



Your order is secure and guaranteed by:



Intervention on Campus Rape

Name:

Institutional Affiliation:

Date:

ASSIGNWRITERS.COM

### Intervention on Campus Rape

Foubert, J. D., langhinrichsen-Rohling, J., Brasfield, H., & Hill, B. (2010). Effects of a rape awareness program on college woman: Increasing bystander efficacy and willingness to intervene. *Journal of Community Psychology, 38*(7), 813-827.

This journal article is largely consistent with my research topic as it explores the effectiveness of bystander intervention techniques that would reduce the possibility of rape among college women. It identifies and explores the advocacy group called The Women's Program through which participants could be sensitized on the on the male perpetrators' characteristics as well as bystander intervention techniques. The authors assert that the programs' participants demonstrated greater bystander willingness to help and efficacy than prior to participating in the program. The authors also addressed the prevalent stereotype that it is women's behavior that triggers rape. Using the Illinois Rape Myth Acceptance Scale Short Form (IRMA-SF), the authors found a significant decline in rape myth acceptance among the participants relative to the control group. The article addresses the social changes that women who become voluntary intoxicated are at higher risk of experiencing some form of sexual abuse that those who do not use drugs and alcohol.

Perkins, W. & Warner, J. (2017). Sexual violence response and prevention: Studies of campus policies and practices. *Journal of School Violence, 16*(3), 237-242.

The relevance of this article to my research topic stems from the fact that it examines latest studies on sexual victimization in campuses as well as campus practices and policies that constitute sexual harassment and sexual violence prevention and response. It examines campus-focused policy in its historical context, citing various important legislations such as Jeanne Clery Disclosure of Campus Crime Statistics Act, Uniform Crime Report, Campus Sexual Violence

Elimination (SaVE), and the 1990 Crime Awareness and Campus Security Act. The article demystifies the stereotype that it is men are always perpetrators of campus rape since they can also be victims of this crime. The authors suggest that the advocacy group against campus rape would involve all the key stakeholders, including mandatory reporters, advocates, and alleged perpetrators in the process of formulating campus policy. The group would help in the establishment of evidence-based practices for responding to and preventing sexual assault and sexual violence on campuses. From an historical perspective, the various campus-focused policies have been used to put in place social structures to deal with campus rape.

Johnson, A., Thomas, K. H., Shields, M. M., Melissa, B., & Jemsek, J. (2016). Stopping sexual violence on private college campuses: Impact of prevention and awareness intervention conducted with community partners at a Christian university. *Journal of Health Education Teaching*, 7(1), 23-31.

This peer-reviewed journal article resonates well with my study because it examines the impact of a certain sexual assault prevention and awareness program that is offered to learners at Charleston Southern University. Through such program, prevention advocates often endeavor to create the relevant content regarding sexual assault awareness and deliver it to college students. The program was offered through one-day seminar, which consisted of awareness message and survivor narratives. With the help of descriptive statistics, the authors found that the participants reported that the program was largely informative. The authors address the stereotype that the victim's attire can negate the alleged campus rape, making it look like consensual sex. They conclude that culturally-informed prevention and awareness program can form effective social structures for preventing sexual assault in campuses. Historically, the authors examine the social stigma that has been associated with the victims of rape.

Potter, S. J. (2016). Reducing sexual assault on campuses: Lessons from the movement to prevent drunk driving. *AJPH Perspectives*, 106(5), 822-829.

This journal article is relevant to my research topic it draws empirical evidence from the movement aimed at preventing drunk driving to inform the program to reduce campus rape. The author suggests that university administrators need to use lessons learnt from the movement to design programs for responding to and preventing campus rape. The application of such lessons can serve as critical social structures for addressing sexual violence and assault in campuses in a manner that is consistent with the federal regulation and legislation. Historically, the author examines the aforementioned movement since the 1970s to date, accentuating important lessons that can be applied on the issue of campus rape. The author also addresses the stereotypes involving the society's willingness to excuse those who perpetrate sexual assault, blaming the crime on past misfortunes, alcohol, or stress.

Garcia, C. M., Lechner, K. E., Frerich, E. A., Lust, K. A., & Eisenberg, M. E. (2012). Preventing sexual violence instead of responding to it: Students' perceptions of sexual violence on campus. *Journal of Forensic Nursing*, 8(2), 61-71.

This journal article is relevant to my chosen research topic as it examines the perceptions of campus students on the issue of sexual violence services and resources. The authors acknowledge that the prevalence of sexual assault in campuses is higher than the national prevalence. With the help of one-to-one walking interviews, the researcher found that campus students want more education on all forms of sexual violence, they are concerned with their safety, and that they value the services and resources dedicated to preventing campus sexual violence. The authors suggest for the establishment of an advocacy group that uses online resources and posters to spread awareness on sexual violence rather than relying on pamphlets.

They also suggest for the minimization of barriers to access of resources regarding sexual violence and creation of post-assault interventions and prevention education as vital social structures for the prevention of the campus rape. Historically, the authors examine the socio-cultural factors that relates to post-assault perceptions and behaviors. They also discredit the stereotype that perpetrators of rape are always men by arguing that everyone is at risk of being victimized even though female students are at a higher risk of victimization than their male counterparts.

ASSIGNWRITERS.COM

## References

- Foubert, J. D., langhinrichsen-Rohling, J., Brasfield, H., & Hill, B. (2010). Effects of a rape awareness program on college woman: Increasing bystander efficacy and willingness to intervene. *Journal of Community Psychology, 38*(7), 813-827.
- Garcia, C. M., Lechner, K. E., Frerich, E. A., Lust, K. A., & Eisenberg, M. E. (2012). Preventing sexual violence instead of responding to it: Students' perceptions of sexual violence on campus. *Journal of Forensic Nursing, 8*(2), 61-71.
- Johnson, A., Thomas, K. H., Shields, M. M., Melissa, B., & Jemsek, J. (2016). Stopping sexual violence on private college campuses: Impact of prevention and awareness intervention conducted with community partners at a Christian university. *Journal of Health Education Teaching, 7*(1), 23-31.
- Perkins, W. & Warner, J. (2017). Sexual violence response and prevention: Studies of campus policies and practices. *Journal of School Violence, 16*(3), 237-242.
- Potter, S. J. (2016). Reducing sexual assault on campuses: Lessons from the movement to prevent drunk driving. *AJPH Perspectives, 106*(5), 822-829.



**ORDER NOW**

Your order is secure and guaranteed by:

