

NYSCHA/NECHA 2015 Combined Annual Meeting

PRESENTATIONS

Addressing Sexual Violence Prevention

THURSDAY, OCTOBER 29	
<p>TH-4.06</p> <p>11:00-12:15</p>	<p>Yourself. Others. Community. Select Respect: Relationship Violence, Sexual Assault and Stalking Prevention at The College at Brockport, SUNY Sara Gleisle, MS, CHES, SUNY Brockport</p> <p>Intimate partner violence, sexual violence, and stalking are serious public health and social justice concerns that impact all members of society, independent of age, race, socio-economic class, sexual orientation, and other characteristics. These concerns are particularly important to institutions of Higher Education, as the majority of individuals who first experience intimate partner violence, sexual violence, and stalking before the age of 25. The College at Brockport prevention initiatives are appropriately timed, evidence and theory-based, and address risk and protective factors utilizing the social-ecological model. These individual, interpersonal, institutional, and community level interventions work synergistically to create a “culture of respect” at The College at Brockport that contributes to a safe learning and living environment that promotes personal development, healthy interpersonal relationships, accountability, and community engagement.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Discuss relationship violence, sexual assault, and stalking prevention on campus. 2. Explain capacity building for a sexual violence prevention center on campus. 3. Describe the programming goals of the Select Respect intervention related to sexual violence prevention on a college campus. 4. Discuss new opportunities for violence prevention, gender equity, and male engagement.
<p>TH-5.06</p> <p>3:30-4:45</p>	<p>A Trauma-Informed Approach to Working with Survivors of Sexual Assault Kathleen Watson, M.A., Ed.M, Dr.PH (Candidate), Peirce College</p> <p>The purpose of this presentation is to share the results of qualitative interviews with Title IX Coordinators in the United States. The interview questions aim to learn about the ways in which Title IX Coordinators are (and in some cases, are not) prepared to respond to campus sexual assaults, and how training in trauma-informed practice may increase the confidence and the skill sets of those on the front lines of sexual assault response.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain the effect of traumatic events (including sexual assault) on the brain. 2. Describe the research findings from a qualitative study of Title IX Coordinators. 3. List four skills associated with trauma-informed practice.
FRIDAY, OCTOBER 30	
<p>FR-Key</p> <p>8:15-9:30</p>	<p>Preventing Sexual Violence through Positive Culture Change Melanie Boyd, PhD, Assistant Dean of Student Affairs, Yale College</p> <p>Sexual violence does not take shape in a vacuum. It grows out of, and is enabled by, a series of violence-supporting cultural patterns. To effectively protect our students from sexual violence, we must do more than raise awareness of these patterns – we must actively remake campus culture. This presentation offers a conceptual framework for reorienting our efforts, along with specific strategies and concrete examples from an undergraduate program focused on positive culture change.</p>

	<p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Contrast traditional sexual violence prevention strategies with culture change methodology. 2. Explain the connection between sexual violence and normative sexual culture. 3. Discuss goals and strategies for building a positive campus culture. 4. Describe one successful peer program for fostering culture change.
<p>FR-6.06</p> <p>9:40-10:55</p>	<p>Cultural Interventions: Working with Students to Change Campus Norms Melanie Boyd, PhD, Assistant Dean of Student Affairs, Yale College</p> <p>A follow-up to Friday’s Keynote Session, "Preventing Sexual Violence through Positive Culture Change," this breakout session offers a chance for extended discussion. We will focus on the pragmatics of taking on a positive culture change approach, and participants will practice planning an intervention.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Review core concepts from the keynote presentation. 2. Describe how to build support for a culture change project with colleagues, bosses, and students. 3. Explain how to practice culture intervention methodology. 4. Describe one successful peer program for fostering culture change.
<p>FR-7.06</p> <p>11:15-12:30</p>	<p>Engaging the Campus Community in Sexual Violence Prevention Rebecca Harrington, MS, SUNY Oneonta; Lisa Evaneski, M.Ed., SUNY Oswego; Robyn King, LMHC, Schenectady County Community College</p> <p>Recent legislation requires an increase in prevention and response education to sexual violence on college campuses. All members of the college community need to be engaged in this topic for campuses to be compliant with Federal and State laws. The goal of this session is to provide new ways to engage members of the campus community in sexual violence prevention and response education. The presenters will discuss their successes, as well as their challenges, as they things they worked with their campus colleagues to implement changes on their campuses.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the responsibilities of campuses to educate all faculty, staff, and students. 2. Identify opportunities for engaging faculty and staff. 3. Describe opportunities for engaging students. 4. Describe the unique issues of engaging students on a community college campus.