” PP - how men’s and women’s roles and responsibilities have changed dramatically since the 1950s and how that impacts relationships today.
- Instill a sense that healthy relationships reflect equality and compromise.
- Gender stereotypes - damaging to both men and women.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Focus on the components or the “ingredients” of any healthy relationship, including open, honest communication, reciprocity and compromise, respect, equality of jobs, duties and responsibilities. 10 minutes
- Brainstorm with the student how gender stereotypes are damaging to both men and women, and how these stereotypes affect relationships. 10 minutes
  - How have things changed since the 1950s type of thinking and old “American Dream”
- Assign relevant OMAs for review and reactions. Check out. 5 minutes

Possible OMAs:
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 5: How Does Sex Fit in My Life? (40 minutes)

Goals:
- Discussion about safe sex practices and ensuring consent.

Objectives:
- A major objective is for the student to articulate their values regarding sex and increase their ability to put them into practice.
- The student will be able to describe/discuss their attitudes about past sexual behaviors that they feel were healthy and those that they now feel were not healthy.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Reviewing CERTS:</td>
<td>15 minutes</td>
</tr>
<tr>
<td>- CONSENT means you can freely and comfortably choose whether or not to engage in sexual activity. Your voice is heard. If you have no voice, your shake of the head is seen and respected. If you choose, you can stop sex at any time.</td>
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</tr>
<tr>
<td>- EQUALITY means your sense of personal “power,” and your decisions are an equal footing with your partner. You are not dominated by them. You are co-equals.</td>
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</tr>
<tr>
<td>- RESPECT means you have positive regard for yourself and for your partner. You feel respected by your partner.</td>
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<tr>
<td>- TRUST means you trust your partner on both a physical and emotional level. You have mutual acceptance of vulnerability and an ability to respond to it with sensitivity.</td>
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</tr>
<tr>
<td>- SAFETY means you feel secure and safe with your partner, including around sex. You are comfortable with and assertive about where, when, and how sex takes place. You feel safe from the possibility of harm, such as unwanted pregnancy, sexually transmitted diseases, and physical injury.</td>
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<tr>
<td>Have the student brainstorm healthy sexual encounters versus unhealthy sexual encounters. If they are comfortable, have them discuss experiences that their friends or peers have shared with them. Which experiences sound healthy? Which sound unhealthy? What would be done differently in the future?</td>
<td>15 minutes</td>
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<tr>
<td>Note: Avoid delving into what could potentially be construed as therapy. Try to keep the conversation focused on why each experience was healthy or unhealthy and maintain focus on what would be changed.</td>
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<tr>
<td>Assign relevant OMAs for review and reactions. Check out.</td>
<td>5 minutes</td>
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</tbody>
</table>

Possible OMAs:
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. Note: STARRSA videos should only be used during meetings, and not assigned as OMA.
Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Module 9: Accountability: Making Amends and Making a Difference

Meetings

1. Accountability and Responsibility (30 minutes)
2. Making Amends and Making a Difference (30 minutes)

Goals:
- Develop an understanding of what accountability is, how people can be accountable to one another, and how it is important to not only be accountable and take responsibility for one’s own behavior, but to care about those around you and to try to prevent harm to others.
- Review previous meetings, engage the student and discuss what has been achieved / accomplished from the vantage of the student, about the various effects of sexual misconduct.

Meeting 1: Accountability and Responsibility (30 minutes)

Goals:
- Develop an understanding of what accountability is, how people can be accountable to one another, and how it is important to not only be accountable and take responsibility for one’s own behavior, but to care about those around you and to try to prevent harm to others.

Objectives:
- Help the student understand what accountability and responsibility are and start thinking about how they might imagine being accountable in relationships as well as in social contexts (e.g., parties).

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

- **Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.**
  - 5 minutes

- **Have the student define “accountability” and “responsibility.”**
  - How are these terms similar?
  - How are they different?
  - 10 minutes

- **Identify instances of accountability and responsibility in people’s lives (e.g., recent relationships at school, in the dorm, in the frat house, with friends at a party, etc.).**
  - Ask the student why having a discussion about accountability and responsibility is important in relation to the topic of sexual misconduct.
  - 10 minutes

- **Assign relevant OMA(s) for review and reactions. Check out.**
  - 5 minutes

Possible OMAs:
Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. **Note: STARRSA videos should only be used during meetings, and not assigned as OMA.**

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Meeting 2: Making Amends and Making a Difference (30 minutes)

Goals:
- Review previous meetings, engage the student and discuss what has been achieved/accomplished from the vantage of the student, about the various effects of sexual misconduct.

Objectives:
- Review and reinforce student’s understanding of the harmful effects of sexual misconduct.
- Review and reinforce lessons learned about communication in relationships
- Review and reinforce lesson learned about consent
- Help the student identify ways to make amends for their misconduct.

Supplies/Handouts:
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discuss the difference between sympathy and empathy.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Psychoeducation about how people make amends for wrongdoing</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Psychoeducation about different ways to get involved in preventing sexual misconduct.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Assign relevant OMAs for review and reactions. Check out.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Additional Content:
- Discuss ways to make a difference going forward, not just in one’s responsibilities to a partner in a relationship but one’s responsibilities to one’s friends and responsibilities in a social gathering

Possible OMAs:
- Assign relevant multimedia resources, exercises, and activities outlined in Appendix C for review and reactions. *Note: STARRSA videos should only be used during meetings, and not assigned as OMA.*

Check Out (5 minutes):
- Review key points
  - What stood out for the student?
  - What did the student miss?
  - Assign any possible OMAs
Module 10: Wrapping Up & Going Forward

Meetings:
1. What Have I Learned? Reinforcing Learning. (50 minutes)

Goals:
- Review the course of AP with the student; provide feedback.
- Obtain the student’s opinions and views about AP and their progress.
- Conduct discharge assessment using the RNS-TV.
- Reinforce AP gains and positive student changes.

Facilitator Note:
It is recommended that prior to your final meeting (assuming that this is your final meeting with the student), you should remind the student where he began this journey and what topics were covered during the journey. The purpose of doing so is to help you re-visit the RNS completed at the beginning and review with the student what progress was made and what might be reflected in the report that you return to the school.

If you have concerns related to the student’s progress or lack thereof, or diligence, or commitment to the AP meetings, you believe that further intervention, perhaps including therapy, should be considered, this must be presented to the student during the last meeting. If any referrals are to be included in your report to the school, this too must be addressed with the student.

Meeting 1: What Have I Learned? Reinforcing Learning (50 minutes)

Goals:
- Review the course of AP with the student; provide feedback.
- Obtain the student’s opinions and views about AP and their progress.
- Conduct discharge assessment using the RNS-TV.
- Reinforce AP gains and positive student changes.

Objectives:
- Review the entire AP Program with the participant.
- Review and reinforce what the student has learned.
- Consider if additional services are needed.
- Provide overview of what was covered during the Program.

Supplies/Handouts
- Computer, paper and writing implement, or white board and markers for written activities.

Activities:
- Review previous week’s suggested assignment (if any) and inquire if student has any questions from the prior meeting. 5 minutes
- Have the student discuss what they learned. 15 minutes
- Use this time to discuss any gaps in knowledge.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Returning to campus – discuss the possible challenges returning to</td>
<td>10 minutes</td>
</tr>
<tr>
<td>campus, concerns, apprehension.</td>
<td></td>
</tr>
<tr>
<td>➢ Returning to social life on campus – discuss the possible challenges:</td>
<td>15 minutes</td>
</tr>
<tr>
<td>- Who knows what?</td>
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<tr>
<td>- What are the rumors?</td>
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<tr>
<td>- What’s been on the internet?</td>
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<tr>
<td>- How will everyone respond to me?</td>
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<tr>
<td>- Will girls avoid me?</td>
<td></td>
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<tr>
<td>- How do I respond if guys come up and give me a high-five?</td>
<td></td>
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</tbody>
</table>

- Wrap up, and check out. 5 minutes

Check Out (5 minutes):
- Review key points.
- Answer any final questions.
APPENDIX A: Agreement Sample
PARTICIPANT AGREEMENT
STARRSA ACTIVE PSYCHOEDUCATION PROGRAM
INSERT INSTITUTION NAME

The purpose of this Participant Agreement form is to inform participants about the STARRSA Active Psychoeducation program at/requested by [INSERT INSTITUTION NAME]. You are receiving this Participant Agreement form because you have been recommended to complete the STARRSA Active Psychoeducation Program.

Goals and Objectives

What is the STARRSA Active Psychoeducation Program?
Psychoeducation programs focus on knowledge and skills acquisition and development. Acquired knowledge and skills may result in positive changes in attitudes and behavior. Changes are more likely to occur when students are actively engaged with the program. This is why the program is called ‘active’ psychoeducation. In STARRSA Active Psychoeducation, participants learn about a range of topics such as alcohol and drug use, healthy relationships and sexuality, and positive decision-making.

The development of the STARRSA Active Psychoeducation program was funded by an agency of the Department of Justice. The program was developed specifically to help those college students that were found responsible for sexual misconduct. It was designed by a team of psychologists and public health professionals. Your personal information will not be shared with the team that developed this program, nor will the team collect any information about your identity.

The STARRSA Active Psychoeducation is not therapy.
Psychoeducation is focused entirely on the present and the future, not on past events or emotional issues. The person who leads the STARRSA Active Psychoeducation meetings is a facilitator, not a therapist. The facilitator is not [MODIFY IF PROVIDER IS A LICENSED MH PROFESSIONAL] a licensed mental health professional and is not providing treatment. Some people referred to STARRSA Active Psychoeducation may also be in therapy; however, the psychoeducation program itself will not include therapy.

Confidentiality
Strictly speaking, confidentiality is partial, meaning that your facilitator will have some communication with your school. Specifically, information shared with the facilitator can and may be shared with student conduct officials at the university. Your facilitator will tell you at the beginning what information your school is requesting. [INSERT ADDITIONAL INFORMATION IF NECESSARY] Additionally, you are not required to answer any questions that you prefer not to. Simply tell your facilitator that, at least for the time being, you prefer not to answer a particular question and your request will be honored. [INSERT ADDITIONAL INFORMATION IF NECESSARY]
Even though this is not therapy, facilitators have may still have reporting obligations if your safety appear to be in jeopardy. This might come about, for instance, if you were to express feelings or thoughts about hurting yourself or others. These reporting obligations are in accordance with federal and state laws and university policies:

[INSERT ADDITIONAL ITEMS]

What will happen during my participation in STARRSA Active Psychoeducation?
You have been referred to STARRSA Active Psychoeducation due to involvement in sexual misconduct at INSERT INSTITUTION NAME. You will meet with the STARRSA Active Psychoeducation facilitator who will answer any questions you have about the program, and after a brief assessment, provide an estimate of how long the program will take to complete, as the curriculum will be tailored to your individual needs. Once you have completed the STARRSA Psychoeducation Program and the terms of any other sanctions, you may be eligible for readmission to INSERT INSTITUTION NAME. The facilitator will inform you of next steps when the program is completed.

If I have questions or concerns about STARRSA Active Psychoeducation, who should I contact?
Your STARRSA Active Psychoeducation facilitator can answer questions about the program. You may also contact INSTITUTION CONTACT PERSON at PHONE or EMAIL.

If you do not wish to participate in the STARRSA Active Psychoeducation program, do not sign this consent and discuss your decision with the facilitator who will refer you to the appropriate person or panel at INSERT INSTITUTION NAME.

I have had the opportunity to ask questions about STARRSA Active Psychoeducation, I understand that this is not therapy, and I understand that this is not confidential, and I AGREE to participate in this program at INSTITUTION NAME.

Participant Name (Print) ____________________________ Date ____________________________
Participant Name (Signature) ____________________________ Date ____________________________
Facilitator Name (Signature) ____________________________ Date ____________________________

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APPENDIX B: RNS & Semi-Structured Interview

RISK NEEDS SCREEN – MANUAL
&
SEMI-STRUCTURED INTERVIEW

- RNS-TV Face Sheet
- RNS-TV Instructions
- RNS-TV Brief Assessment Guide
- RNS Link to Manual
SEXUAL MISCONDUCT
RISK & NEEDS SCREENING-TEST VERSION
For use with AP Program

Name: __________________________ Age: ______ Date completed: ______
Intervention status: Active___ Refused___ Dropped out___ Completed___

<table>
<thead>
<tr>
<th>Area of Potential Risk &amp; Needs</th>
<th>No Need</th>
<th>Moderate Need</th>
<th>Significant Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivation for Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Responsibility for Sexual Behavior</td>
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<td></td>
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<tr>
<td>3. Attitudes / Beliefs about Sexual Misconduct</td>
<td></td>
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<tr>
<td>4. Awareness of Victim Impact</td>
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<tr>
<td>5. Proper Management of Behavior</td>
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<td></td>
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<tr>
<td>6. Proper Management of Emotions</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Alcohol Use and Abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Nonsexual Behavior Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Positive Intimate Relationships</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. Mentors or Other Prosocial Supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Other* (specify)</td>
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</table>

Facilitator’s signature: ___________________ Date Completed: ____________

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SEXUAL MISCONDUCT
RISK & NEED SCREEN- TV
AP Program

Introduction:

This Risk-Need Screen (RNS-TV) is designed to identify factors that research findings indicate are associated with sexual misconduct among college students, or juvenile and adult sex offending. Identified factors may reflect intervention needs that should be addressed. Not all of the listed factors are likely to be relevant for any given individual and some factors may actually be protective, such as having prosocial friends. The Risk–Need Screen (RNS) was developed specifically for the Active Psychoeducation Program to provide a way to summarize relevant intervention areas, and communicate this information to the student and, when appropriate, referral sources.

Additionally, over time, newly identified intervention needs may be added and, conversely, progress can be noted. Previously identified factors may resolve due to a positive response to interventions, maturation, or other factors (e.g., discussions with parents or prosocial peers). At a minimum, we recommend that the RNS be rated at the beginning and end of the AP Program and encourage midpoint RNS assessments to better monitor progress, or the lack thereof.

The RNS is not a risk assessment instrument designed to predict who may engage in future sexual misconduct. It has not been developed or validated for that purpose. It is intended to be used strictly as a guide to facilitate identifying risk relevant factors that may warrant educational intervention in order to reduce the likelihood of future misconduct, and increase prosocial behavior.

The following Rating Key provides guidelines to assist with item ratings and improve reliability. Items are rated with a 0 to 2 format. A zero (0) reflects that the item does not currently require intervention; in some instances a zero may reflect a strength or protective factor (e.g., prosocial attitudes/beliefs regarding sexual misconduct) or a minimal concern that is likely to resolve...
without further intervention. In contrast, a one (1) indicates that the area is a moderate need (Moderate Need=1). A two (2) indicates the area requires significant intervention (Significant Need=2). See Caveat section below.

Whenever possible, ratings should be based on multiple sources of information, such as school and other available records and self or other credible reports. If available information is limited, incomplete, or unclear, items should be scored in the direction of lower risk (favoring the absence rather than the presence of the item) because there is only enough information to clearly justify the lower rating (sometimes called the “at least rule”). It should be noted that the resulting ratings may be underestimates, and require further consideration. In addition, if available information is insufficient for any rating, leave the item blank and target that item for further appraisal in subsequent meetings with the student.

Caveat

The column to the far right (Significant Needs) is intended to be a cautionary “alert” that the nature of the presenting problems may require a referral for the psychotherapy. Depending, of course, on what the “need” is, students rated as having Significant Needs may require a more in-depth psychotherapeutic intervention than the Psychoeducational Program provides, such as STARRSA’s Cognitive-Behavioral Treatment Program. The facilitator must be mindful of the need to refer based on the extent, context, and severity of the “needs” presented by the student, and should refer for psychotherapy if it appears that the student requires more than psychoeducation alone.

Prior to using the RNS, users should, ideally, have training and experience working with college-age students in general, as well as those who engage in sexual misconduct. Users should read the manual and be very familiar with its contents. Ideally, before using the scale as part of a psychoeducation intervention, users should complete some practice or training cases and compare their ratings with others who have rated the same individual to identify and resolve any rating difficulties. It is also recommended that RNS users periodically consult with the STARRSA team and/or others who have training in and are using the RNS about item ratings, when possible.
SEXUAL MISCONDUCT
RISK & NEEDS SCREENING-TEST VERSION
For use with AP Program

Rating Key

Item 1: Motivation for Change

Description:

The intent of this item is to identify the extent to which the individual truly experiences sexual misconduct as “out of character” and has a genuine desire to change behavior to avoid any recurrences. The desire to change is not simply to avoid negative consequences associated with misconduct, but because sexual misconduct is contrary to the person’s value system; the individual finds it distressing when reconciling having engaged in such behavior.

Ratings:

No Need: Appears truly distressed by having engaged in sexual misconduct and appears to have a genuine desire to change. The individual appears invested in the recommended intervention (e.g., attends meetings regularly and actively participates). For example, homework compliance is consistently good.

Moderate Need: There is some motivation to change, along with a degree of emotional conflict and distress about engaging in sexual misconduct, yet these feelings are mixed with a clear desire to avoid the "consequences" associated with additional sexual misconduct or being noncompliant with school sanctions. Statements about wanting to make positive lifestyle changes may appear to be lip service rather than sincere. The individual’s investment in the intervention may be inconsistent or somewhat limited. Participation may vary in quality and homework compliance may be minimal.

Significant Need: Does not perceive a need to change. The individual may not believe the sexual misconduct was wrong or states the misconduct was
“consensual.” Resentment or anger at the need to be “here” talking about happened may be expressed. Statements suggesting a willingness to change may clearly be devoid of sincerity as may be suggested by contradictory statements or behavior. The student clearly is not invested in the AP program, as may be exampled by multiple unexcused absences, passive or limited participation during meetings, or sarcastic, surly, or antagonistic responding. Homework compliance may be poor.

**Item 2: Responsibility for Sexual Behavior**

**Description:**

Accepting full responsibility for sexual behavior means assuming responsibility for ensuring that all of one’s sexual behavior is safe and consenting. Full responsibility includes not excusing, denying, disowning or minimizing, or redirecting and assigning some or all of the responsibility for prior sexual misconduct to others or circumstances (e.g., blaming the victim, friends/buddies or acquaintances, society, campus police, college/university rules, or “partying” and substance abuse).

**Ratings:**

**No Need:** Accepts responsibility for sexual misconduct without evidence of redirecting responsibility or excusing. Additionally, demonstrates awareness of what is necessary to ensure safe, consenting, and responsible sex, has strategies for doing so, if sexually active, reports currently engaging in consenting and safe sexual behavior, and plans to do so in the future.

**Moderate Need:** The individual does not outright deny responsibility for sexual misconduct and accepts at least some responsibility for the behavior. The person indicates awareness of personal responsibility for ensuring safe, respectful, consenting, and responsible sexual behavior, but may not appreciate how inconsistent the misconduct is with these beliefs (e.g., the individual may have “assumed” the offended person was interested and willing, rather than ensure consent). Other examples of Moderate Need include occasional excusing or redirecting responsibility to others or circumstances,
such as blaming the misconduct on alcohol use. Although alcohol may be a contributing factor, the individual is ultimately responsible.

**Significant Need:** Individual evidences no awareness of the importance of taking full personal responsibility for managing one’s sexual behavior appropriately, consensually, and safely. There may be significant or frequent redirecting or excusing responsibility; for example, the individual may not accept any responsibility for the referral sexual misconduct, or there is persistent denial or disavowal that any such misconduct occurred. Sexual entitlement or misogynistic views may be voiced, as well as attributions of victim responsibility (e.g., her attire, she drank of her own free will, she came upstairs with me willingly, etc.).

**Item 3: Attitudes/Beliefs Regarding Sexual Misconduct**

**Description:**

This item includes a myriad of attitudes and beliefs regarding sexual misconduct. They include attitudes and beliefs that support or condone sexual misconduct on one end of the spectrum and those that oppose and are against sexual misconduct on the other. Attitudes that support and justify sexual misconduct may be indicated by statements such as she was “partying,” he “wanted it” or “he deserved it,” she was “looking for it,” she was “dressed sexy,” most girls want it but “play coy”, or simply the person “never said no”. Attitudes and beliefs that may support sexual misconduct often include cynicism about women’s “motives” in claiming rape and discounting or trivializing the victim’s report.

Negative masculinity, male privilege and misogyny, frequently cloaked in negative attitudes and beliefs about women, may include sexual objectification and hostility toward women, as well as more entrenched abuse-supportive attitudes and beliefs reflecting sexual entitlement (e.g., that a man has the right to sex, regardless of the other person’s wishes), and sometimes may involve sexual misconduct justified by an intolerance of non-heterosexual, alternative sexual orientations and non-binary gender identifications.
Although attitudes and beliefs that support sexual misconduct may occasionally be associated with inaccurate, misguided, or erroneous information about healthy, respectful, and consensual sexual behavior, more often these attitudes and beliefs that support, justify, and condone sexually aggressive behavior are long-standing and deeply entrenched. The relative absence of such misogynistic attitudes would be reflected in respectful and egalitarian, emotionally and perhaps sexually intimate interpersonal relationships with women. The same principle applies, however, regardless of gender, orientation, or sexual identity and partner preference.

**Ratings:**

**No Need:** Appears genuine in expressing prosocial attitudes and beliefs that support respectful, egalitarian interpersonal relationships, and seems to truly believe that sexual behavior should be consenting, safe, and respectful. Values appear truly inconsistent with sexual misconduct. Attitudes and beliefs that support or justify sexual misconduct are completely absent.

**Moderate Need:** Voices occasional attitudes and beliefs that support or justify sexual misconduct behaviors (e.g., “It’s okay when you’re drunk.”), yet, increasingly identifies such attitudes and beliefs as incorrect. When these attitudes are expressed, strategies to correct them (e.g., self-statements that challenge erroneous beliefs, e.g., acknowledging that “drunk sex” does not make engaging in sexual misconduct okay) are used. A moderate need may be present when attitudes and beliefs that support sexual misconduct appear associated with insufficient knowledge about healthy, respectful, and consensual sexual behavior rather than deeply held beliefs, or if expressed prosocial attitudes and beliefs appear to be simply statements that are not fully and genuinely held, or integrated into the person’s approach to life.

**Significant Need:** Evidences frequent attitudes and beliefs that support or justify misconduct (e.g., sexual entitlement, misogynistic attitudes justifying sexual misconduct, and/or an intolerance of non-heterosexual/alternative sexual orientations that is used to rationalize sexual misconduct). Other attitudes and beliefs may support sexual misconduct include trivializing the impact of rape, and endorsing or supporting a culture of rape by minimizing or discounting widespread negatives attitudes in society about women and sexual
minorities. Attitudes and beliefs supportive of sexual misconduct may be entrenched and reflect the person’s worldview.

**Item 4: Awareness of Victim Impact**

**Description:**

This item concerns the individual’s understanding and appreciation—at an intellectual and emotional level—of the impact the sexual misconduct may have on the victim and others who may be affected by such behavior (e.g., friends, family, other victims/survivors, or members of the campus community). An attempt should be made to distinguish between statements that appear to reflect genuine understanding and appreciation at an emotional level and those that reflect limited understanding or appreciation of the impact sexual misconduct can have, or statements and behavior that may suggest self-serving attitudes (e.g., socially desirable responses to avoid negative consequences) or a total lack of concern and disregard for the well-being of others.

**Ratings:**

**No Need:** Demonstrates genuine understanding and concern regarding the impact sexual misconduct has and can have on victims. Statements and behaviors reflect an understanding of the negative effects of sexual misconduct at an emotional level and/or feeling distressed for the actual or potential harm caused by engaging in such behavior.

**Moderate Need:** Demonstrates a rudimentary understanding of the impact sexual misconduct has and can have on victims and may be able to discuss some of the negative effects sexual abuse can have. This understanding may be qualified, for example, with occasional attempts to distribute some blame to the victim. There may be some emotional appreciation of the actual or potential harm done, however, this level of emotional understanding is limited or is evidenced inconsistently.

**Significant Need:** Evidences little or no awareness, or appreciation of or concern about the impact or potential impact of sexual misconduct. May
evidence a total lack of concern for the well-being of victims of sexual misconduct, or simply complete disregard for the welfare of others.

**Item 5: Proper Management of Behavior**

**Description:**

This item assesses the person’s ability for self-control and self-management of behavior. It focuses on nonsexual behavior only and the individual's ability to respond appropriately without reacting rashly or impulsively, as may be evidenced by a pattern of unsound, capricious, hasty decisions without consideration of their consequences. Nonsexual behavior problems may include such things as (1) rule breaking and law violations, including delinquency or criminal charges, and school behavior problems in high school or college, (2) significant risky and impulsive behavior, such as reckless driving or driving under the influence, (3) multiple occasions of impulsive or rash behaviors in relationships that result in regrettable, undesirable, or unacceptable outcomes and/or frequent relationship problems, and (4) impulsive and frequent and/or excessive substance use. Appropriate self-regulation will involve exercising good judgment and age-appropriate problem solving skills, thinking of implications and/or consequences, considering options, and acting accordingly.

**Ratings:**

**No Need:** During the past six months, behavior generally appears well controlled, managed effectively, and without significant impulsivity. For example, school records and other reports are free of references to impulsive behavior problems such as those described above.

**Moderate Need:** During the past six months, the individual has had occasional minor problems with impulsive behavior, but generally exercises good behavioral control and manages impulses appropriately. If there have been significant problems with impulsive behavior in the past, a rating of Moderate Need may be used to reflect recent improvement, as indicated by increased behavior management skills and behavioral control.
**Significant Need:** There have been significant and/or long-standing problems with behavior regulation as indicated by multiple instances of impulsive or poorly controlled behavior, including behavior problems in high school and/or college, such as those exampled in the above item description. Sanctions for conduct problems other than the instant sexual misconduct, **within the past six months**, may warrant a rating of Significant Need.

**Item 6: Proper Management of Emotions**

**Description:**

This item reflects the ability to manage and control feelings effectively, particularly in stressful situations. For example, proper management of emotions is demonstrated when the individual does not lose emotional control even when frustrated, and does not engage in vitriolic arguments or instigate physical altercations with others. Neither does the individual passively withdraw and sulk and brood, not express or discuss upsetting topics or strong emotions, or turn to substance abuse or self-harm to avoid feelings. Passive withdrawal may sometimes include standing by when others engage in harmful and/or sexually abusive behaviors. Proper management of emotions reflects the person’s ability to manage feelings properly and effectively, most of the time, so they do not negatively impact the individual’s personal as well as interpersonal behavior, including their relationships with peers. As such, this item concerns healthy and effective management and expression of emotions.

**Ratings:**

**No Need:** During the **past six months**, the individual has demonstrated the ability to deal with frustration or conflict without becoming unduly upset, argumentative, destructive, or aggressive, and has asserted emotions appropriately and responsibly. There have been no significant incidents or difficulties involving the loss of emotional control or passive withdrawal.

**Moderate Need:** During the **past six months**, the individual has had some
problems managing and controlling emotions, but is usually able to handle frustration or conflict without displays of temper and resorting to extended, angry arguments, destructive or harmful behaviors, or problematic inaction and passive withdrawal. With these exceptions, the person has expressed emotions appropriately and responsibly most of the time.

**Significant Need:** The individual has a longstanding history of significant problems managing and controlling emotions, including during the **past six months**. Emotional losses of control have contributed to problems with friendships, other relationships, physical fights, significant property damage, and/or official sanctions, including warnings. Conversely, problems with emotion management may have included passive withdrawal, such as standing by when others engage in harmful or sexually abusive behaviors.

**Item 7: Alcohol Use and Abuse**

**Description:**

Because alcohol abuse is a significant factor in campus sexual misconduct, this item focuses on the individual’s use of alcohol. Excessive alcohol use (i.e., drinking too much) can stimulate libido and aggressiveness, disinhibit unwanted behavior, and contribute to poor judgment and decision-making. (It also may result in vomiting, passing out, accidents, hangovers, and other problems). Recent or continuing problems associated with alcohol abuse include, but are not limited to, sexual misconduct as well as other problem behaviors, such as missing classes, not completing homework, a drop in academic performance, difficulties in intimate relationships, friendships, and family relations, physical illness, blackouts, work related problems, driving violations, school sanctions, and legal difficulties. Other indicators of significant problems may include prior or recent referrals for substance abuse counseling, alcohol or possibly other substance abuse diagnoses, and drug court involvement. Drinking, including occasional drinking to intoxication at parties, that does not impact health and functioning is relatively common for this age group. When assessing the presence of problems associated with alcohol use and abuse consider the impact of alcohol consumption on functioning and well-being across multiple domains, such as school, employment, and relationships).
Ratings:

**No Need:** No or occasional use or abuse and no or minimal problems associated with abuse (e.g., a couple of instances of drinking to excess and, perhaps, experiencing a hangover the next day and skipping a morning class). No notable problems with alcohol use in the past six months.

**Moderate Need:** More than minimal or occasional use and abuse within the past six months, drinking may include periodic weekend “binge” drinking, or more frequent drinking, and some problems associated with alcohol use, such as those described in the item description above. For example, the individual may drink alcohol to excess at parties and/or at bars on weekends, and may engage in drinking games and competitive drinking. Or, the individual sometimes drinks excessively when alone, perhaps to assuage feelings of loneliness or stress. If there have been significant problems with alcohol abuse in the past, a rating of Moderate Need may be used to reflect recent improvements as indicated by sobriety or reduced alcohol use in recent months and an increased use of risk management skills for preventing problem drinking and alcohol abuse. However, if there have been no notable problems with alcohol use in the past six months interventions focusing on alcohol abuse may not be needed at this time.

**Significant Need:** Alcohol abuse has been frequent and persistent in the past, including during the past six months, for example, as indicated by daily or periods of daily use, regular binge drinking at parties and bars where drinking games and competitive drinking are common, and/or frequently drinking when alone. Alcohol use may be associated with multiple problems such as those discussed in the item description above. A rating of Significant Need may be appropriate when the individual has engaged in moderate or periodic alcohol abuse during the past six months, but there is a longer history of frequent, significant, and problematic alcohol abuse.

**Item 8: History of Nonsexual Behavior Problems**

**Description:**
This item addresses a history of nonsexual behavior problems and associated negative attitudes and beliefs toward societal/school rules and regulations. Considerations include whether there is a pattern of disrespect for authority, a belief that rules do not apply to that person or the person’s peer group, as well as a pattern of rule breaking behavior (as may be reflected by school sanctions, juvenile or criminal justice involvement, etc.). Conversely, this item identifies whether the person evidences a predominantly prosocial orientation, legal and positive social behaviors, and associates with peers that are generally prosocial, (e.g., volunteer in campus activities, social causes or helping organizations; or is there a mix of conflicting allegiances).

**Ratings:**

**No Need:** The individual evidences attitudes and behavior consistent with a generally prosocial orientation. There is no apparent history of rule-breaking behaviors in the past six months (excluding the founded complaint).

