

## Training Worksheet & Handout

### The Intersections Between Sexual Violence & Alcohol on Campuses: Using Research to Guide Effective Prevention Planning & Collaboration

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1. List key SV and AOD prevention activities in your campus community, including individual & environmental efforts. Star (\*) the efforts that address the intersection between SV and alcohol in some way.

Sexual violence (SV) prevention efforts

Alcohol prevention efforts

2. Jot down ideas: What are potential intersections in *how we go about* doing SV and alcohol prevention work?

3. “Red Zone” study findings: Higher risk periods vary across campuses; risk is tied to events & contexts.  
*What do these findings suggest for your prevention work?*

4. Answer the following questions based on the information in these brochures.

<p>What do these materials suggest are <b>characteristics of typical rapists?</b></p>	
<p>What do these materials suggest are <b>characteristics of typical rapes?</b></p>	
<p>These materials suggest that <b>sexual violence is caused by...</b></p>	
<p><b>Who</b> do these materials indicate <b>is responsible for stopping sexual assault?</b></p>	



**TIP FOR HOME:** Form a group to review all your materials about sexual assault, using the questions in #4 as prompts. If needed, revise the materials so they send messages that reflect an accurate view of sexual assault.

**5. Common (mis)conceptions about rape:**

What do people think of as “rape”?

What about if the people involved are acquainted?

**What is the REALITY?** (see slides 41-45)

**Research on Predatory Rape:** What are the implications of this research for your prevention work? (slides 43-45)

## 6. Alcohol Expectancies:

- See findings on expectancies on slide 54; other beliefs on slide 52

**Example Data** *Note: cannot assume your local data would be the same.*

### **Expectancies: Core Alcohol & Drug Survey**

2009-11 National Data

<http://core.siu.edu/common/documents/report0911.pdf>

The following are some key findings on the perceived effects of alcohol:

74.7 % say it breaks the ice

74.2 % say it enhances social activity

66.9 % say it gives people something to talk about

62.8 % say it allows people to have more fun

61.0 % say it facilitates a connection with peers

59.1 % say it facilitates male bonding

50.5 % say it facilitates female bonding

72.3 % say it gives people something to do

42.8 % say it makes it easier to deal with stress

21.1 % say it makes food taste better

51.9 % say it facilitates sexual opportunity

27.9 % say it makes women sexier

18.6 % say it makes men sexier

### **Notes on expectancies and beliefs:**

## **7. Consent**

- **See findings on slides 58-59**

**Example findings re: how perceptions of consent vary by gender** (summarized in Borges, Banyard, Moynihan, 2008):

- Men were more likely than women to interpret “no conversation” as a “yes.’ (Sawyer, Pinciaro, and Jessell, 1998)
- Men rated their female dates’ verbal and nonverbal behavior as being more indicative of consent than the women themselves rated them (Hickman and Muehlenhard, 1999)
- Acceptance of rape myths affected student’s perceptions of consent and that rape myth acceptance differed based by gender (Coppens and Cohn, 2006)
- Men were more likely to assume consent despite alcohol consumption (Plante et al., 2003)

***Notes on consent:***

**8. Table/Team work - Part II: Individual**

- ▶ **Discuss the research related to**
  - **Expectancies and beliefs**
  - **Consent**
- ▶ **What are the implications for your prevention work?**

**Example prompts—but feel free to discuss any way you'd like:**

- *What stands out to you about this research & data?*
- *Are you addressing these issues in your prevention efforts now (refer back to Q1)?*
- *Do you have local data? How might you gather some data?*
- *Are there common messages that AOD prevention and SV prevention should reinforce? Any messages that are better delivered in one type of program or the other?*
- *How might you collaborate around these factors?*

**9. Bystander Intervention Skills: How Might Alcohol Be a Barrier?**

- See findings slides 68-69

**Table 1** Barriers to bystander intervention in situations at risk for acquaintance rape. Source: Burn, S. M. (2009)

Step	Barrier	Influences
1. Notice event	Failure to notice	Noise and other sensory distractions Self focus (focus on own activities)
2. Identify situation as intervention appropriate	Failure to identify situation as high risk	Ambiguity regarding consent or danger Pluralistic ignorance Ignorance of sexual assault risk markers
3. Take responsibility	Failure to take intervention responsibility	Diffusion of responsibility (likelihood greater if there are many other possible interveners) Relationship of bystander to potential victim and potential perpetrator Attributions of worthiness (affected by perceived choices of potential victim that increased her risk, perception of potential victim’s provocativeness, and her intoxication)
4. Decide how to help	Failure to intervene due to skills deficit	Action ignorance (don’t know what to say or do to intervene)
5. Act to intervene	Failure to intervene due to audience inhibition	Social norms running counter to intervention Evaluation apprehension

**Notes on BI skills:**

**10. Example of Data: Misperceptions of Bystander Norms and Rape Myths (FSU)**

Source: Berkowitz, Alan D. A Grassroots’ Guide to Fostering Healthy Norms to Reduce Violence in our communities: Social Norms Toolkit.

[http://www.alanberkowitz.com/Social\\_Norms\\_Violence\\_Prevention\\_Toolkit.pdf](http://www.alanberkowitz.com/Social_Norms_Violence_Prevention_Toolkit.pdf).

