

Orientation Leader Training: Sexual Assault, Domestic Violence, and Stalking

Sexual Assault & Abuse, Domestic Violence and Stalking Training Outline:

Target Audience: Orientation Leaders for Freshmen Orientation

I Sexual Assault and Abuse

A. Introductions

B. Definitions

- ❖ Break down their participants personal definitions for sexual assault and abuse. Then give the legal definitions of these crimes as stated for Illinois.

C. Definition of Consent

- ❖ Discuss what consent means. Highlight issues surrounding consent and; minors, mental capacity, drugs and alcohol. Discuss the difference between saying yes to sex (clear consent) and the absence of “no” does mean consent.

D. Sexual Assault Myths Vs Facts

- ❖ Ask the participants what they think sexual assault myths may be. Have them explain why they believe it’s a myth. Support their correct assumptions with facts and stats. Correct any misconceptions with facts and stats. Include any myths or important facts the participants may have missed. Make sure to include discussion about victim blaming, male survivors and “stranger danger” misconceptions (i.e. more assaults are by people known to the victim vs the stereotype of the stranger in the alley).

E. Overview of Rape Trauma Syndrome

- ❖ Give an overview of RTS, including anonymous case examples from RVA files.

F. Do’s and Don’ts

- ❖ Go over the do’s and don’ts of how to help a sexual assault survivor. Be sure to highlight the importance of:
 - tell the survivor you believe them.
 - don’t ask “why” questions, e.g. “why did you go there”
 - tell them it is not their fault,
 - if they need and want medical attention help arrange that.

G. Questions/Resources

- ❖ **Go over on and off campus resources**
- ❖ **Explain what an advocate does**
- ❖ **Give a definition of what a rape crises center does and services offered**
- ❖ **Explain SASETA: Sexual Assault Survivors Emergency Treatment Act 410 ILCS 70/1 et. seq**

Orientation Leader Training: Sexual Assault, Domestic Violence, and Stalking

II Domestic Violence Training Outline:

A. Introductions

- ❖ **Explain who we are and what our office does on campus.**
- ❖ **Review what an advocate is and what services the advocate provides.**

B. Icebreaker Exercise “Names for Women and Men Who Have Sex”

- ❖ Ask the group for names that are used for women and men who have sex. Process with the group the qualitative and quantitative differences. There are usually more names for women, they tend to be more negative, rarely use positive names like mother. Examine with the group about how stereotypes about sex and gender lead to objectification, victim blaming and contribute to a culture that supports violence against women.

C. Understanding Domestic Violence

- ❖ Group generated definition
- ❖ Identify stereotypes about who this happens to
- ❖ Legal definition—who is covered under the law.
- ❖ Examples in 4 behavior categories. Examples of which include, but are not limited to: limitation of personal liberty, destruction of property, threat of outing LBGTT status to family/work/friends/community, threat to harm loved ones, jealousy, suicide threat, constant pages & phone calls, destroying equipment necessary for movement or communication, rape, coercion etc...
 - 1) physical violence,
 - 2) mental/emotional,
 - 3) verbal violence,
 - 4) sexual violence.
- ❖ Cycle of Violence, Power and Control and Equality Wheels are handed out.

D. Cycle of Violence

- ❖ Review the cycle of violence: tension build up, acute explosion and reconciliation.
- ❖ Group generated response for how each cycle would be expressed behaviorally and emotionally. Examples of which include, but are not limited to: quick intimacy & why this is important, isolation, promises & apologies, minimizing/denying and blaming the victim or others for the behavior etc. I go through all three phases in this way, explaining that each cycle ‘round is potentially more violent and shorter than the last. Emphasizing that at the heart of this is power & control.

E. Why do women stay & victim blaming.

- ❖ Why do you think someone would stay in an abusive relationship?
 - 1) leaving is the most lethal time, stalking, that love is still a factor, isolated for so long feels there is no one to turn to, lack of shelter space, etc.

Orientation Leader Training: Sexual Assault, Domestic Violence, and Stalking

- 2) pose the question, “Why is the emphasis on the victim and we don’t ask why the batterer chooses to be violent?”
- 3) discuss the “safety bubble” theory for getting along in the world. If we, as a society, can blame the victim of violent crime for the crime we can still happily live in our bubbles of safety-- knowing that as long as we do not act in the same way we will not fall victim the same way.
- 4) refer back to the list of names we had made earlier for sexually active men and women, does society care if a “bitch” or a “slut” gets beat? The prevailing attitude is that they deserve it somehow. Same goes for men, society can not recognize that a man, the “pimp” can be a victim, this puts him in the “bitch” category and therefore is to blame. This can also be internalized and keep victims from reporting crime or getting help. Look at acceptance to violence against women in videos and in lyrics etc.
- 5) examples from anonymous (and altered) case histories from Campus Advocacy N and popular culture to illustrate different points. The “Carrots Incident” in Men Who Beat the Men Who Love Them is a good example of how violence is unprovoked, can be over anything and how the perp will blame the victim for the behavior (afterwards the batterer tells him he doesn’t like beating him and that he needs to help him stop). Or to emphasize stalking and how abuse can continue after leaving—a woman was stalked by her ex seven years after she left him

F. What can someone do to help?

- ❖ discuss ways they can help if someone asks. The points we try to drive home are:
 - 1) don’t question why,
 - 2) believe what they are telling you is true,
 - 3) tell them it is not their fault,
 - 4) if they need and want medical attention help arrange that.
 - 5) On and Off-campus Resources: CAN, relevant shelters, crises hotlines, Counseling Center, UIC police.

