

Sexual Violence Prevention



Participant Handbook

Name: _____



Citizen Security
and Justice Programme
B A H A M A S
TRANSFORMING LIVES AND COMMUNITIES

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Introduction



Welcome to the Sexual Violence Prevention Module. We hope you were able to participate in the Gender and Violence Prevention Module which is primarily the foundation for this course. In this session you will be exposed to issues that are personal and may at times depending on your circumstance make you uncomfortable. We advise that you speak with your instructor if there are sessions that might be emotionally difficult for you to.

In your hands via this training, are tools that will empower you to diminish the occurrence of sexual violence in your life. We must be clear that your participation in this training does not mean you will be able to fully prevent the likelihood of sexual violence taking place. Sexual violence involves more than one person. What we hope you will gain from this training is an understanding of what sexual violence is, dispel some of the myths that surround the crime, examine the role that drugs and substance abuse play, take a look at the risk factors, gain problem-solving techniques to promote the deterrence of sexual violence, examine the survivor's symptoms and the implications for treatment and provide you with skills to develop your personal power.

While we hope this Module will give you the opportunity to learn about issues surrounding sexual violence, we're also hoping you will have fun. Your instructor will create a safe confidential space for you to interact with your peers, exchange ideas and learn from each other.

Enjoy the training! Should you need further support or wish to talk to a professional counsellor about any of the issues raised in this module, do not hesitate to notify your instructor.

Have a fantastic time learning.

SEXUAL ASSAULT PREVENTION: Self-Empowerment

OVERVIEW

This module “**Sexual Assault Prevention: Self-Empowerment**” will provide participants with knowledge and best practice for creating an awareness of and a method to reduce the chances of being sexually assaulted. In this chapter, you will be provided with information on both perpetrators and victims. It will also use a self-empowerment model as a tool to build confidence in persons who may or may not be a victim of sexual assault. The anticipated outcome is for persons to become their own champions and decrease the possibilities of becoming a victim. Below are the following objectives and goals for the module:

OBJECTIVES

- (i) Demonstrate an understanding of gender-based violence stereotypes.
- (ii) Identify the risk factors for sexual violence.
- (iii) Demonstrate an understanding of drug abuse and its role in sexual violence.
- (iv) Utilize the skills and techniques of self-empowerment to promote self-esteem in others.

SESSION ONE:

Sexual Assault Prevention: Empowerment



Overview

There are several definitions of sexual violence that we will adhere to in this lesson we will work within the framework of the following definition presented by the World Health Organization.

Sexual Violence is defined as “sexual activity when consent is not obtained or not freely given. The World Health Organization defines it as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work (World Health Organization).

This definition highlights the fact that the perpetrator of sexual violence, in many cases is known to the victim. There are three distinct forms in which sexual violence tends to occur, stranger, date/acquaintance, and marital rape. Stranger rape refers to a sexual assault in which the victim and assailant have no prior relationship or acquaintance with one another. When an individual has been sexually assaulted by someone she/he knows, for instance a friend, classmate, or someone she has gone on a few dates with, it is classified as an acquaintance or

date rape (Calhoun et al., 1976; Check and Malamuth, 1983; Estrich, 1987; Johnson and Jackson, 1988). Marital rape is any unwanted sexual acts by a spouse or ex-spouse. We will explore further, each of these forms of rape as we progress throughout this module.

Objectives

1. To reinforce the knowledge gained from module one on gender-based violence
2. To demonstrate an understanding of the definitions of sexual violence and victim blaming
3. To explore sexual violence in the Bahamian context



Group Exercise I

Game: True/False

Overview: To review the previous module by playing a TRUE/FALSE Game

The definition of ‘rape’ can change based on culture, roles, and practices. Cultural and religious practices many times determine which factors society considers as a tragedy against, or self-inflicted by the victim. As you have learned in the previous module for countries like the Bahamas where patriarchy and religion remain the foundation upon which laws are made, this impacts the acceptance or non-acceptance of what constitutes sexual violence. For example, rape within a marriage is still not illegal in The Bahamas if the couple resides in the same home. In our societies, men are socialized to be the sexual initiators and women are the sexual object to win (Warshaw, 1994). This belief provides the unwritten rules that a woman’s resistance is part of the game and the man’s persistence is part of the dance. Hence the inability to distinguish what is sexually appropriate, particularly in acquaintance sexual violence.