**Moderate Need:** The individual currently shows some attitudes supportive of antisocial behavior, such as disregard for certain rules or defiance of authority. However, the individual also holds some attitudes supportive of prosocial behavior. There may be some history of minor rule breaking in adolescence that may have involved disciplinary action at an educational institution short of expulsion. This item excludes the founded complaint, but not additional, nonsexual problem behavior since the student conduct proceedings regarding the current complaint began. A rating of Moderate Need is used when rule violating behavior during the past six months is relatively minor and limited to peer-involved situations and peer influence.

**Significant Need:** During the past six months, the individual shows attitudes that support anti-social behavior (such as defiance, disregard of authority, acceptance of breaking rules and laws, and believes that society’s rules don’t apply to the person or the person’s peers). A Significant Need may be present if there is a history of rule breaking or law violating behaviors that precedes college and that may include disciplinary actions at an educational institution, or possibly legal action. This item excludes the founded complaint, but not nonsexual incidents since student conduct proceedings regarding the current complaint began. Rule violating behavior during the past six months may
include alleged violations when student conduct proceedings are ongoing, may involve minor as well as more serious violations, as well as legal charges. Rule violating behavior is not limited to peer-involved situations and is persistent.

**Item 9: Peer Relationships / Influences**

**Description:**

This item assesses the nature and quality of the individual’s peer relationships during the past six months.

**Ratings:**

**No Need:** The individual appears to have ongoing developmentally appropriate, mutually rewarding, prosocial peer relationships. Associations include at least one close friendship; someone with whom significant personal details are shared.

**Moderate Need:** The individual appears to have one or more developmentally appropriate, prosocial peer relationships, however these relationships are more casual than close friendships (i.e., they do not appear to involve sharing significant personal details). Peer relationships may include associating with individuals and groups that encourage “partying,” competitive drinking, and risky sexual behavior, and may promote sexual conquests. There also may be a pattern of periodic, but significant, tension, strain, and conflict in peer relationships which may include physical altercations. Peer associations may involve occasional school or societal rule violating behavior, including nonviolent criminal offenses.

**Significant Need:** Interpersonal relationships are limited, and/or fraught with tension/fighting, and/or other problems. Relationships generally lack mutuality and/or equality, and some elements of misogyny, antagonism, and hostility may be evidenced in actual or reported comments or behavior. The individual may associate primarily with a peer group that encourages frequent “partying,” pro-rape attitudes, sexual harassment, and sexual conquests. This negative peer group may also encourage and engage in bullying and
aggressive behavior toward those they perceived as different from themselves, and may also engage in rule violating behavior (e.g., destruction of property), or other nonviolent and violent criminal behavior. Alternatively, the individual may be socially withdrawn and isolated from developmentally appropriate, prosocial peers, and associates are acquaintances, not friends.

**Item 10: Positive Intimate Relationships**

**Description:**

This item concerns the quality of one’s intimate relationships, presently and previously. It considers a range of relationship attributes, such as sharing thoughts, feelings and experiences, and an emotional connection with a partner, as well as sexual intimacy. Emotional and sexual intimacy is markedly contrasted with an apparent preference for uncommitted, impersonal sexual encounters that serves as the primary objective of a relationship, which is seen as a “life choice,” rather than a choice for the time being. This lifestyle preference for uncommitted, impersonal sexual encounters is critical for this item, and should be contrasted with a desire for “freedom” from commitment at this stage of the person’s development, or with an absence of intimate relationships resulting from a lack of ability and social skills. In other words, the critical issue here is “choice” versus “preference.” It is understood that in a “hook-up culture,” choice often dictates casual, uncommitted intimacy. This item focuses on a distinct preference for sexual “connections” that will not involve any emotional attachment or commitment. Preference may be associated with active avoidance of emotional intimacy.

**Ratings:**

**No Need:** Consensual sexual behavior appears to be the norm and generally occurs within an ongoing relationship. The individual has a history of developmentally appropriate long-term romantic relationships (i.e., 6 months to a year or longer) involving an emotional connection that includes friendship and non-sexual affection as well as sexual intimacy. If hookups occur, they are clearly mutually agreed upon and consensual.
**Moderate Need:** Individual has limited experience with intimate relationships that include emotional connections and friendship. Intimate relationships may be limited to relatively short-term relationships or occasional dating that may include sex. Communication skills, social anxiety, and fears of rejection may interfere with developing a deeper and more satisfying emotional connection with a partner. The individual may occasionally engage in mutually agreed upon hookups, possibly while involved in an ongoing intimate relationship and unbeknownst to the primary partner.

**Significant Need:** Intimate relationships may be brief, lack mutuality, and often are problematic. They may be characterized by distrust, antagonism, and hostility. Sexual behavior may repeatedly occur indiscriminately outside the primary relationship. Uncommitted, impersonal sex with new acquaintances or others, in the absence of any ongoing emotional intimacy, may be preferred to a committed relationship involving an emotional connection with a partner. This *preference* is not a result of a developmental stage when someone wants to be free from a committed relationship for a period of time. Such a preference may reflect someone’s personality style or result from a lack of ability and skill necessary for engaging in a more committed intimate relationship.

**Item 11: Mentors or Other Prosocial Supports**

**Description:**

This item addresses the availability and appropriate use of positive supports that foster healthy, respectful interpersonal relationships, help promote positive values, and facilitate prosocial development. Positive and prosocial support and guidance may be provided by various individuals, including parents, other adult family members and family friends, teachers, school administrators, coaches, employers, religious leaders, a therapist, a counselor, or student conduct staff, and also through participation in organized community activities that value and encourage respectful relationships.

**Ratings:**
**No Need:** The individual has at least one strong connection with a prosocial support, and uses this or additional supports when stressed, or at other times of need. Positive supports are maintained and/or developed over time.

**Moderate Need:** The individual has some positive supports, but support may be limited/not consistently available, or the person may be inconsistent in accessing and using these supports at times of need.

**Significant Need:** The individual has no or few known positive supports, may be reluctant to develop such supports, or fails to use those supports that are available. The individual may be judgmental, critical, or rejecting of supports that are deemed positive, “healthy,” or prosocial.

**Item 12: Other**

**Description:**

This item permits identification of additional needs related to the sexual misconduct that are not described above. Individuals presenting with significant psychological or emotional problems will likely require a referral for psychotherapy and/or a psychiatric evaluation and possible medication.
STARRSA ACTIVE PSYCHOEDUCATION PROGRAM
SEMI-STRUCTURED ASSESSMENT GUIDE

Introduction: This semi-structured guide is intended for use during the brief intake assessment for the STARRSA psychoeducation program. It is designed to gather relevant information that can help facilitate completion of the Risk and Needs Screen (RNS) and enable the facilitator and the student to identify appropriate psychoeducational needs and develop an individualized educational plan.

To help achieve these objectives, this semi-structured interview suggests assessment topics and a few focused questions that may be helpful. Not every section in this guide will be relevant for an individual student and not every question will need to be asked. In fact, suggested questions are simply that, suggestions. If it is clear that some items, for example Alcohol Abuse, are not relevant for a particular individual, those questions can be passed over or only minimally touched upon.

Demographics

Begin by asking basic demographic information, including current school status, living situation, and a brief overview of daily/weekly activities as an icebreaker and a foundation for risk relevant follow-up questions later.

Reason for Referral

Although additional questions about the sexual misconduct referral will follow, the following questions may provide some initial information about 1) the extent to which the student takes responsibility for being sanctioned for sexual misconduct contrasted with blaming the victim, blaming others, or attributing it situational factors, 2) expresses attitudes and beliefs that support sexual misconduct, 3) indicates feelings of regret, and possibly awareness and understanding of victim impact, and 4) helps identify possible supports, as well as negative influences.

- Tell me what led to you being referred for this intervention program?
- What are your thoughts about the complaint, the adjudication process, or sanctions?
- Can you tell me who knows about what happened? Friends? Faculty? Family? Others? How did they react? What is their response now?
- Now that you have learned a little about this AP program, tell me your thoughts about being here and about participating?
Risk Needs Screen  
Semi-Structured Assessment Guide

Motivation for Change

From the records/investigation/administrative process: Consider the student’s reaction when they were recommended or sanctioned to a psychoeducation program.

Questions to ask:
1. Please tell me what, if anything, you would you like to change about yourself.
2. On a scale of 1-10, with 1 being little or none to 10 being very high or completely, how confident are you that you can change?

Responsibility for Sexual Behavior

From the records/investigation/administrative process:

Did the student take responsibility or admit their misconduct? Consider whether the student admitted aspects of the sexual behavior and denied that it was consensual or flat out denied the sexual behavior all together (i.e., complete denial about their sexual behavior).

Questions to ask:
Tell me about what happened that brought you here? (Look for signs of diffusion of responsibility, externalization, blaming the victim)

Attitudes/beliefs about sexual misconduct

From the records/investigation/administrative process: Did they recognize that their behavior constituted sexual misconduct? Was there evidence of sexual entitlement? Was there any evidence that the student expressed feelings that the complainant was “blowing this out of proportion” or that this is not sexual misconduct?

Questions to ask:
Tell me your thoughts about the panel / board’s decision of finding you responsible for sexual misconduct.
Awareness of victim impact

From the records/investigation/administrative process: Look for genuine expressions/statements of concern or remorse.

Questions to ask:
Do you have any thoughts about what it has been like for the complainant?

Proper Management of Behavior

From the records/investigation/administrative process: Look for records of problematic behavior, rule violations, problems with impulse control.

Questions to ask:
Have you ever had problems managing your behavior? Have you ever done things that you later regretted doing? [If Yes: Can you give me some examples?]
Do you ever wish you had better control over your behavior?
Would you consider yourself to be impulsive sometimes?

Proper Management of Emotions

From the records/investigation/administrative process: Look for strong emotional reactions or outbursts, trouble with emotional regulation.

Questions to ask:
Can you recall trying to avoid becoming emotional about something because you were afraid you would lose control?
Have you ever become so overwhelmed emotionally that it was hard to think clearly? Or that it caused problems in your relationships?
Is it sometimes hard to keep from lashing out at people when you are angry or sad?
When you are emotional, do you ever say things you later regret?

Alcohol and Abuse

From the records/investigation/administrative process: Look for disciplinary actions due to alcohol.

Questions to ask:
How often do you drink?
What do you typically drink?
How much do you typically drink?
How often do you drink until you are intoxicated?
How often have you had a hangover?
Ever experience a blackout?
Do you drink to the point of passing out?
Ever engage in risky behaviors when you were intoxicated?
Have you engaged in “binge” drinking or alcohol based games (e.g., beer pong)? If yes, how often?
Did anyone ever say that you might have a problem with drinking?

Nonsexual Behavioral problems
From the records/investigation/administrative process: Any evidence of behavioral problems?
Any other rule violations that were noted in conjunction with the sexual misconduct (e.g., property destruction, fighting with others, etc.) or not involving the sexual misconduct?

Questions to ask:
Did you ever get into fights with your peers? At school? Elsewhere?
Ever have problems with the law?
Ever truant?
Ever suspended from school?
Ever sent to the Principal’s Office (or Guidance Counselor)?

Peers – relationships and influences
From the records/investigation/administrative process: Any record of nonsexual problems with peers, negative peer associates?

Questions to ask:
Tell me about your relationships with your peers.
Are you involved with any clubs or groups on campus? [If Yes: frequency of involvement, typical activities, problems? Ever asked to leave or not participate in events, banned/barred?]
Do you have friends outside of these clubs/groups/organizations? [If Yes: frequency of involvement, duration, typical activities, type of relationships (social, study partners), get along, problems, fights?]
Do you feel that you’ve had any problems in relationships (e.g., strained relationships)?
Have you felt any pressure from friends to do things that you didn’t really want to do, maybe because you thought it could get you in trouble?

***DO NOT ASK FOR THE IDENTITY OF THESE PEERS.***

Positive Intimate Relationships

Questions to ask:

Please tell me a little bit about your romantic relationships. Recently, over the past few months? And in the past? (Ask about frequency, duration, strains, stress).

What types of things did you and your partner do?

Have you had any “serious” (“committed”) relationships? How might you describe the relationship?

Mentors and other prosocial supports

From the records/investigation/administrative process: Any record of a faculty or community mentor?

Questions to ask:

Tell me about any mentors or advisors that you have on campus. [If No: ask about what attempts they have made to develop such relationships. If unsuccessful, what happened?] Ask about frequency of contact, type of mentorship and duration?

Is there anyone off campus that you might consider a mentor? [If No: ask about what attempts they have made. If unsuccessful, what happened?] Ask about frequency of contact, type of mentorship and duration?
A Guide to Risks, Needs and Interventions in Advanced Psychoeducation

Risk factors and intervention needs are identified and woven in throughout the psychoeducation program. Some clear links between identified intervention needs and psychoeducational components are highlighted in the table below. The extent to which it is necessary to cover suggested topics will depend on the individual.

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### 6. Proper Management of Emotions

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- Meeting 4: Risky Situations
- Meeting 5: Substance Use & Sexual Abuse

**Module 7: Behavior is a Choice: Choosing Wisely**
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### 7. Alcohol Use and Abuse

**Module 4: Understanding & Resolving Risks for Sexual Abuse**
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### 8. Nonsexual Behavior Problems

**Module 4: Understanding & Resolving Risks for Sexual Abuse (adapt for non-sexual behavior problems)**
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- Meeting 4: Risky Situations

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<th>Module 10: Wrapping up &amp; Going forward</th>
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<tbody>
<tr>
<td>Meeting 1: What Have I Learned? Assessment &amp; Feedback</td>
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<td>Meeting 2: Plans for Healthy Living: Going forward</td>
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<th>11. Mentors or Other Pro-social Supports</th>
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<th>Module 8: Healthy Relationships</th>
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<td>Meeting 3: Communicating Effectively: Interpersonal Skills</td>
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<th>Module 9: Accountability: Making Amends and Making a Difference</th>
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<td>12. Other*</td>
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<td>• Meeting 1: Accountability and Responsibility</td>
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**Module 10: Wrapping up & Going forward**

- Meeting 1: What Have I Learned? Assessment & Feedback
- Meeting 2: Plans for Healthy Living: Going forward
APPENDIX C: ACTIVITIES & MATERIALS

ACTIVITIES & MATERIALS

- Handouts and Worksheets
  - Attitudes and Beliefs Worksheets
  - Experiential Exercises List (located on flash drive)
  - Dear Son Letter
  - Consent
  - Sex and the Law

- PowerPoint Presentations
  - Sex and the Law
  - Changing Times
  - Drugs and Rape
  - Groupthink
  - Negative Masculinity
  - Socio-cultural Context of Rape (Rape Culture and Rape Attitudes)

- Multimedia Resources
  - All Program Videos by Modules
  - STARRSA Program video descriptions including intro and outro narrations
    - Note: The facilitator may decide whether they want to play the outro or review this with the client directly.
    - STARRSA Program Videos are recommended to be used in meeting only.
  - Additional multimedia resources
ATTITUDES AND BELIEFS WORKSHEET

Attitudes & Beliefs about Men and Women

Many of our attitudes and beliefs about women and men include exaggerated or false ideas that can justify and sustain unhealthy sexual behavior. The way we think and what we believe can have a profound impact on our feelings and on our behavior.

There are different types of such attitudes and beliefs, and they can serve different purposes. We have listed a few of these “purposes” below. One of the goals of intervention is to help the individual identify some of their own attitudes and beliefs. This is a core part of all programs for sexual misconduct.

**Labeling** – applying “labels” that are “negative” and that have no basis in reality. Virtually all cognitive distortions are basically broad “labels” that stereotype large heterogeneous groups, such as all women or all Muslims, or all African-Americans, or all Jews, etc. These labels are typically grossly distorted and serve only the purpose of harming the target by painting all members of the group with a single brush stroke.

**Negative Filter** – refers to the tendency to “filter” all input about the targeted group as negative;

**Over-generalization** – refers to a sweeping application of negative options and attitudes based on a single incident, thereby “generalizing” from one person or incident to a group.

**“Shoulds”** – interpreting events in terms how things should be or how people should behave based on preconceived notions, failing to recognize that the behavior may be entirely appropriate for a member of a “different” group.

**Blaming** - directing your animus, your anger, your resentment, your guardedness/suspiciousness at others as the primary source of your negative feelings rather than taking personal responsibility. In the case of sexual misconduct, it is called victim blaming.

**Judgment Focus** – making coarse negative judgments about the targeted group, referring to all group members are bad (as opposed to good), inferior (as opposed to superior), failures (as opposed to successes), lazy as opposed to ambitious, stupid as opposed to smart, weak as opposed to strong, etc. All members of all groups would fall along a normal distribution of such traits.

Numerous scales have been developed that tap a variety of beliefs, such as the adversarial nature of men’s relationships with women, stereotypical ideas about sexual roles, negative ideas about masculinity, and rape myths that support sexual misconduct. Although these scales have typically been developed for research purposes, the presence of these attitudes and beliefs have been a mainstay in all intervention programs for both juvenile and adult sex offenders.
These attitudes often reflect deeply ingrained core beliefs about women, about sexuality, and about relationships that are fundamentally hostile, demeaning, and even degrading. These attitudes form the foundation of negative masculinity. As noted, these attitudes and beliefs are often deeply rooted and firmly held, because they have been – and continue to be – reinforced by a culture that supports such attitudes as normal; if these attitudes are “normal,” they must, by definition, be okay – after all, it’s what everyone else thinks, which is another distorted belief, because everyone does not. These attitudes are perceived as normal, since they are directly communicated by one’s peers and occasionally first heard as a child when growing up. These same attitudes are indirectly communicated by the marketing and advertising industries, in professional sports, in movies, by many politicians and shock jocks.

In a meta-analysis examining 11 different measures of masculine ideology across 39 studies, Murnen et al. (2002) found that although all but one measure of masculine ideology were significantly associated with sexual aggression, the strongest support emerged for negative masculinity and hypermasculinity, both of which assess hostile beliefs about women, the need to be in control, and an acceptance of violence against women.

**Broader Intervention Issue:**

Address this artificial cognitive divide imposed by rigid conceptions of who “real” men are and who “real” women are. The same traits the student so admires in some “real” men, are clearly observable in some women, and those same traits are only minimally observable or absent in most men. There are roughly 120 million men in the United States and roughly 11,500 are Navy SEALS or Army Rangers. That translates to .000096 of the population of men (or about .01%)!

We only have heroic males in fictional roles because that package of traits we so admire are not present in the vast majority of men! We watch the fictional exploits of larger than life males like Arnold Schwarzenegger, Sylvester Stallone, Bruce Willis, Dwayne Johnson (“The Rock”), John Wayne, and Clint Eastwood take out the entire “enemy” single handed (with one hand tied behind their back). In real life, these are just actors no more capable of “taking out the enemy” than you or I. But watching them on TV or in a movie theater plays out all of our fantasies of unimaginable courage, bravado, and skill as combatants.

Even fictional “villains” (e.g., Godfathers) that represent these same hyper-masculine traits such as Tony Montana and Tony Soprano are revered. Consider the two famous Tony Montana quotes:

“In this country, you gotta make the money first. Then when you get the money, you get the power. Then when you get the power, then you get the women.”

“All I have in this world is my balls and my word and I don’t break them for no one.”

It’s the swagger, the supreme “make my day” confidence, the façade of invincibility. These “real” men would be helpless if placed in the real circumstances depicted in their movies. By shrinking the rigid dichotomy of who “men” are and who “women” are we begin to overcome the “dis-similarities” that make women “strangers” to men. Strangers are dis-
similar creatures that readily evoke myth. When we strip away those dis-similarities and see others as “familiar,” and the myths become transparent as nothing more than myths. We don’t create myths about our friends or those that are very familiar to us, only about those that we regard as markedly dissimilar.

The following Worksheets include two different types or categories of beliefs/attitudes: those reflecting negative masculinity (i.e., negative, unhealthy and erroneous beliefs about what it means to be a “man”) and those reflecting rape myths and misogynistic views of women. These Worksheets should not be “attached” to this “Intro” above.

The Worksheets could be used as an exercise, but it is critically important that the student understand that:

(1) It is NOT “graded” and there is no “score,”

(2) Ask the student to respond to each statement honestly and candidly, reflecting the extent to which he believes somewhat or believes strongly what the statement is saying. Emphasize that it is really important for the student to be as truthful as possible and not simply say what he knows to be socially “correct.” These Worksheets are intended only to get the student to think about these beliefs and discuss in meeting those that he believes to be true or occasionally true or somewhat true. It is not the objective “veracity” of the statement that is important (avoid a debate about whether the statement is ever founded) but the connection between many such statements that an individual holds and an increased risk of sexual misconduct. Assure the student that the Worksheet is NOT to be turned in. It should be discarded (torn up, shredded if possible) in the office.

(3) If these Worksheets are given to the student as an out-of-meeting exercise, they MUST be completed alone and not shown to or discussed with friends, roommates or anyone else. It would defeat the purpose to have the student sharing them with friends, saying “Hey, get a look at this one! What should I say?”

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.
## Attitudes and Beliefs Worksheet: Women
Read the following attitudes / beliefs below, and rate the degree to which each “rings true” for you, and the extent to which you have now or in the past believed.

<table>
<thead>
<tr>
<th>Statement/Thought</th>
<th>0</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO, absolutely not</td>
<td>MODERATELY, sometimes</td>
<td>YES, strongly</td>
</tr>
<tr>
<td>Women have an obligation to meet their husband’s sexual needs.</td>
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<tr>
<td>When women wear short skirts or tight tops, they are just asking for sex.</td>
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<tr>
<td>Most reported rapes are false.</td>
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<tr>
<td>Women are good for only one thing.</td>
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<tr>
<td>Many women cry rape after regretting sex the morning after.</td>
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<tr>
<td>Women can be really manipulative.</td>
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<tr>
<td>Women can successfully resist a rapist if she really wanted to.</td>
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<tr>
<td>If a woman goes home with a man on their first date she wants to have sex.</td>
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<tr>
<td>Cock teasers get what’s coming to them.</td>
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<tr>
<td>Nice girls don’t get raped.</td>
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<tr>
<td>A woman who has sex on the first date is a whore.</td>
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<tr>
<td>Women typically don’t deserve the same pay as men, even if they have the same job.</td>
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<tr>
<td>There are some jobs that are just not for women.</td>
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<tr>
<td>If a woman gets drunk at a party and has sex with a guy she’s just met,</td>
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<tr>
<td>Statement</td>
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<td>--------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>she should be considered “fair game.”</td>
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<td></td>
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<tr>
<td>Women should take care of children and the house not want a careers.</td>
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<tr>
<td>Many women have an unconscious wish to be raped.</td>
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<tr>
<td>In most rapes, the victim was promiscuous.</td>
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<tr>
<td>Many women cause their own rape by the way they act and the clothes they wear.</td>
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<tr>
<td>Campus sexual assault has been blown out of proportion by women.</td>
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<tr>
<td>Most men that are accused of rape are really innocent.</td>
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<tr>
<td>Campus sex isn’t rape because when women go to parties sex is just part of partying.</td>
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<tr>
<td>If both persons are drinking then neither can be held responsible for a sexual assault.</td>
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<tr>
<td>Women like a tough, strong man who tells them how it is.</td>
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<tr>
<td>Women say no even though they really mean yes to sex.</td>
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<tr>
<td>Being roughed up is sexually exciting to many women.</td>
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</table>
# Attitudes and Beliefs Worksheet: Negative Masculinity

Read the following attitudes / beliefs below, and rate the degree to which each “rings true” for you, and the extent to which you have now or in the past believed them.

<table>
<thead>
<tr>
<th>Statement/Thought</th>
<th>0 NO, absolutely not</th>
<th>3 MODERATELY, sometimes</th>
<th>5 YES, strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can take a beating as well as any man.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>When I have a drink or two I feel ready for whatever happens.</td>
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<tr>
<td>Any man who is a man needs to have sex regularly.</td>
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<tr>
<td>I've always wanted to have a really fast sports car.</td>
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<tr>
<td>If you’re not prepared to fight for what’s yours, then be prepared to lose it.</td>
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<td></td>
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<tr>
<td>When women go braless and wearing short skirts and tight tops they are just asking for trouble</td>
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<td></td>
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<tr>
<td>I’d rather gamble than play it safe.</td>
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<tr>
<td>I’ve been told I take foolish risks.</td>
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</tr>
<tr>
<td>A strong man never cries</td>
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<td></td>
</tr>
<tr>
<td>It’s natural for men to get into fights.</td>
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<tr>
<td>Sometimes the only way a man gets a cold woman turned on is to use force</td>
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<tr>
<td>I like wild, uninhibited parties.</td>
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<tr>
<td>I never let another guy get one up on me.</td>
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<tr>
<td>Get a woman drunk, high, or hot and she’ll let you do whatever you want.</td>
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<td></td>
<td></td>
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<tr>
<td>I tend to self-centered.</td>
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<td>-------------------------</td>
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<td></td>
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<tr>
<td>There are times when a husband or boyfriend needs to discipline his wife or girlfriend.</td>
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<tr>
<td>I never feel bad about my tactics when I have sex.</td>
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<tr>
<td>I have destroyed things just for the hell of it.</td>
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<tr>
<td>A lot of women seem to get pleasure in putting men down.</td>
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<tr>
<td>A man should beat a guy who insults his woman</td>
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<tr>
<td>After I’ve gone through a really dangerous experience, I feel high.</td>
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<tr>
<td>A woman will only respect a man who will lay down the law to her.</td>
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<tr>
<td>I remind myself that I’m “number one” and have to look out for myself first.</td>
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<tr>
<td>I like fast cars and fast women.</td>
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<tr>
<td>I can hold my own with anybody when it comes to drinking.</td>
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<tr>
<td>My needs come first.</td>
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<td></td>
<td></td>
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<tr>
<td>A lot of women seem to get pleasure in putting men down.</td>
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<td></td>
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<tr>
<td>I like to drive fast, right on the edge of danger.</td>
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<tr>
<td>I’ve gone out with a lot of women.</td>
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<tr>
<td>I work out with weights to keep my muscles in shape.</td>
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<tr>
<td>Some women are good for only one thing.</td>
<td></td>
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<tr>
<td>I’d rather gamble than play it safe.</td>
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<td>------------------------------------</td>
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<tr>
<td>Sometimes a man is justified in hitting his wife</td>
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<tr>
<td>I would rather be a famous prizefighter than a famous scientist.</td>
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<tr>
<td>I’ve thought about carrying a concealed weapon.</td>
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<tr>
<td>When I’m bored I look for excitement.</td>
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<tr>
<td>Women appear to tell the truth, but I know otherwise</td>
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<tr>
<td>Pick-ups should expect to put out.</td>
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EXPERIENTIAL EXERCISES

The following experiential exercises are located on the flash drive.

- Amount of Sexual Assault
- Interventions
- Females: A Double Bind
- Making Decisions
- Risk Taking
DEAR SON LETTER

Son, It’s Okay If You Don’t Get Laid Tonight

Hey kid. You’re at an age where I’m pretty sure you’re about to have sex soon, or actually, you might even already be having it and you’re just “that” good at keeping it from me. I don’t really fret over that because I trust you. And because I trust myself and the job I’ve done as your parent all these years. Talking or joking about sex was never an uncomfortable, taboo topic in our house, and we’ve talked about protection, about your responsibility for it, about teen pregnancy, about abortion, about sexually transmitted diseases, about the role masturbation plays in keeping one from entering less-than-ideal relationships. We’ve talked about the girls you like, and I’ve always made sure to ask what it is about her personality that does it for you (is she smart? is she hilarious? confident? do you read the same kind of books or does she have different tastes? is she a gamer, too?) and her looks have never been the thing we focus on.

We’ve also talked about rape and about rape culture. I’ve tried to show you how this pervasive attitude exists toward women as objects, or at best, supporting characters in a man’s adventure. And that even though that isn’t your fault and you didn’t make the world that way, allowing yourself to be a passive beneficiary of that dynamic is unacceptable. That you must be one of the many people to challenge that, to keep pushing on the outer membrane of this limited paradigm we live in until you’ve either moved us all somewhere else or you’ve broken through it. You must trust that if you are doing so in your little area, someone else is doing it in theirs, and another in theirs, and so on. Other mothers and fathers are teaching this to their sons and daughters somewhere.

And yet, the reality is that even with everything I’ve taught you, you are still capable of committing rape. Not because you’re some kind of testosterone-driven monster on the inside, but because you’re at the center of swirling variables and messages.

You are friends with boys whose parents may or may not have taught their sons to respect women in the way you’ve learned. If those guys don’t respect women, I want you to be their thought leader. Show them a better way. Don’t laugh when they make a disrespectful joke or cat call. Lead by example. If you witness one of them objectifying a woman, make it clear (especially in front of that woman, if you can) that you think it’s utter bullshit. Females need to see that, even if it’s only a little at a time, guys are evolving.

You receive messaging that suggests the guys you want to emulate are the ones who are getting laid. But the pressure to be “that guy” is what leads to so many bad judgment
calls, judgment calls that end up with a girl raped or otherwise violated. Daisy Coleman in Missouri was lured, along with her friend, to a school mate's basement, loaded up with alcohol, raped, and then dumped unconscious to freeze to death in her yard. So was her friend. They were 13 and 14. That’s just slightly older than your little sister.

I’d like to get inside the minds of those boys in that basement. They were hanging out together, probably for the umpteenth time, bored, and thought, “there are no girls here, this sucks.” It DOES suck when there are no girls around and it’s a total sausage fest. NOT because then there’s no one to use for release of physiological needs, but because women can be awesome and funny and smart and bring something to a party or situation that is missing if it’s only dudes. Women are valuable people for reasons other than owning boobs and a vagina. But that wasn’t what those boys had in mind. They actually called this girl and planned to get her so messed up that they could use her as entertainment. And not one of the boys there had the courage to push back against whatever fucked up thing in their head made them interested in this (maybe because they wanted to see if real sex measured up to what they see in porn?). They didn’t have the courage to push back against that in themselves, and they certainly didn’t have the courage to make their friends stop.

I’d like to think that would never, could never be you. I think better of you and better of your friends to think it would. But the reality is that all human beings are susceptible to momentary lapses of character and judgment, and in groups, it’s even more likely. More than anything, I want you to internalize this truth: it’s okay if you don’t get laid tonight. Or tomorrow night. It’s okay if you DO get laid and it’s with a girl who truly enjoyed herself, too, but then it’s okay if she doesn’t sleep with you again. It’s okay if it’s another year or more before you have sex with anyone again. It’s okay, it’s okay, it’s okay. What’s way more important than getting laid is pretty much everything. But specifically, you have core values that will always trump getting laid. Like protecting people. Like looking at every situation and determining what your best role is in it. Like rooting for the underdog and not siding with the people who have power in a given scenario.

Those parts of you are why I think you will always be better than any pressure you experience to “get laid.”