Linda’s note: These data are part of a fantastic case study in the toolkit about using data to create a social norms media campaign and small group intervention. I encourage you to read it

**Notes on social norms:**

Table 2 FSU Data for Misperceptions of Bystander Norms and Rape Myths (N = 903)		
<i>Strongly Agree/Agree</i>	Norm	
	Actual	Perceived
If a close friend of mine were in an abusive relationship, being sexually assaulted or stalked, I would want someone to intervene on their behalf to help.	98%	NA
I would admire someone at my campus who intervened to prevent abuse sexual assault, or stalking.	93%	77%
When I witness a situation in which it looks like someone will end up being taken advantage of, I think it is important to intervene.	84%	NA
If I saw a man physically mistreating a woman I know, I would do something to help her.	97%	85%
If I witnessed a man pressuring a woman to leave with him, I would ask if everything was okay.	69%	50%
<i>Strongly Disagree/Disagree</i>		
If a woman is willing to go home with a man, consent to have sex is implied.	73%	35%
It is usually only women who dress suggestively that are raped.	79%	44%
When women are raped, it's often because the way they said "no" was ambiguous.	73%	49%
<i>In the last 12 months how often have you (frequently):</i>		
Intervened when you witnessed someone “hitting on” a person, when you know that person didn’t want it.	7%	5%
Intervened when you witnessed a situation in which it looked like a female would end up being taken advantage of.	19%	6%
Got consent before sexual activity.	85%	55%
Stopped the first time that your date said no.	62%	17%



**11. Table/Team Work - Part III: Interpersonal/group**

- ▶ **Discuss the research related to**
  - **Group differences**
  - **Bystander intervention skills**
  - **Social norms (including ‘hookup’ research)**
- ▶ **What are the implications for your prevention work?**

**Example prompts—but feel free to discuss any way you’d like:**

- *What stands out to you about this research & data?*
- *Are you addressing these issues in your prevention efforts now (refer back to Q1)?*
- *Do you have local data? How might you gather some data?*
- *Are there common messages that AOD prevention and SV prevention should reinforce? Any messages that are better delivered in one type of program or the other?*
- *How might you collaborate around these factors?*

12. Environmental Management

Source: Toomey, T. L., Lenk, K. M., & Wagenaar, A. C. (2007).

TABLE 1. Policies to decrease alcohol use and related problems among college students

Among underage college students	Among all college students
Decreasing social access to alcohol	Restricting where, when, and how alcohol is sold and distributed
Decrease number of large drinking parties	Reduce density of alcohol establishments
Prohibit alcohol use in public places	Increase cost of alcohol license
Patrol public areas	Restrict days/hours of sale
Restrict parties at hotels/motels	Prohibit sales on campus
Have alcohol-free parties/events	Monitor increases in availability due to privatization or community events
Prevent underage access at parties	Promote responsible alcohol service
Ban beer kegs	Serve standard sizes
Implement beer-keg registration	Prohibit pitchers
Limit quantity per request	Cut-off service to intoxicated individuals
Create separate drinking areas	Promote alcohol-free drinks/food
Do not allow self-service	Eliminate last-call announcements
Require server training	Require manager/server training
Check age identification	Enact dramshop liability
Increase awareness of laws	Reduce flow of alcohol at parties
Implement awareness campaigns	Ban beer kegs
Distribute warning fliers	Restrict/ban home deliveries
Enforce social provision laws	Limit quantity of alcohol at events
Use shoulder tap campaigns	Do not allow self-service
Spot check parties	Make alcohol-free drinks and food available
Hire security monitors	Serve low-alcohol content drinks
Enact noisy assembly ordinance	Increasing the price of alcohol
Enact social-host liability law	Restrict happy hours/price promotions
Decreasing commercial access to alcohol	Limit free alcohol
Limit alcohol sales	Increase alcohol excise tax
Prohibit sales on campus	Restricting where alcohol is consumed
Restrict/ban home deliveries	Restrict consumption to specific areas
Focus on alcohol establishment behavior	Create dry campuses/residences
Check age identification	Prohibit consumption in locations where heavy drinking occurs
Provide incentives for checking identification	
Develop monitoring system	
Train managers/servers	
Require server license	
Restrict age of seller	
Reduce use of false age-identification cards	
Penalize users and producers	
Design cards that are difficult to falsify	
Enforce commercial provision laws	
Implement compliance checks	
Enact administrative penalties	
Conduct walk-throughs	
	De-emphasizing the role of alcohol and creating positive expectations on campus
	Avoid sponsorship of events by alcohol retailers/producers
	Restrict alcohol advertisements in college newspaper
	Offer recreational sports later at night and on weekends
	Establish a campus coffeehouse rather than a pub
	Conduct campus-wide social-norms campaigns
	Prohibit alcohol sales on campus
	Schedule core classes on Friday mornings
	Begin school year with a full 5-day week
	Encourage students to work, volunteer, or complete internships
	Encourage staff and faculty to live on campus

### 13. Environmental Management Case Study

Ethnographic Study of “Party Rape” (Armstrong, Hamilton, and Sweeney, 2006)

**What are opportunities to reshape the environment through institutional or community-level change?**

### 14. Planning Next Steps

1. What are 1-2 things we could do to **better understand the intersections between sexual violence and alcohol** at our institution? For this exercise, can be anything:
  - Tactics, e.g. survey X students, focus groups with Y staff, ask campus safety what they’ve observed, etc.
  - Identifying parts of the problem you’d like to understand better
  - Anything else



2. What are 1-2 things we could do to **develop a shared understanding of what we're doing already** to address SV, alcohol, or their intersection or to **analyze the current context in which we're working** (e.g., institutional priorities, allies, competing interests, etc.)?

3. Are there opportunities to **reinforce shared messages and skills**?

4. What are other possible ways might there be to **collaborate to address the intersections** between SV and alcohol?

BEFORE YOU LEAVE: What are MY **concrete next step(s)**? (Make them specific and behavioral, with due dates.)