What we are sure of is, sexual violence affects a person throughout their life, making it difficult for them to participate in healthy relationships and leads to psychological problems.



Group Exercise 2 - The Bahamian Perspective

Discussion Questions:

1. To what extent does religion influence the sexual dominance of males over their female partners?
2. The unwritten rule “that a woman is resistance is just a part of the game and the dance” in the development of the relationship. Is this true in The Bahamas and where do you draw the line?
3. Is there any situation(s) in which a victim could contribute to their demise?

Blaming The Victim

According to Hofer (2000) “It is commonly thought that individuals ‘blame victims’ to restore their belief that “good things happen to good people, and bad things happen to bad people.” This statement illustrates how religion influences our perspective and response to events in life. Consequently, when we examine ‘victim blaming’ concerning sexual assault it suggests that the victim is responsible for the negative event that occurs to them (Garland, 2008). The perpetrator is found to be liable for the assault, but blame becomes shared.

In other situations where violence happens, for example physical abuse in intimate partner relationship the victim is often time blamed. We tend to make statements like ‘she can leave, well he was taking care of her, and she would be out all night’ to justify the violence.

When placing or sharing blame there is a measuring stick that is used to determine the extent of blame. For example, what the person was wearing, where it occurred, was the perpetrator a thug or known as a good person, did they attend church or was active in the community?

These value judgments are used by society to determine the extent by which the victim will be defended and supported or blamed for contributing to their assault. Victim blaming is known to prevent victims from coming forward for fear of being judged and becoming a part of the negative discourse in their families the small community in which they live.



Group Exercise 3

Discussion:

Can you think of other statements that we say sharing the blame between victims and perpetrators?

Summary

In this section, you would have reinforced your knowledge about gender-based violence and demonstrated an understanding of how an individual world view is influenced by their history. In the context of the new information gained we re-examined The Bahamian perspective and your value judgments about sexual violence.

SESSION TWO:

What Is Rape and Who Is At Fault?



Overview

This section of the module focuses on the myths about rape victims and examines the various situations in which it most occurs. The link between the acceptance of myths about rape and victim blaming will be presented. In addition, the social and psychological impact the assault has on its victims will be discussed. We know that the investigative process that occurs after a person has been raped can be just as traumatic for rape victims as the assault itself. Hence this section will also introduce the beginning phase of the helping process for victims. Power-point presentations, case studies, small group discussions and a project to develop a social promotion message will be teaching tools for this section.

Objectives

1. To define and explore the myths about rape victims
2. To understand the various situation in which rape can occur
3. To examine survivor symptoms and the implications for treatment



Group Exercise I

Date Rape Scenario

Robert and Stephanie made a great couple! They had dated throughout the term, but still had that excited feeling whenever they were together. One rainy Saturday night, they decided to stay home in Robert's apartment and have a quiet evening together. While Stephanie fired some conch fritters Robert got the drinks and picked out a movie on Netflix. Together they sat on the couch eating conch fritters and coconut tart while watching a great movie. When the movie finally ended and conversation waned, they began to kiss. Robert and Stephanie were both getting turned on. After a while of heavy petting, Robert began to take off Stephanie's clothes. Stephanie stopped him and said she was not ready to go all the way just yet. Robert persisted despite Stephanie's protests. When Stephanie pleaded for Robert to stop, Robert replied by saying he was too turned on to stop. Robert went on to have intercourse with Stephanie while she lay there very quietly and cried.



Discussion:

1. Does one have an obligation to stop unwanted sexual activities even when he or she is turned on?
2. Is there ever a time when "no" means "yes" or "maybe"?
3. Is this rape?

