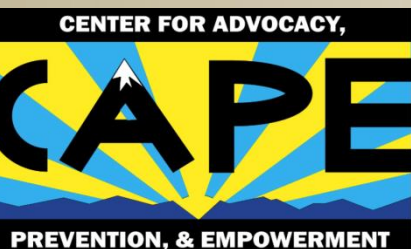


Unveiling the Relationship Between Alcohol and Sexual Assault: A Call for Community Action

Presented by:

Gillian Kaag, Ph.D.

Program Director, CAPE



Overview

- Impact of Sexual Assault on Academics
- Alcohol and Sexual Assaults
- Undetected Rapists and Alcohol
- Where do we go from here?



Impact of Sexual Assault on Academics

College students who have survived sexual assault:

- Rarely perform at their prior academic levels and are sometimes unable to carry a normal course load
- Frequently miss classes
- Regularly drop courses altogether, leave school, or transfer

(American Association of University Professors, 2012)



Alcohol and Sexual Assault

- **11% women** reported experiencing incapacitated sexual assault since entering college; **84% of these were alcohol-enabled.**
- **3.7% men** reported experiencing sexual assault; **90.2%** were incapacitated assaults (CSA Study: Krebs, Lindquist, Warner, Fisher, Martin, 2007)
- **72%** of the rapes occurred when victims were **so intoxicated they were unable to consent** (Mohler-Kuo, Dowdall, Koss, Wechsler, 2004)



STUDENT LIFE

Alcohol and Sexual Assault

Odds of experiencing sexual aggression were:

- more than **7 times higher on days of any alcohol consumption** compared with days of no alcohol consumption.
- **9 times higher on days of heavy drinking** compared with days of no alcohol consumption.

(Parks & Fals-Stewart, 2004)



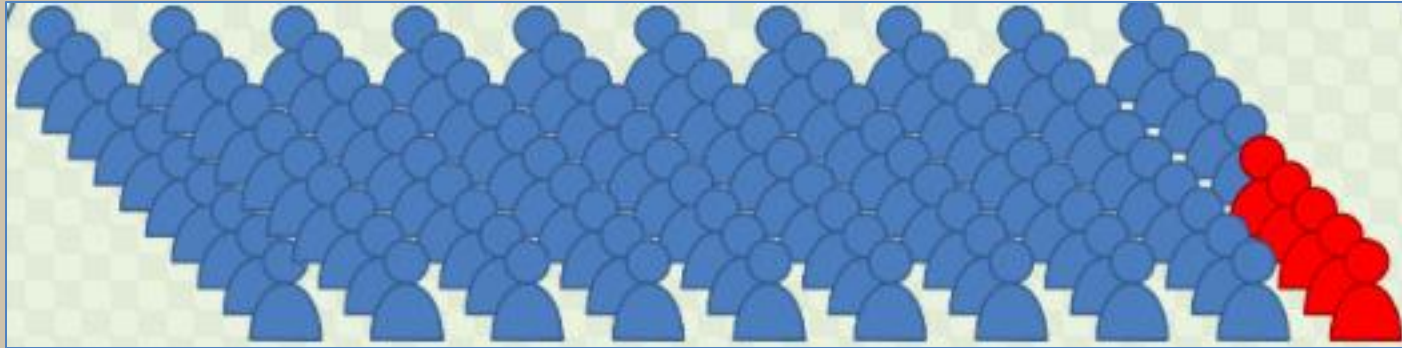
Alcohol-Enabled Sexual Assaults at DU

In 2013, the university investigated 22 sexual misconduct matters (nonconsensual sexual contact).

64 % of these assaults (n=14) were alcohol-enabled sexual assaults.



About 5% of men commit 95% of campus sexual assaults.



About 3% are serial offenders.

A serial offender will perpetrate against an average of 14 victims.

(Lisak, 2014)



“Undetected” Rapists: Men who are either not reported or not prosecuted for their crimes

Common Characteristics

- Their sexual activity seems to be an important component of their identities
- Their adherence to rape myths both justify their aggressive acts and foster them
- They typically feel easily slighted by women and carry grudges against them
- They associate with subcultures where “sexual conquests” are a measure of how men view themselves and each other
- They adopt highly gendered identities

Lisak (2002)



The Five “I’s” of Sexual Assault

1. Invasion
2. Ignoring
3. Isolation
4. Intoxication
5. Instincts



Dr. David Lisak's **The Undetected Rapist**

Link to video:

<http://www.youtube.com/watch?v=mqunhYHZXp0>



Discussion Questions

- What are your reactions to the reenactment of Frank's interview?
- What did you notice in Frank's descriptions of his behaviors?
- Why might the behaviors of someone like Frank go unchallenged by the group or environments they are in?



Discussion Questions

- How might the behaviors of someone like Frank go unchallenged in a party environment?
- How does DU and the surrounding community currently support party culture?



Final Thoughts

Sexual assault is not a symptom of alcohol use – instead alcohol is used as a tool for offenders when identifying and/or incapacitating victims.

We all have a role to play in preventing sexual assault at DU.



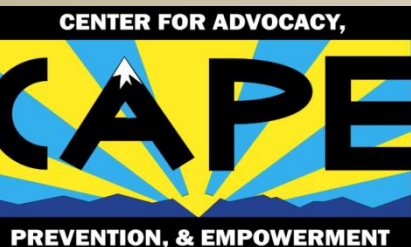
Be a B.O.S.S.: How to Harness Your Power to Prevent Violence



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UNIVERSITY of
DENVER

STUDENT LIFE
Health & Counseling Center

Ecological Model

Individual

Person's knowledge, attitudes, behavior, history, demographics, or biology

Relationship

Influence of parents, siblings, peers, and intimate partners

Community

Norms, customs, or people's experience with institutions (e.g. the university)

Broad social forces: Inequalities, oppressions, organized belief systems, and relevant public policies

Societal



STUDENT LIFE



B.e aware
O.bserve your situation
S.ize up your options
S.peak up and act

“Be A B.O.S.S.”

- How does DU and the surrounding community currently support **B.O.S.S.** behavior?
- What are ways that we might change as an institution to additionally support **B.O.S.S.** behavior in our community?
- How can you, in your professional role at DU, support **B.O.S.S.** behavior?



- How might DU better address each level of the Ecological Model?
 - **Individual:** Person's knowledge, attitudes, behavior, history, demographics, or biology
 - **Relationship:** Influence of parents, siblings, peers, and intimate partners
 - **Community:** Norms, customs, or people's experience with institutions (e.g. the university)
 - **Societal:** Broad social forces: Inequalities, oppressions, organized belief systems, and relevant public policies



Other thoughts or ideas?

