IUSBBrave: Bringing Recovery, Awareness, Voices & Engagement for a campus free of sexual assault and violence

Team:
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- School of Education Counseling & Human Services Program Graduate Students (Five students currently recruited and interested in participating in project, depending on internship site, a minimum of three will be selected to participate; Women’s and Gender Studies senior practicum students, to be identified in summer – fall 2014)

Abstract: (150 words or less)
IUSBBrave seeks to create a living and learning community free from sexual violence. Students victimized by sexual assault often feel disempowered and alienated from their college experience, resulting in “impediments to academic success, lower graduation rates, health problems and persistent mental health issues. Students cannot learn in an atmosphere where they do not feel safe.” (American College Health Association, 2007, Shifting the Paradigm.) IUSBBrave seeks to reduce the incidence of sexual assault and abuse in order to improve student retention and success. We aim to achieve this through: (1) orienting all new students to sexual assault safety/reporting guidelines and inviting them to become “empowered bystanders”, (2) engaging in year-round training to develop bystanders who can safely interrupt/prevent sexually harmful behaviors, and (3) increasing survivor use of IUSB counseling services and better identifying and addressing the impact of sexual violence for all Student Counseling Center clients.

Narrative (less than 2000 words) including:
What are your goals? What impact do you expect on student success as defined by relationships to retention, persistence, and/or timely graduation? Based on current research literature, give an estimate of the impact. (e.g. reduce the number of late enrollments in W131 by 10%)

The goal of IUSBBrave is to improve student retention and persistence by fostering a safe campus environment in which students are informed about the consequences of sexual violence, are empowered to prevent potentially harmful situations, and know how and where to get help when an assault has occurred. While it may be difficult to establish a direct link between a safer campus environment and student persistence/retention, it is well known that sexual assault, relationship violence and stalking have a significant negative impact on college students: “College survivors (of sexual assault) suffer high rates of PTDS, depression, and drug or alcohol abuse, which can hamper their ability to succeed in school. Depression and anxiety are linked to high college dropout rates, as is substance abuse.” Further, reporting rates for instances of sexual violence on college campuses are low and on average only 12% of victims report their assaults to law enforcement. (Rape and Sexual Assault: A Renewed Call to Action. The White House Council on Women and Girls, January, 2014).

Fear of sexual assault has been shown to be a significant concern for college women across the country. Kadison (Chief of Mental Health Services at Harvard University) and DiGeronimo cited a number of studies related to sexual violence and its impact on campus students in College of the Overwhelmed (2004). In a large survey among students at randomly selected colleges, female
students feared being raped more than being murdered. The Campus Sexual Violence Elimination Act (Campus SaVE) noted that college women face “the highest rates of stalking, the highest risk of nonfatal intimate partner violence, and 20-25% of female students experiencing rape or attempted rape.” Additionally, students experience many forms of unwanted and intimidating sexual contact, including groping, kissing, and forced exposure to explicit images. Because most sexual violence is perpetrated by someone known to the victim, she or he typically does not report due to feelings of guilt, difficulties in the adjudication process, or the fear of having to come into contact with the perpetrator in daily campus living. Victims seek to protect themselves from additional traumatization by remaining silent and therefore do not receive the help or supportive services that prevent trauma from developing into disorders that ultimately impede academic success.

The psychological and emotional consequences of sexual violence victimization are considerable. While actual responses vary among the individuals affected, similar patterns “include social withdrawal, depression, nightmares, difficulty concentrating, loss of self-esteem, loss of appetite, substance abuse, panic attacks, eating problems, sexual dysfunction and self-mutilation” (Kadison & DiGeronimo, p. 83). It is also estimated that close to a third of rape victims develop Posttraumatic Stress Disorder. Both the actual incidents of sexual assault and the fear that they may occur create psychological burdens and obstacles to student persistence.