Rape Definition

The definition of rape can vary based on geographic location and country laws. In this section Amnesty International's definition of rape will be used throughout. Rape in most cases is defined as a specific act, which is only one aspect of sexual violence.

Amnesty International Definition of Rape:

The perpetrator committed an act of a sexual nature against one or more persons or caused such person or persons to engage in an act of a sexual nature by force, threat of force or coercion, such as that caused by fear of violence, duress, detention, psychological oppression or abuse of power, against such person or persons or another person, or by taking advantage of a coercive environment or such person's or persons' incapacity to give genuine consent. (*Rape and sexual violence human rights law and standards international criminal court Amnesty International Publications, 2011*)

Bahamas Legal Definition of Rape:

Rape - is the act of any person not under fourteen years of age having sexual intercourse with another person who is not his spouse — (a) without the consent of that other person; (b) without consent which has been extorted by threats or fear of bodily harm; (c) with consent obtained by personating the spouse of that other person; or (d) with consent obtained by false and fraudulent representations as to the nature and quality of the act (CH.99 – 4] Sexual Offences Act, LRO 2010)

Types of Rapes

Rape or sexual assault falls into three categories when being defined, stranger rape, which was previously defined by amnesty international and the other two are acquaintance/date rape and marital rape.

Acquaintance/Date Rape “means an assault or attempted assault that is ordinarily committed by a new acquaintance. It involves sexual intercourse without mutual consent. It is also referred to as date rape.” It is also defined as ‘non-stranger sexual assault’. Some believe that date rape is not an accurate terminology because it does not take into account situations where two people can be at a club, party, at a house and not be on a date or know the person before the event to be considered an acquaintance. ([1997-2019 AirSlate Legal Forms Inc.](#))

Lastly, *marital rape* is defined as “any unwanted sexual acts by a spouse or ex-spouse, committed without consent and/or against a person's will, obtained by force, or threat of force, intimidation, or when a person is unable to consent. There are various types of rape, including battering rape, force-only rape, and obsessive/sadistic rape” (Boucher, Lemelin, 2009)

The Bahamas does not use the word rape in relation to marital relationships and references it as sexual assault. According to the Bahamian law sexual assault offense can only occur under the following conditions:

- (1) Any person who has sexual intercourse with his spouse without the consent of the spouse —
 - (a) where there is in existence in relation to them —
 - (i) a decree nisi of divorce;
 - (ii) a decree of judicial separation;
 - (iii) a separation agreement; or
 - (iv) an order of a court for the person not to molest or co-habit with his spouse, or any other order made under Part II; or
 - (b) where the person has noticed that a petition for judicial separation, divorce or nullity of marriage has been presented to a court, is guilty of the offence of sexual assault by spouse and liable to imprisonment for a term of fifteen years.
- (2) No prosecution of a person under the age of twenty-one years shall be commenced for an offence under this section without the consent of the Attorney-General (The Bahamas Act [CH.99 – 15] Sexual Offences LRO, 2010)

The myths about rape/sexual violence

The following are examples of myths:

Myth: The rapist is a big, unattractive, rough looking stranger.

Reality: *A rapist does not have any particular look or profile.*

Myth: The average person is not likely to commit rape.

Reality: *A person's demeanor or socioeconomic status does not determine if they would commit rape.*

Myth: Rape only happens in dark alleys.

Reality: *A person can be raped anywhere and it rarely occurs in dark alleys.*

Myth: No means yes.

Reality: *You learned previously about the "dance" and the assumption that the person is just playing hard to get. The dance does not permit sexual assault. The "no always means no" to believe otherwise will mean committing a sexual assault on a person.*

Myth: Rape, sexual abuse, or incest is accepted in the Bahamian culture.

Reality: *Although there are high incidences of sexual assault in The Bahamas, it is against the law and persons are brought before the court once the authorities become involved.*

Myth: Women love to be pursued aggressively and controlled.

Reality: *The socialization process for women including the misconception of the man being head of the home to mean being controlling and aggressive, which is at times encouraged by the church is a myth. Women today do not equate taking the lead with aggression and controlling behaviors. In this changing society, more women are not accepting of unequal power roles in relationships.*

Myth: She/he was "asking for it"

Reality: *Being friendly, flirty, or intimate does not mean that the person is agreeing to sex.*

Myth: A man cannot be raped.

Reality: *Men are not raped at the same level as women but there are cases of men that report being raped by a woman or a man. Most men tend not to report due to the stigma attached.*

Myth: If she wears sexy revealing clothes then she is looking for it.

Reality: *A person's style of dressing is not an invitation or permission to be sexually assaulted. Many women dress to boost their confidence, for attention and many times to impress their friends, however, they are not seeking to be sexually assaulted.*

Myth: They were not physically hurt it was just sex.

Reality: *The physical trauma of rape is devastating, and the psychological damage is equally or more devastating, affecting the victim for many years, some persons never recover and spiral into other mental health disorders.*

Myth: That the act of rape is based on sexual desire

Reality: *Any form of sexual violence is about power and control not sexual desire.*



Group Exercise 2

Discussion:

1. How many of these myths would you describe as accepted belief in The Bahamas?
2. Can you think of any other myths that are specific to Bahamian beliefs that are not listed above?



#1: “Stranger Rape”



Exercise 3

Discussion:

- Who is at Fault and Why?



#2: “Acquaintance/Date Rape”



Exercise 4

Discussion:

- Could she have done anything differently? Give examples to justify your point.

- If she did, would it have mattered?

The law does not relate to persons who are married and not seeking separation and it does not account for persons who are in domestic violence situations. Most cases of sexual assault in marriages occur in relationships where domestic violence exists.



#3: “Marital Sexual Assault”



Exercise 5

Discussion:

- What do you believe happened in this video?

What is defined as rape is greatly influenced by the media. According to Franiuk et al. (2008) the media tend to highlight the myths about rape by focusing on those characteristics that are associated with stranger rape. However, in the case of acquaintance rape terminologies like "motive, if" are used. They referenced the headlines of the popular athlete Kobe Bryant. Kobe was charged with acquaintance rape and the newspaper account read "Defense attorneys in sexual assault case say accuser had the motive to lie". By putting this in the headlines endorsed the myths about rapes and contributes the victim blaming effect and the creation of a “rape culture”.

The researcher has found that the myths related to sexual violence have fostered a "rape culture". It is described as a male-dominated environment that promotes sexist attitudes and behavior that contribute to acquaintance rape because they glorify coercive sexual behavior (O’Toole, 2007). This culture survives because it is a method used to silence victims of rape (Burnett et al., 2009). In cultures like The Bahamas where many of rape myths seem to be accepted, particularly in the case of acquaintance rape, lead to victims questioning their