But because not enough kids get a roadmap, I’m going to give you one.

Here’s how you can rule out sleeping with someone:

1. She’s hammered.
2. She seems unsure if she wants to (you should never have to talk anyone into it).
3. She’s passed out.
4. It seems like there’s any other reason she might regret it in the morning. (Even if it’s not rape, do you really want to be someone’s morning-after regret, when instead they can remember you as a total gentleman?)

**Here’s how you can be sure it’s okay to proceed with sex:**

1. She is in control of her faculties.
2. She is enthusiastically willing.
3. Check in with her! “Do you want to be doing this?” is a great thing to ask when things are going to another sexual level. The worst thing that will happen is she’ll rethink it and say, no, she’s actually not ready. It’s important at that point to pivot to doing something else together, and not make her feel guilty for changing her mind. While that may feel like a bummer to you in the moment, what you’ve just achieved there is fucking badass. You’ve just put someone else’s feelings ahead of your physiological desires. You’ve just treated somebody the way you hope another guy would treat your sister.

All of this is to say, I actually think you’ve got this. You’re going to do great things in the world as you fully inhabit your manhood, and I think the integrity you’re made of is going to come through in all kinds of situations. I really wish you a great, fulfilling sex life where you each mutually benefit and you each come away from it feeling fortified and better for it; not damaged, confused, or disappointed in yourself.

So, if I really think you’ve got this and I really trust you, why did I write this? I wrote all of this out for you because that’s my job. To give you a chance in hell at navigating your way through this crazy, messed up world we live in and maybe even have a little fun while you’re doing it. Sexual power is one of the kinds of power. With great power, comes great responsibility. On the flip side, with no power comes no responsibility (h/t Kickass). And that’s why it’s totally okay if you don’t get laid tonight.

Love and hugs and rainbows and all that,

Mom
CONSENT

How 7 things that have nothing to do with rape perfectly illustrate the concept of consent

Well this is all a very brilliant way to show what it's all about.

In 2013, Zerlina Maxwell ignited a firestorm of controversy when she strongly recommended we stop telling women how to not get raped.

Here are her words, from the transcript of her appearance on Sean Hannity's show:

"I don't think that we should be telling women anything. I think we should be telling men not to rape women and start the conversation there with prevention."

So essentially that tead of teaching women how to avoid rape, let’s raise boys specifically not to rape.

There was a lot of ire raised from that idea. Maxwell was on the receiving end of a deluge of online harassment and scary threats because of her ideas, which is sadly common for outspoken women on the Internet.

People assumed it meant she was labeling all boys as potential rapists or that every man has a rape-monster he carries inside him unless we quell it from the beginning.

But the truth is most of the rapes women experience are perpetrated by people they know and trust. So fully educating boys during their formative years about what constitutes consent and why it's important to practice explicitly asking for consent could potentially eradicate a large swath of acquaintance rape. It's not a condemnation on their character or gender, but an extra set of tools to help young men approach sex without damaging themselves or anyone else.
But what does teaching boys about consent really look like in action?

Well, there’s the viral letter I wrote to my teen titled "Son, It’s Okay If You Don’t Get Laid Tonight" explaining his responsibility in the matter. I wanted to show by example that Maxwell's words weren't about shaming or blaming boys who’d done nothing wrong yet, but about giving them a road map to navigate their sexual encounters ahead.

There are also rape prevention campaigns on many college campuses, aiming to reach young men right at the heart of where acquaintance rape is so prevalent. Many men are welcoming these efforts.

And then there are creative endeavors to find the right metaphors and combination of words to get people to shake off their acceptance of cultural norms and see rape culture clearly.

This is brilliant:

There you have it. Seven comparisons that anyone can use to show how simple and logical the idea of consent really is. Consent culture is on its way because more and more people are sharing these ideas and getting people to think critically. How can we not share an idea whose time has come?
Federal and State Law Applicable to Campus Sexual Misconduct

Campus sexual misconduct is regulated by various Federal and State laws. This document provides a sampling of those laws to further inform students engaged in ongoing intervention methods about laws pertaining to their past and future behavior on campus.

Relevant Federal Law:

- Criminal Law: Although too numerous to list in this handout, there are various Federal laws pertaining to sexual misconduct, including offenses involving sexual acts, sexual contact, and offenses against minors. For additional detail, visit www.smart.gov/sorna.htm.

- Title IX: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." 20 U.S.C. § 1681, et. seq.
  - Requires institutions to:
    - Proactively ensure their campuses are free of sex-based discrimination, including sexual harassment and other forms of sexual violence
    - Respond to complaints of sex discrimination, sexual harassment, and sexual violence in a prompt and equitable manner.

- The Clery Act: named after Jeanne Clery, a 19-year-old Lehigh University student who was raped and murdered in her campus residence hall. 20 U.S.C. § 1092(f)
  - Requires colleges and universities to:
    - Collect, classify, and count specific crimes occurring on or around their campuses, including: rape, fondling, incest, statutory rape, dating violence, domestic violence, and stalking;
    - Issue campus alerts when there is an ongoing threat or significant emergency that could impact the health or safety of the campus community;
    - Provide educational programs and campaigns to promote awareness of dating violence, domestic violence, sexual assault, and stalking;
• Have procedures for institutional disciplinary action in cases of dating violence, domestic violence, sexual assault, and stalking;
• Publish an annual security report; and
• Submit crime statistics to the U.S. Department of Education

State Laws:

Although students could be charged with a Federal offense if their behavior, for example, occurs on Federal property or impacts interstate commerce, such as soliciting a potential victim via the Internet, students who engage in sexual misconduct are most often charged with violating the criminal laws of their State of residence.

Students are strongly encouraged to identify and review applicable laws in their home State, as well as where they attend school, and review these findings with their facilitator.
POWERPOINT PRESENTATIONS

- Sex and the Law
- Changing Times
- Drugs and Rape
- Groupthink
- Negative Masculinity
- Socio-cultural Context of Rape (Rape Culture and Rape Attitudes)

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Sex and the Law: Campus Sexual Misconduct
Sex and the Law: Campus Sexual Misconduct
Recommended for Module 2

Topics Covered in Today's Session
- Definitions of sexual misconduct
- Consent: What it is & what it is not
- Laws and policies applicable to student sexual misconduct
  - Criminal and civil procedures
  - State Laws
  - Federal Laws
  - Institutional policies
- Possible consequences for violating applicable laws or policies

Sexual Misconduct:
- General categories of sexual misconduct are described in the following slides
- Specific state or federal sexual offenses are not described
- Knowledge of relevant State and Federal laws and institution policies is strongly advised

Rape
- The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
  - Example: A female student reported her ex-boyfriend had sex with her in her campus residence hall room against her will because he was angry that she began seeing someone else.
  - Example: A female student reported a male student raped her while she was in and out of consciousness from drinking at a fraternity party.
  - Example: A freshman male reported he was forcefully penetrated with an object as a "welcome" to the older students' sports team.

Statutory Rape:
  - Sexual intercourse with a person who is under the statutory age of consent.
  - Example: A 20 year-old student has consensual sex with a 15-year-old juvenile in the older student's on campus apartment. There is no use of force or threat of force, but the statutory age of consent in the state is 18.
  - Example: A 19 year-old student has consensual sex with a 17-year-old juvenile in the younger student's dorm room. There is no use of force or threat of force, but the statutory age of consent in the state is 18.
  - Age of consent is discussed in further detail below.

Fondling
  - Touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
  - Example: A male student reported that another male student touched his genital area in a campus building while telling him that he was glad they could finally be alone. He was offended by the unwanted contact.
  - Example: A female student reported a male student put his hand down her shirt and bra at a campus party while saying: "You dress hot, you want this!"
Incest

- Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

  ➢ Example: A female student reported she has been feeling uncomfortable because, on three occasions, she had sex with her half-brother in his fraternity house.

Sexual Harassment

- Unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

  ➢ Example: Two male students join a couple of female students in the school dining hall. One starts playing suggestively with a banana. One of the female students tells him to stop. The other student says: “Awe, don’t you want to hear what he’d really like to do to you?”


“Sexting” as Sexual Harassment

- Sending (someone) sexually explicit photographs or messages via mobile phone when those messages are unwelcome or unwanted.

  ➢ Example: A student who identifies as gender-queer reports that a female student, who they saw the previous day in the LGBTQ resource center, sent them a nude selfie that said “Wanna get to know me?”

  ➢ Note: Sexting may also violate state and/or federal law if it includes an image of a person under 18 years old or if sent between minors.

Defining Consent

- Consent is a required element for all sexual behavior. Although defined differently at the Federal, State, and Institutional levels, generally speaking, consent is:
  1. Clear and unambiguous agreement;
  2. Voluntarily given;
  3. To engage in a particular activity; and
  4. Expressed outwardly through mutually understandable words or actions.

Understanding Consent

- Consent to engage in sexual activities:
  ➢ Cannot be obtained through pressure, coercion, or force.
  ➢ Cannot be given by someone who is incapacitated.
  ➢ Cannot be inferred from silence, passivity, lack of resistance, or a previous or existing sexual relationship.

- Consent to engage in sexual activity at one time does not translate into future consent to the same or different activity.

- Consent to engage in sexual activity with one person does not signify consent to engage in similar activity with another person.

- Consent may be withdrawn at any time. Once consent is clearly withdrawn, (e.g., the person says no, don’t, I don’t want to, or pulls or pushes away), the sexual activity must immediately stop.

Coercion and Force

- Coercion is conduct that utilizes expressed or implied pressure, threats, manipulation, or intimidation to compel another to engage in sexual activity. It may be directed at an individual’s physical, emotional, spiritual, reputational, or financial well-being.

  ➢ Example: When his new girlfriend declines his sexual advances, the student remarks: “Come on, you were fine with it last night. You’re just a tease.”

  ➢ Example: Thinking her date is losing interest in her, a female student suggests they have sex. When he declines, she tells him: “If you don’t have sex with me, I’ll tell everyone you’re gay.”

- Force is the use of physical violence or other physical acts to facilitate sexual activity with another person against that person’s wishes.
Incapacitation

- "Incapacitation" means that a person lacks the ability to make informed, rational judgments about whether or not to engage in sexual activity.
- A person can be incapable of making informed, rational judgments for any of the following reasons:
  - Voluntary or involuntary consumption of alcohol or drugs;
  - A temporary or permanent mental health condition;
  - Unconsciousness, including individuals who are asleep or "blacked out;"
  - Involuntary physical restraint (e.g., held down); or
  - Being under the age of consent, as described on the following slide.

Age of Consent

- Most States require individuals to be a specific age before they can voluntarily consent to sexual activity.
- As explained by the U.S. Department of Education, "The statutory age of consent differs by State and can get complicated. For example, in Maryland, the statutory age of consent is 16 years of age (which means the victim must be under 16); however, 14 and 15-year-olds may consent if the other person is less than four years older than the victim. In Nevada, the age of consent is 16; however, sexual intercourse with someone who is under 16 years of age is illegal only if the defendant is at least 18 years of age (the age at which the defendant can be prosecuted)."
- Students are strongly encouraged to consult their state's statutes to determine the statutory age of consent where they live or attend school.

Burden of Knowledge

- Although not expressly stated in some laws or policies, it is generally true that the burden of knowing whether or not consent exists rests with the person initiating or seeking sexual contact.
- For example, the University of Michigan asks "whether the Respondent knew, or reasonably should have known, that the activity in question was not consensual or that the Claimant was unable to consent due to incapacitation." More specifically, the University of Michigan asks:
  - "Did the person initiating sexual activity know that the other party was incapacitated? And, if not, (1) Should a sober, reasonable person, in the same situation, have known that the other party was incapacitated? If the answer to either of these questions is 'yes,' consent was absent and the conduct is likely a violation of this Policy."

Laws and Policies Applicable to Student Sexual Misconduct

- Sexual misconduct is a serious offense that often impacts multiple people and communities. As such, students who engage in sexual misconduct can be held accountable criminally, civilly, and/or institutionally for their behavior.
- Each process operates independently and may proceed simultaneously or at different times for the same underlying behavior. This is not "double jeopardy." This reflects the fact that sexual misconduct can violate multiple laws and policies at the same time.
- The following slides briefly explain:
  - Criminal and civil procedures as they relate to student sexual misconduct;
  - State and federal law applicable to student sexual misconduct;
  - Institutional policies applicable to student sexual misconduct; and
  - Consequences for violating applicable law or institutional policy.

Criminal vs. Civil Procedures

- Criminal Procedures: Students who engage in sexual misconduct can be charged with violating criminal law by State or Federal prosecutors. If a student is ultimately found guilty of that crime, penalties can include jail time, lifetime registration and monitoring as a sex-offender, limitations on future employment, and more.
- Civil Procedures: Students who engage in sexual misconduct can also be sued directly by their victim or other harmed parties in civil court. If determined to be responsible for the harm, students can, among other things, be forced to pay a monetary penalty or restitution.

State and Federal Law

- Although State law is most often applicable to student sexual misconduct, it's also possible for students to violate Federal law in the course of their actions.
  - For example, if the behavior occurs at a military college or if the conduct involves activities that cross state lines, such as using the internet to access pornography involving underage juveniles, a student could be charged with a Federal crime.
  - Additional information about State and Federal laws applicable to student sexual misconduct can be found in the Supplemental Handout for this training session.
- Because laws vary so significantly by State, students are strongly encouraged to familiarize themselves with relevant law in the State where they live or attend school.
Example: Child Pornography

- It is a violation of federal law and most state law to produce, distribute, receive, or possess any visual depiction of sexually explicit conduct involving a minor (someone under 18 years of age).
  - Visual depictions include photographs, videos, digital or computer generated images indistinguishable from an actual minor, and images created, adapted, or modified, but appear to depict an identifiable, actual minor.
  - Undeveloped films, undeveloped videotapes, and electronically stored data that can be converted into a visual image of child pornography are also deemed illegal visual depictions under federal law.
  - The legal definition of sexually explicit conduct does not require that an image depict a child engaging in sexual activity. A picture of a naked child may constitute illegal child pornography if it is sufficiently sexually suggestive.
  - Additionally, the age of consent for sexual activity in a given state is irrelevant. Any depiction of a minor under 18 years of age engaging in sexually explicit conduct is illegal.


Child Pornography (continued)

- It is also illegal to persuade, induce, entice, or coerce a minor to engage in sexually explicit conduct for purposes of producing visual depictions of that conduct.
- Federal jurisdiction is implicated if the child pornography offense occurred in interstate or foreign commerce. This includes, for example, using the U.S. Mail or common carriers to transport child pornography across state or international borders. Additionally, federal jurisdiction may also apply when the Internet is used to commit a child pornography violation. Even if the child pornography image itself did not travel across state or international borders, federal law may be implicated if the materials, such as the computer used to download the image, originated or previously traveled in interstate or foreign commerce.

For additional information about the law surrounding child pornography, see: www.justice.gov/criminal/cyber/cyber-guide-us-federal-law-child-pornography

Institutional Policies

- In addition to Federal and State law, students are responsible for complying with specific policies adopted and published by their college or university.
- These policies, which are often called a “Student Code of Conduct” or something similar, describe:
  - Behavior that is prohibited at the institution;
  - Methods for reporting prohibited behavior;
  - Procedures to be used in addressing reported behavior; and
  - Consequences for violating institutional policy.
- Each student should be familiar with their institution’s Student Code of Conduct.

Consequences for Violating Institutional Policy

- No matter which college or university a student attends, the consequences for violating institutional policy related to sexual misconduct are similar.
- Students found responsible for sexual misconduct are subject to a range of sanctions including: disciplinary probation; restitution; restriction from employment at the institution; restriction from contacting specified persons; mandatory completion of an educational workshop, training, or counseling; or an order to refrain from contact with certain individuals, including the victim.
- Consequences may also include suspension, expulsion, transcript notation, notification to other institutions, or even the withholding or revocation of a degree.

Other Consequences

- In addition to the criminal, civil, or institutional consequences discussed previously, individuals who engage in sexual misconduct may experience other consequences from their behavior, including, but not limited to:
  - Reputational harm
  - Social ostracization
  - Family problems
  - Mental health difficulties
  - Trouble finding employment
  - Difficulty finding housing

Conclusion

- Sexual misconduct is a serious offense that can result from intentional action, or failure to properly understand and respect appropriate boundaries concerning consent.
- Sexual misconduct is regulated at the State, Federal, and institutional levels through a system of laws and policies that are designed to:
  - Maintain peace and productivity in society;
  - Establish standards that create clarity and safety;
  - Cultivate and ensure the existence of adequate order;
  - Provide ways to resolve disputes; and
  - Protect civil liberties and individual rights.
- Students are responsible for familiarizing themselves with applicable laws and policies and behaving accordingly. Failure to do so can result in serious consequences.
Supplemental Slides:
Dating Violence, Domestic Violence, and Stalking:

The slides that follow regarding Dating Violence, Domestic Violence, and Stalking may be moved forward and woven into the primary session if deemed appropriate by the presenting clinician based on what they know of the student and/or the underlying behavior at issue.


Dating Violence

- Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

  Example: A female student cuts her ex-boyfriend with a knife during an altercation in an on-campus dining hall.

Domestic Violence

- A felony or misdemeanor crime of violence committed:
  - by a current or former spouse or intimate partner of the victim;
  - by a person with whom the victim shares a child in common;
  - by a person who is cohabitating with, or has cohabitated with the victim as a spouse or intimate partner;
  - by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred;
  - by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

  Example: A neighbor reports yelling in the apartment next door in a university housing complex. A police officer arrives and finds a husband and wife having an argument. The wife has visible physical injuries on her face and arms.

Stalking

- Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - fear for the person’s safety or the safety of others; or
  - suffer substantial emotional distress.

- For the purposes of this definition:
  - Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
  - Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
  - Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

  Example: A female student reported that she is afraid for her safety because her ex-boyfriend has been sending harassing emails over the past several weeks. She told him she didn’t want to talk to him any more, but the emails have persisted.
Changing Times
Is this rocky road because “times are changing”

Let’s take a glimpse at the shrinking differences between men and women when women are allowed to compete on an equal playing field.

The Playbook in action again?
a cataclysmic societal shift?
Are we seeing the signs of “a change wrought by the sea” (from The Tempest)?
in colloquial terms – a sea-change?
producing a tidal wave of resistance
by men with a masculine identity that does not include gender equality?

Let’s take a look @

- Pop-Culture
- Professionally
- Academically
- Athletically
- Militarily
- Politically

Pop-Culture

are our icons changing?

One unwitting, unintended icon is the post-apocalyptic heroine of Hunger Games: Katniss

• There is something unique about the portrayal of Katniss Everdeen, the character from Suzanne Collins’s trilogy.
• She clearly is a heroine, but unlike most depictions of heroines, she is not a sex symbol, attractive yes, but her femininity is not what defines her.
She has the internal strength, fortitude, courage, stamina that you might expect of fictional male heroes - Stallone, Eastwood, Connery, Willis, Schwarzenegger, Lee, The Rock, etc.

She fights her own battles; she does not rely on men - a trait you associate with every male hero

She kisses the boys – but evidences no clinging dependence on them; if anything, she rescues them rather than the reverse

Mad Max: Fury Road  Charlize Theron is the savior of the many “wives” of Mad Max*

Again, that is characteristically the role of the man “to rescue the (helpless) fair maiden in distress”

*Assisted by a band of gray-haired, motorcycle matriarchs

Sports

• In 1978, a now classic image appeared on the cover of Time Magazine, the photo of a young female lacrosse player, her face expressing the typical “higher-primate threat” - common to the innate wiring observed in all monkeys, apes and humans – often noted in men but rarely noted (at least publically) in women

• We are seeing that “higher-primate response” more and more frequently in women athletes

By 2014, the number of women in high school sports increased 11x (elevenfold) and the number in college sports 12x
• The 1999 World Cup Women’s Soccer final in California had an attendance of 90,185, a world record for a women’s sporting event.

“True champions aren’t always the ones that win, but those with the most guts,”
Mia Hamm

Mia Hamm’s comment
• “True champions aren’t always the ones that win, but those with the most guts,”
Mia Hamm
• Sounds more like Sylvester Stallone in Rocky than coming from a woman
• Keep in mind, Rocky was a fictional character and anything that Stallone said was written by a script writer
• Mia Hamm is not a fictional character; what she said comes from somewhere deep inside of her; it’s who she is; it’s where she “lives”

• Women’s World Cup, Canada, 2015 earned TV ratings 3 times higher than the Stanley Cup Final;
• An average audience of 25.4 million in the U.S. watched the final match with Japan on FOX, the highest viewing for any football match broadcast on U.S. television.
• The figures exceeded the previous high set during the USA-Portugal men’s match in 2014 and exceeded the viewing figures for every game from the NBA Finals.

Again, higher primate – teeth bared more typically seen in male athletes
guts? Again a term used exclusively for exceptional heroism in men

Abby Wombach
Same with Abby Wombach:
higher primate, teeth barred,
typical of men in extreme, often
life-threatening situations

- May 10, 2015, collision with Ireland goalkeeper, Wombach broke her nose but remained in the game – “Her resolve unbreakable. Her nose? Well…”
- 2008, Wombach lifted on to a stretcher after injuring her leg in a collision with a Brazilian player

Broken nose? Screw it; I’m not leaving the game.

Sounds again a bit like Rocky. Eyes swollen shut. Blind? Screw it. Slit them open. I’m going back into the ring.

Difference? Again, Rocky is a fictional character. In real life, he probably would have left the ring! Wombach is not fiction. As was quoted: “Her resolve unbreakable…”

Serena Williams

- Not just a star athlete but referred to now as a “superstar” who has defined & dominated a sport more than any other athlete in history
- She was won 23 Grand Slams;
- the 23rd was the Australian Open at age 35 and 2 months pregnant! and did not drop 1 set in the entire match

Serena Williams: Wimbledon Day 12
Sasha Digiulian’s bid to join the most exclusive (all-male) club in outdoor rock climbing

Sasha DiGiulian is the first woman and the first American to climb Magic Mushroom on the Eiger.

The infamous North Face of the Eiger

• There is no route up Switzerland’s 13,000 foot Eiger that is easy; one route – the 23-pitch, 3,000 foot La Paciana, is widely viewed as one of the hardest pure rock climb in the entire Swiss Alps.
• Only about 5 men in the world have climbed it and at least 64 men have died trying.

Jon Krakauer – Eiger Dreams

• “the problem with climbing the North Face of the Eiger is that in addition to getting up 6,000 vertical feet of crumbling limestone and black ice, one must climb over some formidable mythology. The trickiest moves on any climb are the mental ones, the psychological gymnastics that keep terror in check, and the Eiger’s grim aura is intimidating enough to rattle anyone’s poise.”

93% of the men that tried, died

Sasha succeeded.

Sasha

• 22 y.o. was UG @ Columbia University
• three time U.S. Champion in indoor rock climbing
• Current female World Champion
• The Eiger: daunting for any climber – 3 grueling days of 12-18 hours of climbing, long spaces between bolts & highly unpredictable alpine weather

This 22 year old women did what 64+ men died trying to do.
Mt. Everest?

- Anshu Jamsenpa, an Indian woman, set a new record after she climbed Mount Everest twice in less than a week (2017).
- In 2011, she did her first double ascent of Mt. Everest, that time in 10 days.

- She appears to have accomplished what the 29-year-old Catalan (Spanish) male mountaineer Kilian Jornet did, who reached the summit twice within 5 days.

### 2016 Summer Olympics

- Overall, Americans won 121 medals, but it was the women that won the majority of them (this was also true in the London Olympics 4 years ago).
- The women won 61, the men won 55 (and 5 were in mixed events, such as equestrian and mixed-doubles tennis).
- The women won 27 of the 46 American gold medals (58.7%).

To put this remarkable feat in context:

- If American male athletes never attended the Olympics, and the U.S. was only represented by women:

<table>
<thead>
<tr>
<th>Country</th>
<th>Gold Medals Won</th>
</tr>
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<tbody>
<tr>
<td>Great Britain</td>
<td>27</td>
</tr>
<tr>
<td>American women (only)</td>
<td>27</td>
</tr>
<tr>
<td>China</td>
<td>26</td>
</tr>
<tr>
<td>Russian</td>
<td>19</td>
</tr>
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Was this a “one-off’ performance?

- In the London Summer Olympics, American women won 58 medals (56%) compared with 45 for U.S. men
- American women are now dominant throughout the world in gymnastics, swimming, basketball, rowing, water polo and soccer.
- 2016 was the first time American women settled for Silver in soccer; they were upset by Sweden.

This is the effect of Title IX and the change brought about by allowing women to compete on a level field:

1972 Olympics in Munich: American women won 23 medals (24%) compared with 71 for the U.S. men. The women didn’t win a single medal in gymnastics and had no golds in track and field.

the back story

- That same year, the U.S. Congress passed Title IX, barring sex discrimination in education programs that receive federal funding. Title IX revolutionized women’s sports, beginning in high school and most significantly in college.
- Title IX is a portion of the United States Education Amendments of 1972

by 2016, there were more women (291) than men (263) on the U.S. Olympic Team

To be clear

- When women were “allowed” by men to train and compete at the highest level of international athletic competition, it became crystal clear that women could do what men could do
- This success cuts two ways, for some men it is alarming in the short term,
- In the long term, it will decrease the most toxic discrimination

Military
Comments from fellow male Rangers

• "If I remember correctly, Ranger Griest carried the M240 for her squad on day one of patrols and another female in her squad carried the radio as the RTO. The next day of patrols, they switched, with Ranger Griest humping the radio, and the other female student carrying the M240... Physically, they were studs," Mac added.

"I went to school with Shaye [Haver], and I knew she was a physical stud. But I was skeptical of whether or not she could handle it because this is my third time at a Ranger School," fellow Ranger candidate 2nd Lt. Michael Janowski said.

Gender Completion of Ranger School

• Men: 94 out of 380 – 24.7% passed

• Women: 02 out of 18 – 11.0% 1st time

“The Real Barrier for Women Marines”
N.Y. Times, July 18, 2015

“Physical fitness is not the problem. The corps’ culture is”
“the infantry is the soul of the corps... I experienced how this all-male culture nurtures an intense brotherhood, an alchemical bond... the real reason many Marines don’t want women in the infantry is that it will forever change that culture.”

Again, male terminology used to describe women doing what (some) men were able to do

physically, they were studs...
are women “fit” for combat?

- If “fit” is defined as possessing the strength, stamina, and capacity to kill, the answer clearly is yes.
- 55-60% of the Israeli Defense Force are women – there is full integration
- Canada fully integrated women into the army in 1989

So what’s the real issue?

“The Real Barrier for Women Marines”
N.Y. Times, July 18, 2015

“Physical fitness is not the problem. The corps’ culture is”
“the infantry is the soul of the corps… I experienced how this all-male culture nurtures an intense brotherhood, an alchemical bond… the real reason many Marines don’t want women in the infantry is that it will forever change that culture.”

Women have been elected prime minister or president of 56 of the 146 nations (38%) in the world according to the World Economic Forum

Politics

- India, Israel, Ceylon, Sri Lanka, Portugal, United Kingdom, Germany, Yugoslavia, Norway, Central African Republic, France, Lithuania, Pakistan, Bangladesh, Canada, Turkey, Bulgaria, Rwanda, Burundi, Haiti, New Zealand, Guyana, Mongolia, Peru, Finland, South Korea, Senegal, Bahamas, Macedonia, Mozambique, Ukraine, Croatia, Iceland, Australia, Thailand, Mali, Denmark, Jamaica, Latvia, Poland, Moldova, Namibia, Trinidad and Tobago, Argentina, Liberia, Brazil, Kosovo, Chile
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**Wealth**

Wealth = power

Historically, wealth has always been held by men

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Dramatic gender shift in wealth: from dependence & powerlessness to independence, control, throw-weight

http://she-conomy.com/facts-on-women

Wealth

- Over the next decade, women will control two thirds of consumer wealth in the United States and be the beneficiaries of the largest transfer of wealth in our country’s history. Estimates range from $12 to $40 trillion. Many Boomer women will experience a double inheritance windfall, from both parents and husband. The Boomer woman is a consumer that luxury brands want to resonate with. – Claire Behar, Senior Partner and Director, New Business Development, Fleishman-Hillard New York

Wealth

- The number of wealthy women investors in the U.S. is growing at a faster rate than that of men. In a two-year period, the number of wealthy women in the U.S. grew 68%, while the number of men grew only 36%. – The Spectrum Group

- Wealthy boomer women are the marquee players in our country’s culture and commerce. They are educated, have a high income, and make 95 percent of the purchase decisions for their households. – Karen Vogel, The Women’s Congress and co-founder and president of New Generation Event Solutions

Power Brokers

Female Power Brokers Invading the Male Citadel

- Name me the 1 individual so brilliant and so creative as to have accomplished the following:
  - This individual won Jeopardy by defeating the greatest champion of all time, Ken Jennings, who had won 74 consecutive times on Jeopardy; he winning streak came to an end in 2011
  - This same individual wrote an award-winning cookbook
  - This same individual developed very successful trailers for major motion pictures (and very quickly)
  - This same individual memorized 1 million technical medical treatises and developed the highest tech. health care diagnostic system in the world

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Clue
It's not an individual

It's IBM’s Watson

and who is in charge?

Is Rometty “one-off”? Other world leaders in technology:

• Mary Barra, CEO of General Motors;
• Marilyn Hewson, CEO of Lockheed Martin;
• Beth Comstock, Vice-Chairman of General Electric;
• Phebe Novakovic, CEO of General Dynamics;
• Safra Catz, co-CEO of Oracle;
• Angela Ahrendts, SVP of Apple;
• Meg Whitman, CEO of Hewlett-Packard;
• Sheryl Sandberg, COO of Facebook;
• Susan Wajcicki, CEO of YouTube

World of Finance

• Janet Yellen, Chair of the Federal Reserve Board;
• Ana Patricia Botin, Chair of the Santander Group;
• Christine Lagarde, Managing Director of the IMF (International Monetary Fund);
• Abigail Johnson, President & CEO of Fidelity Investments
The world is increasingly flat; Times-a-Changin in the U.S. and for some – change is very scary.