Specifically, IUSBBrave project’s Vision 2020 goals for AY1 include the following, all designed to address the concerns listed in the narrative above:

- Informing all new students during orientation programming about the problem and scope of sexual assault among college students, how to get help both on and off campus, and the opportunities students will have to become trained in bystander intervention over the course of the school year.
- Developing a community of at least 60 empowered student bystanders (during the pilot year of the program) who can intervene to prevent a potential sexual assault.
- Increasing sexual violence survivors’ use of Student Counseling Center services by at least 20% and better serving/addressing potential sexual assault and abuse concerns for all Student Counseling Center clients.
- Increasing the number of reports of sexual violence, including sexual assault and relationship violence, to campus authorities. “Authorities” may include IUSB Police, Office of Affirmative Action and Campus Diversity, or Office of Judicial Conduct.

**How will you assess whether you reach your goals?**

*Description of methods for assessing the impact of the project on students. Multiple methods, including both quantitative and qualitative, are encouraged.*

Several basic quantitative measures will be addressed, including the following:

- Successful implementation will result in an increase in students seeking healing and emotional support by accessing services at the IU South Bend Student Counseling Center. In order to measure and realize these results, the Student Counseling Center will improve data gathering on sexual violence by broadening and better defining what constitutes sexual assault, abuse and/or violence in the initial screening and background information forms. We expect that this will increase the number of clients identified as sexual violence victims and better allow counselors to address the impact of sexual violence on clients’ academic persistence and success.
• Students will demonstrate improvement in their understanding of and commitment to intervening to help a potential sexual assault victim through participation in pilot (AY1) bystander intervention training programs. Students completing the program will evidence improvement through pre and post training assessment.

• Successful program implementation will result in an increase in the number of reports of sexual assault on campus to the Office of Student Conduct, the Office of Affirmative Action and Campus Diversity, or IU South Bend Police Department (due to increased student knowledge of what constitutes an assault and their right to make a report, and increased awareness of the protections that a victims/survivor of sexual assault is guaranteed). The IUSBBra ve Committee will gather data from each of these departments for the current academic year and seek to increase reporting by a minimum of 25% during the project’s initial year.

In addition, the following qualitative measures will be used:

• Students who have reported a sexual assault to a campus authority will be asked to meet with a trained and licensed campus mental health professional who will provide a supportive clinical interview and determine whether the services students receive are helping them feel secure enough to continue their studies at IUSB. This will be a purely voluntary process and handled in a confidential manner. Information gathered will be reviewed for common themes and areas of improvement needed.

• A trained facilitator will convene at least three focus groups to address the impact of bystander engagement training on participants’ commitment to campus safety, sense of empowerment to improve the campus culture, and how it has impacted their own sense of persistence and success as student leaders/student servants.

What will you do to reach those goals?

Detailed description of the project activities. Citations to relevant literature are expected. To whom? Estimate of how many students will be affected each year, and a description of those students (e.g. class, major, GPA, gender). If fully implemented, how many students could participate each year? (e.g. all female freshmen, about 800 students)

New Student Orientation – Enhancement of Sexual Assault Awareness

Sexual Assault Awareness education and programming responds to various requirements established for institutions of higher education by Title IX of the Civil Rights Act, the Jeanne Clery Act, recently amended by the Campus Sexual Violence Elimination Act (Campus SaVE), and the overarching Violence Against Women Act. It is imperative that IU South Bend meets these requirements in order to stay in compliance with the law. Orienting all new students to their rights, responsibilities, and issues related to sexual assault is a legal and ethical obligation of the university.