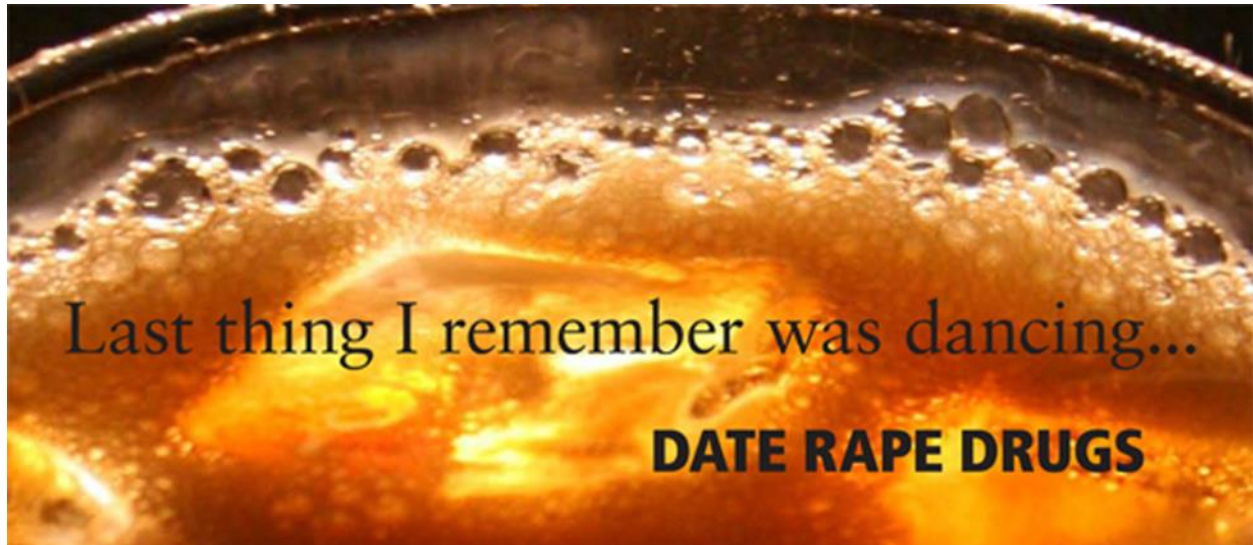
behavior causing them to have difficulty labeling their experience as a rape or not, and subsequently do not report it (Adams-Curtis and Forbes, 2004; Harned, 2004). As discussed in module one historical experiences and religious influences along with one's perspective on gender roles is also a deterrent in our attitude to victims of sexual assault. Hence, encouraging and sustaining a "rape culture" resulting in, the cultural tendency to minimize the sexual assault and place greater blame on the victim (Ahrold and Meston, 2010).

Summary

In this module, rape was defined by Amnesty International and The Bahamas statutes. This lesson highlighted the myths and realities of rape as it relates to the victim and perpetrator. Besides, the three categories used to define the situations in which rape exist, stranger rape, marital rape and acquaintance/date rape were explored using theory and video clips. We explored the Bahamian law regarding the condition under which marital rape exists. Finally, the development of a "rape culture" in society and its contribution to blaming the victim and nullifying the acts of the perpetrator was addressed. You also have re-examined your personal beliefs and values as it relates to rape.

SECTION THREE:

Drug Use and Abuse: Its Role In Sexual Violence



Overview

In this section, you will receive information about drugs and its role in sexual violence by exploring the type of drugs linked to sexually aggressive behaviors for both the perpetrator and the victim. Case studies will be utilized to analyze the influence of drugs and how it facilitates sexual assault and to assist with the discussion component of the lesson.

Objectives

1. To explore the role of drugs in sexual seduction
2. To gain a greater understanding of drug-facilitated sexual assault
3. To examine survivors' symptoms and the implications for treatment



Discussion:

- What are some of the most common drugs used in the Bahamas?

Introduction

The role of alcohol in sexual seduction is a common occurrence that has historically been a part of the dating environment. Alcohol is considered the most common use of a substance in sexual violence to debilitate the victim making them vulnerable. The role of drugs has consequences before and after the trauma. Perpetrators tend to use before and after the crime and victims often turn to alcohol and drugs as a method of coping, creating additional risk factors (Krebs et al. 2007).

What the research has found is the severity of the assault was linked to the level of intoxication. Some studies suggest that victims that used alcohol or drugs were more likely to be subject to sexual aggression (C.S. & J., Schally, Marciniac, 2017)

According to McFarlane and Malecha (2005) in intimate partner violence, 68% of the women were sexually assaulted and the perpetrator was intoxicated from alcohol or drugs. During acquaintance/date rape it found that more alcohol was used during those incidents more than stranger rape, and more injuries were reported.