- 1. a wave of legislation is legalizing marijuana at the state level – Nov 6 NY Times Editorial “Push for Legal Marijuana Spreads”
- 2. a wave of legislation is approving same-sex marriage in states around the country
- 3. 8 years of the 1st Black President of the U.S.
- 4. linear decline in # of Americans reporting adherence to practice of mainstream religion

- 5. widespread publicity of pop-cultural shift to “casual” sex – friendships now have “benefits” – huge change in sexual mores
- 6. women in ever increasing presence in jobs held exclusively by men – some presence is highly visible, such as airline pilots
- 7. women breaking into impregnable male fortresses – such as the Army Rangers
- 8. women pro sports (soccer) now dominating even men’s pro sports in viewership

Change Often Begets Fear and with it Resistance

- this is the classic Jackie Robinson story: 60 years after J.R. broke the color line in pro baseball, the color line is nonexistent, certainly not in pro football or pro basketball
- The racist rhetoric and misogynistic rhetoric will (mostly) disappear 50 years from now after the 2nd or 3rd Black President and Female President are elected

Lessons learned thus far, the mythic ideal of “man” is simply that – a myth

The mythic ideal exists but it is human; it is not gender-based
We have seen fewer and fewer things that only men excel at, and those few things relate primarily to greater muscle mass

• Whatever we regard as the mythic ideal;
• whatever we pay greatest homage to;
• whatever we most respect in others;

• Those traits should be gender neutral

• then and only then we will have achieved gender equality

• When men finally acknowledge that women possess the same full range of potential skills, strengths, and expertise formally ascribed only to men,

• Women will cease to “look” like nothing more than sexual objects
Drugs & Rape

- Alcohol
- Barbiturates
- Cocaine
- “Rape Drugs”

ALCOHOL

The order in which alcohol affects the various brain centers:

- Alcohol affects many areas in the brain, but NOT equally given the same Blood Alcohol Concentration (BAC)
- The higher-order centers are MORE sensitive than the lower-order centers. As BAC increases, more and more centers of the brain are affected.
  - Cerebral cortex
  - Limbic system
  - Cerebellum
  - Hypothalamus and pituitary gland
  - Medulla (brain stem)

In 1997, Americans drank an average of 2 gallons of alcohol per person.

This translates roughly into one six-pack of beer, two glasses of wine and three or four mixed drinks per week.

Since roughly 35% of adults do not drink, the numbers are much higher for those who do –

Alcohol is the most common “social lubricant”

Alcohol also enhances the effects of the neurotransmitter GABA, which is an inhibitory neurotransmitter.

Enhancing an inhibitor has the effect of making you sluggish, which looks like the behavior you see in a drunk person.

Alcohol also reduces Glutamine, an excitatory neurotransmitter, making this excitatory neurotransmitter less effective, also producing this “sluggishness”

- How fast the alcohol is absorbed depends upon several things:
  - The concentration of alcohol in the beverage - The greater the concentration, the faster the absorption.
  - The type of drink - carbonated beverages tend to speed up the absorption of alcohol.
  - Whether the stomach is full or empty - food slows down alcohol absorption.
After absorption, the alcohol enters the bloodstream and dissolves in the water of the blood (BAC - blood alcohol concentration).

The effects of alcohol depend on the BAC, which is related to the amount of alcohol consumed.

The BAC can rise significantly within 20 minutes after having a drink.

**Effects of Alcohol on Men v. Women**

- men tend to have more muscle tissue than women.
- Since muscle tissue has more water than fat tissue, a given amount of alcohol will be diluted more in a man than in a woman.
- Thus, the BAC resulting from the same amount of alcohol will be higher in a woman than in a man, and the woman will feel the effects of the alcohol sooner than the man will.

**The effect of Antabuse**

- Alcohol is metabolized by the body into acetaldehyde, a very toxic substance that causes the hangover symptoms.
- The body oxidizes acetaldehyde into acetic acid, which is harmless.
- Antabuse interferes with this metabolic process, stopping the oxidation of acetaldehyde into acetic acid, causing a build up of toxic acetaldehyde 5 to 10 times greater than normally occurs when someone drinks alcohol.
- Antabuse, in effect, produces a severe hangover.

**Alcohol is highly toxic**

- **a hangover, simply stated:** is taking alcohol on board faster and in greater quantity than your body can break in down (oxidize it) into acetic acid

(barring other obvious factors, such as food in your stomach)

from any health perspective, inhaling alcohol is just plain stupid!

**This is a “short list” of “mild” symptoms of intoxication**

- Flushing
- Nausea
- Copious Vomiting
- Sweating
- Thirst
- Throbbing in the Head and Neck
- Throbbing Headache
- Respiratory Difficulty
- Chest Pain
- Palpitations
- Dizziness
- Hyperventilation
- Tachycardia
- Hypotension
- Syncope (fainting)
- Marked Uneasiness
- Weakness
- Vertigo
- Blurred Vision
- Confusion
Approximate behavioral effects of various blood alcohol levels

- .09 - .21 “stimulation"
- .15 legally drunk
- .20 - .30 confusion, slurred speech, ataxia
- .30 - .40 severe intoxication
- .50 - .80 death

blackouts

- It is estimated that roughly 75% of all college students consume alcohol and many engage in binge drinking.
- Blackouts are now increasingly common among college students – blackouts are not just in alcoholics
- Duke University Survey of 772 college students:
  - 40% reported a blackout within the past 12 months
  - 9.4% reported a blackout in the past 2 weeks

Dr. White:

- “During a blackout, an individual is capable of participating in salient, emotionally-charged events but will have no recollection of what has occurred,”
- “Impairments in judgment, decision-making, and impulse control could lead an individual to make potentially hazardous choices during blackouts.”

Moreover, the adolescent brain is more vulnerable to the neurotoxic effects of alcohol than the adult brain, according to Dr. White.

The survey further revealed that although female students drank less heavily than male students, they were just as likely to have blackouts, which could put them at greater risk for negative consequences, including unwanted, non-consenting sex.
As a rule of thumb, a BAC >.15

Decision-making adequate for consenting to sex is severely undermined

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<td><strong>6 drinks</strong></td>
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<td>BAC = 0.12</td>
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<td>vomiting</td>
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<td><strong>7-8 drinks</strong></td>
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<td>BAC = 0.15</td>
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<td>point at which you have trouble walking straight</td>
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<td><strong>10 drinks</strong></td>
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<td>BAC = 0.20</td>
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<td>blackouts &amp; memory loss</td>
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BARBITURATES

- Barbiturate intoxication – similar to alcohol intoxication
- Withdrawal symptoms similar
- Barbiturates SEDATE – relieve stress & anxiety;
- Users become more sociable & good-humored – as with alcohol
- Users experience lack of coordination, ataxia, & slurred speech, same as with alcohol

There are 2,500+ barbiturates

- Intoxicating doses of the more popular ones last about 4 hours

COCAINEN

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Erythroxyton coca

- Powder from coca leaves potentiates the effects of sympathetic nerve stimulation;
- A rise in core temperature, partly because of increased muscular activity and partly because of vasoconstriction (constricted blood vessels);
- In addition to constricted peripheral blood vessels, other physical effects include dilated pupils, heart rate, and blood pressure.

Smoking (as opposed to snorting) allows extremely high doses of cocaine to reach the brain very quickly and brings an intense and immediate high

Cocaine and Alcohol taken in combination has a longer duration of action in the brain and

This is the most common two-drug combination that results in drug-related death

“RAPE DRUGS”

Rohypnol - #1 Rape Drug

Goes under many names on the street:

Roofies, Rophies, Roche, Forget-me Pill, Circles, Mexican Valium, Rib, Roach-2, Roopies, Rope, Ropies, Ruffies, Roaches.

Rohypnol

- Rohypnol is a benzodiazepine (Flunitrazepam)
- sold legally in Latin America & Europe as a short-term treatment for insomnia and as a pre-anesthetic

- Drop in blood pressure, drowsiness, visual disturbances, dizziness, confusion, GI disturbances & urinary retention.
- Users: feels similar to intoxication but wake up the next morning without a hangover.
- Myth: Rohypnol cannot be detected in a urinalysis.
- It CAN be detected (2-milligram doses can be detected within 72 hours of ingestion). It does break down very quickly, and many commercial toxicological screens do not detect it.
- In sexual assault cases, forensic laboratories screen for the metabolite of Rohypnol (7-amino-flunitrazepam)
• Physiological effects very similar to Valium (diazepam), but it is **approximately 10 times more potent than Valium**

• A similar drug is Klonopin (clonazepam)

**why used in rape?**

***Most significant effect of the drug is anterograde amnesia***

(Anterograde amnesia is a condition in which events that occurred while under the influence of the drug are forgotten)

strongly contributing to its inclusion in the Drug-Induced Rape Prevention and Punishment Act of 1996.

---

**Legal?**

**No!**

It is not manufactured or sold legally in the United States.

It is smuggled into the U.S. and can be purchased very inexpensively on the street – roughly $5

---

**#2 GHB (gamma-hydroxybutrate)**

Again, many street names:

"liquid ecstasy," "somatomax," "scoop," "grievous bodily harm," Georgia home boy, liquid X, liquid E, G-Riffick, organic quaalude, and Easy Lay

---

**Potentiation with Alcohol**

*In combination with alcohol, Rohypnol is ESPECIALLY dangerous!!*

Effects on memory and judgment are greater than the effects resulting from either taken alone

Effects begin within 30 minutes, peak 2 hours, and can persist for up to 8 hours.

Intoxication from A & R can result in “blackouts” lasting 8 to 24 hours following ingestion.

---

**Immediate Effects of R**

About 10 minutes after taking R, you feel dizzy and disoriented, simultaneously too hot and too cold, or nauseated.

You may experience difficulty speaking and moving before passing out.

Victims typically have no memories of what happened while under the influence of the drug.
GHB

Since about 1990, GHB has been sold on the street as a euphoric, sedative, and anabolic (bodybuilding)

As with Rohypnol, GHB has been associated with sexual assault / rape in cites throughout the world

GHB Effects

- Effects are highly dose-dependent
- Steep dose-response relationship
- i.e., small increases in the amount taken lead to significant intensification of the effect

Similar to Rohypnol

- Amnesia & Hypotonia*
- High doses can decrease cardiac output, depress respiration, and produce seizure-like activity and coma
- High doses also produce giddiness, silliness, verbal incoherence, dizziness, and eventually sleep
- Sufficiently large dose can produce “sudden sleep” in about 10 minutes

* abnormally low muscle resistance to movement

Legal?

Gray Market

It is currently regulated in the US and sold under the name Xyrem, generally bootleg (produced, distributed & sold illegally)

#3 - Burundanga

- Burundanga is called “voodoo powder”
- It comes from a Colombian plant of the nightshade family, a shrub called barrachera, or “drunken binge”
- the powder causes those who ingest it to lose their will and memory, sometimes for days.

- Spanish discovered Burundanga when they invaded Columbia in the 17th Century: “the tree that drives people mad”
- For past 20 years, burundanga has become the most troublesome drug used in crime, primarily rape and robbery
- A young American woman visiting Bogata was raped by 7 different men with no memory of the crime
• Under the influence of Burundanga, people have been ordered to release passwords, empty bank accounts, and engage in sexual acts without their knowledge.

• Traded as currency in immigrant-criminal and illegal-alien-criminal markets.

What IS Burundanga?

• Like the stronger benzodiazepines, it can induce retrograde amnesia.

Overview

- Rohypnol – benzodiazepine
- Burundanga - cholinergic blocking agent
- GHB – CNS depressant
- Possession and use is a crime; unlike alcohol, the use of one of these drugs is for NO purpose other than committing a felony - rape. Bringing one of these drugs to a party implies – premeditation – the intent to rape.
Groupthink: Why We Act Like Sheep
Groupthink: why we act like sheep

- George Orwell's book (1949) 1984 -- newspeak introduced terms like "doublethink" and "crimethink"
- Irving Janis' (1982) classic: Groupthink described a way of thinking among people deeply entrenched in a cohesive in-group
- Groupthink -- reflects a breakdown of independent thought, independent reality testing, and loss of moral judgment -- all resulting from group pressures to conform

Groupthink
- animals travel in herds, mostly for protection from predators; even many predators like lions hunt in "herds".
- Herding is an adaptive strategy.
- Our palaeolithic ancestors lived in caves in groups, for hunting and for protection from other marauding hominids and beasts of prey.
- Groups still serve an important role for modern day “cave dwellers”

An extreme example of Groupthink is a cult

like Charles Manson

In extreme cases, Groupthink leads to a loss of ability to think for yourself

"mind meld" with the group

The need for conformity and acceptance by the group overshadows all capacity for independent thought
What happens when you standout?

- You lose your “cover,” your sense of invulnerability conferred by the group
- You “expose” yourself as different, often in a way that is not positively received

Reactions may range from suspicion to fear – in ancient terms, you have become a possible marauder, a threat to the ingroup – a threat to what everyone in the group believes – or at least what everyone in the group thinks they believe simply because everyone else seems to believe it

Communal “wisdom” of the group often works

- Silver (2012): “The heuristic of “follow the crowd, especially when you don’t know any better” usually works pretty well.”
- Like most heuristics that serve us well most of the time, groupthink can on occasion be catastrophic.
- Silver (2012): “The blind lead the blind and everyone falls off a cliff. This phenomenon occurs rarely, but it can be quite disastrous when it does”

At its worst, groupthink paved the way for, and insured the life span of, and disastrous consequences of, numerous morally bankrupt social institutions:

- slavery
- McCarthyism
- Salem trials of “witches”
- Not to mention fascist regimes like Hitler’s Third Reich

How does it work at a campus party when everyone is just having a good time?
One or two dominant ("alpha") males get the idea that having a good time should include sex—which is perfectly ok. after all, everyone enjoys sex— that includes women, right?

The Problem

• Arises when those alpha males decide that the best way to do it would be to get the women sufficiently drunk or drugged that they don’t know or can’t protest when their clothes are being removed.

• At that point, if any “black sheep” at the party stands up and says to the alpha males, “You fuckin kidding? What are you doing? That’s rape.”
• He would immediately be drowned out in a chorus of inflammatory insults, charging the black sheep with being a cock blocker— or worse...
• In that context, standing up for what you believe takes courage, the kind of courage that only a real man has

• Standing up for what you believe isn’t always easy, sometimes it’s downright hard, but it IS what a real man does—not a wimp that goes along with the group.
• fictional male heroes in the movies stand solid ground for what they believe in—and are unmovable no matter what wrath is leashed upon them

• Standing your ground takes courage of your conviction; whatever words come to mind for you, “backbone,” tough, grit, iron will, resolve, fortitude, etc., the one thing that characterizes ALL of them is that they are “heroic” for saving victims, NOT for creating victims
• Can you think of 1 single “hero” that is known for creating victims?
Negative Masculinity
Negative Masculinity

stereotypic attitudes, beliefs, and behaviors associated with masculinity and with male-female interactions, including the hallmark of sexual entitlement

Professor Malamuth’s Confluence Model

Malamuth proposed a two-path model in which:
(1) negative masculinity and
(2) impersonal sex
were the major predictors of sexual aggression
(Malamuth, 2003)

What is Negative Masculinity?

➢ risk-taking
➢ defending one’s honor above all else
➢ hyper-competitiveness
➢ sex as a birth rite for manhood
➢ symbols of toughness, fearlessness, insensitivity to pain
➢ emotionally stoic / indifferent to emotion
➢ male bonding around masculine “themes” (e.g., sports, hunting, drinking)

Scales

many scales assess a variety of beliefs, such as the adversarial nature of men’s relationships with women, stereotypical ideas about sexual roles, negative notions about “real” masculinity, and rape myths that support sexually aggressive behavior.

In a meta-analysis examining 11 different measures of masculine attitudes from 39 studies,

Murnen et al. (2002) found that all but one measure of masculine attitudes were significantly associated with sexual aggression,

and that the strongest support was for negative masculinity & hypermasculinity, both of which assess hostile beliefs about women, the need to be in control, and an acceptance of violence against women.
Attitudes Supporting Negative Masculinity

- I am known by my friends as a tough guy
- I've taken risks plenty of times in my life
- I believe women are really only good for one thing
- I can take a beating as well as any man
- I never let another guy get one up on me
- I would beat up a guy who insulted my girl
- I can hold my own with anybody when it comes to drinking
- I work out with weights to keep my muscles in shape
- I've always wanted to own a really fast sports car
- I've gone out with a lot of women
- I have destroyed things just for the hell of it
- I have one or more tattoos

• In sum, we are talking about a set of deeply ingrained core beliefs and attitudes about women, about sexuality, and about relationships that are hostile, demeaning, and degrading to women. This is the foundation of negative masculinity.
• As noted, these attitudes and beliefs are often firmly held, because they have been – and continue to be – reinforced by a culture that supports such attitudes as normal:

Attitudes Supporting Hostility Toward Women

- Many women seem to enjoy putting men down
- A husband should never let his wife manage the money
- You can never win an argument with a woman by just talking
- Most women are cold people
- If they had the chance, most women would run around on their husbands
- A man should never tell a woman how he really feels about her
- There are a lot more ugly women than there are pretty ones
- There are some times when a husband should hit his wife just to remind her who is the man

• if these attitudes are “normal,” they must, after all, be ok – it’s what everyone I know thinks .... so the thinking goes ....
• These attitudes are directly expressed and indirectly reflected or implied by the marketing and advertising industries, in professional sports, in movies, by many politicians, shock jocks, and even judges

So if what I think about masculinity is “negative,” what is “positive” masculinity?

• For starters, men with positive masculinity have no more need to steal sex than steal a quart of milk from the market.
• Rape is stealing sex; it is also a felony.

Men with negative masculinity are, at their core, insecure

• Men with positive masculinity have self-confidence;
• they have self-esteem; they are self-assured, these are qualities that women admire.
• Men that are socially successful, the guys in high school that were most popular with the girls, were not successful with the girls because they had to “take” what wasn’t offered.
• they were successful because they exuded confidence and were offered what they received
The confidence that comes with healthy masculinity means using your power and your strength and your conviction for the right reasons.
- It means standing up for the underdog not taking advantage of the underdog;
- It means standing up for victims and if necessary protecting victims, not creating victims.
- Men of honor & integrity do not create victims.
  - In the fictional world, our heroes and super-heroes protect victims. And in the real world, we pay our greatest homage and our greatest respect to those heroic souls that defy all odds to protect those in danger (e.g., “9/11”).
  - We do not honor those who put others in danger!

Having internal strength, fortitude, backbone, moxie, grit, mettle, valor, tenacity, courage, are characteristics of strong, prosocial men who stand firm for what they believe in.
- It takes considerable courage to look yourself in the mirror and own who you are, for all your strengths and your weaknesses.
- It takes courage and honesty to look yourself in the eye and ask whether you are proud of the decisions you have made.

Can you think of just 1 instance in which we, as a society, paid homage to those that intentionally place others in danger or harm’s way?
- Just to ask the question sounds ridiculous
  - We revere and honor our servicemen who lay down their lives to protect us from harm posed by others
  - Those who harm others do not deserve respect or honor; in fact, we often call them offenders

Melting the Divide

- How do we melt the artificial divide imposed by rigid attitudes and beliefs about who (“real”) men are and who (“real”) women are?

  - The traits that we so prize in some men, are clearly observable in some women, and those same traits are only minimally observable or absent in some men.

  **KEY:**
  - We only have heroic males in fictional roles because that package of traits we so prize and pay homage to are not present in the vast majority of men!

- By shrinking the rigid dichotomy of who “men” are and who “women” are we begin to overcome the “dis-similarities” that make women “strangers” to men.

  - John Gray’s (1992) book *Men are from Mars, Women are from Venus* speaks to this “divide.” The title of the book has become a part of pop culture.

- puffing out your chest filled with little more than hot air is what clowns do in the circus;
- it is also what narcissists do. They puff themselves up to compensate for all their inadequacies.
- Healthy self-assured men have no need to brag, no need to boast, no need to be arrogant.
  - Self-admiration is only when no one else will.
✓ the greater the perceived similarities and the fewer the perceived differences, the more women become like “bros.”

✓ our goal should be to adopt male role models that exemplify all of the traits of what it means to be a strong prosocial man with prosocial values and the self-esteem to fight for those values.

✓ most of us actually fall along a continuum with respect to those traits – and – amazingly, so do women!

Sacked by the Media Blitz
Dana Jennings, New York Times, 11/24/2013

- “…we are about to plummet once again into a rambunctious world where the men are mainly brainless, oversexed galoots who can’t overcome their lusts or their superstitions. In other words: the Dark Ages live!”

- “…the modern Mad Men seem convinced that watching attractive women shake their bikinied assets will make us drool over a Fiat 500L. That we really long for a car, say, the Cadillac XTS, that literally blows the doors off everything else on the road. And that maybe we’re such drunken flat-liners that we don’t know that the more a beer tastes like wolverine urine, the bigger its ad budget.”

- “…the marketers think they know the men who are watching – and it is still mostly men – and what their deep-down desires are:
  - tanklike trucks, Arctic-cold beer, smoldering chicks (and the occasional pizza)”
“Anyway, here’s the bottom line in most ads: male insecurity. That manly frailty is an emotional Stradivarius bowed expertly by spots for trucks and E.D. aids [erectile dysfunction]: “Really son, you sure you’re man enough to get behind the wheel of a Durango, Tundra, Sierra, Silverado, or a Ram? (It’s got a Hemi under the hood, y’know). We usually only sell these son-of-a-buck pickup trucks to cowboys, steelworkers, and roustabouts.”

what we think, and what we believe drives our behavior

on campus

For present purposes, we can reduce what it means to be a “man” to one simple word: Scoring

• A key component of what it means to “be a man” is having lots of sex. With lots of women. Only with women, never with men or folks of other gender identities, and ideally with “cute chicks” – the ones that all men drool over – you know the ones – the leggy blonds
• The game of scoring is tallying as many cute chicks you can have sex with as possible – the singular goal is to get laid. Getting laid defines one’s manhood. Getting laid deserves a “high 5”. Getting laid deserves the admiration of the other guys who didn’t “score.”

The “Game”: Sexual Conquest

• Now let’s be clear, there is nothing wrong with having lots of sex! But when men set their value and worth on how much sex they are having to make sure they are having enough sex to keep their “man card” – we have two problems:
• First, sexual conquest is a predatory game; the guys are playing a game with a bunch of “rules” about how to win; winning means getting laid. So the rules are tactics about how to get laid. These rules have nothing what-soever to do with the wishes of women – it’s a one-sided game: How to get into as many women’s pants as possible and avoid any hassles along the way.

Consent?

• all of this stuff about “consent” is just a nuisance – an obstacle in your path, something to ignore or get around or “finesse”
• Guys are “using” women to bolster their credentials – their bona fides – as real men.
• This strange game normalizes a culture where men are expected to do whatever they can to “get” sex. “sex” is a game where the goal is a high score and the women, well their just necessary obstacles that need to be overcome in order to get a high score.

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We said there were two problems

• The first is “using” women as objects to make you feel more of a man, to reinforce your manhood, creating a huge number of victims along the way.

• Second: The second problem is the denigration of what it means to be a man. The “standard” that the more times you get your penis into a different vagina the more of a “man” you are is a pathetic, pitiful, and wholly inadequate measure of masculinity. It reduces men to little more than sexual con artists.

The set up

• Moreover, it sets men up for highly risky sex when the “rules” for winning include coercive tactics that cross the line into criminal behavior. When peer pressure mounts because your score card provides meager evidence of your manliness, you may resort to tactics that cross the line to rape.

• How does it make me feel more like a man when I had to get the women drunk into unconsciousness in order to have sex with her? Why use alcohol? Just hit her over the head with a club? Isn’t that what the early cavemen did? Hardly seems like much of an improvement over the last 30,000 years.

• With all men “out to score,” it places the burden of preventing rape squarely on women – women must in effect protect themselves from men. It sure takes all of the fun and all of the pleasure out of sex!

• What pleasure is there in having sex with someone that is unconscious?!? The ONLY pleasure comes from the high 5s the next day. The sex was meaningless.

• Now it’s your turn to think critically about how this “norm” plays out in your life.

• How much pressure do you feel to conform to the norm?

• How much pleasure did you feel at the time? The next day?
Socio-cultural Context of Rape: Attitudes About Women Explicitly Expressed in Mass Marketing / Advertising
Socio-cultural Context of Rape: 
*Attitudes about Women* explicitly expressed in mass marketing / advertising

Prevailing Attitudes About Women: 1950’s – 1970’s

Not very bright but teachable

Role: Vacuuming

Role? The House Maid
Role: Cooking; it's what wives are for

The Chef does everything - but cook - that's what wives are for!

Role: Keeping up with the House

Keep up with the house while you keep down your weight.

Role: Feeding your man in bed on your knees: "show her it's a Man's World"

Show her it's a man's world

Van Heusen

Apparently it is "manly" to blow smoke in a woman's face

Blow in her face and she'll follow you anywhere.

and if she fails to "store-test" the coffee for freshness, throw her over your knee and spank her

If your husband ever finds out you're not "store-testing" for fresher coffee...

Your Subaru: like a woman who "yearns to be tamed"

The Subaru GL Coupe. Like a spirited woman who yearns to be tamed.
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Message Unclear: something about a postage meter and wanting to kill a woman

Is it always illegal to kill a woman?

Messages from 1950’s on:

✓ Women are not very bright
✓ But they are trainable
✓ It’s a man’s world and they need to know their place
✓ Occasionally they may need to be “tamed” or spanked to be kept in line (or perhaps trained)
✓ Their primary role is cooking and house-keeping

Today, women “serve” a different purpose. Women are used primarily to sell brand name widgets

Fast forward 60 years

• The following ads convey with equal clarity a new set of messages about women

This “little woman” of the house is no longer expected to be the cook as long as she wears her Wonderbra when “her man” comes home

Message: I can’t cook – but hey what Man would care

Asonor is an anti-snoring device:
The wife in curlers will do anything to keep her Man from snoring, including providing him with a play toy
Ad for French Fries: do you notice the french fries?

“real fries in a fake world”

A little oral sex with your 7 inch burger?

Ad for Legos?
implied adult sex advertising Lego brand toys for children

even Nikon Camera

ad for Lynx Shower Gel

Ad for JBS Men’s underwear
Vodka and implied oral sex

PETA Asia is an animal rights group: a naked woman on a bed of hot peppers?

What are the Messages?
much simpler than the 1950’s
women are sex objects for use by men

- Women’s roles in the 1950s:
  - cooking / keeping the house
  - bearing and raising the children
  - Keeping your husband satisfied

- Women’s role by 2015:
  - Sexual objects – pure & simple

What influence does this marketing blitz have on sexual assault?

objectification of women permits dehumanization

the principle is pretty simple

- what we think, what we believe to be true – our beliefs – our attitudes
- influence our emotions
- and drive our behavior
Please Pay Close Attention:

For men, it is equivalent to saying that your worth as a "man" is determined by:
- Your clearly defined pectoral muscles
- Your "six-pack" stomach / abdomen and small waist
- The larger "size" of your flaccid penis
- Your broad shoulders
- Your height – taller is always better
- Facial dimorphism: faces that are more square with sharp features, and stronger, more defined jawlines, with NO beard, just a "5:00pm shadow"

vast majority of men would not take kindly to "reduced" to:
- The lack of a contoured stomach
- Too narrow shoulders
- Poorly defined chest & “pecs”
- A penis that just didn’t “stand-up” to expectation
- A face that was, well, shall we say, unmemorable, too round, too pudgy, too poorly proportioned
- And, well, sorry, just not quite tall enough

but the message is simple
- Women exist to provide for Men’s sexual needs; that is their principle role or purpose in life
- That is the essence of Sexual Entitlement:
  - Message: I am entitled to have sex because I am a Man; it’s just part of being a Man; you don’t the right to say "no" or to question it, because I am entitled to have sex.

What if the clear message was:

Men exist for only 1 purpose: to be workhorses for women

2013, Steubenville, Ohio
- Two high school football players were found guilty of raping a 16-year-old girl in a case that attracted drew national attention, principally because social media revealed the utter depravity of the crime.
- There is no better example of dehumanization

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• The 16-year-old victim was not a human being
• The only thing that defined her was secondary sexual characteristics of her body
• In the most extreme sense, she was treated as a sexual object—a sexual play toy
• She could just as well have been a life-size silicone rubber doll
• China & Japan—large industry in “love dolls”

“Love Dolls” are inanimate objects

• The 16-year-old girl was drugged to unconsciousness, dragged naked from party to party, and raped repeatedly
• What degree of callous indifference and crass insensitivity is called upon to commit such a crime?
• She was not an inanimate object; she was a human being

these same attitudes

even find expression in the courtroom, and by politicians at the highest level

Judge Archic Simonson, Madison, WI, 1977

Stated in his ruling that a 15-year-old boy who raped a girl in a high school stairwell was reacting normally to relaxed cultural attitudes about sex and the recent fashion of more revealing clothing for women

CA Court of Appeals (Blake, 1977)

Reversed the conviction of a man who raped a female hitchhiker, stating that a woman who enters the car of a stranger must expect sexual advances

Congressman Todd Akin (R-MO)

“If it’s a legitimate rape, the female body has ways to try to shut that whole thing down.”

this is a United States Congressman speaking in 2012
Missouri Rep. Todd Akin defended his no-exceptions abortion policy by saying "legitimate rape" rarely causes pregnancy.

Los Angeles Times

- reported that a 1996 study by the American Journal of Obstetrics and Gynecology estimated that 32,101 pregnancies result from rape each year
- Accounting for roughly 5% of the victims (age range 12 to 45)

Besides his ignorance, what is "legitimate" rape?

- Legitimate to who? Todd Akin? Who will stand in judgment of what crimes are "legitimate"?
- For Todd Akin, it obviously is not the victim.
- If YOU were the victim of an armed robbery, can you imagine being told by the police or by the court that "it was not a legitimate armed robbery"

A Simple Exercise for You

Images of this man – the victim of a robbery – are presented in court by the defendant’s defense counsel

Defense Counsel argues to the jury:

- My client is charged with robbing this man.

- “Said robbery was alleged to have taken place at 1:15am on Slaughter St. in a run down neighborhood, basically a slum.
- What was the victim of this alleged robbery doing in that neighborhood, at that time, dressed in a 3-piece Herringbone suit?”
“I appeal to the best instinct of this jury to find my client innocent, because this man was asking to be robbed!”

Senate candidate Richard Mourdock (R-IN)

- God intended for me to be raped? What kind of God would intend for me to be raped?
- God intended for you to be held up at knife point and have your wallet taken.
- Does that sound right?

“Life is that gift from God. I think that even when life begins in that horrible situation of rape, that it is something God intended to happen.”

this is a candidate for the United States Senate speaking in 2012

Senate candidate Tom Smith (R-PA)

- compared rape to having a baby out of wedlock, saying if you “put yourself in a father’s situation.” “It’s a similar kind of thing.”

this is a candidate for the United States Senate speaking in 2012

All of these remarks were made shortly before the 2012 Presidential Election

- They are not just crude.
- They are not just ignorant.
  - They are hostile towards women; they trivialize rape; they come close to legitimizing rape
Congress Passed Violence Against Women Act in 1994

- In 2012, House of Representatives voted, for the first time in VAWA's history, NOT to re-authorize VAWA
- Conservative Heritage Action and FreedomWorks called VAWA: “unprecedented, unnecessary, and dangerous, noting that “Under VAWA, men effectively lose their constitutional rights”

More Recently

- “Outrage over Sexist Remarks Turns into a Fund-Raising Tool,”
- article by Amy Chozick

- “In the last few months,
  - Republicans have called:
    - Wendy Davis, a Democratic candidate for governor in Texas “Abortion Barbie,”
    - Likened Alison Lundergan Grimes, a Senate candidate from Kentucky, an “empty dress”
    - Criticized Hillary Rodham Clinton’s thighs
    - Referred to a pregnant woman as a “host”

Rock Musician Ted Nugent

- Campaigning for Greg Abbott, Republican candidate for Texas Governor:
  - Referred to women as “fat pigs” and “worthless”
- Todd Akin referred to Senator Clair McCaskill as:
  - “dog playing fetch in Washington”

Men lose their constitutional rights?

