

# Sexual Assault Education on a College Campus: A Trauma - Sensitive Approach

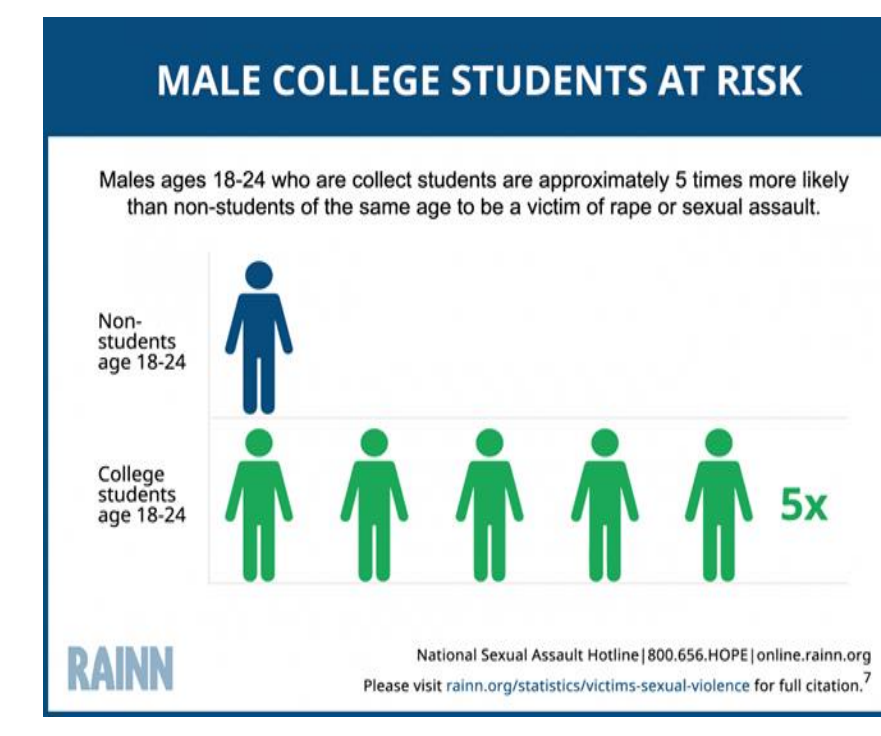
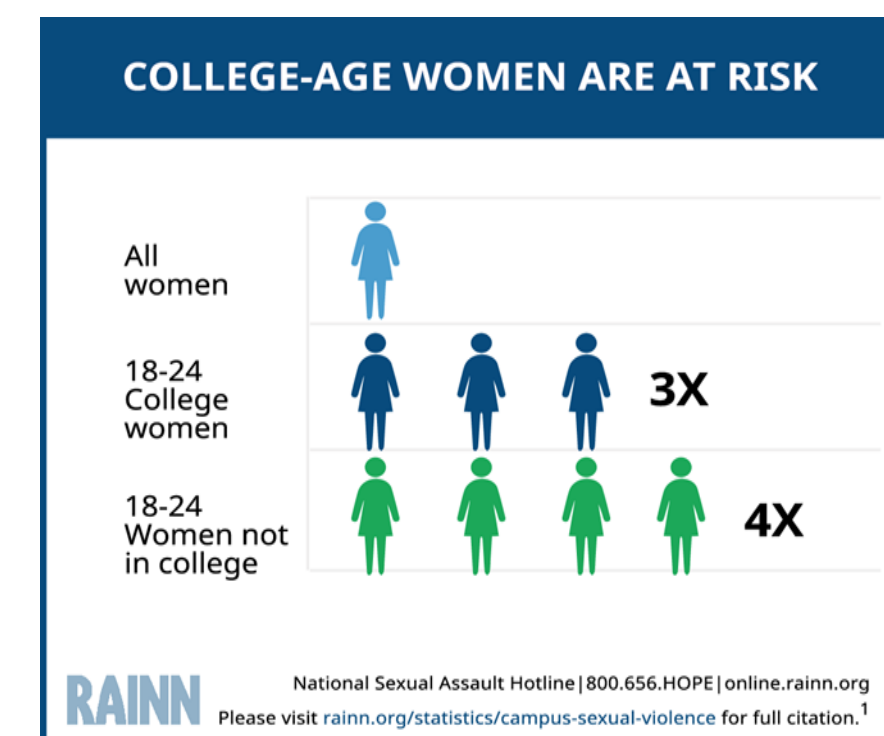


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## Background

- Increased numbers of sexual assault (SA) on college campuses
- 2013 Campus Sexual Violence Elimination Act (SaVE) identified SA prevention a federal requirement.
- 2014 Campus Security Act (CSA) mandated protection and prevention
- Effective responses to survivors and new efforts needed to address SA (Buchholz, 2015).