G. Questions

III Stalking & Cyberstalking

A. Stalking definition and relationship to domestic violence

- ❖ Strong link between stalking and other forms of violence in intimate relationships
- ❖ Women who were stalked by current or former partners also experienced sexual and physical assaults by that current or former partner.

B. Statistics

- ❖ What is the profile of a stalker?:
 - 1) tend to be male (90%);
 - 2) incredibly manipulative;

Orientation Leader Training: Sexual Assault, Domestic Violence, and Stalking

- 3) intelligent,
- 4) underemployed—stalking is a labor intensive crime
- ❖ Who is being stalked and gender differences for men and women
 - 1) 1/12 women experience stalking and 1/45 men
 - 2) women tend to be stalked by men from a past or current relationship.
 - 3) Men tend to be stalked by strangers or acquaintances

C. Dynamics of Cyberstalking

- ❖ What do you think cyberstalking is?
- ❖ Who does cyberstalking and how is it similar or different to stalking
 - 1) Gender ratios change for stalkers: 52% men & 35% women
 - 2) Gender of victims: 71% women & 28% men
- ❖ What triggers cyberstalking—what mediums are being used to cyberstalk? It can start with something small--a perceived online slight or disagreement then it escalates from there. E-mail is the most common forum for harassment but it can also occur in chat rooms, message boards, instant messaging, website or newsgroup and transfer to offline forms

D. How to deal with stalking and cyberstalking

- ❖ What is the most reinforcing thing for a stalker?—any type of contact.
- ❖ Review personal and campus-based strategies such as changing e-mail addresses, report to chat room administrator, internet provider or campus computing etc.

E. General Support and Safety planning

- 1) **Stalking is not the victim's fault.**
*Stalkers, whether from past relationships or strangers, tend to have obsessive thoughts and difficulty with relationships, dealing with anger and rejection.
- 2) Be supportive to your friend, stalking is a very unnerving and scary experience.
- 3) Encourage your friend to not interact with the stalker in any way, shape or form. *Every interaction is a victory to the stalker, especially interactions that elicit the emotional reaction that he or she is looking for.
- 4) **Tell someone.** * family, friends, RAs, the campus advocate, university police, university administration, academic computing center, and/or the web host for cyber stalking.
- 5) Tell family, friends, and others to not give out personal information under any circumstances. *Stalkers are resourceful and manipulative, they create situations in which they get additional information from family, friends, schools or workplaces.
- 6) Try to vary your routine. * Stalkers tend to be underemployed and have a lot of time on their hands.
- 7) Change your work schedule, take different routes to and from school, work or home, and travel with other people whenever possible.
- 8) Carry an “emergency kit.” * Cell phone or calling card, money for a taxi, ID, list of phone numbers to call for help, whistle or other noise maker, Order of Protection if you have one.

Orientation Leader Training: Sexual Assault, Domestic Violence, and Stalking

- 9) **Document everything.** * Save all the messages, e-mails, voice mail, answering machine messages, letters, and record everything in a journal.

F. Online Safety

- 1) Always use a gender-neutral username.
- 2) Keep your primary e-mail address private and only give it to people you know and trust.
- 1) Get a free e-mail account for all online use.
- 2) Don't fill out profiles or provide as little information as possible.
- 3) Block or ignore unwanted users in chat rooms or Instant-Messaging.
- 4) Don't defend yourself or respond to the harasser. Your emotional reaction just encourages them.
- 5) Get a P.O. box if you need a contact mailing address.
- 6) Get a P.O. box in the next town over.
- 7) Get an unlisted phone number.
- 8) Get caller ID.
- 9) Ego Surf—put your name in quotes and see what is out there about you on the internet.
- 10) Never give your password to anyone.
- 11) Be very cautious about sending or putting pictures online or giving anyone personal data such as where you live, work, phone number etc.

G. Questions/Resources

Info Packet

Info Packets will include:

Sexual Assault Legal Definitions, Domestic Violence Legal Definitions, Myths & Facts for both Sexual Assault and Domestic Violence, "How to Help a Friend" for both Sexual Assault (SA) and Domestic Violence (DV), Power and Control Wheel as well as break-out sheet with examples of categories, Equality Wheel, Cycle of Violence, Statistics for both SA & DV (including info on LGBT prevalence, Chicago & national statistics), Information specific to male survivors and LGBT survivors, Relationship "Quiz" and assessment tools, SA & DV info sheets that cover issues of; victim blaming, consent, social privilege, coercion, alcohol and other date rape drugs, etc, Stalking legal definitions, Stalking safety tips, informational resources brochure for on and off campus surrounding issues of violence.