VAWA is NOT about men’s “constitutional rights”

It is about protecting women from sexually abusive men!

- Do you recall any male politician being referred to as:
  - an “empty suit”
  - criticized for his pot belly? (did anyone dare comment on Chris Christie’s girth?)
  - referred to a man as a “wuss” or a wimp?
  - or scrawny?
Most Recently
state Rep. Steve Vaillancourt (R-NH)
October, 2014

“The smiling dapper don”

Pronounced that that the D-incumbent was “too ugly to win”
This man has the audacity to talk about “too ugly”

“bordering on a misogynistic theater of the absurd”

- blogged on the House race in NH’s 2nd Congressional District between Republican Marilinda García and Democratic incumbent Ann McLane Kuster.
  “Let’s be honest. Does anyone not believe that Congressman Annie Kuster is as ugly as sin? And I hope I haven’t offended sin. Annie Kuster looks more like a drag queen than most men in drag.”

Lessons Learned & Reified

- Young boys raised by fathers who are role models for demonstrating the basic tenets of “manhood,” by their own behavior in the way they treat their spouse and how they define their role as husband and father, by the “rules” they lay down and the “advice” and guidance they give to their son
- Youngsters connect with like-minded friends / peers as early as grammar school and on into high school who reify / reinforce what was heard / learned at home.

- They go on to college where they gravitate toward peer groups that once again reinforce the same beliefs, attitudes and expectations of women and of their role in relationships with women
- They follow social media, preferred news outlets and shock jocks, all part of a climate that reinforces powerful messages belittling and demeaning women, and objectifying women as nothing more than sexual objects for men’s use and pleasure

This is what is referred to as a “Rape Culture”

Coming from the highest level of politicians – U.S. Representatives & U.S. Senators, as well as sitting judges, shock jocks, TV hosts & commentators,

A constant reaffirmation by a society that condones rape, tolerates rape, and excuses rape by demeaning & belittling women
POSSIBLE PROJECT VIDEOS BY MODULE
BOLD DENOTES STARRSA PROJECT PRODUCED VIDEO

Module 2

MEETING 1
- Student discussion meeting with Dr. Abrams: What is sexual assault?
- Student discussion meeting with Dr. Abrams: Sexual assault statistics Part I
- Student discussion meeting with Dr. Abrams: Sexual assault statistics Part III
- Student discussion meeting with Dr. Abrams: Male victims and stigma

MEETING 2
- The Locker Room Video
- Student discussion meeting with Dr. Abrams: Consent Part I, II, III, IV (also can use in Module 8)
- Segment from The Hunting Ground (Something to the effect: “You mean if a girl says no and we have sex, it is rape?”) or an alternative video clip with a similar message, such as the TedTalk: Sex Needs a New Metaphor – Here’s One (See Resources).

MEETING 3
- Student discussion meeting with Dr. Abrams: Legal Definitions of sexual assault
- Student discussion meeting with Dr. Abrams: Legal Definitions of consent
- Student discussion meeting with Dr. Abrams: Sexual assault and the law
- Student discussion meeting with Dr. Abrams: Sexual assault convictions
- WastedSex.com segment title: “Is this really a sex offense”

Module 3

MEETING 1
- Student discussion meeting with Dr. Abrams: Social influences of sexual behavior
- Student discussion meeting with Dr. Abrams: Gender roles Part I and II
- Student discussion meeting with Dr. Abrams: Sex and the Media Part I and II
MEETING 2

- Student discussion meeting with Dr. Abrams: Culture and Sex
- Student discussion meeting with Dr. Abrams: Factors related to campus sexual assault Part I and II
- Student discussion meeting with Dr. Abrams: Attitudes II – Multiple partners (can also be used in Module 4)

MEETING 3

- Student discussion meeting with Dr. Abrams: Pressure to have sex
- Student discussion meeting with Dr. Abrams: Group dynamics and sexual assault Part I and II (can also use in Module 4)
- Student discussion meeting with Dr. Abrams: Athletics, fraternities and sexual assault

Module 4

MEETING 1

- Student discussion meeting with Dr. Abrams: Attitudes and behaviors that objectify women
- Student discussion meeting with Dr. Abrams: Attitudes part I
- Student discussion meeting with Dr. Abrams: Attitudes part II – multiple partners (can also be used in Module 3)
- Student discussion meeting with Dr. Abrams: Attitudes and sexual aggression
- Student discussion meeting with Dr. Abrams: Attitudes that support rape
- Student discussion meeting with Dr. Abrams: Assumptions based on stereotypes (can also use in Module 3)
- Student discussion meeting with Dr. Abrams: Environmental factors related to campus sexual assault (can also be used in Meeting 4)

MEETING 2

- Student discussion meeting with Dr. Abrams: Pornography Part I and II

MEETING 3

- Student discussion meeting with Dr. Abrams: Group think and deindividuation
- Student discussion meeting with Dr. Abrams: College Parties Part I, II and III

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• WastedSex.com – Bystander video

MEETING 4

• Student discussion meeting with Dr. Abrams: Environmental factors related to campus sexual assault (can also be used in Meeting 1)

MEETING 5

Possible Videos:
• Student discussion meeting with Dr. Abrams: Alcohol and sexual assault, Parts I, II, III, and IV
• Student discussion meeting with Dr. Abrams: Alcohol and consent (also can be used in Module 8)
• Student discussion meeting with Dr. Abrams: The red cup phenomenon
• Student discussion meeting with Dr. Abrams: Alcohol, peers, and campus sexual assault
• WastedSex.com – Alcohol and Rape Video

Module 5

MEETING 1

• Student discussion meeting with Dr. Abrams: Hypermasculinity
• The Locker Room video (can also use in meeting 2)
• Tony Porter: A Call to Men Ted Talk:
  http://www.ted.com/talks/tony_porter_a_call_to_men?language=en

MEETING 2

• Student discussion meeting with Dr. Abrams: Healthy Masculinity
• Have the client listen to a couple of the TED talks on healthy masculinity: they are superb. We want to emphasize the importance of one Ted Talk in particular on “the man box” about masculinity and hostile masculinity; it is excellent, and should be considered a must.
  o http://www.ted.com/talks/tony_porter_a_call_to_men?language=en

Module 6

MEETING 1 & 2
• Student discussion meeting with Dr. Abrams: Facts about sexual assault Part I and II
• Student discussion meeting with Dr. Abrams: Reporting sexual assault
• Student discussion meeting with Dr. Abrams: Impact of sexual assault
• Student discussion meeting with Dr. Abrams: Consequences of sexual assault
• Student discussion meeting with Dr. Abrams: Who is impacted by sexual assault?
• Student discussion meeting with Dr. Abrams: Victim Blaming
• Student discussion meeting with Dr. Abrams: Consequences of reporting sexual assault Part I
• Student discussion meeting with Dr. Abrams: Consequences of reporting sexual assault Part II
• Have a student client watch the following videos from WastedSex.com and discuss their reaction and the impact to these victim/survivors.
  o Morgan extended video
  o Michelle

Module 7

MEETING 1
• Student discussion meeting with Dr. Abrams: Bystanders Part I and II
• Student discussion meeting with Dr. Abrams: Preventing and reducing campus sexual assault
• Student discussion meeting with Dr. Abrams: Dangerous situations
• Student discussion meeting with Dr. Abrams: Stereotypes about perpetrators of sexual misconduct

Module 8

MEETING 1
• Student discussion meeting with Dr. Abrams: Expectations in intimate relationships Part I
• Student discussion meeting with Dr. Abrams: Expectations in intimate relationships Part II
• Student discussion meeting with Dr. Abrams: The Dating Game

MEETING 2
• Student discussion meeting with Dr. Abrams: Relationship stereotypes

MEETING 3
• Student discussion meeting with Dr. Abrams: Communication Part I
• Student discussion meeting with Dr. Abrams: Communication Part II

MEETING 4

• College Student Group Discussion video
• Student discussion meeting with Dr. Abrams: TITLE IX

MEETING 5

• Student discussion meeting with Dr. Abrams: Confirming consent
• Student discussion meeting with Dr. Abrams: Sexual satisfaction
• Student discussion meeting with Dr. Abrams: Consent Part I, II, III, and IV (also can use in Module 2)
• Student discussion meeting with Dr. Abrams: Alcohol and consent (can also be used in Module 4)

Module 9

MEETING 1

• Student discussion meeting with Dr. Abrams: Accountability
• WastedSex.com – Male Perspective

MEETING 2

• Student discussion meeting with Dr. Abrams: Supporting victims of sexual assault
• Student discussion meeting with Dr. Abrams: Prevention of sexual assault on college campuses
• Student discussion meeting with Dr. Abrams: The power of peer engagement
• Returning to Campus
Student discussion meeting with Dr. Abrams: What is sexual assault?

**Intro:** The line between seduction and sexual assault may seem blurry at times. Let’s listen as this group of students talk about what they think sexual assault is.

**Outro:** Sexual assault is any type of contact sexual behavior that occurs without the consent of the other person. Simply-stated, *unwanted* sexual behavior. Dr. Abrams mentioned different types of sexual assault. What are some other examples?

**Key areas:**
- The definition of sexual assault is discussed.
- The difference between contact sexual assaults versus non-contact sexual assaults is discussed.

Student discussion meeting with Dr. Abrams: Sexual assault statistics Part I

**Intro:** The perception that only women are victims of sexual assault is false. Men are victims of sexual assault too. In this clip the group talks about men experiencing sexual assault, and as you’ll see, not everyone sees it the same way.

**Outro:** As we just learned from Dr. Abrams, roughly 1 in 6 men are victims of sexual assault. While the group members discuss the ways in which men will spin a sexual assault as “a bad experience” or “I took one for the team,” the truth remains the same for men as it does for women: any type of unwanted sexual contact is sexual assault.

**Key areas:**
- The idea that men are not victims of sexual assault is false.
- One out of six men will be the victim of sexual assault in their lifetime.
- The role of alcohol intoxication: men have difficulty or an inability to properly consent to sex when inebriated, and it is considered sexual assault.
- The male’s perception of sexual assault differs from that of female victims of sexual assault, and there is a lower rate of report.

Student discussion meeting with Dr. Abrams: Sexual assault statistics Part II
**Intro:** Sexual assault happens everywhere and impacts people of all sexes and gender identities. It is nearly impossible for individuals to not know someone who has been a victim of, or perpetrator of, sexual assault or unwanted sexual behavior.

**Outro:** While numerous sexual assault intervention programs currently exist, there has been no measurable decrease in perpetration rates. Why do you think the statistics are still so high? According to these statistics, if you consider four women that you know, one of them would have experienced some type of unwanted sexual assault.

**Key areas:**
- Sexual assault is widespread and exists in all areas of life.
- It is “impossible” for an individual to not know someone that is the victim or perpetrator of sexual assault.
- The issue of sexual assault affects both men and women, and it is falsely presumed to be solely a women’s issue.
- One out of four females are the victim of sexual assault, one out of six males are the victims of sexual assault.
- There has been no decrease in the overall rate of sexual assault on college campuses for the past twenty years, regardless of reduction efforts.

**Student discussion meeting with Dr. Abrams: Sexual assault statistics Part III**

**Intro:** Statistically speaking, it is more common for males to sexually assault females. In this respect, many individuals commonly reference males as being the perpetrators and women as the victims. However, males can sexually assault males, women can sexually assault women, and women can sexually assault men. Let’s see what the group thinks about this.

**Outro:** Anyone, males or females, can be a victim or perpetrator of sexual assault. Sexual assault is not strictly limited to females solely being the victims and males being the perpetrators.

**Key areas:**
- Statistically more often than not it is a male sexually assaulting a female; however, men can sexually assault men, women can sexually assault women, and women can sexually assault men.
- Sexual assault victims or perpetrators are not solely limited to men or women, it occurs for both genders/sexes.

**Student discussion meeting with Dr. Abrams: Male victims and stigma**

**Intro:** There’s a lot of stigma around males who have been sexually assaulted. Let’s listen to the group discuss why this might occur.

**Outro:** There are some cases in which males are victimized by females—for example, we sometimes hear news stories where female teachers being sexual active with their male students. Sometimes men and boys have been victimized by other men. However, many men are hesitant to disclose the assault. How do you think concepts of masculinity...
or beliefs about sexual assault victimization impact the ability and willingness of male survivors to come forward, and to be believed?

Key areas:
- The majority of the time that males are sexually abused, they are younger than the perpetrator.
- Most male victims of sexual assault were assaulted by male perpetrators.
- The group discussed the difficulty of societal stigmas about homosexuality and homophobia, and how this may contribute to the reduced likelihood of male victims reporting sexual assaults.
- In a circumstance when the perpetrator is a female and the victim is an intoxicated male that may not have wanted to engage in sexual activities with the female, it is often interpreted by the victim as a “bad experience” and not as a sexual assault.
- The group discussed the instances of male students being assaulted by an older female teacher, and the male students viewing this as a positive sexual experience rather than a sexual assault.

MEETING 2

The Locker Room Video (can also use in module 5, meeting 2)

Intro: What follows is a scene in a locker room involving three student athletes preparing for soccer practice while discussing a party they had been to the previous evening.

Outro: This video raises a number of issues, including the minimization and justification of sexual assault and placing blame on the victim. As he tried to justify his behavior to the teammate that was challenging him, he placed more and more blame on the victim: her choice to come to the party, her choice to drink, her choice to dress the way she did. If someone came up to you on the street, pulled a knife and demanded your wallet, what would you think if the criminal blamed you for being robbed….that somehow of the stylish clothes you wear or your decision to walk down a street in the “bad” part of town at the wrong time of the day? What would you think if the guy’s defense was that you were asking to be robbed? You’d probably think it was ridiculously inexcusable.
THIS is no different. You did not consent to being robbed at knifepoint. Assault and battery is assault and battery. In one case, the criminal is stealing money. In the other case, the criminal is stealing sex. The key issue in this video is consent. Consent is not an abstract concept. Consent simply means agreement, as in, “I agree to have sex with you.” It means giving permission, as in, “I permit it.” Simply stated, it means, “it’s ok with me.” In every way you say it, it means that the other person has clearly and freely agreed to have sex. Consent should not be assumed. If there is any question, assume that consent has not been given. Make sure that you get a clear “Yes”.

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In this sketch, the victim passed out, either from too much alcohol or as a result of some form of drug. In either case, she obviously was incapable of providing consent. There was no ambiguity there. Being conscious is a requirement to giving consent. So...if she was unconscious, it is a sexual assault. Period. Forced or unwanted sex equals rape. Stealing sex after you have rendered a woman unconscious is rape. In many situations, consent may be much more ambiguous than in the sketch you just watched. Drugs and alcohol can impair thinking, perception and judgement, including one’s ability to perceive social cues. It also can impact one’s ability to communicate clearly. If you’re hammered, blacked out, inebriated, or whatever other term you prefer, your thinking and judgement are impaired. At what point someone’s thinking and judgment becomes impaired varies depending on many factors. Body weight, food consumed (or lack thereof) prior to drinking, alcohol potency (proof), quantity consumed, as well as mixing other illicit drugs with alcohol, can all influence how intoxicated the individual becomes.

There are times that people deliberately use drugs and alcohol as weapons to intoxicate potential sexual partners. Besides the use of Date Rape Drugs (i.e. Rohypnol, GHB, Ketamine), even the possession of them is illegal under Federal law and in many states. The most important factors to consider when determining consent are verbal and nonverbal communication. Through either words or behavior, your partner must express willingness to have sex. If there is any ambiguity in your mind, check with your partner and affirm consent. If it is unclear in YOUR mind, it is likely to be unclear in your partner’s mind. And if your partner is not comfortable communicating his or her feelings about sex, you can pose this question: “Would you prefer not to have sex?” If they’re feeling uncomfortable, that answer only requires a nod of the head. The bottom line is, if there is any ambiguity, the answer is no!

Key areas:

- If someone is unconscious due to alcohol intoxication, they are not able to give consent.
- Consent requires both people to be awake and both people need to want to have sex.
- How a woman is dressed has nothing to do with her consenting to have sex (she is not “asking for it.”).
- People’s perceptions of rape often change when it happens to someone close to them.

Student discussion meeting with Dr. Abrams: Consent Part I (also can use in Module 2)

Intro: What exactly is consent? How do you know if someone has given consent, or is even capable of giving consent? The group discusses the nuances of consent in this clip and situations when it’s ambiguous.

Outro: Some may think consent isn’t always clear, however a clear “yes” is necessary. “Yes” means yes, “no” means no, and “maybe” can mean no as well. A person can say “no” at any time, even if they had previously said “yes.” Often sex, especially when it’s
the first time with a particular person, IS a big deal. How do you know for sure that the person is consenting in the heat of the moment?

Key areas:
- The issue and definition of consent are discussed.
- How does consent interact with the law in regard to sexual behaviors? Consent means something specific when talking about the legal system.
- The group discussed the role of alcohol and the effect it may have on an individual's ability to consent.
- The presumption of consent is that an individual has the ability to consent to sexual behaviors until proven otherwise (or under certain circumstances).
- The group discussed the circumstances/conditions where consent to sexual behaviors may not be available. How do you determine the ability for someone to give consent?
- During ambiguous situations, consent should not be assumed.
- The “state of mind” of an individual matters in their ability to give consent (i.e., alcohol or drug use may impair the individual to properly give consent).
- Consenting to sexual behaviors can be complex: “maybe”, mixed messages, or anything other than a clear “yes” should be interpreted as a “no”.
- Consent has to be in the affirmative, if there is any uncertainty, then it is a “no”.
- The concept and phrase “blue balls” and how it is uncomfortable, but it is not fatal and the misconception that men have about this phenomena.
- The “blue balls” and entitlement/ the right to “finish” or ejaculate.

Student discussion meeting with Dr. Abrams: Consent Part II (also can use in Module 8)

Intro: In this clip, the group was talking about consent, but what about when drinking is involved? Or in situations when people have already had sex in the past? Does consent work the same way? Let’s hear what the group thinks.

Outro: Whether it’s sex for the first time or not, consent is always something that must be obtained, and as Carlos said, “consent is something that should be given every time.” How do you have that discussion? Is “discussion” realistic in every situation? In other words, do people really have “a discussion” beforehand or at the moment? How do you shift to “discussing” consent when you’re in the middle of undressing each other? If someone appears to be allowing herself to be undressed, does that imply that she is consenting? Can consent really occur in “the heat of the moment”? In what ways is consent between two people that are drinking at a party complicated? What about expectations of sex in a long-term relationship or marriage? How does consent work in relationships and marriages?

Key areas:
- Someone has to have the affirmative ability to consent to sexual activity. If there is any type of reason that significantly interferes with a person’s ability (i.e., intoxication or drug use) it should be assumed that consent for sexual activity can be given.
- In the instance of a male or female being too intoxicated, there is a distinct difference between other observers “taking care of” him/her or “taking advantage of” him/her.
There is a misconception that due to previous sexual engagement with a partner, an individual does not have to achieve consent for future sexual behaviors. Consent should be given every time sexual activity may occur.

Every intimate sexual activity is like a “contract” where both individuals agree to engage in the sexual activity. Discussion of how to execute this “contract.” Consent should be obtained each time two people engage in a sexual act.

Being in a relationship with someone does not guarantee that sex will occur every night. Consent should never be assumed, even if two people are married or in a long-term relationship.

In relationships, there should be the established dialogue between partners for when sexual activities will occur. Both individuals in the relationship should know their partner well enough to make sure that they are “into it” or ask if they want to engage in sexual activity, there should be vocalization of “yes” or “no” when consenting to any sexual activity.

Student discussion meeting with Dr. Abrams: Consent Part III (also can use in Module 8)

Intro: Consent can be revoked at any time during a sexual encounter, but if partners already have difficulty understanding consent, this becomes complicated. The men in this group discuss some concerns they have about the process of obtaining consent, raising some important questions, including issues and concerns about the legal system.

Outro: This clip covered the complexity of obtaining consent in the moment as a sexual encounter unfolds. Dr. Abrams posed the question about how to ensure that you have consent as sexual activity progresses, in the moment. Throughout a sexual encounter, there are verbal and nonverbal ways in which both partners reaffirm their consent. Sometimes, though, partners are unable to, or are uncomfortable with, speaking up if they do not like something, if something is painful, or if they simply want to stop. Checking in becomes important because of these instances. Intoxication may lessen a partner’s awareness and lead to an impaired ability to check in. What are some signs that might indicate consent – or lack of consent? What signs indicate discomfort? What are some things you can do in the moment to confirm consent?

Key areas:
- Asking a partner during a sexual act if they consent from moving from “first base” to “second base” and so forth. In other words, how can consent be achieved in each variation of sexual behaviors when engaging in an intimate act, and how may it be clear that both partners want to progress to another part of the sexual act.
- Communicating with your partner that you do not want to go further with the sexual activity is essential.
- Communication of consent to progress into another part of the sexual act may occur by verbally asking them to stop, or physically pushing away from your partner.
- The issue with reading the “signs” of whether your partner wants to engage in a certain sexual activity. This can occur for both males and females, especially if intoxicated, and these signs may become difficult to interpret.

Student discussion meeting with Dr. Abrams: Consent Part IV (also can use in Module 8)
Intro: Our notions of what “consent” means may be influenced by the media (i.e. TV and social media). The media rarely, if ever, portrays communication between a couple that reflects consent. Either consent is assumed, or the encounter obviously is unwanted and constitutes some form of sexual assault.

Outro: Among many other aspects of how we view ourselves, media clearly can influence our ideas of what masculinity “looks like” or what it means to be “masculine.” Thinking about how we develop our beliefs and what factors shape our ideas and attitudes about gender roles, masculinity, and sex is important to understanding ourselves. Not surprisingly, it is also critically important in developing healthy relationships with partners. In what ways do you think that the media influences your notions of what appropriate and inappropriate sexual behavior is? Do you feel that you have beliefs or attitudes about gender roles, masculinity and sex that you might want to change?

Key areas:

- How has social media, tv shows, or movies portray the “bad guy” that all women “want” and how does this effects men’s perception of engaging in a conquest for sexual activity with a female?
- The social constructs of “chivalry” or being a “good guy” are discussed and how getting the attention of females or consent for sexual activity may be misperceived. In other words, men may perceive women wanting the “bad guy” and when engaging in sexual behaviors men may behavior this way, instead of achieving consent.
- The misconception and expectations of the media and how women and men are supposed to dress or behave towards one another is discussed.
- The group discusses the definition of and the pressures for men to be influenced by these expectations.
- The development of male maturity and the ability to learn from the proper definitions of masculinity or proper role models.
- The group discusses the importance of males learning to express emotions and solve problems without physical violence.

MEETING 3

Student discussion meeting with Dr. Abrams: Legal Definitions of sexual assault

Intro: It’s possible that in some cases, guys may think they’ve received consent when they actually haven’t? In this clip, the group discusses instances that guys do not think are sexual assault that are according to many state laws.

Outro: It is important to understand basically what the law says about sexual assault and rape in the state that you are in. For example, if a woman feared for her safety, whether she expressed that fear or not, it is considered sexually assault in some states. Understanding what the relevant law says is not a big undertaking; it could take all of 10 minutes on the Internet. Understanding the law is only part of it. Understanding your partner is the most important part!! And understanding your partner includes
understanding that alcohol and drugs can impair your judgement and your partner’s judgment. Impaired judgment includes impaired ability to consent to sexual activity.

Key areas:

- Knowing what the law is surrounding sexual assault should be common knowledge for both men and women.
- There is a possibility that men may be ignorant of whether proper consent has been achieved with a partner.
- Sexual assault and the complexities of the law are discussed.
- If there is even the absence of threats to the victim or force, it may still be a sexual assault if affirmative consent is not achieved.
- Determining the intentions of both people engaging in the sexual act is vital and should occur in order to avoid any legal issues or the potential for sexual assault to occur.
- Alcohol intoxication and “reading the signs” incorrectly is part of the legality of sexual behaviors and important in order to avoid sexual assault from occurring.

Student discussion meeting with Dr. Abrams: Legal Definitions of consent

Intro: The laws surrounding consent for sexual activity may be different from state to state, and student codes of conduct may define it differently at different colleges. Let’s hear more about consent and the law.

Outro: The laws surrounding consent are extremely complex, because consent itself can be complex. Hearing a “yes” before any activity has occurred can be one way of showing consent. This is called “affirmative consent.” But affirmative consent, posing the question “would you like to have sex with me?” can easily feel stilted, awkward, unnatural, like asking “you want to go get a cup of coffee?” So what are other more comfortable, relaxed ways of asking? Often physical contact precedes any “discussion.” So any some well before you round 3rd base and head for home, you must simply say something like “are you comfortable with this?” What are some warning signs that you DON’T have consent to keep going in a sexual encounter?

Key areas:

- The group discussed the change over time of how the law defines consent.
- The group discussed the steps that a female victim may take after a sexual assault has occurred (showering, reporting, getting a “rape kit,” and her thoughts/feelings).
- Rape Shield Laws are mentioned, as well as the weak efficacy of these laws for the victim.
- When a sexual assault occurs and both parties are intoxicated, it may be difficult to determine who may or may not report. In the instance of two males or two females engaging in sexual assault, the perpetrator of sexual assault is typically the individual that is inserting something into the other individual.
- Forcible Compulsion is when someone agrees to have sex, for the fear that if they do not comply or have sex they will be hurt.
- The law is fluid and there may not be clear cut parameters for when consent has or has not been achieved.
- Making sure and confirming that consent is achieved with a “yes,” is important.
Student discussion meeting with Dr. Abrams: Sexual assault and the law

Intro: Statues involving sexual assault and how it is defined vary state to state. Let’s hear more about sexual assault and the law.

Outro: It is important to be aware of your school’s Student Code of Conduct definitions of sexual misconduct. Sometimes, sexual behavior does not rise to the level of being a crime, but it still is a conduct violation.

Key areas:
- Each state has a different definition of sexual assault.
- The perpetrator of sexual assault is typically the individual that is inserting something into the other individual.

Student discussion meeting with Dr. Abrams: Sexual assault convictions

Intro: In this clip, the group expresses the belief that guilt can only be proven by a guilty verdict in court. But what happens when the truth is more complicated?

Outro: Very few accusations of sexual assault are false. Often, sexual assault is not reported and even when it is, the amount of evidence needed to win a guilty verdict is very difficult to reach. There is a difference between being guilty of a crime and being convicted of it. Because of this, it can be difficult to judge whether someone accused of sexual assault should be held responsible socially, especially when the person being accused and the person doing the accusing are part of a common group of friends. The “truth” may never be known outside of the people who were involved in the incident. What do you think about the idea that survivors should be believed automatically, by default?

Key areas:
- Sexual assaults may not be reported, but in some instances (e.g., by word of mouth) the sexual assault may come to be known by others; what are the perceptions of these perpetrators, and how does this affect his/her social life with peers?
- Sexual assaults may not be proven in court or the perpetrator may not be convicted. Most sexual assault may not be reported or further meet the burden of proof in a court of law.
- It is exceedingly rare that false reports of sexual assault occur.
- One false report may skew the publics’ perception, endangering the legitimate instances of sexual assault.
- Often men overestimate false reports of sexual assault when hearing about an incident, but this perception may change if it is a member of their family, friend, or loved one.
Student discussion meeting with Dr. Abrams: Social influences of sexual behavior

**Intro:** Social pressure for both men and women can create complex situations for relationships, dating, and sex. The group talks about their thoughts on social pressure on men and how this can influence their actions.

**Outro:** Think of what you see on TV, in the media, in music videos, in the movies. Do you relate to what the group had to say about social pressure and expectations of men? Do you agree? Do you agree with what Dr. Abrams’ said about society sending messages that permit women, but not men to ask for help? What are some messages that you commonly see about gender, sex and expectations? Are these realistic? How can they be harmful to people?

**Key areas:**
- The group discusses male socialization and the needed conquest for sexual success with women.
- Issues of self-esteem and insecurity for both males and females and the differences in each are discussed.
- The group discusses hypermasculinity and the need for males to fulfill the male pressures to provide for and be dominant in a relationship with a female.
- Social intelligence of females versus males is discussed.

Student discussion meeting with Dr. Abrams: Gender roles Part I

**Intro:** In this segment, Dr. Abrams asks this group of college males what their thoughts are about prostitution and quid pro quos in dating relationships. If a man pays for dinner, does the woman owe him sexual favors? In this clip the group discusses expectations in dating and gender roles.

**Outro:** Do you agree with the statement that men pay for sex one way or another? Are you are paying for sex by taking a woman out? What if it’s “Dutch”? Does that mean no sex? A “quid pro quo,” or expecting a favor in return something, is clearly an unhealthy basis for an interaction between men and women, unless the “contract” is stated and agreed upon in advance (e.g., “You pay for dinner and the movie, and we’ll go back to my place”). What typically happens, however, is that there is NO stated “contract.” It is assumed by one party and not the other. Healthy relationships are ones where both parties want to be together and not based on tallies or owing favors.

**Key areas:**
- The group discusses men paying for sexual activities with a woman, and how it impacts a man’s “ego.”
- The group discusses male self-esteem and the interaction between paying for sex versus taking it (in the instance of sexual assault).
Student discussion meeting with Dr. Abrams: Gender roles Part II

**Intro:** This next clip covers important topics about social roles and expectations. This includes expectations that men and women have about each other’s roles in sexual, romantic, and family relationships, media influences, hypermasculinity, the iconic “tough guy” role devoid of emotion and weakness, and the relationship between emotional expression and gender. The group discussed the importance of identifying and understanding one’s own emotions and how this may conflict with traditional ideas of masculinity.

**Outro:** It takes maturity, strength, and courage for us to think beyond stereotypical or negative messages about men and women’s relationships that are provided by experiences ranging from our upbringing to mainstream media advertising, movies, and pornography. Ideas that women exist only as sexual objects and that men can take what they want from women without taking into consideration women’s sexual and emotional needs leads to markedly unhealthy relationships, a rape culture, and an unhealthy fiction about gender roles. Furthermore, subscribing to extreme views of social and gender roles can lead to unhealthy consequences. By rethinking our definition of masculinity to include valuing self and others, providing emotional support, and accepting one’s vulnerability is part of true strength.