- Fall semester known as the “Red Zone” (Rape, Abuse, & Incest National Network, 2016; Halstead, Williams, Gattamorta, & Gonzalez-Guarda, 2017)
- Health & Academic Consequences

## PICOT

- In college health providers and staff, how does an evidence-based sexual assault education program, screening, and resource listing tool, compared to current practice, affect knowledge and awareness of sexual assault and resources available?



## Purpose

- To educate student health providers and staff on the use of evidence-based trauma-sensitive care practices, including SA screening, for students to receive “Safe Place” education with advisement of resources.



## Gaps

- Lack of standardized program
- Routine versus Universal screening?
- Does one size fit all? (Halstead, et al., 2017).



incorporates SA prevention messages, safe places, and services

## Methods

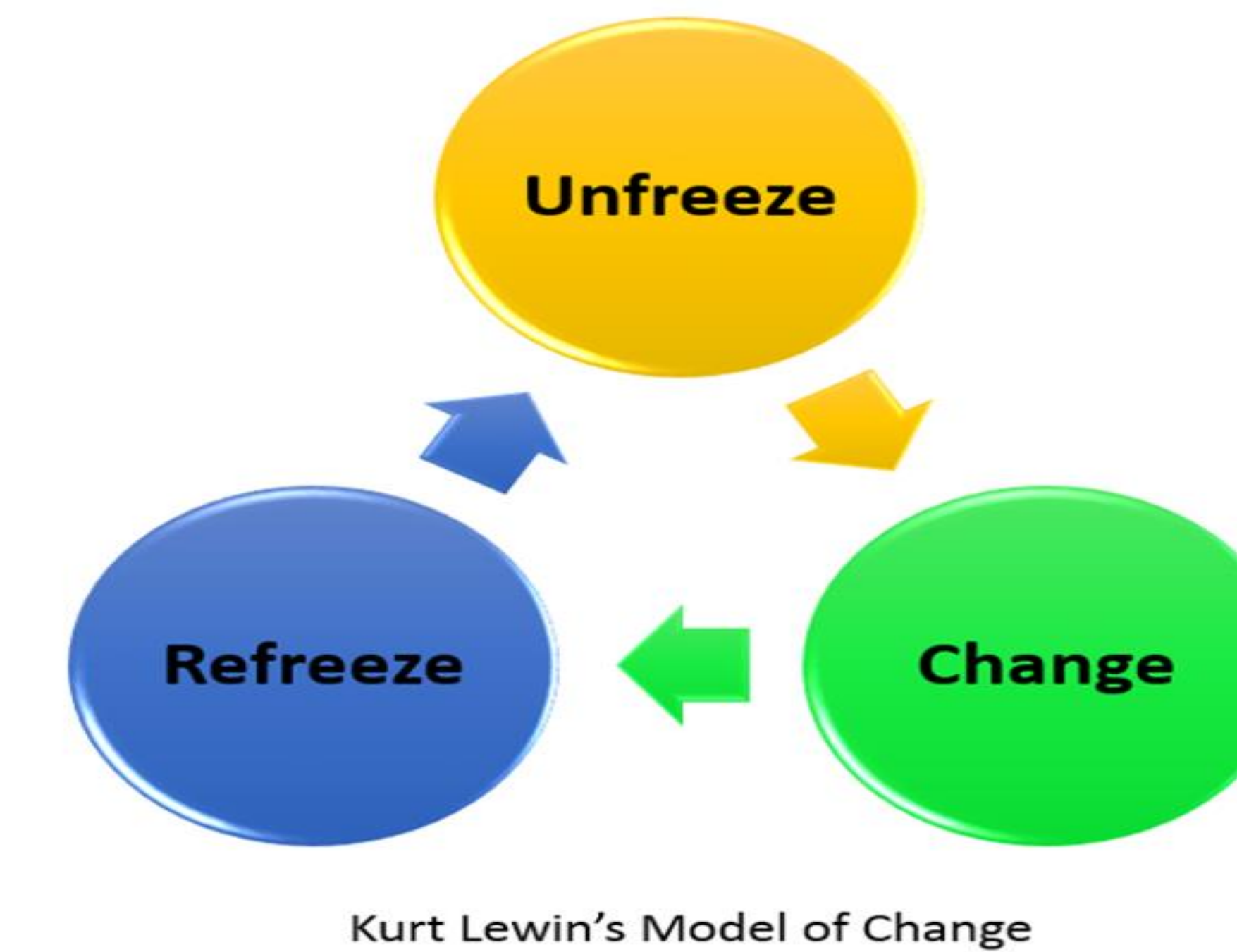
- Provider and staff education
- Safe Place Trauma-Sensitive Practice for Health Centers Serving Students
- Lunch and learn
- Quantitative Measures
- Pre-test and post test and 6-week follow-up
- 14-multiple choice questions
- Evidence-based screening given to students
- 5 question evidence-based screening, yes or no responses



