

Program Title: Stalking, Date Rape, and Sexual Assault

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Abstract:

College campuses have been proven to be conducive environments for stalking, sexual assault, and date rape incidents. We will provide an overview of these issues as they pertain to higher education, along with alarming statistics, current theories, signs and symptoms, disturbing effects they may have on individuals and their communities, and specific theory-based rape prevention programs. Participants will analyze their roles in the prevention and intervention processes, and partake in an interactive learning activity to enhance their understanding. Recommendations for types of on and off-campus support resources will also be provided.

Learning Outcomes:

- To acknowledge that college campus environments are conducive to stalking, date rape, and sexual assault
- To identify the signs and symptoms of stalking, date rape, and sexual assault victims as it pertains to individuals and communities
- To understand the current theories and the qualities of effective stalking / rape prevention and intervention programs
- To become aware of on-campus and community resources students may use to receive support and/or preemptive knowledge on issues of stalking, date rape, and sexual assault
- To understand the role student affairs professionals have in providing support, advocacy, and preemptive programming for their campus communities

Description:

Stalking, sexual assault, and rape are a common occurrence on college and university campuses across the nation. The nature of college campuses provide a conducive environment for stalking and acquaintance rape to transpire. Research indicates that 13% of college women have been stalked and 1 in 5 women are raped during their college years. Student Affairs professionals must become aware and knowledgeable about these pertinent issues.

The session will begin with the introduction of the topic and learning outcomes. An overview of stalking will be discussed including definitions, statistics, signs and symptoms, and diagnostic methods. Participants will engage in an interactive learning activity to enhance their understanding in regards to the ease in which stalkers may pursue their victims online. Participants will be given three minutes to collect as much personal information as possible about one of the presenters. After the activity, the participants will come together to discuss their findings with the entire group. The next portion of the presentation will focus on sexual assault and rape. To introduce the topic a video will be shown. The video will be followed by a more detailed overview of these issues.

The remainder of this session will focus on the campus environment, effects of stalking and sexual assault on the individual and community, current theories, the causes of these issues, and best practices for prevention and victim assistance. Participants will be informed of potential on and off-campus resources. The presentation will conclude with a question and answer session.

Program Outline:

- I. Introduce the topic and learning outcomes
- II. How stalking, sexual assault, and date rape affect students
 - a. Stalking
 - i. Definition of stalking
 - ii. Definition of and discussion of how cyber-stalking is a growing concern
 - iii. Facebook statistics from a Daily Gazette Survey question
 - iv. Interactive learning activity
 - v. Who are the stalkers
 - vi. Signs and symptoms of stalking
 - vii. Diagnostic methods or ways to determine or confirm stalking
 - viii. Stalking statistics
- III. Rape
 - a. Video Clip
 - b. Definition of sexual assault and date rape
 - c. Sexual assault statistics
 - d. Rape and date rape statistics
- IV. Campuses are “Conducive” Environments
 - a. Reasons why campuses are conducive to date rape and sexual assault incidents
 - b. Reasons why campuses are conducive to stalking incidents
- V. Effects of stalking and sexual assault on the individual and community
- VI. Current theories on the causes of stalking, sexual assault, and date rape
- VI. How student affairs professionals can best prepare to assist students on the issues of stalking, sexual assault, and date rape
 - a. Prevention and intervention programs for stalking
 - b. Prevention and intervention programs for sexual assault and date rape
 - a. Highlighted preventive programs
 - b. Intervention outcomes
- II. What specific resources could students use in order to receive support on this issue?
 - a. On-Campus
 - b. Off-Campus
- III. What is our role as Student Affairs Professionals?
 - a. Role of Student Affairs Professionals
 - b. What does a stalking, sexual assault, or date rape victim need from us?