Dr. Abrams suggests that strength involves self-awareness and the vulnerability to be emotionally honest with those who you trust and who make you feel safe. Emotions are a part of the human experience and can help us understand ourselves, and the world. How we express and how we manage our emotions can affect our behavior and our health. Men are often taught to believe that strength means hiding or ignoring their emotions. Men further come to learn that if there is to be an emotion expressed, the only acceptable emotion for a man is anger. When we ignore our emotions, when do not learn how to manage them or use them to our benefit, we run the risk of harm – to ourselves or to others. Consider the ways in which emotions can be useful, such as helping to motivate us to accomplish a difficult task or develop meaningful relationships with others.

One way men can fix and achieve a healthy working relationship with their emotion life is by rethinking their ideas about masculinity. Men receive messages, even as young boys, that they have to be “bad boys” or “the man of the house” so they can take care of their families and gain women’s approval. However, no person can maintain this role forever. Suppressing emotions, pretending not to have feelings, or ignoring your emotions can lead to very serious physical and emotional problems, problems that erupt in unintended and unhealthy ways. It’s much smarter and safer to work on finding a balance between being emotional and feeling secure. When we ignore our emotions, when do not learn how to manage them or use them to our benefit, we run the risk of harm – to ourselves or to others.

Consider the ways in which emotions can be useful, such as helping to motivate us to accomplish a difficult task or develop meaningful relationships with others. Think about the following questions:

What messages did you receive from friends, family, and the media about what it means to be a man? What about messages and rules about expressing your feelings, and your vulnerabilities? How do your rules about expressing emotions fit in with your ideas about being a man?
Dr. Abrams suggested that “toughness,” rather than being walled off from feelings, is actually connected to claiming and understanding our feelings. Does this make sense to you? What concerns do you think men have about expressing their emotions? What concerns do you have about expressing emotions? What are the qualities of healthy masculinity? Can you think of any men in your life who you admire for having qualities of healthy masculinity?

What beliefs about gender roles have you seen among your friends, family, and the media? How do you define masculinity, femininity? Where do your conceptions of masculinity and femininity come from? What, if any, of these conceptions might be inaccurate?

**Key areas:**

- The group discusses how unrealistic and fictionalized pornography creates a sexually learned behavior for men that may be reenacted in their sexual activities.
- The concept of males perceiving females as sexual objects, that solely exist to please men sexually, and that females should be subservient to males is discussed, as well as the concept of male dominance and their role in relationships to be stronger and to “provide” (e.g., shelter and protection) for the females.
- The group discusses the need for males to acknowledge vulnerability and express their emotions. By doing this, they would be “providing” for females. Males need to redefine masculinity and develop self-awareness and confidence to “provide” and “handle business”, but also be able to understand emotions and express them.
- There is a societal expectation for men to never show their emotions. How a man is raised may have a very important impact on a man’s perception of their masculinity.

**Student discussion meeting with Dr. Abrams: Sex and the Media Part I**

**Intro:** Social pressure can come from friends, but it can also come from social media, movies, and TV shows.

**Outro:** Popular media can paint a picture for men and women about how they should act and who they should be. What are your thoughts about how men and women should interact? Are they consistent with stereotypic media messages, or different?

**Key areas:**

- Sexual assault may be exacerbated by the way social media portrays sex and women.
- A discussion of how social media influences human perception and how individuals view themselves. This may affect how men and women interact or “prey” on each other.

**Student discussion meeting with Dr. Abrams: Sex and the Media Part II**

**Intro:** Much has been discussed (and studied) about the effects of sexual and violent media on individual behavior and on society at large. Children and teenagers have easy...
access to virtually everything that crosses the Internet, including a vast range of violent
depictions as well as sexually abusive and sexually aggressive depictions. How, if at all,
has the Internet – and media in general - impacted our views of sex and sexual
aggression? That is what the group will discuss today.

Outro: Overexposure to sexually violent media can be unhealthy, especially for those
that are at higher risk to engage in unwanted sex. Violent media can desensitize us to
violence and normalize violence. Sexually-violent media not only normalizes sexual
aggression, but it objectifies and dehumanizes women. Do you have a sense of how
sexual and violent media depictions have affected you? Your attitudes about sexuality?
Your attitudes about women?

Key areas:
- The group discussed the degree of inference that media (e.g., pornography or
social media) affects the male perception of women.
- Music videos, movies, or TV shows glamorize the “scantily clad women” and
communicate the message that degrading women is an acceptable way to have
both non-sexual and sexual relationships.
- The exposure to this type of hyper-sexualized and violent media contributes to
how children or teenagers may form opinions on women and sex on an
unconscious level.

MEETING 2

Student discussion meeting with Dr. Abrams: Culture and Sex

Intro: In this clip we hear from students about how culture impacts beliefs and attitudes
about gender, sex and relationships. Does culture contribute to a double standard for
men and women when it comes to monogamy?

Outro: There are numerous factors impacting one’s sexual behavior, including parental
values, religious and ethnic norms and values, and peer and community influence. For
example, we heard one student say that monogamy among Dominicans is not highly
valued as compared to other cultures. Is monogamy the norm? Who is expected to
remain monogamous – only women? Both men and women? Do you think it is possible
to have healthy sexual relationships without monogamy? Think about your own cultural
upbringing. What are some attitudes and beliefs that your culture (background, ethnicity
and religion) has about men, women, sex and relationships? Do you agree with all of
these ideas? Have your values or attitudes changed over time?

Key areas:
• The group discussed infidelity in relationships and cultural acceptance or encouragement from relatives or peers for men versus women.
• Discussion of monogamy and expectations based on cultural values and personal morals.
• There is a double standard of men and women having multiple partners; men are viewed in a positive light for having multiple partners, while women are viewed in a negative way for having multiple partners.
• Certain religions and cultures may perpetuate a man having multiple spouses or partners which makes it difficult to determine how this may interact with sexual activity and culture solely.
• The group discussed the misconceptions of females being perceived as “asking for it” if they have a past of promiscuous behavior.

**Student discussion meeting with Dr. Abrams: Factors related to campus sexual assault**

**Part I**

**Intro:** Incidence rates of college sexual assault appear to be increasing, or are they? Is the media now just reporting on it, whereas in the past they paid no attention to it? What are the factors contributing to these rates and what can we do to change it? Let’s see what the group thinks.

**Outro:** There are many reasons why sexual assault continues in our society. What do you think are some factors that explain sexual assault on college campuses?

**Key areas:**
• One out of every four women will be sexually assaulted at some point during their lifetime.
• One out of every six men will be sexually assaulted at some point during their lifetime.

**Student discussion meeting with Dr. Abrams: Factors related to campus sexual assault**

**Part II**

**Intro:** Is it okay to take sex from someone regardless of whether or not they wanted to “give” it? Is unwanted sex no different from unwanted theft of your property (as in “stealing” sex)? If unwanted sex is equitable with theft or stealing and a majority of individuals honestly believe that this is not okay, how come sexual assault incidence rates are so high? This is what the group will discuss today.

**Outro:** Many believe that the party scene existing on college campuses is one of the primary factors contributing to these rising rates of sexual assault. More parties might lead to more opportunities for sexual assaults to occur. Do we need to get rid of parties to prevent sexual assault, or is there a way to make drinking spaces safer? What do you think?

**Key areas:**
• Is the common male opinion that it is acceptable for men to “take” sex when it is not offered?
If common conception is “no” and that taking sex is wrong, is there a definitive way to determine why sexual assault occurs?

In which situations is it likely that sexual assault will occur? According to the group’s opinion, parties on a college campus would perpetuate this occurrence.

Student discussion meeting with Dr. Abrams: Attitudes II – Multiple Partners (can also be used in Module 4)

Intro: In this next clip, the group discusses situations in which multiple men are having sex with one woman, whether at different times or all at the same time. Although this discussion is uncomfortable, it raises some important questions and perspectives.

Outro: Do you agree with the statement that they are “just pieces of body?” Although the topic may be uncomfortable for the group to discuss, or for yourself, it’s important to think about the attitudes and perspectives men have when there are multiple guys having sex with the same woman. Is she being treated like a human being, or just a sex object? Did she consent? Is she just a “piece of meat”? How may these attitudes contribute a rape culture and lead to sexual assault?

Key areas:
- The group discusses “hooking up” with a friend’s previous partner, whether it is a girlfriend or a previous sexual partner.
- There is a stigma of a woman being “easy” or “passed around” because she has engaged in sexual acts, or is in a committed relationship, with multiple men of the same peer group.
- When considering the instances of multiple men with one woman (i.e., five guys and one girl), men may miss the concept that they too are having sex with a man, not solely the woman.
- In instances where a woman is not being treated as a human being, but rather just a “piece of meat” or a “hole” for male sexual arousal, she is not consenting, especially if she is unconscious.
- Using alcohol or drugs to completely inhibit or eliminate the woman’s ability to consent occurs quite often, and is used to incapacitate the woman for a sexual assault involving multiple men.

MEETING 3

Student discussion meeting with Dr. Abrams: Pressure to have sex

Intro: Men, especially college age guys, may feel social pressure to have lots of sex partners – or just lots of one time sexual “conquests,” lots of friends with one special benefit. The group talks about their own personal experiences with the pressure to have sex with a number of women.

Outro: Does the number of women you slept with make you more of a man? Is a man’s “masculinity” based on the number of women he has sex with? The number of notches in his belt? Is sex the currency for popularity among men? Do you feel like you relate to this pressure? How does it affect how men interact with women? Do you agree that men
feel the need to appear like they’ve got everything figured out instead of admitting that there are things they don’t know?

**Key areas:**
- College campuses often promote the mentality that having sex and males bragging about sexual conquests is necessary.
- Often on college campuses, there is an exaggeration by men about the number of sexual experiences or partners that they have had.
- When men are perceived as more confident than shy, there is the misconception that they will have more sexual opportunities.
- Sex is the “currency” that determines value for men.

**Student discussion meeting with Dr. Abrams: Group dynamics and sexual assault Part I (can also use in Module 4)**

**Intro:** Athletes and fraternities have the highest rates of sexual assault on college campuses. What do they have in common? The group discusses group dynamics and how it relates to campus sexual assault.

**Outro:** Group dynamics and peer influence can create environments where things like misogyny, objectifying women, and using alcohol to lower women’s resistance to sex become acceptable. Group mentality can have a strong influence on how someone can act, but in the end each individual has to be accountable for his or her own behavior. Do you agree with what the group said about conformity and compliance?

**Key areas:**
- The group discusses conformity amongst groups of people and its influence on attitudes and beliefs.
- There are times where people do things in a group that they would never do if they were not in the group.
- Concept of *group think* – people who identify with a group tend to take on the morals of the group.
- It is not simply belonging to a fraternity or being an athlete – Dr. Abrams explains the power of group dynamics and peer influence.
- Even if a person engages in a behavior as part of a group, it is important that they have individual accountability. Being in a group is not an excuse.
- Like alcohol, being in a group is not an excuse to sexually assault someone. They are both influential factors to consider when discussing ways to reduce incidents sexual assault.

**Student discussion meeting with Dr. Abrams: Group dynamics and sexual assault Part II (can also use in Module 4)**

**Intro:** Group mentality can influence a great deal of how individuals act, but in this next clip the question is brought up about what an individual can do within a group.

**Outro:** Being part of a group can be good, and having a brotherhood can be enriching. However, if the group mentality becomes harmful it can be very hard for an individual to go against it. The ranking structure and peer pressured environment can lead individuals
to doing things that they would not otherwise do. Each and every one of us must weigh our own values against the group values and make a personal decision. At the end of the day, we own our behavior, not the group’s behavior. At the end of the day, we are each accountable for our own actions. Do you agree with the comments that it is hard to get people to stand up when they are part of a group? If you agree, what makes it hard? If we can get men to become responsible for themselves, while also having the courage to stand up for others who are at risk for being hurt or victimized, sexual assault could potentially be prevented. This is unlikely to happen on a large scale, however, so simply reframing the way men view these risky situations - from helping the victim to helping prevent their “brothers” from receiving a jail sentence - could have an effect on reducing sexual assault.

**Key areas:**
- Discussion of how group mentality plays a role in sexual experiences and how males view this.
- Group values versus personal values.
- How to stand up when facing a group whose values differ from your own.

**Student discussion meeting with Dr. Abrams: Athletics, fraternities and sexual assault**

**Intro:** There have been a lot of news reports about athletics, fraternities, and sexual assault, almost always in the context of partying. Today, the group is discussing this issue.

**Outro:** How do you think campus culture of partying contributes to the larger problem of sexual assault, and even going so far as institutional cover up cases of sexual assault perpetrated in the context of parties, often hosted by fraternities?

**Key areas:**
- The group discusses the culture of college campuses, and how certain groups (fraternities or others) may contribute to the ideas of sexual assault in either positive or negative ways.

**Module 4**

**MEETING 1**

**Student discussion meeting with Dr. Abrams: Attitudes and behaviors that objectify women**

**Intro:** Attitudes towards women can say a lot about how a man feels he can treat women, for example, with cat calling. The group goes further into these perceptions and how they can play out with sexual assault.
Outro: Do you agree with the explanations that the group provided for why guys cat call and engage in behavior that objectifies women? When we objectify someone, they literally become an “object,” not a person. When someone objectifies another person, it dehumanizes them. Attitudes that objectify women are dehumanizing. What are some examples of attitudes that objectify women?

Key areas:
- The group discusses the socialization of men and the strong influence of sex.
- Men are taught that their success is going to be defined by how many females he sleeps with.
- Social desirability - some males continue to behave in ways that prove unsuccessful (e.g., cat calling) to impress or show off in front of peers.
- Behaviors that are dehumanizing towards women contribute to misogynistic attitudes.
- A woman’s outfit should not be predictive of whether she will be sexually assaulted.

Student discussion meeting with Dr. Abrams: Attitudes part I

Intro: It’s a common misconception that when women dress a certain way, “they’re asking for it.” However, it’s rare to hear someone say the way a man is dressed implies he wants sex. Let’s see what the group thinks about how people dress, when the roles are reversed, and what it signifies.

Outro: The way someone dresses can never determine whether or not they are looking for sex. Although being well dressed or dressing provocatively may be meant to attract a partner, for both males and females, clothing never justifies sexual assault! What if you were wearing a three-piece dress suit? Would it justify your being robbed?

Key areas:
- Clothing of women versus men in sexual assaults: what are the common misconceptions and what are the issues in believing them?
- Dressing in a promiscuous way does not warrant or permit sexual assault to occur. If a woman is wearing something tight-fitting or low cut it is not an invitation for sex.

Student discussion meeting with Dr. Abrams: Attitudes II – Multiple partners can also be used in Module 4

Intro: In this next clip, the group discusses situations in which multiple men are having sex with one woman, whether at different times or all at the same time. Although this discussion is uncomfortable, it raises some important questions and perspectives.

Outro: Do you agree with the statement that they are “just pieces of body?” Although the topic may be uncomfortable for the group to discuss, or for yourself, it’s important to think about the attitudes and perspectives men have when there are multiple guys having sex with the same woman. Is she being treated like a human being, or just a sex
object? Did she consent? Is she just a “piece of meat”? How may these attitudes contribute a rape culture and lead to sexual assault?

Key areas:

- The group discusses “hooking up” with a friend’s previous partner, whether it is a girlfriend or a previous sexual partner.
- There is a stigma of a woman being “easy” or “passed around” because she has sexual intimacy or is in a committed relationship with multiple men of the same peer group.
- When considering the instances of multiple men with one woman (i.e., five guys and one girl), men may miss the concept that they too are having sex with a man, not solely the woman.
- In instances where a woman is not being treated as a human being, but rather just a “piece of meat” or a “hole” for their sexual arousal, she is not consenting, especially if she is unconscious.
- Using alcohol or drugs to completely inhibit or eliminate the woman’s ability to consent occurs quite often, and is used to incapacitate the woman for a sexual assault involving multiple men.

Student discussion meeting with Dr. Abrams: Attitudes and sexual aggression

Intro: What are the attitudes that people have that contribute to sexually aggressive behavior and sexual assault? The group discusses their own personal experience with social pressure to have sex with lots of women, and their views on how women also pressure men.

Outro: Wanting to have sex is normal. Often, women come on to men, just as much as men come on to women. However, when having sex becomes so important that there is a disregard for the other person, that person’s boundaries, comfort, and pleasure, it is harmful and can easily lead to sexual assault. This is no longer mutual sex. This has become a conquest. The goal, at virtually any cost, is to end the evening with intercourse. The group discussed peer pressure and peer expectations about sex and obtaining sex. Does this sound at all familiar?

Key areas:

- Normalizing sexual activities and behaviors, but not normalizing sexual assault or rape.
- How to make sure that the individuals engaging in sexual activity are not being pushed into something they do not want.
- Sexual aggression should not be used to get sex without consent.
- Peer pressuring and expectations in how men or women should achieve sex with another person.

Student discussion meeting with Dr. Abrams: Attitudes that support rape

Intro: In this clip, Dr. Abrams talks to the group about ways in which society can have “rape supportive attitudes” and discusses the importance of being aware of those attitudes.
Outro: There are situations in our day-to-day lives that normalize rape supportive attitudes, such as clubs that offer free drinks for women but not men. Can you think of any other situations that make people vulnerable to sexual assault?

Key areas:
- Discussion of some rape supportive attitudes that occur in society on a day to day basis.
- Discussion of situations or instances that may promote these rape supportive attitudes and increase the likelihood of sexual assault.

Student discussion meeting with Dr. Abrams: Assumptions based on stereotypes (can also use in Module 3)

Intro: Sometimes males will judge women based on their physical appearance and dress. What about women? Do women judge other women based on their clothing? Here we have a group of college women talk about these topics.

Outro: What assumptions are made about a woman who is scantily dressed? Is this normal, valid? How might this be accurate, inaccurate and lead to problems? Do you agree with the student who said that there is a basis for women thinking that some clothing choices are poor? What assumptions do you make about a woman based on her clothing, makeup, etc.? Do you ever act differently based on how women are dressed?

Key areas:
- How does male or female clothing play a role in sexual assault, if any?
- Assumptions of women and men dressed in particular clothing that are false.
- Women may also form their beliefs about how a woman is dressed in a negative way.

Student discussion meeting with Dr. Abrams: Environmental factors related to campus sexual assault (can also be used in Meeting 4)

Intro: In this next clip, the group discusses various factors related to campus sexual assault. Specifically, the impact of the change in environment which includes increased freedom, increased opportunities for social interactions, peer pressure, social expectations, and less parental oversight in the role of sexual misconduct.

Outro: Consider the different factors raised by the group. Which factors discuss do you think are relevant? Have any of these factors impacted your behavior? How might these factors be related and coalesce to result in risky situations?

Key areas:
- At college, students are more “free” and not under the oversight of their parents. If students live on campus, there is more opportunity for parties and going out.
- There is a double standard regarding men and women. There is peer pressure for men to sleep with as many women as possible (to be seen as more
masculine), and sometimes if men cannot get with women, they resort to sexual assault. However, a woman sleeping with a lot of men is viewed more negatively.

- Parental attitudes (i.e., how a person was raised), sexual education, and peer groups can also impact if a person will engage in sexually assaultive behavior. Dr. Abrams noted that upbringing is not the end all for who will engage in sexually assaultive behaviors.
- College is a time to question everything and learn. It is a time when people have time to find their own path. It takes individual strength to stay on the right path when peer pressure is strong.

MEETING 2

Student discussion meeting with Dr. Abrams: Pornography Part I

Intro: In this clip, the group talks about pornography and the expectations these fictional mediums set for our own sexual experiences.

Outro: Pornography is readily accessible today and often is the first exposure people have to sex. This can create highly unrealistic expectations on what sex is supposed to be like, what role men play, and what role women play. Typically, in pornography a man’s gratification is the primary goal and the primary focus of the camera, contributing to the obvious conclusion that men’s sexual gratification is far more important than women’s sexual gratification. What are some of the common stereotypes that you have seen in pornography? How does it differ from real sexual experiences that you have had?

Key areas:
- Usually, men are exposed to pornography at an earlier age than women.
- The unrealistic expectations of pornography and how it can influence perceptions of sexual activities is discussed.
- Pornography can contribute to the sexual aggression of males or the belief that females will act the same as the females portrayed in pornography.
- The stereotypes depicted in pornography can be observed (and assimilated) by the viewer.

Student discussion meeting with Dr. Abrams: Pornography II

Intro: Pornography frequency portrays a dehumanizing view of women, reducing their role to assisting men achieve sexual gratification. Our “hook up culture” may also dehumanize sexual partners, because the sole objective is “using” your partner to achieve sexual gratification. Let’s see what the group has to say.

Outro: People tend to have strong convictions about pornography, hook ups, and what it means to value another person beyond what that person can do for you. Whether someone routinely engages in hook ups or “one night stands,” or short-term “friendships with benefits,” or long term monogamous relationships, it’s important to never forget that your partner is a human being, not a sexual object.
Key areas:
- Discussion of ways that pornography perpetuates a dehumanizing view of women.
- In general, the messages that pornography sends about women helping men achieve pleasure or orgasm may contribute to attitudes about sex and women.
- Pornography may be the precursor for the male’s opinion of sex and feeling that he has to engage in sexual activities, relationships, and “hook-ups”.

MEETING 3

Student discussion meeting with Dr. Abrams: Group think and deindividuation

Intro: In this clip, the group of women give their insight on sexual assault and the “mob mentality” that can persuade both men and women to do things they might not normally do. Let’s hear what they have to say.

Outro: College can be a difficult transition as new students try to make new friends and fit in. Although being part of a group can be good for personal growth and self-esteem, it can lead to a group mentality or “group think” that accepts unquestioningly and condones things that frequently would not be accepted by you or other individuals when not in the group. This includes things like cat calling, unwanted sexual touching and groping, sexual pressure, other forms of negative sexuality that escalate to sexual aggression. What are some common behaviors that you could imagine yourself doing to impress your friends?

Key areas:
- Everyone is influenced by their peer group because they want to fit in and there is social pressure to fit in.
- Sexual assault is often the result of a series of steps that start with subtle acts, like cat calls.

Student discussion meeting with Dr. Abrams: College Parties Part I

Intro: Transitioning to college and young adult life brings a lot of new stressors to a person’s life. Partying is a coping mechanism for many, but what happens when it gets out of hand? Let’s listen in.

Outro: The excitement and freedom of being in college come with lots of new responsibilities, as well as new sources of stress. Alcohol and other drugs are used to relieve stress but can also contribute to an environment that is conducive to sexual assault. When under the influence of alcohol or drugs, we often do not notice or pay attention to troubling behavior, or we may just not want to step in and ruin the party atmosphere. But it is everyone’s responsibility at the party to watch for warning signs and intervene when someone crosses a line. How do you deal with an environment where the majority of people are, in varying degrees, intoxicated and where intervening may not be positively received? One sober person cannot be relied on to protect everyone else. What can be done to create more accountability at parties or other similar social events?
Key areas:

- College is a time of excitement and freedom, but also a time of new responsibilities.
- Stress of college life can lead people to want to party as a way to relax.
- How do you stay responsible at a party where everyone (males and females) are drinking and partying? Often, the responsible person is the one who is not drinking (such as the designated driver).

Student discussion meeting with Dr. Abrams: College Parties Part II

Intro: Here, the group describes how a party environment full of intoxicated students can make consent much more difficult to navigate. Whose responsibility is it to step in when consent is unclear?

Outro: Alcohol increases the vulnerability of the woman, can blur the lines of consent, and increase the likelihood of unwanted sex. When someone is intoxicated, even a “yes” can’t always be taken as consent, especially when there is unfamiliarity with a partner’s preferences and limits. There is disagreement about who should be responsible for preventing sexual assault in situations where everyone is intoxicated; some place the blame wholly on women and teach men that they are only responsible for taking what they want. Do you agree the idea that the responsibility to avoid unwanted sex should fall primarily on women? What are some things that everyone can engage in to be safe at parties where alcohol is present?

Key areas:

- Alcohol can impact a person’s ability to consent; alcohol can make a situation unclear and make it difficult to determine if someone is actually capable of consenting.
- There are different views presented throughout the discussion. On one side, females are often taught to protect themselves at party and males are not really taught how to act at parties (such as not looking at women differently based on what they are wearing), but on the other side, women should take accountably for their actions and take precautions.

Student discussion meeting with Dr. Abrams: College Parties Part III

Intro: It goes without saying that most college students like to party. Sexual assault often occurs in the context of a party environment. What is it about a party environment? What checks might be put in place to guard against sexual assault at parties? Let’s listen in on the discussion.

Outro: Do you agree with Dr. Abrams comments? Do you agree with the groups’ comments? Both men and women are responsible to look out for friends and to speak up when someone is acting inappropriately, but often, they don’t. Usually they’re waiting on someone else to be the first to speak up or to act. We are comfortable with discussing “designated drivers,” but we don’t talk about “designated partners” (who
agree not to drink and to be observant). What are some potential consequences of being the one who steps in when a situation appears to be unsafe? What are some potential benefits? Is it realistic to expect others to intervene? Imagine being the guy in the real case example that Dr. Abrams provided.

**Key areas:**
- Alcohol, the party scene, and sexual assault.
- Dr. Abrams explains the complexity of the issue surrounding possible ways to prevent sexual assault from occurring at college parties.
- Getting extremely intoxicated may be poor decision-making, but does not warrant being sexually assaulted.
- Insight from a female perspective (e.g., it's the friend's responsibility to make sure that someone else does not get intoxicated and taken advantage of).
- The responsibility of males to step in if they notice a situation that may result in sexual assault.
- Bystanders need to intervene if they notice someone in a situation that may result in a sexual assault.

**MEETING 4**

**Student discussion meeting with Dr. Abrams: Environmental factors related to campus sexual assault (can also be used in Meeting 1)**

**Intro:** In this next clip the group discusses various factors related to campus sexual assault. Specifically, the impact of the change in environment which includes increased freedom, increased opportunities for social interactions, peer pressure, social expectations, and less parental oversight in the role of sexual misconduct.

**Outro:** Consider the different factors raised by the group. Which factors discuss do you think are relevant? Have any of these factors impacted your behavior? How might these factors be related and coalesce to result in risky situations?

**Key areas:**
- At college, students are more “free” and not under the oversight of their parents. If students live on campus, there is more opportunity for parties and going out.
- There is a double standard regarding men and women. There is peer pressure for men to sleep with as many women as possible (to be seen as more masculine), and sometimes if men cannot get with women, they resort to sexual assault. However, a woman sleeping with a lot of men is viewed more negatively.
- Parental attitudes (i.e., how a person was raised), sexual education, and peer groups can also impact if a person will engage in sexually assaultive behavior. Dr. Abrams noted that upbringing is not the end all for who will engage in sexually assaultive behaviors.
- College is a time to question everything and learn. It is a time when people have a time to find their own path. It takes individual strength to stay on the right path when peer pressure is strong.

**MEETING 5**

**Student discussion meeting with Dr. Abrams: Alcohol and sexual assault, Part I**

This resource was prepared by the author(s) using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.
Intro: Is alcohol to blame for sexual assault? The group discusses what alcohol’s role is in sexual assault.

Outro: Alcohol is not an excuse. Alcohol alone isn’t a cause of sexual assault. Alcohol is a disinhibitor that impacts our judgment and our perception. Although alcohol is often a factor in sexual assault, each individual is responsible for their own actions, and the acts committed under the influence of alcohol are not excused just because someone was drinking.

Key areas:
- The group discussed the prevalence of alcohol on college campuses.
- Eliminating alcohol from college parties will not completely rid college parties of sexual assault. Alcohol may disinhibit an individual but there are underlying issues concerning that person’s morality (i.e., the thoughts and desires that are usually inhibited).
- If an individual is intoxicated during the perpetration of a sexual assault, the justice system does not simply excuse the incident. Alcohol is not a singular factor for sexual misconduct.

Student discussion meeting with Dr. Abrams: Alcohol and sexual assault, Part II

Intro: Alcohol can impede a person’s judgment, and bad decisions can often be chalked up to being drunk. Dr. Abrams and the group discuss their thoughts on alcohol and its role in sexual assault.

Outro: Regardless of alcohol, people are ultimately accountable and responsible for their own actions. Alcohol does not remove the accountability of an individual who commits sexual assault.

Key areas:
- Alcohol can make a person aggressive, or impair a person’s judgment, causing them to act in ways that they would not normally act.
- Regardless of alcohol, people are ultimately accountable and responsible for their actions.

Student discussion meeting with Dr. Abrams: Alcohol and sexual assault, Part III

Intro: Does intoxication prevent one from providing consent to have sex? Let’s hear some thoughts on this.

Outro: What IS the legal definition of intoxication? How can we determine if someone is so intoxicated they can’t give consent? How would you approach a situation where you interested in hooking up with a woman that is intoxicated?

Key areas:
- If someone is intoxicated, they cannot consent to have sex.
• Intoxication varies from person to person.

Student discussion meeting with Dr. Abrams: Alcohol and sexual assault, Part IV

Intro: It’s easy for college students to get alcohol, even if they’re underage. There’s a social expectation to drink, and indeed even to binge drink. However, for some students, alcohol is a powerful disinhibitor for engaging in unwanted sex and sexual assault.

Outro: Getting hammered or blitzed at parties is not just acceptable but the norm for many college students. However, peer pressure to binge drink or drink to the point of intoxication is associated with sexual assault for some students. When you’re drunk, you have “license” to do things that you want to do but would most likely not do if you weren’t wasted. Moreover, it is very hard to read cues from another person who is trying to communicate that they don’t want sex. In some states, a person can’t consent to sex when they’re intoxicated, and it’s automatically considered sexual assault. From you own experience, how do your interactions with others change when you’re drinking?

Key areas:
• Social drinking is big on college campuses, and college is the first time many students have easy access to alcohol.
• Peers can pressure you to act certain ways, especially at parties where there is alcohol and other substances around.

Student discussion meeting with Dr. Abrams: Alcohol and consent (also can be used in Module 8)

Intro: Intoxication by alcohol or other drugs impact judgement and perception. Alcohol can decrease a person’s understanding of consent and help pave the way to unwanted sex, but education can serve as a buffer to prevent negative consequences. Here, the group is given an important lesson.

Outro: A “maybe” or a “probably” or a shrug or a nod or even a smile does not constitute a “yes.” A “yes” can’t be assumed, especially when one or both partners are intoxicated. Communication is an important part of sex but some factors, like alcohol intoxication, decrease the likelihood of it being clear. If there is any doubt about whether a partner is willing or able to consent to sex, it’s always better to stop or wait. What might be some other signs to stop? What are some nonverbal signs that a person isn’t into it? Or simply that the person is incapable of protesting? What other factors indicate that a partner can’t or doesn’t consent?

Key areas:
• A person’s ability to read nonverbal cues, and interpret intentions, becomes impaired when they are intoxicated.

Student discussion meeting with Dr. Abrams: The red cup phenomenon
**Intro:** Today the group discusses the “red cup.” If you are not holding a “red cup” at a party, then you are not cool. How does this peer pressure to drink at parties contribute toward sexual assault? This is what we’ll be discussing in today’s video.