Exercise I

Case Study: Court Case

Read the following court account of a sexual assault that occurred at Harvard College in April 1998, as related by the Harvard Crimson newspaper:

The court's account of the incident is taken from the hearing in which [the assailant] pled guilty to indecent assault and battery. In the court records, the prosecutor reads an account of the incident, after which [the assailant] is recorded as saying, "I admit to committing the crime." According to the account, both students had been friends for a year. On April 3, the night of the incident, the woman saw [the assailant] while on a date with another man. The victim told The Crimson yesterday that she was "feeling the effects of alcohol" that night.

Court documents state that the three attended a party together. Afterward, as her date walked her home, [the assailant] began walking along with the pair. The other man left her at her dorm, but [the assailant] "told her he wanted to go home with her," and stayed behind, prosecutors told the court. "She told him that wasn't going to happen and was attempting to get into her door," the prosecutor told the court. The defendant was blocking access to the card key [reader] she needed to use." He followed her into the dorm and up the stairs. "She repeatedly told him that he was not going to come in," the document states. "The defendant kept telling her that it's his choice; she did not have input into that decision." Outside her room, he threw her against the wall, pushed her dress and grabbed her buttocks. He also began kissing her, the prosecutor said.

"[She] told him to leave [and] was struggling to get away from him," the documents said.

She managed to open the door to her suite but did not shut it in time to prevent [the assailant] from following her inside. "Once she was inside, although annoyed that the defendant was still there because she was a friend of the defendant, [she] wasn't particularly frightened," the prosecutor said. "She told him to leave; she was going to bed."

She lay down fully clothed on the bed and began to doze off. "She next became aware that [the assailant] had removed all of his clothing and had gotten into bed with her," the document reads. Once in bed with her, he proceeded to sexually assault

her, though the court document does not describe any penetration. Sometime later, the prosecutor said, [the assailant] left the bed. "These are essentially the facts as they relate to this incident, Your Honor, although the incident continued," the prosecutor said. The prosecutor said the woman assaulted by [the assailant] found a handwritten note under her door the next day apologizing "for pressuring her, forcing her to engage in these activities."

"On April 20, she had another conversation with the defendant in which he again admitted that he had not been under the influence of alcohol, that he had forced her to do things she had not wanted to do and apologized," the prosecutor told the court.

The Board eventually voted to dismiss the assailant 119-19 (expulsion was never really considered as an option and has typically only been enacted in cases of admissions fraud), but a small contingent was advocating the lesser punishment of withdrawal. According to the Crimson, some of the Faculty had trouble "determining degrees of consent and miscommunication between [the assailant] and the woman he assaulted." Some "still had questions about the force with which the woman refused [his] advances-whether she sent nonverbal signals which may have blurred any clear message about consent." It was also Some observers argued that "the woman's behavior had created an ambiguous situation before the assault" and the situation was called "hazy" - "It was friends who were together. He may have assumed one thing and she another." Lastly, a senior administrator said that "several people supporting the requirement to withdraw held the position 'that it was consensual". (<http://www.thecrimson.com/news/>)



Discussion Questions:

1. Do you feel that alcohol played a role in this situation? If yes/no who bears responsibility?

2. Did the Board make the right decision? If yes/no state why and what was the evidence provided?

3. Did blaming the victim occur in this case? Discuss your choice by providing the evidence based on the case?

4. Does it matter how the victim communicated her wishes?



Exercise 2

Review Activity: Who Am I?

This is a Quiz to test participant knowledge various types of drugs and effects of their use.



Exercise 3

Social Promotion on Drugs and Sexual Violence

Based on the knowledge shared on drug use and abuse, create a social promotion message for one of the following target age groups:

8-12

13-16

17-20

21-30

31-40

Summary

In this section, you have learned how alcohol and drugs are an integral part of our socialization process. Alcohol is the most pervasive drug used in sexual violence, in comparisons to other drugs like Roofies, GHB (Molly) and Ecstasy. These drugs immobilize the victims so that they can become easy prey. In the case of stranger rape, many studies suggest that drug abuse by the perpetrator is common. Once again, "blaming the victim" is thought to be validated if the victim had been drinking or using drugs.