This project will enhance and build on the current orientation programming in AY1 by (1) strengthening knowledge and skills regarding sexual consent and (2) introducing the concept of bystander intervention and offering students the opportunity to become trained community partners in creating a safe campus environment. By the second and third years of IUSBBra ve, students will be more fully engaged in presenting the orientation material through role plays, drama, testimony or other means that will better connect presentation materials with the audience. The orientation strategy has the potential to elevate impact (Kuh, 2008) for all participants – the program providers as well as those who receive the information. We expect to reach between 700 – 900 new students each year through this aspect of the Vision 2020 grant.
Empowered Bystander Training:

IUSBBrave committee members will network with class instructors, student government groups, and university housing to teach potential bystanders how to safely interrupt and/or intervene in situations that may lead to sexual violence. This process involves providing students with a specific function, taught through interactive role plays and discussion that engage students in a learning and leading capacity. “This role includes interrupting situations that could lead to assault before it happens or during an incident, speaking out against social norms that support sexual violence, and having skills to be an effective and supportive ally to all survivors.” (Banyard, Moynihan, and Plante, 2007, Sexual violence prevention through bystander education: An experimental evaluation. Journal of Community Psychology, 35.)

Even though bystander intervention is not an academic program, it mirrors high impact practices of creating small, service-based learning communities (Kuh, 2008) that not only offer an important safety function to the campus, but create a sense of mission and purpose among the participants. We expect to train a minimum of 60 students, men and women, during the pilot year of the project. Freshman-level classes and groups will be the primary target of training.

Counseling Experience for Survivors

It can be argued that counseling offers students a deep learning experience (Bloom’s Revised Taxonomy) that helps develop insight, critical reflection, social awareness, and the ability to integrate parts of the self that have been harmed or separated by a traumatic experience. Because counseling services also focus on distress tolerance and amelioration of stress, depression, and anxiety symptoms, sexual assault and abuse survivors will have a much greater chance of overcoming obstacles to academic success than those who do not receive services. In the most recent cycle of client feedback forms, 100% of Student Counseling Center clients endorsed the statement (“agreed or strongly agreed”) that participating in counseling services helped them remain motivated to earn their degree.

By integrating survivors (those who are open to/willing to engage in the process) into a supportive counseling session, they will have a greater chance of “making a connection” with a counselor and continue services on their own. Counselors will also receive additional training for working with sexual assault survivors and intake processes will be improved to gather better data regarding sexual assault histories for all counseling clients. As a result, we expect to have a positive impact on the emotional and mental health of 30 to 35 survivors of recent sexual violence in each academic year.
Budget: (Same for AY1 and AY2)

Salary Support (for Temporary with Retirement Category)

Licensed Mental Health Counselor: Additional 10 hours per month to develop sexual assault protocol and training for staff members and interns; oversee primary administrative aspects of project; supervise graduate counseling students’ acquisition of direct service hours in project planning, bystander training, and outreach programming to sexual assault survivors:

Cost $23/hour plus 22% FICA and IU Retirement (formerly PERF): $2760 + $607 = $3367

*If a trained bystander or graduate student is able/willing to carry out administrative and planning responsibilities, some of the counselor salary will be diverted to a student position in AY2.

Supplies:

- 4 cartridges of Laserjet printer toner for printing brochures, flier, etc.: $377
- Copy Center and ERC Services (bookmarks, posters): $250
- Updated survivor resources for SCC library: $150

$777

Hospitality:

- Pizza for focus groups, student recruitment, graduate student meetings: $316
- Small treats for meetings, classroom and group bystander trainings: $170

$486

Total Project Request: $4630

Address the project’s fiscal sustainability, including any current and future funding sources.

We expect that the project will remain sustainable due to the commitment of participants and the university’s ethical and legal obligations to improve sexual assault prevention and response. It can be argued that the Student Counseling Center is underfunded for a campus the size of IU South Bend, employing one full time Director and four part-time “temporary employee” status counselors (those who must work fewer than 1000 hours per calendar year and receive no benefits of any kind.) The small additional salary requested permits one counselor to work at “Temporary plus IU Retirement” in order to devote time to the project without compromising general counseling services to students.