**Outro:** The problem with red cups is that it is difficult to identify which cup belongs to you. All too frequently, drugs (e.g., date rape drugs) are slipped into someone’s drink, and that someone becomes a victim of rape. What can we do to address the red cup problem, permit everyone to drink who wants to drink, and keep everyone safe?

**Key areas:**
- Alcohol consumption is frequently pushed on people, especially young adults and those involved in the party scene.
- The group discusses how using open cups can lead to potentially dangerous situations.

**Student discussion meeting with Dr. Abrams: Alcohol, peers, and campus sexual assault**

**Intro:** Do women know which guys to stay away from? How much to drink? Who they should associate with and who to avoid, especially when drinking? What is the relationship between alcohol, peers and sexual assault? These are the questions the group is tackling today.

**Outro:** There are many factors that can contribute to a sexual assault, but none of them are a cause for sexual assault. How do you think this impacts what we should be doing to prevent assaults from happening? Although it is always important to choose friends that we feel compatible with, friends that match our values and our interests, but how often do you “adopt” as friends people that are NOT really compatible with you but that you “pretend” to like because they are cool (like the 2013 Echosmith single “Cool Kids”), part of the in-crowd, in a word – popular? Unfortunately, many of these cool kids are bullies with hugely inflated egos.

**Key areas:**
- It is important to try and surround yourself with the people who will have your back and look out for you, especially if you are drinking.

**Module 5**

**MEETING 1**

**The Locker Room video  (Can also use in Module 2, Meeting 2)**

**Intro:** What follows is a scene in a locker room involving three student athletes preparing for soccer practice while discussing a party they had been to the previous evening.

**Outro:** This video raises a number of issues, including the minimization and justification of sexual assault and placing blame on the victim. As he tried to justify his behavior to
the teammate that was challenging him, he placed more and more blame on the victim: her choice to come to the party, her choice to drink, her choice to dress the way she did. If someone came up to you on the street, pulled a knife and demanded your wallet, what would you think if the criminal blamed you for being robbed…that somehow of the stylish clothes you wear or your decision to walk down a street in the “bad” part of town at the wrong time of the day? What would you think if the guy’s defense was that you were asking to be robbed? You’d probably think it was ridiculously inexcusable. THIS is no different. You did not consent to being robbed at knife point. Assault and battery is assault and battery. In one case, the criminal is stealing money. In the other case, the criminal is stealing sex.

The key issue in this video is consent. Consent is not an abstract concept. Consent simply means agreement, as in, “I agree to have sex with you.” It means giving permission, as in, “I permit it.” Simply stated, it means, “it’s ok with me.” In every way you say it, it means that the other person has clearly and freely agreed to have sex.

Consent should not be assumed. If there is any question, assume that consent has not been given. Make sure that you get a clear “Yes”.

In this sketch, the victim passed out, either from too much alcohol or as a result of some form of drug. In either case, she obviously was incapable of providing consent. There was no ambiguity there. Being conscious is a requirement to giving consent. So…if she was unconscious, it is a sexual assault. Period. Forced or unwanted sex equals rape.

Stealing sex after you have rendered a woman unconscious is rape.

In many situations, consent may be much more ambiguous than in the sketch you just watched. Drugs and alcohol can impair thinking, perception and judgement, including one’s ability to perceive social cues. It also can impact one’s ability to communicate clearly. If you’re hammered, blacked out, inebriated, or whatever other term you prefer, your thinking and judgement are impaired. At what point someone’s thinking and judgment becomes impaired varies depending on many factors. Body weight, food consumed (or lack thereof) prior to drinking, alcohol potency (proof), quantity consumed, as well as mixing other illicit drugs with alcohol, can all influence how intoxicated the individual becomes.

There are times that people deliberately use drugs and alcohol as weapons to intoxicate potential sexual partners. Besides the use of Date Rape Drugs (i.e. Rohypnol, GHB, Ketamine), even the posmeeting of them is illegal under Federal law and in many states. The most important factors to consider when determining consent are verbal and nonverbal communication. Through either words or behavior, your partner must express willingness to have sex. If there is any ambiguity in your mind, check with your partner and affirm consent. If it is unclear in YOUR mind, it is likely to be unclear in your partner’s mind. And if your partner is not comfortable communicating his or her feelings about sex, you can pose this question: “Would you prefer not to have sex?” If they’re feeling uncomfortable, that answer only requires a nod of the head. The bottom line is, if there is any ambiguity, the answer is no!

Key areas:
- If someone is unconscious due to alcohol intoxication, they are not able to give consent.
- Consent requires both people to be awake and both people need to want to have sex.
- How a woman is dressed has nothing to do with her consenting to have sex (she is not “asking for it.”).
- People’s perceptions of rape often change when it happens to someone close to them.

**Student discussion meeting with Dr. Abrams: Hypermasculinity**

**Intro**: Boys are often taught to “be a man,” “toughen up,” don’t show emotions, don’t be “weak,” above all, never shed a tear. Today, the group is going to talk about “hypermasculinity.”

**Outro**: Hypermasculinity and “compensatory narcissism” (compensating for not feeling “like a man,” or feeling insecure about one’s masculinity by coming off as super-masculine, building impressive muscles and conspicuously showing them off, etc.) can occur when men don’t have healthy ways to deal with their insecurities. They try to look “tough” because they think that’s what’s expected of them. What women find attractive, however, rarely includes these displays of hypermasculinity. Traits that women find much more attractive include self-confidence, a sense of humor, intelligence, the ability to be an active listener and take the perspective of your partner. How do you think hypermasculinity plays out in relationships that you’ve seen on campus? How about yourself?

**Key areas:**
- Compensatory narcissism is overcompensated to look tough. In situations where you cannot really have a conversation (i.e., in a club), physical attractiveness can be important.
- Males, including athletes, may feel the need to go out and look tough to feel important if they are struggling elsewhere in their life.

**MEETING 2**

**Student discussion meeting with Dr. Abrams: Healthy Masculinity**

**Intro**: “Machismo,” or macho, typically refers to men that present with an exaggerated presentation of power or strength and masculinity, always strong, dominant, and in control. Today, the group is discussing how masculinity and “machismo” shape men’s self-concept.

**Outro**: What is healthy masculinity? Is it being domineering and controlling? Does it mean “strutting your stuff,” showing off, preening around like peacock? How do you think men's sense of their masculinity plays a role in their sexual relationships?

**Key areas:**
- Machismo refers to the notion that men should feel dominant and in control all the time, which can lead to things like sexual conquests.
- This follows the concept of “if you are going to be dominant, you should take what you want.”
Module 6

MEETING 1 & 2

Student discussion meeting with Dr. Abrams: Facts about sexual assault Part I

Intro: Sexual assault is a painful, or at the very least uncomfortable, topic, so we distance ourselves by thinking that, “it could never happen to me, or the people that I love. In reality, of course, unwanted sex and sexual assault happens with alarming frequency to people from all walks of life. No one is immune unless you live in a monastery.

Outro: What are the consequences of sexual assault for the victim, perpetrator, and society? What are some myths you think people believe about sexual assault? How do these myths impact their response to survivors?

Key areas:
- Often times, people try to believe that sexual assault is an issue that is further away than it actually is.
- Knowing someone who assaulted someone else, or knowing a victim of assault, personalizes the issue.

Student discussion meeting with Dr. Abrams: Facts about sexual assault Part II

Intro: Stranger rape is far less common than acquaintance rape / date rape. In other words, most rapes are not perpetrated by a stranger in a dark alley but with people who know each other. This can sometimes make it complicated for determining consent and whether an incident was indeed unwanted and hence sexual assault.

Outro: There is NO substitute for frank, open conversations about sexual wants, sexual needs, and sexual boundaries with every partner, every time. And, just because people have had sex before (i.e., they are not “virgins”) does NOT mean that consent exists for another sexual encounter. Thinking about what the students in this video discussed, what are some situations you can think of where consent might be fuzzy? What are some nonverbal cues that a person does not want to have sex? What are some ways that people can have clearer communication about sex, especially in hook up situations where they may not know each other well to begin with?

Key areas:
- Acquaintance rape is much more common than stranger rape.
- Nuances in understand nonverbal and verbal interactions play a part in sexual assault. Adding alcohol into the mix can make it even more difficult to effectively interpret signals.

Student discussion meeting with Dr. Abrams: Reporting sexual assault

Intro: Reporting sexual assault is not always an easy choice for a survivor. They may doubt themselves, feel ashamed, or feel that they won’t be believed. Sometimes
survivors receive messages that they are in some way responsible, or to be blamed, for the assault. Today, the group is discussing how people react when someone says they have been sexually assaulted.

Outro: Reporting sexual assault takes courage, and yet many people who report a sexual assault are not only unsupported but may be blamed and feel stigmatized. The reality is that sexual assault is not falsely reported more than any other crime. There are messages ingrained in our society that someone who was sexually assaulted deserved it, asked for it, or is lying about it. Image what it would be like if you reported being assaulted and were told you were lying or making up the whole thing. How would you feel if you were called a liar after reporting an assault? How would you feel if your friends shunned you or avoided you after you reported being assaulted?

Key areas:
- In addition to the legal and health consequences of a sexual assault, victims also sometimes have to deal with the social stress of their friends turning against them.

Student discussion meeting with Dr. Abrams: Impact of sexual assault

Intro: Being found responsible for sexual misconduct can bring up many emotions, including anger, guilt, sadness, and embarrassment. In addition, the incident impacts family and friends for both the survivor and person found responsible. Today, the group is discussing how sexual assault impacts different people.

Outro: The aftermath of dealing with sexual assault can go on for years, for everyone involved. The impact doesn’t end after the assault. What emotions came up for you? How has the experience impacted your relationships with family and friends? What do you think it’s been like for the victim?

Key areas:
- The perpetrator may also experience negative consequences after a sexual assault (e.g., prison is not a good environment despite glamorization on TV).
- The school/institution may also be negatively impacted by the assault.

Student discussion meeting with Dr. Abrams: Consequences of sexual assault

Intro: In this clip, the group talks about all the subsequent consequences of sexual assault for victims.

Outro: From the perspective of the victim, think about each stage of seeking help and reporting a sexual assault as Dr. Abrams has outlined. For each stage, make a list of what the victim might be feeling and thinking and the struggles that they might encounter at each stage.

Key areas:
- Risk of pregnancy and STI’s are a major potential consequence of sexual assault.
- A victim may also have to deal with prosecutors asking them difficult questions if they decide to report the assault.
- Victims also have to undergo a rape kit if they decide to go to the hospital, which can be invasive and even re-traumatizing.
- Other consequences for victims include mental health issues, such as PTSD and suicidality, as well as losing social support.

**Student discussion meeting with Dr. Abrams: Who is impacted by sexual assault?**

**Intro:** Who is impacted by sexual assault? It seems like an easy question, but the answer is not. Impact has a ripple effect. Let’s hear more about this.

**Outro:** In this quick clip, Dr. Abrams provided a glimpse of the impact of sexual assault. A sexual assault not only impacts the individuals directly involved, but extends out to families, partners, loved ones, parents, siblings, friends, and even communities such as sports teams, fraternities, and the university. Everyone involved, directly and indirectly, in a sexual assault can be impacted in some way. How has this impacted you? How has this impacted your family and friends? How has this impacted your life?

**Key areas:**
- The consequences experienced by everyone (e.g., victim, perpetrator, system, families) are not often brought up in discussions about sexual assault.
- If these consequences were brought up more frequently, there might be more responsivity.

**Student discussion meeting with Dr. Abrams: Victim Blaming**

**Intro:** Sometimes when a sexual assault has occurred, people question whether the person reporting the assault is lying, or whether they simply regret it after the fact. In this clip, the group discusses victim blaming, and forcible compulsion.

**Outro:** As we just heard, fake reports of rape are very rare. Victims rarely have anything to “gain” by reporting sexual assault, and much to lose. Victims are often re-victimized by the criminal justice system – and even by society. Blaming the victim is just disowning responsibility for your behavior, displacing responsibility onto the victim. NON-consent includes coercing and / or pressuring the victim to have sex. It’s still sexual assault. If someone came up to you on the street and “pressed” you to turn over your wallet, it would still be simple assault and theft. It sure as hell wouldn’t mean that you “consented” to be relieved of your wallet. It would most likely mean that you were afraid of worse consequences if you didn’t hand over your wallet.

**Key areas:**
- False reports of rape are very rare (2-5%). Rape is not false reported more than any other crime.
- Regret is not the same as sexual assault.
- Forcible compulsion is when a victim complies with a sexual act because they fear they might be hurt otherwise. Some states do not even require the victim to communicate they were afraid.
- Rape shield laws are laws that state that when prosecuting a rape, the past sexual behaviors and experiences of the victim cannot be brought up.
- Consent should be clearly in the affirmative – anything other than an explicit yes is a no.

Student discussion meeting with Dr. Abrams: Consequences of reporting sexual assault
Part I

Intro: Many people believe that those who come forward with accusations of sexual assault are often lying in order to get fame, money, or revenge. In this clip, the group discusses why it takes courage to publicly call yourself a survivor of sexual assault and why false beliefs about reporting harm survivors.

Outro: Sexual assault is not falsely reported any more than other types of crime. It is categorically inaccurate to assert that victims are usually lying. Reporting sexual assault to police or administrators can have serious repercussions. Sexual assault is a life changing event with long term consequences for all parties involved. A survivor may lose friends, face shame, embarrassment, disbelief about the rape, have their reputation discredited, or be traumatized by the legal proceedings. Sexual assault is very serious and it takes bravery to come out as a survivor. By the very nature of sexual assault, it is highly invasive, and, as such, is often humiliating and demeaning.

Key areas:
- Sexual assault has a lower false report rate than any other crime.
- Sexual assault investigations can include a victim’s peer group not supporting her, the male feeling like he did her a favor, the police might say she made the whole thing up, people on the college campus might work to make the whole thing go away, the victim might have to undergo a rape kit, and if it goes to trial, the attorney might try to blame the victim.
- The victim may need psychological help, experience symptoms of PTSD, or feel the need to transfer schools because she does not feel safe.
- If the assault goes public and is broadcasted in the media, university recruitment may be impact.
- Incarceration is also a potential impact for the perpetrator.

Student discussion meeting with Dr. Abrams: Consequences of reporting sexual assault
Part II

Intro: Many survivors of sexual assault are reluctant to report what happened to them to the authorities because they are afraid of the consequences. Here, the group talks about what some of those consequences might be.

Outro: In the aftermath of an assault, those that have been sexually assaulted may feel afraid, ashamed, and embarrassed. Stronger emotions include feeling humiliated and “dirty” to the point that no bath or shower can remove the filth. They may worry about their personal safety and feel very uncomfortable sharing any space with the person who assaulted them. However, the idea of reporting the crime to authorities may be just as frightening and survivors may wish to avoid the traumatizing experience of a university
cover-up, a rape kit, or a disbelieving district attorney. If the person who was sexually assaulted does come forward, they may be blamed and disbelieved by nearly everyone around them. Survivors often feel very alone after their assault. To some extent, this can be alleviated by creating supportive environments free of victim-blaming attitudes that only makes survivors’ isolation worse. What are some victim-blaming statements or actions that you have seen toward people who have been sexual assaulted?

**Key areas:**
- Victims might not report because they are afraid that it might happen again. They also might be ashamed and embarrassed, especially if there is a chance they will see the perpetrator around campus.
- Victim blaming is a common occurrence (e.g., “she put herself in that situation,” “she was dressed a certain way,” “she was asking for it”).

**Module 7**

**MEETING 1**

**Student discussion meeting with Dr. Abrams: Bystanders Part I**

**Intro:** If a guy stops another guy from coming on to a girl, is he “cockblocking”? Or keeping him from making a mistake? The group shares their thoughts about intervening between a guy and girl.

**Outro:** It’s sometimes necessary for friends and bystanders to intervene in situations where a guy can be taking it too far with a girl without her consent. How can standing up in these situations start to change attitudes in a peer group? What kind of moral courage does it take to intervene on behalf of a potential victim? What are some reasons why people don’t intervene?

**Key areas:**
- “Cockblocking” refers to when a guy gets in the way of another guy’s pursuit of a female.
- It’s not cockblocking when a friend stops another friend from taking it too far with a girl if she is not able to consent.

**Student discussion meeting with Dr. Abrams: Bystanders Part II**

**Intro:** Many sexual assaults happen during parties or other events where lots of people could have intervened before it was too late. Why doesn’t anyone speak up? Let’s examine some possible reasons.

**Outro:** In social situations, lots of peer pressure dictates expected, conforming behavior. Many people promise they would speak up if they saw warning signs of an assault, but in the moment they lack the courage to do so. In failing to intervene, they leave a friend to face potentially devastating consequences. They may also assume that the behavior is someone else’s problem, or that someone else will take care of it. There are umpteen excuses for not intervening. And that is what they are – excuses. Men with healthy
masculinity come to the aid of victims; they don’t create victims. When no one acts, everyone is responsible for failing to act. What are some tactics you think you might be able to use to intervene in a risky situation? How would you act if the woman in the risky situation was your girlfriend? Or your sister? Or your mother?

**Key areas:**
- It is important to “police” your friends and try to keep them from making poor decisions.
- Many men say that they would stand up if someone is being assaultive, but in reality, most people do not actually intervene.
- A lot of the work on prevention of sexual assault focuses on bystander intervention. However, the more people present in a situation results in a diffusion of responsibility, where no one speaks up because they believe someone else will.

**Student discussion meeting with Dr. Abrams: Preventing and reducing campus sexual assault**

**Intro:** This next clip considers ways to prevent and reduce campus sexual assault. Advocacy is a good start. Advocacy is a good way to increase awareness of sexual assault on campus, but is it enough?

**Outro:** In the end, advocacy is not enough. Programs and prevention strategies that teach students about consent and healthy sexuality are necessary. Intervention programs for victims and students responsible for sexual assaults are needed as well. Think about your own campus: What do you think would be helpful to reduce sexual assault? What kind of programs would most likely help?

**Key areas:**
- Beyond prevention, it is important to look at organizational leaders to help with prevention and teaching them good values.
- Beyond prevention, groups and support for victims is also important.
- The intentions and attitudes of the perpetrator also need to be addressed; it is not enough to give them a slap on a wrist. If they do not receive treatment, it could happen again.

**Student discussion meeting with Dr. Abrams: Dangerous situations**

**Intro:** The group discusses situations where they have intervened to help their friends in potentially dangerous situations

**Outro:** Which opinions do you agree with? Which opinions do you disagree with?

**Key areas:**
- Even the best laid plans of staying with friends at parties do not always work out. You and all of your friends have to be on the same page with the plan as well.
- People who do not intervene are almost as guilty as the person engaging in the assaultive act.
Intervening requires that a person not be intoxicated and be aware of what is going on, that they have the courage to stand up and say something, and that they have the social skills to navigate the situation so that no one gets hurt.

**Student discussion meeting with Dr. Abrams: Stereotypes about perpetrators of sexual misconduct**

**Intro:** In this next clip, the group talks about stereotypes of who is a sexual offender, and whether athletes fit that stereotype.

**Outro:** Although stereotypes can be dangerous and clearly don’t match every individual in a group, athletes do have higher rates of sexual assault on college campuses. Like the group says, sometimes being an athlete can give you protection, but it can also mean higher expectations. What aspects of athletics and sports culture contribute to negative masculine characteristics? Are there aspects of athletics and sports culture that contribute to positive masculine characteristics? As role models for youngsters, athletes should set a standard for zero tolerance for sexual aggression.

**Key areas:**
- Most people think perpetrators are larger males or athletes.
- In larger schools with sports, athletes tend to be protected from the consequences of their actions.
- Stereotypes that athletes are more likely to engage in sexual assault.

**Module 8**

**MEETING 1**

**Student discussion meeting with Dr. Abrams: Expectations in intimate relationships Part I**

**Intro:** Do expectations that sexuality is part of a committed (i.e., “dating”) relationship exist today? Is the concept of “item” (as in, they’re an item) dying out? If so, are these expectations reasonable? It is often assumed that all relationships are monogamous, but it is obvious that that standard no longer exist today. Let’s hear more about this.

**Outro:** People have different expectations, needs and desires in relationships. Whether it’s a hook up or a long-term relationship, it’s important to communicate your needs and limits to your partner, and to understand theirs as well. By having open communication about expectations and boundaries, you are more likely to have a sexual experience that is consensual, and that is fulfilling and pleasurable – for you and for your partner.

**Key areas:**
- There is external/societal pressure placed on individuals to be sexually active, especially in a relationship.
- Communicating needs/wants in an intimate relationship is imperative.
In a relationship, both parties typically enter with several expectations, however they may not be the same.

You want to be in a relationship because you want to be, not because you need to be.

Everyone needs to be accountable for their own behaviors.

Student discussion meeting with Dr. Abrams: Expectations in intimate relationships Part II

Intro: Sometimes people have ideas or scripts of how things will go based on what is seen in the media. What drives attraction to another person? What influences one’s expectations and beliefs about how social experiences will unfold?

Outro: Think about your own scripts and expectations that you have about sexual interactions. What characteristics do you find attractive in a romantic partner? What draws you to another person? What are qualities that you value and are important for your partner to possess? Do you agree with what the group discusses about unintended consequences? What are some cues, signs or “vibes” that would indicate that the person is interested in having a relationship or sexual encounter with you?

Key areas:

- At parties, men tend to gravitate towards woman who are dressed more provocatively and flirting with others.
- Some of the men discussed that sometimes women go out to party with the goal of having sex, and that men do not always realize that females have this plan.
- There can be a miscommunication of intentions – some people might be looking for a long-term relationship when they go out, and others may not.
- Attraction often starts visually, then continues or discontinues once two people talk to each other.

Student discussion meeting with Dr. Abrams: The Dating Game

Intro: A group member asks the women if there a certain type of guy that women avoid. These leads to a conversation that some people see dating and sex as a game. Games are fun afterall, right? But if it’s a game, what does winning and losing look like? Who are losers? What is the price of losing? Was the loser an active participant who just happened to lose, or a non-participating bystander who became the unwanted “object” of the game? Let’s see what the group thinks.

Outro: Perhaps the ultimate objectification of women is using women as nothing more than a vehicle for enhancing your self-esteem through yet another sexual conquest. In this context, sex has nothing to do with your partner, only about you. The “Dating Game” is the ultimate, cynical portrayal of the male agenda. Winning, from the guy’s standpoint, is getting to home plate, getting “inside her pants,” in-a-word, intercourse. What is “winning” from the woman’s standpoint? It highly unlikely that winning means the same thing for women. It may NOT these days mean “romance,” but it is quite likely that it means mutual pleasure, mutual satisfaction, occasional communication, perhaps caressing and not just humping, in a word – a “joint” experience that is mutually

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enjoyable. The words “joint” and “mutual” are used quite intentionally to suggest that the experience was something more than spreading your legs so the guy can have an orgasm and boast to his friends about it.

As Dr. Abrams put it: If we call it a “game” when men and women flirt with one another, it trivializes bad outcomes, such as unwanted sex and sexual assault. The consequence of losing “the game” can be rape. If the end goal of the game is sex for one, not both parties, then it provides motivation for that one party to be aggressive in winning the game. It becomes a sexual assault version of Russian Roulette, which starts as a game and ends with deadly consequences.” What do you think about this?

Key areas:
- Going to a party is like playing a game, however, interactions at parties do not always end in fun. Flirting can be fun, but if the end results are bad, calling it a game can trivialize the outcome.
- One participant mentioned that a person “wins” by achieving the highest social status.

MEETING 2

**Student discussion meeting with Dr. Abrams: Relationship stereotypes**

**Intro:** It’s stereotypically assumed that men are only looking for sex and women want long-term relationships, but there are benefits to a relationship that are recognized and desired by both sexes. This clip breaks down the stereotype.

**Outro:** The men in this group say that they have female friends for whom they don’t feel any sexual attraction but enjoy spending time with. In-other-words, non-sexual companionship can have its own rewards. Romantic relationships also provide them with companionship but in addition a degree of comfort and “personal intimacy” that they may not have in relationships with platonic friends. In college, though, the men say they feel pressure to place women into two distinct categories - women that are worthy of a relationship or women that are just for sex, with more pressure toward focusing on sex. What consequences might there to be to viewing women only as potential sexual partners? What are some problems with seeing women through a filter of these two categories? What could be lost?

Key areas:
- Being in a relationship with a female is different than hanging out with guy friends. In a relationship, you feel comfortable doing a lot of things, but with your friends, you might be afraid of being judged for some things.
- It is possible for guys to have non-sexual relationships with girls.
- There are guys who are looking for relationships (not just sex), and there are girls who are looking just to have sex, and not have relationships. On college campuses, there might be more pressure for people to be looking for sex over relationships.

MEETING 3
Student discussion meeting with Dr. Abrams: Communication Part I

Intro: This next group discussion covers two basic concepts - attraction and communication. A party environment can sometimes lead to miscommunications between party-goers about intentions and expectations. Here the group examines miscommunication more closely.

Outro: It would be a mistake to assume that everyone’s motives are sexual in initiating a conversation, even at a party. It can also be difficult to form an emotional connection in a party setting, especially if alcohol is involved, but the same rules need not apply in every situation where two people might meet. One rule that does apply: consent can never be assumed. What are some examples where consent might be incorrectly assumed based on someone’s behavior?

Key areas:
- One person in a social conversation might just think the conversation is interesting, while the other person might think that they are “into them.” It is difficult to interpret someone else’s motives.
- Some people use alcohol to become more sociable.
- At parties, it is often a person’s physical appearance that attracts people to talk to them.

Student discussion meeting with Dr. Abrams: Communication Part II

Intro: Technology has radically changed our mode of communication. Does our new “preferred” modes of communication – all relying on the Internet - make it easier to hide from difficult conversations, or does it make it easier to communicate? Let’s see what the group thinks.

Outro: Communication often goes beyond the words people say. Communication includes the tone of one’s voice, nonverbal gestures and facial expressions and occasionally looking directly into someone’s eyes. All of these communication signals are lost in text messages. Cyber-communication is typically devoid of what is intrinsically human.

Key areas:
- Looking at your phone can make you less attentive to nonverbal cues.
- Frequent text messaging may often lead to miscommunications. How someone says something is often more important than what they say.

MEETING 4

College Student Discussion video

Intro: What follows is a scene with a group of students talking about sex and relationships with a facilitator from the counseling center. As you watch, consider the different situations, challenges, and solutions they discuss in their conversations on the topic of negotiating safer sex that is consensual.
Outro: Students may experiment with many different types of relationships and sexual experiences. The students in this group discuss some of the challenges to negotiating safe, consensual sex with partners. Active listening and open, honest communication can help partners to convey what they like, what they don’t like, and what their limits are. Think of what situations have come up in your own life where sexual communication felt really awkward or klutzy, or just plain amateurish. The art of lovemaking is only in the movies. Everyone feels a bit oafish at first. Nobody looks like or acts like or talks like the scripted actors in movies. The vast majority of us have some degree of performance anxiety and body image anxiety. Just remember, bumbling is far better than saying nothing. It is guaranteed to be appreciated. If nothing else, you will break the ice, and may even get a smile.

Key areas:
- Features a discussion with heterosexual and LGTBQ students.
- It is important to have conversations with your partner regarding sex and consent prior to engaging in any sexual activities.
- It can be difficult to have these conversations in the heat of the moment.
- It is also important to have conversations regarding pleasure and what feels good during sex; it is not good to just assume what someone likes or does not like. It can be difficult or embarrassing to discuss, but there are ways to make the conversation sexy or fun and playful.
- Responding to nonverbal cues is important. Further, if someone says no to something regarding sex, you should stop.
- Communication is key.

Student discussion meeting with Dr. Abrams: TITLE IX

Intro: Title IX is part of the Equal Rights Act requiring any institution/organization that receives federal funding to insure equality. As you may have heard, there have been quite a few lawsuits about sexual assault cases on college campuses. Let’s see what these students know about Title IX.

Outro: Title IX not only pertains to sports, but to all other aspects of the institution, including, importantly, sexual misconduct on college campuses. Campuses must be a safe environment for all students. From your own perspective, think about what the campus life would be like for you if you didn’t feel safe?

Key areas:
- Sexual assault victims have sued schools under Title IX, arguing that the perpetrator would not be on campus if it was not for the scholarship he received.

MEETING 5

Student discussion meeting with Dr. Abrams: Confirming consent

Intro: Is consent something that is given in a moment in time, or is it something that can change? Can the way someone is dressed indicate that they want to have sex? These are the topics the group discusses in this next clip.
Outro: As we heard, it’s normal to have mixed feelings about sex, to have desires but be unsure whether you want to proceed, or to proceed and then regret having had sex afterwards. What is important is whether consent was clearly given at the time. This is why communication is crucial when it comes to consent. Consent cannot be inferred from what the victim is wearing or from the victim’s decision earlier in the evening, such as choosing to come to the party or choosing to accept your invitation to have a beer – or two, or to accept your invitation to dance, or even to accept your invitation “to go upstairs.” Going upstairs is not synonymous with sex. That is why communication is crucial. Communication need NOT be complicated, awkward, embarrassing or feel stupid. A simple “Are you comfortable with this?” as you are disrobing can be adequate. As Dr. Abrams says, if you get a “yes” then it’s a yes, and anything else is a “no.” Consider the different ways to get consent either beforehand and during sexual activities.

Key areas:
- Dressing a certain way for attention does not mean that a woman is consenting to having sex.
- Consent can change over time.
- Coercion and pressure are often used to try to get someone to have sex (e.g., “if you loved me…”).
- Regret the next morning does not mean that sexual assault occurred.
- If you do not get an explicit yes, it is a no.

Student discussion meeting with Dr. Abrams: Sexual satisfaction

Intro: In this next clip, the group discusses sexual satisfaction and whether or not men are socialized to put their sexual needs first, and how that effects the treatment of women.

Outro: The group has some interesting things to say about “mutual satisfaction,” the objectification of women and where it potentially stems from. Do you agree that social media gives the message that men’s needs are more important, and women’s needs are secondary? Do you think that today’s sexual “climate” and sexualized media has distorted relationships between men and women?

Key areas:
- Mistakes are accidents; assault is a bad decision. In the moment of an assault, someone decided that what he or she wants is more important than what anyone else wants.
- One person offered the thought that two people can have sex for purely selfish reasons (e.g., just wanting to “get off,” instead of wanting the other person to have a good time). Sexual assault is selfish; the perpetrator is out for his or her own pleasure.
- Social media and cellphones can lead to misunderstandings and miscommunications about intentions.

Student discussion meeting with Dr. Abrams: Consent Part I (also can use in Module 2)
Intro: What exactly is consent? How do you know if someone has given consent, or is even capable of giving consent? The group discusses the nuances of consent in this clip and situations when it’s ambiguous.