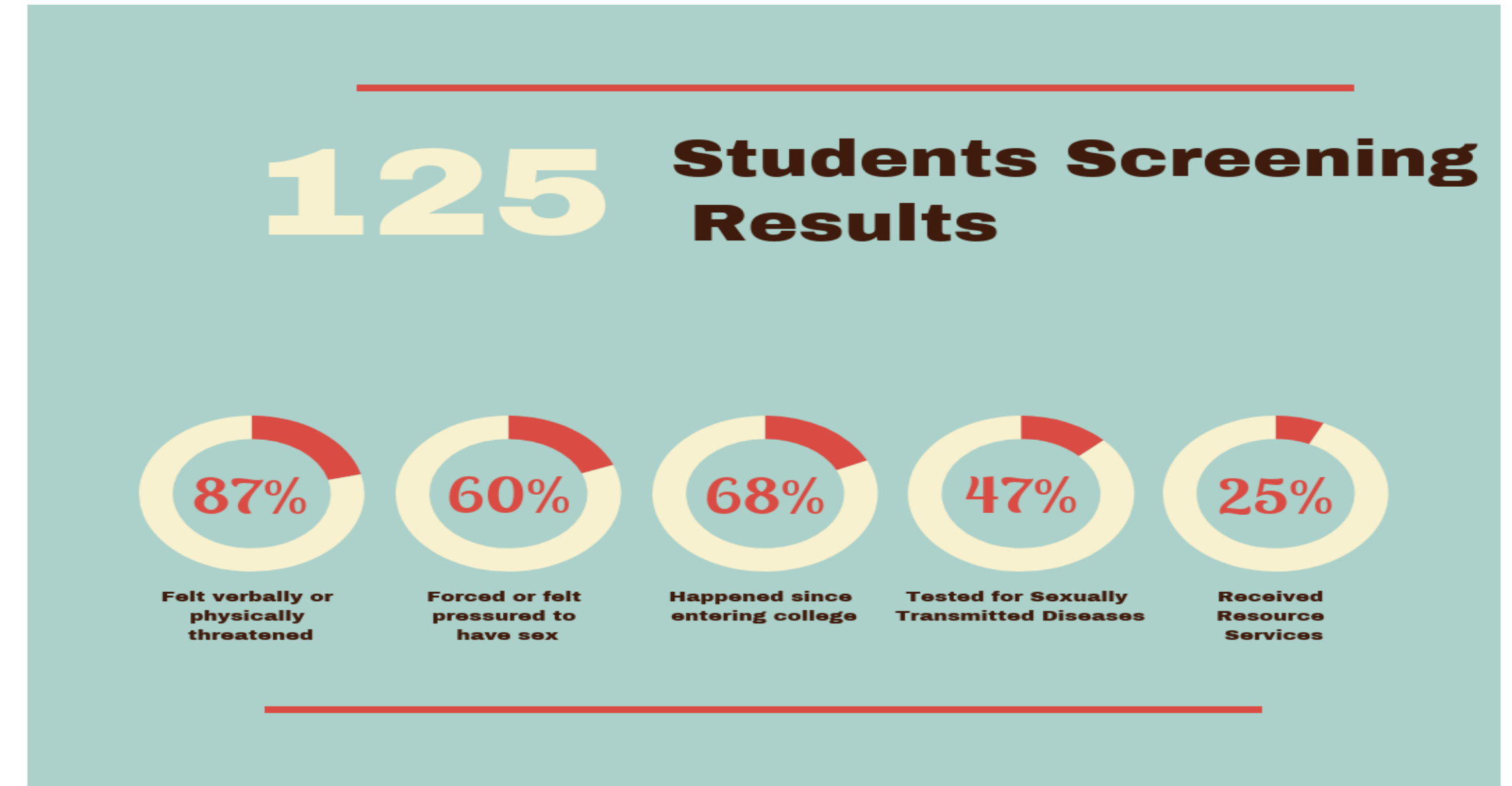
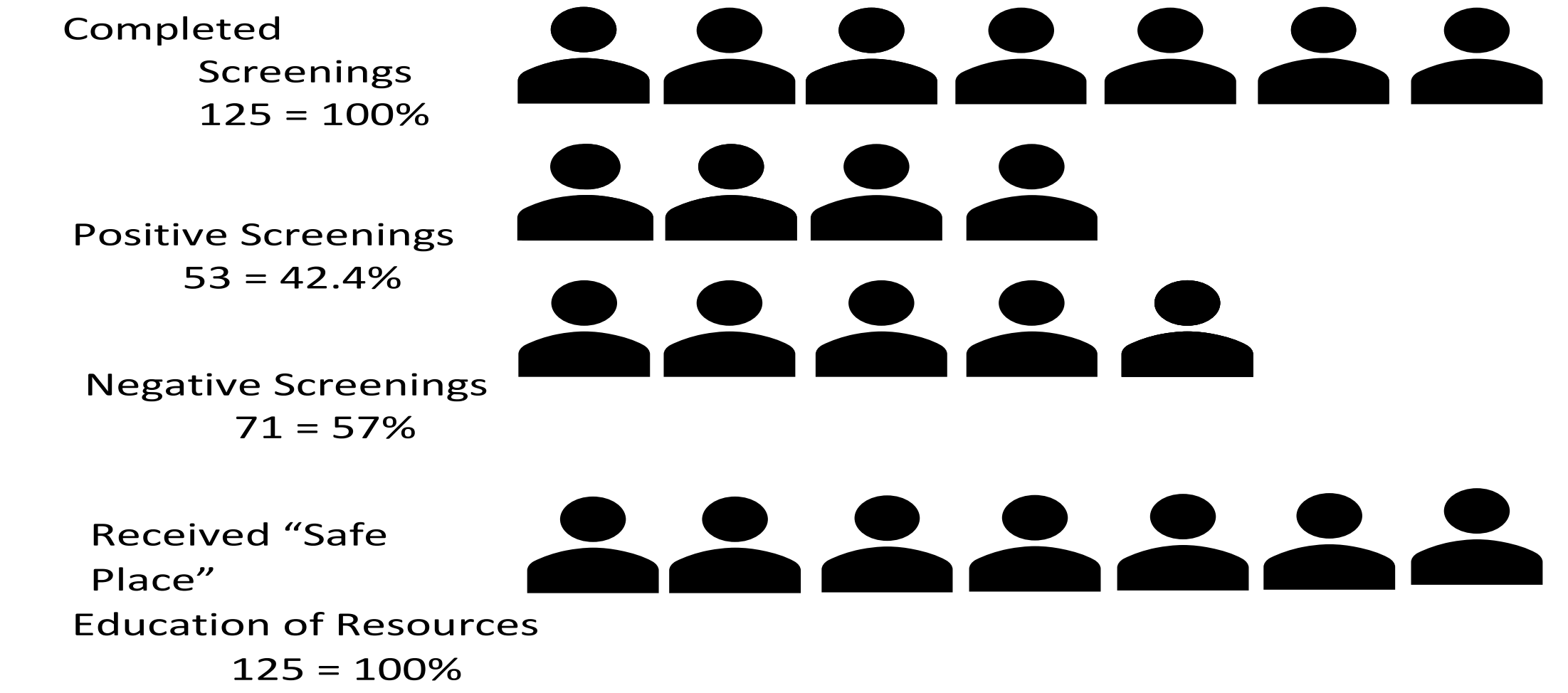
- Trauma-informed prevention and screening
- Promotes empowerment, fosters trust, and safety
- Cultural competence with a universal approach
- Does not seek disclosure, non-report option
- Assess histories, risks, and needs
- Sexual Assault Nurse Examiner (SANE-passionate and committed (U.S. Department of Education, Office of Safe and Healthy Students, 2015).

## Theoretical Framework

- Change must be in the cultural atmosphere
- Is useful for identifying oppositional forces that act on human behavior
- Driving and restraining forces lead to a dynamic balance
- Three phases, leading to overcoming resistance and acceptance of new practices (Butts & Rich, 2016, Mitchell, 2013)



## Results



## Practice Implications

- Increased knowledge and awareness
- Screening and education of all students
- Promotion of health through prevention and education with trauma-sensitive care
- Acknowledgement of a “Safe Place “ and resources
- (Delovah & Cattaneo, 2017; Sutherland, et al., 2016).

## Future Research and Sustainability

- Other clinical environments & populations
- Include Sexual Assault Nurse Examiner (SANE)
- Competency-National Standards of Care
- Community Partnerships

### References

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 Other references provided  
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