

## An Evaluation of the Sexual Trauma Services Curriculum Adaptations for Benedict College

### **Issue**

Sexual Violence is any sexual act in which one or more persons involved did not give consent. There are situations where someone could not be able to give consent, such as age, unconsciousness or intoxication. Sexual violence is considered a prominent health problem in the United States, especially on college campuses. Approximately 20% of college aged women experience rape or attempted rape. Nearly 80% of all sexual assaults that occur on college campuses go unreported. Factors that contribute to high percentages of assaults on college campuses are drugs, alcohol, and not reporting.

### **Intervention**

“Tigers on Alert” is a domestic abuse and sexual violence prevention program on Benedict College’s campus, which partnered with the Sexual Trauma Services of the Midlands to create the Benedict College Coordinated Response Team (BCCRT). The BCCRT was responsible for implementing the “Building Healthy Communities” curriculum that was developed by the Sexual Trauma Services of the Midlands for use on Benedict’s campus. “Building Healthy Communities” is a sexual violence prevention curriculum that consists of five sessions. The session topics are:

- Session 1: Bystander Intervention
- Session 2: Gender Stereotypes and Media Influences on Violence in Relationships
- Session 3: Sexual Harassment and Stalking
- Session 4: Healthy Relationships & Prevention of Intimate Partner Violence
- Session 5: Building a Community Free of Sexual Violence

Currently, sessions are taught as part of the Benedict “First-Year Experience” which targets freshman and other students new to the campus. Members of the BCCRT serve as facilitators of the curriculum. After each session, a survey consisting of posttest knowledge questions and program feedback is given to participants.

### **Impact**

In its pilot year, 35 Benedict students participated in facilitations of the “Building Healthy Communities” curriculum. Survey data showed that 100% of the participants believed the skills and information taught in the “Building Healthy Communities” curriculum would be useful for others in their school. Additionally, 100% of participants reported that they believed the skills learned may be useful in their relationships now or in the future. As part of the pilot year, an evaluation of the processes involved in implementing the program was conducted. This evaluation consisted of observational and survey data collected from November 2017 through April 2017. This data was used to create a report that was given to the BCCRT with recommendations for future implementations of the program. The recommendations will hopefully expand the program’s reach to include all of Benedict College students with the intention that they all receive this education.

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