Outro: Some may think consent isn’t always clear, however a clear “yes” is necessary. “Yes” means yes, “no” means no, and “maybe” can mean no as well. A person can say “no” at any time, even if they had previously said “yes.” Often sex, especially when it’s the first time with a particular person, IS a big deal. How do you know for sure that the person is consenting in the heat of the moment?

Key areas:
- The issue and definition of consent are discussed.
- How does consent interact with the law in regard to sexual behaviors? Consent means something specific when talking about the legal system.
- The group discussed the role of alcohol and the effect it may have on an individual’s ability to consent.
- The presumption of consent is that an individual has the ability to consent to sexual behaviors until proven otherwise (or under certain circumstances).
- The group discussed the circumstances/conditions where consent to sexual behaviors may not be available. How do you determine the ability for someone to give consent?
- During ambiguous situations, consent should not be assumed.
- The “state of mind” of an individual matters in their ability to give consent (i.e., alcohol or drug use may impair the individual to properly give consent).
- Consenting to sexual behaviors can be complex: “maybe”, mixed messages, or anything other than a clear “yes” should be interpreted as a “no”.
- Consent has to be in the affirmative, if there is any uncertainty, then it is a “no”.
- The concept and phrase “blue balls” and how it is uncomfortable, but it is not fatal and the misconception that men have about this phenomena.
- The “blue balls” and entitlement/ the right to “finish” or ejaculate.

Student discussion meeting with Dr. Abrams: Consent Part II (also can use in Module 8)

Intro: In this clip, the group was talking about consent, but what about when drinking is involved? Or in situations when people have already had sex in the past? Does consent work the same way? Let’s hear what the group thinks.

Outro: Whether it’s sex for the first time or not, consent is always something that must be obtained, and as Carlos said, “consent is something that should be given every time.” How do you have that discussion? Is “discussion” realistic in every situation? In other words, do people really have “a discussion” beforehand or at the moment? How do you shift to “discussing” consent when you’re in the middle of undressing each other? If someone appears to be allowing herself to be undressed, does that imply that she is consenting? Can consent really occur in “the heat of the moment”? In what ways is consent between two people that are drinking at a party complicated? What about expectations of sex in a long-term relationship or marriage? How does consent work in relationships and marriages?
Key areas:
- Someone has to have the affirmative ability to consent to sexual activity. If there is any type of reason that significantly interferes with a person’s ability (i.e., intoxication or drug use) it should be assumed that consent for sexual activity can be given.
- In the instance of a male or female being too intoxicated, there is a distinct difference between other observers “taking care of” him/her or “taking advantage of” him/her.
- There is a misconception that due to previous sexual engagement with a partner, an individual does not have to achieve consent for future sexual behaviors. Consent should be given every time sexual activity may occur.
- Every intimate sexual activity is like a “contract” where both individuals agree to engage in the sexual activity. Discussion of how to execute this “contract”. Consent should be obtained each time two people engage in a sexual act.
- Being in a relationship with someone does not guarantee that sex will occur every night. Consent should never be assumed, even if two people are married or in a long-term relationship.
- In relationships, there should be the established dialogue between partners for when sexual activities will occur. Both individuals in the relationship should know their partner well enough to make sure that they are “into it” or ask if they want to engage in sexual activity, there should be vocalization of “yes” or “no” when consenting to any sexual activity.

Student discussion meeting with Dr. Abrams: Consent Part III (also can use in Module 8)

Intro: Consent can be revoked at any time during a sexual encounter, but if partners already have difficulty understanding consent, this becomes complicated. The men in this group discuss some concerns they have about the process of obtaining consent, raising some important questions, including issues and concerns about the legal system.

Outro: This clip covered the complexity of obtaining consent in the moment as a sexual encounter unfolds. Dr. Abrams posed the question about how to ensure that you have consent as sexual activity progresses, in the moment. Throughout a sexual encounter, there are verbal and nonverbal ways in which both partners reaffirm their consent. Sometimes, though, partners are unable to, or are uncomfortable with, speaking up if they do not like something, if something is painful, or if they simply want to stop. Checking in becomes important because of these instances. Intoxication may lessen a partner’s awareness and lead to an impaired ability to check in. What are some signs that might indicate consent – or lack of consent? What signs indicate discomfort? What are some things you can do in the moment to confirm consent?

Key areas:
- Asking a partner during a sexual act if they consent from moving from “first base” to “second base” and so forth. In other words, how can consent be achieved in each variation of sexual behaviors when engaging in an intimate act, and how may it be clear that both partners want to progress to another part of the sexual act.
Communicating with your partner that you do not want to go further with the sexual activity is essential. Communication of consent to progress into another part of the sexual act may occur by verbally asking them to stop, or physically pushing away from your partner. The issue with reading the “signs” of whether your partner wants to engage in a certain sexual activity. This can occur for both males and females, especially if intoxicated, and these signs may become difficult to interpret.

**Student discussion meeting with Dr. Abrams: Consent Part IV (also can use in Module 8)**

**Intro:** Our notions of what “consent” means may be influenced by the media (i.e. TV and social media). The media rarely, if ever, portrays communication between a couple that reflects consent. Either consent is assumed, or the encounter obviously is unwanted and constitutes some form of sexual assault.

**Outro:** Among many other aspects of how we view ourselves, media clearly can influence our ideas of what masculinity “looks like” or what it means to be “masculine.” Thinking about how we develop our beliefs and what factors shape our ideas and attitudes about gender roles, masculinity, and sex is important to understanding ourselves. Not surprisingly, it is also critically important in developing healthy relationships with partners. In what ways do you think that the media influences your notions of what appropriate and inappropriate sexual behavior is? Do you feel that you have beliefs or attitudes about gender roles, masculinity and sex that you might want to change?

**Key areas:**
- How has social media, TV shows, or movies portray the “bad guy” that all women “want” and how does this effects men’s perception of engaging in a conquest for sexual activity with a female?
- The social constructs of “chivalry” or being a “good guy” are discussed and how getting the attention of females or consent for sexual activity may be misperceived. In other words, men may perceive women wanting the “bad guy” and when engaging in sexual behaviors men may behavior this way, instead of achieving consent.
- The misconception and expectations of the media and how women and men are supposed to dress or behave towards one another is discussed.
- The group discusses the definition of and the pressures for men to be influenced by these expectations.
- The development of male maturity and the ability to learn from the proper definitions of masculinity or proper role models.
- The group discusses the importance of males learning to express emotions and solve problems without physical violence.

**Student discussion meeting with Dr. Abrams: Alcohol and consent (also can be used in Module 2)**

**Intro:** Intoxication by alcohol or other drugs impact judgement and perception. Alcohol can decrease a person’s understanding of consent and help pave the way to unwanted...
sex, but education can serve as a buffer to prevent negative consequences. Here, the group is given an important lesson.

Outro: A “maybe” or a “probably” or a shrug or a nod or even a smile does not constitute a “yes.” A “yes” can’t be assumed, especially when one or both partners are intoxicated. Communication is an important part of sex but some factors, like alcohol intoxication, decrease the likelihood of it being clear. If there is any doubt about whether a partner is willing or able to consent to sex, it’s always better to stop or wait. What might be some other signs to stop? What are some nonverbal signs that a person isn’t into it? Or simply that the person is incapable of protesting? What other factors indicate that a partner can’t or doesn’t consent?

Key areas:
- A person’s ability to read nonverbal cues, and interpret intentions, becomes impaired when they are intoxicated.

Module 9

MEETING 1

Student discussion meeting with Dr. Abrams: Accountability

Intro: Accountability is often mentioned in conversations about sexual assault, but it is not usually discussed among friends who could act to prevent assault from occurring. Why not? How can we increase accountability? Here, the group shares some ideas.

Outro: Men learn from a young age that their self-esteem as men often derives from approval by others, especially their peers, it can be all the more difficult to speak up when peers express troubling ideas, ideas that you may really disagree with. What do you consider masculine? Where do your opinions of masculinity come from? How do unhealthy ideas about masculinity contribute to not accepting responsibility for harmful behavior, including sexual assault? How might this be changed within peer groups? Have you ever seen it done?

Key areas:
- There are many men who learn from their role models that hypermasculinity is correct (e.g., you should be tough and strong, hide your emotions, and girls will just come to you; your value is based on your conquests).
- Some people who were raised the “right way” engage in bad behavior either because they have a poor peer groups, or they were not about accountability for their actions.

MEETING 2

Student discussion meeting with Dr. Abrams: Supporting victims of sexual assault

Intro: People who were sexual assaulted are looking for supportive communities, but often find disbelief or blame instead. In this clip, the group discusses some strategies for support.

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Outro: Often, we focus on the ways that institutions like law enforcement fail survivors, but it’s just as important, if not more important, that we examine our own failure to be supportive. Responding with empathy, rather than cynicism or anger, can be difficult, especially when you feel pressure to express the same thoughts and feelings of your peers. In an environment where support is evident, survivors will be more willing to come forward and seek the help they need. What examples have you seen of support and non-support of survivors of sexual assault?

Key areas:
- Many of the participants brought up the importance of supporting their friends if they have been assaulted (e.g., helping them go to the police, talking with them).
- Dr. Abrams brought up the importance of having people who are trained to investigate sexual assault do the actual investigations instead of campus police.
- It is important to default to “this is true until proven otherwise,” when hearing an account of sexual assault.

Student discussion meeting with Dr. Abrams: Prevention of sexual assault on college campuses

Intro: What can we do beyond prevention to stop sexual assault on college campuses? College campuses and society at large have a responsibility to prevent sexual assault. They are also responsible for helping with recovery after an assault occurs, working with both the victim and the person who committed the assault. The group has some ideas here for how these issues could be handled better.

Outro: Damaging ideas endorsed by peer groups, apathy, a failure to intervene, and a lack of resources all contribute to the existence and continuation of sexual assault. Though universities and other institutions can do a better job of providing programming, training, support, and “consequences,” we also have to consider how to challenge existing societal norms. By discussing honestly and openly the problems and challenges that we face, each of us can play a part in healing our communities and preventing further sexual assault. What role can you play in your own life to help mitigate harmful sexual behavior?

Key areas:
- It is important to teach empathy.
- Some participants brought up the point that administrators might not care about an assault until it impacts the university (e.g., enrollment, reputation).
- It is important to have a more efficient policing system in order to have more convictions of guilty offenders.
- To treat perpetrators and prevent future assaults, it is important to understand the risk factors and what leads to the behavior. It is not enough to treat only the behavior.

Student discussion meeting with Dr. Abrams: The power of peer engagement
**Intro:** What can you do to impact change? Part of creating change and reducing campus sexual assault begins with communication, having meaningful conversations about campus sexual assault. Dr. Abrams talks about the importance of communication as an agent to change attitudes and behaviors, particularly the importance of conversations between college peers.

**Outro:** Think about conversations that you have with your peers at college and how these conversations might be avenues to start productive dialogues that can affect change. These can include conversations about the prevalence of campus sexual assault, stereotypes or attitudes that support sexual misconduct, risky behaviors and situations, and rationalizations that minimize the severity of thoughts and behaviors related to sexual misconduct.

**Key areas:**
- Speaking out against sexual assault is most effective when it comes from peers.

**Returning to Campus video**

**Intro:** What follows is a scene with a family getting ready to take their son to the airport. He is getting ready to go back to college after finishing a one year suspension for sexual misconduct.

**Outro:** The student and his parents have mixed feelings about his return to campus. On one hand, he felt that therapy helped him to identify what lead to the sexual misconduct and that he knows how to move forward with making healthier decisions. On the other hand, he knows it’s a lot easier said than done. Returning to campus and fitting in could be tough. How will I react to seeing friends who encouraged the sexual misconduct? How do I respond to friends who don’t know and ask where I’ve been? What will I say to all the kids I used to hang out with who may be critical of what I did? Or the opposite, blow it off, and say the whole thing was stupid, and I got the shaft, or burned by someone? And what about all the girls on campus that knew me? What am I supposed to say to them when they say “Hey, where’ve you been?” It sure isn’t going to stay a secret. The news will spread like wildfire. What am I supposed to say? “Yeah, I was kicked off campus when this girl said I sexually assaulted her, but I’m cool now.” I’ll be a pariah. Forget any social life. I might as well tattoo R on my forehead. Despite these challenges and concerns, a student with help and support can successfully return to campus. It is important that you raise these concerns and discuss your feelings with your provider during treatment so you can develop a plan and put support systems in place on campus.

**Key areas:**
- Treatment can be required prior to a student returning to campus
- Reintegration into the campus community can be difficult for the student (e.g., nerves, being away for so long).
- Therapy can help the student make sense of what happened
- It is important to separate from negative peers
Additional Multimedia Resources

Full-Length Movies

The Hunting Ground (Netflix- streaming)

It Happened Here (Netflix- streaming)

Tough Guise: Violence, Media, and the Crisis in Masculinity (YouTube) (https://www.youtube.com/watch?v=3exzMPT4nG1)

Audrie & Daisie (Netflix- Streaming)

Shorter Videos

Finally, Date Rape Ads that Put the Onus on the Raper
http://www.buzzfeed.com/copyranter/finally-rape-ads-that-put-the-onus-on-the-raper#cbbv2n18q

A Call To Men- Tony Porter TedTalk
http://www.ted.com/talks/tony_porter_a_call_to_men

Violence Against Women: It’s a Men’s Issue – Jackson Katz TedTalk
http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issu e

University of Arizona – Men Against Sexual misconduct (https://www.youtube.com/watch?v=6CBlwqXPCM0)

Sex Needs a New Metaphor: Here’s One –Al Vernaccio TedTalk
http://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one

If We Treated Things Like We Treat People During Sex: A Consent Video by Buzzfeed
https://www.youtube.com/watch?v=bhqT2JWwCC4

Consent, Explained by a Porn Star: A Consent Video by Buzzfeed
https://www.youtube.com/watch?v=JEAgXMtcJ0w

Communicating Consent College Series
https://www.youtube.com/watch?v=GQ_5IxKAc3E&feature=youtu.be

https://www.youtube.com/watch?v=tA9YitaWm9A&feature=youtu.be

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https://www.youtube.com/watch?v=f3h5ncnaXng

Tea as Consent Video
https://www.youtube.com/watch?v=oQbei5JGiT8

Sex Education: Last Week Tonight with John Oliver
https://www.youtube.com/watch?v=L0jQz6jqQS0

Sexualization in Society and its Effects (Examples and Research)
https://www.youtube.com/watch?v=jU2WzCjTkF4&feature=related

Sexualizing America
http://www.youtube.com/watch?v=jU2WzCjTkF4&feature=related

Blog Posts and Articles

Consent Must Be Created, Not Given
(http://time.com/99602/campus-sexual-assault-jonathan-kalin/)

What is Consent? What Isn't Consent?
http://www.consentissexy.net/consent

What Consent Looks Like
https://www.rainn.org/articles/what-is-consent

On Campus: Drinking to Blackout
http://www.nytimes.com/2016/09/19/opinion/drinking-to-blackout.html?_r=0

No Kegs, No Liquor: College Crackdown Targets Drinking and Sexual Assault

Here’s Why We Need to Talk to Men About Violence Against Women

Rice Video Accelerates Cultural Shift on Men’s Violence

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Safer Sex
Safer Sex for Bisexual People and Their Partners

Beating Around the Bush: Sexuality Information for Lesbian and Bisexual Women

Safe Partying and Safe Sex

Johnathan Kalin - How Men and Boys Can Help Create a World with No Ceilings
https://www.clintonfoundation.org/blog/authors/jonathan-kalin

Top 10 Safer Sex Tips for College Students
http://students.colum.edu/articles/2013/Fall/top-10-safe-sex-tips.php

**Organization and Informational Websites**

Male Athletes Against Violence
http://umaine.edu/maav/

Party with Consent
http://partywithconsent.org/

Men Can Stop Rape
http://www.mencanstoprape.org/

Consent is Sexy
http://www.consentissexy.net

Affirmative Consent and Yes Means Yes
http://www.affirmativeconsent.com

LGBT Foundation
http://lgbt.foundation

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RAINN (Rape, Abuse & Incest National Network)
https://www.rainn.org/

Guidelines:


APPENDIX D: CONTRIBUTING FACTORS CHECKLIST
Sexual Misconduct Contributing Factors Checklist (CFC)

Overview:

The CFC is designed to inform decision making regarding the final sanctioning plan for students found responsible for the full range of sexual misconduct, including intimate partner violence, dating violence, stalking, and other sex or gender-based misconduct when the acts have a sexual element. The CFC is a checklist that highlights a wide range of incident-related characteristics and Respondent characteristics that are associated, in varying degrees of importance, with the perpetration of sexual misconduct, as well as a few protective factors that may reflect potential strengths and enhance the Respondent’s receptivity to intervention. Although the CFC items focus primarily on characteristics of the incident for which a student has been found responsible, five other areas are included: prior misconduct, alcohol and peers, impersonal behaviors, hostility, and possible protective factors.

Instructions:

The CFC is intended to be completed by student conduct professionals or institutional designees who determine the sanctions that will be imposed on the responsible student. The CFC is intended to be completed after a finding of responsibility for sexual misconduct. The CFC is completed based on all available information from the Complainant, the Respondent, witnesses, the institution, or any other relevant documentation. No interviews are required. It is recommended, when possible, that two or more individuals complete the CFC independently and then discuss any disagreements in their rating of each item.

Items are rated by checking the appropriate box. “Yes” indicates that an item is present and “No” indicates that the item is absent. If an item is clearly not applicable, specify “N/A” in the “No” box. Specifying “No” alone could be misleading (i.e., implying the absence of a factor that was Not Applicable). For example, items #10 and #11 of Incident Characteristics ask about Gratuitous Violence and Escalation of Violence. If there was no evidence of physical violence, rating these items as “No” could suggest that violence was present but not gratuitous violence or increasing (escalating) force in response to resistance. In this case, “N/A” would be more appropriate. The “?” box indicates that an item is possibly present, but there is insufficient information for the item to be rated reliably. We recommend that all items be addressed.

Although Incident Characteristics obviously apply only to the Incident under review, other areas are not restricted to the Incident and may be rated based on all available information. The word “BOTH” is included to denote that. CFC factors are not weighted. Some factors, however, are bolded denoting that they clearly are more concerning and likely reflect greater needs that would be more adequately addressed in treatment than psychoeducation.
After rating all items, evaluators are encouraged to note their most salient concerns regarding the Respondent’s behavior in the Summary section, along with any observed strengths or protective factors, and any other information useful to understanding the individual’s historic, current, or future status. Although the presence of many positively rated factors may indicate greater needs, and suggest a referral for treatment, all factors pertinent to the individual should be considered. Student with multiple protective factors, for whom their seems to be a core knowledge or skills deficit, may be adequately served by the psychoeducation program.

If a student is referred to the STARRSA treatment or active psychoeducation program as a component of the sanction plan, the institution is encouraged to provide a copy of the CFC to the treating facilitatoror facilitator within the limits of the institution’s policy and applicable law governing data sharing.

**Notes:**

The CFC is not a risk assessment instrument that is designed to predict whether a student will engage in future sexual misconduct. It has not been developed or validated for that purpose. It is intended only as a checklist of factors to be considered prior to sanctioning a student for sexual misconduct.

In some instances, the CFC may contain information that appears to contradict the institutional record. For example, if a Respondent was accused of non-consensual sexual penetration and sexual harassment, the institution could find the student responsible for only sexual harassment. In these instances, the CFC should be completed to reflect the initial report rather than the institutional finding so evaluators give due consideration to all available information and circumstances that could inform their sanctioning decision.
# Sexual Misconduct Contributing Factors Checklist (CFC)

Student Name: ____________________________  

Person(s) Completing CFC:  

Date Completed: _________________________

<table>
<thead>
<tr>
<th>INCIDENT ONLY CHARACTERISTICS</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
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<tbody>
<tr>
<td>1. Any non-consensual, non-contact sexual conduct such as unwanted sexual remarks</td>
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<td>2. Any verbal pressure to have sex stopping short of threatening physical harm</td>
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<td>3. Any verbal threats of physical harm directed at Complainant</td>
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<td>4. Any non-consensual sexual touching</td>
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<td>5. Any stalking of Complainant before or after incident</td>
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<td>6. Any non-consensual oral, anal, vaginal penetration by the penis, fingers or objects</td>
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<td>7. Were there multiple acts of penetration or more than one form of penetration within the same incident</td>
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<td>8. Any non-consenting sexual acts involving multiple perpetrators</td>
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<td>9. Any physical force, including use of body weight differences</td>
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<tr>
<td>10. Was the violence *<a href="https://www.cambridge.org/us/dictionaries/american-english/gratuitous*">gratuitous</a> (i.e. clearly exceeded what was minimally necessary to force sexual contact (i.e., commit the sexual misconduct))</td>
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<td>11. Did the violence level escalate (i.e., increase), such as kicking, punching, or choking, <em>in response to resistance</em></td>
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<td>12. Any injury to Complainant such as bruises, abrasions or sprains</td>
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<td>13. Was the incident reported to local police (campus or community)</td>
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<td>14. Did Complainant receive medical care</td>
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<td>15. Was forensic evidence gathered via a “rape kit”</td>
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### PRIOR MISCONDUCT

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<tbody>
<tr>
<td>1.</td>
<td>Any prior reports of academic misconduct</td>
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<tr>
<td>2.</td>
<td>Any prior reports of physical aggression (e.g., fighting)</td>
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<tr>
<td>3.</td>
<td>Any prior reports of non-consensual sexual kissing, touching, groping or other contact sexual misconduct</td>
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<td>4.</td>
<td>Any prior reports of using threats of harm or physical force, even minimal, to coerce non-consensual, penetrative sexual acts</td>
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<td>5.</td>
<td>Any prior reports of non-academic conduct violations other than those mentioned above</td>
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### ALCOHOL AND PEERS [BOTH]

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<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Any pressure on Complainant to drink alcohol</td>
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<tr>
<td>2.</td>
<td>Was Complainant intentionally given a spiked drink/drinks without Complainant’s knowledge (e.g., evidence that respondent knowingly gave the Complainant a drink with drugs with the intent of facilitating sexual misconduct)</td>
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<td>3.</td>
<td>Any pressure on Complainant to consume drinks spiked with other drugs</td>
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<tr>
<td>4.</td>
<td>Did incident take advantage of an already intoxicated, stoned or otherwise incapacitated Complainant who was unable to consent (e.g., Respondent committed the sexual misconduct knowing that the Complainant was impaired from drugs or alcohol)</td>
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<td>5.</td>
<td>Was Complainant unconscious, passed out or asleep during all or some of the incident</td>
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<tr>
<td>6.</td>
<td>Any signs of excessive routine use of alcohol by Respondent, as evidenced by the number of days per week Respondent ingests alcohol and/or indications of binge drinking (more than 5 drinks per occasion)</td>
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### IMPERSONAL BEHAVIORS [BOTH]

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<tbody>
<tr>
<td>1.</td>
<td>Complainant was a stranger</td>
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<tr>
<td>2.</td>
<td>Complainant was known or recognized and complainant did not have any prior consensual sexual activity with the respondent.</td>
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<tr>
<td>3.</td>
<td>Any involvement in recording pictures/videos of the incident</td>
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<td>4.</td>
<td>Any posting on Internet, or emailing/texting about the incident</td>
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<td>5.</td>
<td>Any remarks in which it seemed as if Respondent was conceited, bragging, boasting, or trying to impress the Complainant or other students/peers</td>
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<tr>
<td>6.</td>
<td>Any remarks by Respondent to peers that suggested incident was viewed as a “sexual conquest”</td>
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<td>7.</td>
<td>Respondent evidences no concern for Complainant</td>
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<tr>
<td>8.</td>
<td>Respondent is known or suspected to associate with other students/friends/housemates that promote sexual “conquest” (including residence in an apartment or house that was the setting of other complaints in the past)</td>
<td></td>
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<tr>
<td>9.</td>
<td>Respondent did NOT use a condom</td>
<td></td>
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<tr>
<td>10.</td>
<td>Respondent typically chooses sex partners based primarily on sexual availability, without emotional or other attraction as selection criteria.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOSTILITY [BOTH]</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use of verbal coercion or pressure that was highly manipulative, e.g., implying that sex was “owed,” or an “obligation” or “expected”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Any statements during or after that blamed the Complainant, such as “you like this,” “you deserve this” or “you wanted this”</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Any demeaning, degrading, or disparaging name-calling that was gender or sexual-orientation-focused, such as whore, bitch, cunt, twat, slut, queer, lezzie, dyke, fairy, fag/faggot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Any statements intended to demean or degrade the Complainant’s race, ethnicity, religion or personal characteristics (such as being overweight)</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Verbal threats of harm directed at Complainant</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Respondent’s responses reflected general anger at the Complainant and/or the institution</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>POSSIBLE PROTECTIVE FACTORS</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Respondent appears to accept responsibility for the incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Respondent is currently involved in counseling/therapy</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Respondent expresses willingness to be in therapy around the current incident</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Respondent has a moderate to strong academic record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Respondent appears to express some genuine degree of regret, remorse or contrition</td>
<td></td>
<td></td>
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</tbody>
</table>
6. **Respondent appears to associate with healthy peers that do not actively promote sexual conquest**

<p>| | |</p>
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</table>

**Contributing Factors Summary**

In the section below please provide an opinion about (1) the most salient concerns, (2) strengths (protective factors) and (3) other relevant information useful to understanding the student’s historic and current status. Please use the back of this form or attach a page if more space is needed.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Evaluator Signature: ________________________________

*Information derived from the CFC is strictly intended only for internal use by the institution for consideration of what an appropriate sanction for the misconduct might be and, if specialized treatment or psychoeducation is recommended or required as part of that sanction, for use by a subsequent therapist / facilitator or psychoeducation facilitator. Information should be shared with clinicians and facilitators only as permitted by institutional policy and applicable law, including the Family Educational Rights and Privacy Act (FERPA).*
What is the Contributing Factors Checklist (CFC)?

The CFC is designed to contribute to decision making about components of the final sanctioning plan for students found responsible for sexual misconduct. The CFC is a checklist that guides the evaluator through the characteristics that have been associated with a propensity to commit sexual misconduct and sexual aggression.

The CFC items focus on the characteristics of the incident for which a student has been found responsible. The items are divided into six areas: incident characteristics, prior misconduct, alcohol and peers, impersonal behaviors, hostility, and possible protective factors.

Potential Utility of the CFC for the Institution:
1. Provide greater focus and individualization to decisions regarding sanctioning.
2. Assess safety risks posed by the severity and characteristics of the act(s) committed in the case.
3. Provide information regarding environmental contributors that might be addressed in the sanctioning process, such as changes in housing or removal from social events or peer groups that have supported opportunities to offend.
4. Provide information on issues that may require attention if the student is referred for therapy.
5. Consider the Respondent’s potential to take responsibility and to make changes.

Who would use the CFC and when?

The CFC is intended to be completed by the institutional designates who determine the sanctions that will be imposed on the Responsible student. The CFC is intended to be completed after a finding of responsibility for sexual misconduct. The CFC is completed based on all available information from the Complainant, the Respondent, witnesses, the institution, or any other relevant documentation. It is recommended, when possible, that two individuals complete the CFC independently and then discuss any disagreements in their ratings.

Does the CFC determine if psychological intervention should be included as a sanction?
The CFC catalogues key information in one place including incident characteristics that indicate greater severity of the sexually aggressive act(s), Respondent’s characteristics that are associated with perpetration of sexual aggression, and protective factors that increase the likelihood that the Respondent will benefit from rehabilitation and cease perpetration. The CFC may contribute to an evaluator’s best judgment if psychotherapeutic treatment or psychoeducation should constitute part of the Respondent’s sanction package. If AP or treatment is assigned as a component of the sanction plan, the institution is encouraged to provide a copy of the CFC to the facilitator or clinician, within the limits of the institutions policy and applicable law governing data sharing.

**What happens if the Respondent is referred to a facilitator trained in the methods developed by the STAARSA project?**

When the Respondent is enrolled in the STARRSA program, the facilitator, consistent with professional practice standards, will be responsible for intervention decisions. An initial assessment will be conducted by the facilitator at the start of AP and will include a specialized intake interview and a Risk-Needs Inventory. This comprehensive assessment will enable the facilitator to individualize the program to the Respondent’s risks and needs. The facilitator will determine the appropriate length of intervention and which modules will be completed. At the end of the program, an AP summary will be provided as consistent with FERPA, HIPAA, and institutional guidelines and policies for data sharing.

**Can the CFC be used to assign modules from the program to a low-risk Respondent who may not be a candidate for formal AP?**

When a referral is made to a facilitator trained in the STARRSA program, the referral is for the program, not for specific modules. The AP plan is developed by the facilitator. If after completing the CFC, the evaluator’s professional judgment is that AP is not an appropriate sanction for the Respondent, then other sanctions should be assigned.

**Can the CFC be used with intimate partner violence, stalking, and other forms of sexual and gender-based misconduct?**

Project staff members recognize the broad spectrum of behavior currently regulated as sex or gender-based misconduct under Title IX, the Clery Act, and related guidance documents issued by the Office for Civil Rights. The CFC has been designed with that broad range of behaviors in mind, including forms of sexual behavior that involve physical force and those that do not. This instrument can be used for intimate partner violence, dating violence, stalking, and other sex or gender-based misconduct when the acts have a sexual element. The CFC is not designed for use with workplace sexual harassment or misconduct that is solely physical in nature.

**Is the CFC Evidence-Based?**

The CFC is empirically-grounded, but the ability of the CFC to predict repeated sexual misconduct has not been evaluated. Predicting future misconduct is difficult, especially in the higher education context, as the time available to track offending is typically much shorter than the time frames used with incarcerated sex offenders. On campus reports of repeated offending are typically not collected and attempting to do so would confront numerous obstacles, both ethical and scientific.

**How is the CFC scored?**
For the reasons stated above, the CFC has no empirically-derived categorical cut-offs classifying Respondents as low, moderate, or high in “risk.” The utility of the CFC will be enhanced in future years if schools develop summary data that provides them with the range of scores associated with different types of sexual misconduct and any repeat incidents.

STARRSA: Science-Based Treatment, Accountability, and Risk Reduction program (Grant Number: 2014-AW-BX-K002) is funded by the United States Department of Justice Office of Justice Programs. The Principal Investigator is Robert Prentky, PhD, at rprentky@fdu.edu and the Co-Principal Investigator is Mary Koss, PhD, at mpk@u.arizona.edu
APPENDIX E: RESOURCES FOR FACILITATORS

- Factsheets
  - What you need to know about campus sexual assault disclosure and reporting. Administrator Researcher Campus Climate Collaborative
  - What you need to know about campus sexual assault perpetration. Administrator Researcher Campus Climate Collaborative
  - What you need to know about campus sexual assault victimization. Administrator Researcher Campus Climate Collaborative
Factsheets


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Bibliography


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