It is nevertheless expected that more than ten hours per month of professional expertise will be required for this project, particularly in response to working with sexual assault victims. The Student Counseling Center will provide that on an “in kind” basis as well as promote additional continuing education for counselors who will be working with sexual assault survivors. If this project in fact significantly increases requests for services, other funding sources and/or partners will be sought to ensure its sustainability. Additionally, as CHS graduate students are trained and selected as interns at the Counseling Center, they can take on more project responsibility as part of their internship hours. Finally, interested Women and Gender Studies senior practicum students could offer additional support, leadership, research, and training to sustain the project.
IUSBBrave Timeline for AY1

April – June 2014:

- Generate statistics (reporting of sexual assault, Student Counseling usage)
- Select and orient CHS graduate students; identify potential WGS practicum students
- Revise Student Counseling Center data gathering and information forms, including Titanium electronic record
- Develop protocol and checklist for survivor interview, in compliance with federal law
- Add bystander training “introduction” into new student orientation for 2014

July – September 2014:

- Adapt/create bystander training program for use with classes, student groups, housing
- Meet with and supervise graduate students, who can begin accumulating direct service hours
- Create marketing plan and materials for bystander training and survivor counseling
- Promote program to faculty and groups (e.g., utilize “Professor, don’t cancel that class”)
- Conduct continuing education/training for working with sexual assault survivors

September 2014 – May 2015

- Conduct bystander intervention training programs throughout academic year
- Engage survivors in counseling services
- Conduct focus groups following spring break, 2015
- Recruit trained bystanders to participate in future new student orientation sessions
- Collect data at end of AY1 on reporting, service usage, student feedback etc.

IUSBBrave Timeline for AY2

April – June 2015:

- Review data, focus group outcomes, generate themes, create reports from AY1 projects
- Collect and review aggregate (confidential) outcomes from Student Counseling Center work
- Recruit new CHS graduate student interns, WGS practicum students for AY2
- Begin new student orientation with enhanced, student-focused presentations

July – September 2015:

- Review bystander training programs, make improvements, promote program to faculty, student groups, housing staff, and other identified targets
- Begin training and supervising new graduate students at the Student Counseling Center
- Establish goals for Student Counseling interventions based on previous year’s information
- Educate and train new staff/interns on sexual assault protocol and best practices

September 2014 – May 2016

- Conduct bystander intervention training programs; increase by 30% from previous year
- Engage sexual assault survivors in counseling work; increase by 20% from previous year
- Conduct focus groups, recruit trained bystanders, improve orientation program based on student feedback
- Collect data, note areas of needs and improvements, make recommendations for AY3
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Co-Investigator:

Name          Submitting Dept.          Phone #          E-mail

Project Title: Bringing Recovery, Awareness, Voices & Engagement for a campus free of sexual assault and violence

Amount of this request:  $ 4,630

Type of Proposal:
- Faculty Research Grant
- Curriculum Development
- Seed Grant
- Research Project Initiation Grant
- Regional Research Grant
- Other: Vision 2020

Special Needs:
- Human Subjects
- Animals
- Biosafety:
  - Pathogenic agent
  - Human tissue or fluids
  - Recombinant DNA

Brief layman's description of project:

IUSSBridge seeks to create a living and learning community free from sexual violence. Students victimized by sexual assault often feel disempowered and alienated from their college experience, resulting in "impediments to academic success, lower graduation rates, health problems and persistent mental health issues. Students cannot learn in an atmosphere where they do not feel safe." (American College Health Association, 2007, Shifting the Paradigm.) IUSSBridge seeks to reduce the incidence of sexual assault and abuse in order to improve student retention and success. We aim to achieve this through: (1) identifying and involving all new students to sexual assault safety/reporting guidelines and inviting them to become "empowered bystanders"; (2) engaging in year-round training to develop bystanders who can safely interrupt/prevent sexually harmful behaviors, and (3) increasing survivor use of IUSS counseling services and better identifying and addressing the impact of sexual violence for all Student Counseling Center clients.

APPROVALS:

Project Director: April Lidinsky  
Date: 2/3/2014

Chairperson:  
(If applicable)

Dean: Karen Stache  
3/3/2014