

INSTRUCTOR GUIDELINES

Key Concepts/Objectives to Emphasize in Instruction and Learning Activities:

1. Scope and key characteristics of sexual assault and rape cases. (10-8 to 10-9)
2. Physical and mental health consequences of sexual assault. (10-13 to 10-14 and 10-18 to 10-21)
3. Victim-sensitive interventions for the medical care of and justice system response to sexual assault victims. (10-14 to 10-17 and 10-25 to 10-35)
4. Key state and federal statutes that define and protect sexual assault victims' rights. (10-38 to 10-41)

Objectives:

1. Identify the number of people that a sexual assault victim might have to disclose his/her victimization to in the course of a case.
2. Understand how this might make a sexual assault victim feel, and how it might contribute to a victim's decision *not* to report a sexual assault.

Description of Activity and Faculty Guidelines:

The instructor will utilize the faculty worksheet to identify the different people to whom a sexual assault victim might have to disclose his/her victimization. Students are then asked to "stand and rise" when the instructor points to them. When the exercise is completed, nearly all (or all) students will be standing.

The instructor will ask the entire student body:

- How might such disclosures make a sexual assault victim feel?
- Would the thought of such disclosures be a factor in a victim's decision to report a sexual assault?

Can Be Utilized As:

Individual Activity Small Group Activity Large Group Activity

Anticipated Amount of Time Required: 20 Minutes

RESOURCES NEEDED (*Please check all that apply:*)

- Tear sheets and felt pens
 - VCR/monitor
 - Overhead projector and screen/LCD and laptop
 - Blank overhead transparencies and overhead pens
 - Masking tape
 - Index cards
 - Individual or group worksheets
 - Timer
 - Other (*please describe*): Faculty “Stand and Rise” worksheet
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FACULTY WORKSHEET *

Janice is a 20-year-old college student who is sexually assaulted in her dormitory room by a fellow student from her geology class who came over to study. She makes the difficult decision to report the crime and go through the justice process.

Please stand and rise when I point to you — you will represent the people she has to tell about what happened to her:

- Her three roommates (who help her report to . . .).
- Her resident advisor in the dormitory (who helps her report to . . .).
- Campus police—three officers (who ask her to tell her story to . . .).
- University disciplinary body (who makes a decision about whether to handle it administratively or through the criminal justice system).
- University nurse (who refers her to . . .).
- Local emergency room: nurse and administrative staff.
- Local emergency room: doctors.
- Local emergency room: sexual assault nurse examiner (SANE).
- Local emergency room: sexual assault counselor.
- Local emergency room: community-based law enforcement responding officer.
- Her mom.
- Her step-mom.
- Her dad.
- Her step-dad.
- Her two sisters.
- Her one brother.
- Her three grandparents.
- Her best friend back home.
- Detective.
- Rape crisis staff.
- Prosecutor (initial interview).
- Prosecutor (specialized unit).
- Expert witness on rape trauma.
- Defense attorneys.
- Judge.
- Bailiff.
- Court reporter.
- Twelve jurors and three alternate jurors.
- Spectators in the court room (including the defendant's family, fraternity brothers, and fellow football team members).
- News media (even though the courtroom is closed).
- Others?

* *Exercise adapted from Gail Abarbanel, Executive Director, Santa Monica Rape Treatment Center*