Types of Drugs Used in Sexual Assault

Alcohol is a part of most social events and many feel it's not a "party" if alcohol is not present. It is a culturally accepted method of celebration and socialization. It is a legalized substance. Therefore, the potency of alcohol and its abuse is not given the scrutiny as the other drugs.

In the case of both perpetrator and victim when a person becomes intoxicated with alcohol they can experience the following:

- Their thought process is affected and they cannot think clearly
- Their ability to determine if a situation is dangerous becomes limited.
- It is hard to be clear when saying "no" to sexual advances
- There is difficulty making good choices
- Because the body is in such a relaxed state and not under complete control it is harder to fight back
- Depending on the extent of inebriation memory loss can occur.

Rohypnol is known as "**roofies**" is another popular drug used in sexual violence. It is normally placed in the victim's drink without their awareness by the perpetrator and the victims begin to experience the following symptoms:

- Difficulty having a conversation not able to get words out, they are confused
- Unable to control their body movement
- They feel drunk and blackout
- The body becomes extremely relax
- They have a feeling of nausea
- Have no recollection of the event that occurred while the drug is in their system
- Their blood pressure can drop dangerously low
- Their vision becomes impaired

Gamma Hydroxy Butyrate (GHB) also known as "**Molly**" is a date rape drug that works as a depressant on the central nervous system. GHB affects the victim in similar ways to "roofies" with additional effects:

- Tremors
- Problems breathing
- Sweating
- Seizures

- Dreamlike feeling
- Low heart rate
- Unsteady balance
- Coma and death

Ecstasy is a very familiar drug that has been reported by survivors as the drug used by their perpetrators. However, it has not been classified as a “**date rape drug**”. The effects of ecstasy on victims are psychological and physical. They experience many of the same symptoms as the previous drugs in addition to:

- Depression
- Sleep problems
- Severe anxiety
- Paranoia
- Involuntary teeth clenching
- Rapid eye movements
- Rashes on the skin
- The muscles tense rather than relax

Marijuana and **Cocaine** are two popular drugs that are not considered as date rape drugs. However, in reported cases they may have been used by the perpetrator and the victim.

SECTION FOUR:

Risk Factors For Sexual Violence



Overview

This section will take a closer look at the survivors' symptoms as it related to the trauma of sexual violence. It will offer strategies to reduce the possibility of an attack, keeping in mind that there is no foolproof way of preventing a person that wants to commit a violent crime from doing it. You will also explore the psychological and social impact the assault would have on the victims. Finally, this section will introduce problem-solving techniques that will continue to be the focus for the remainder of this module.

Objectives

1. To examine the survivor's symptoms and the implications for treatment.
2. To learn problem-solving techniques to promote the deterrence of sexual violence

Introduction

Sexual assault includes unwanted touching, oral sex, forced penetration by the perpetrator to the victim's body. Victims suffer from adjustment issues, many will blame themselves, and are unable to maintain positive relationships due to lack of trust, and their self-esteem decreases. Betrayal of trust is most evident in date rape, which usually happens in the context of the relationship between two people in social settings. The development of trust will also be critical when working with victims (Acierno R et al., 1999).

Survivors Symptomology

Survivors can suffer from any of the following symptoms after experiencing sexual violence, whether via date/acquaintance rape, stranger rape or marital rape, some effects may be exacerbated in one form of attack than the other:

- Depression
- Post-traumatic stress disorder
- More likely to abuse alcohol or drugs
- Have suicidal ideations
- Experience flashbacks of the event
- Changes in sleeping and eating habits
- Weight gain or loss
- Feelings of guilt and shame
- Generalized anxiety
- Panic attacks
- Changes in attitude towards men
- Fear
- Low-self-esteem
- Decrease ability to function effectively i.e. on the job or at home
- Promiscuity
- Obsessive-compulsive behaviors (Acierno R et al., 1999)

Exercise I



Video: Video of survivors of sexual assault.

https://www.youtube.com/watch?v=HU_w55iEmRw

Implications for Treatment

As previously indicated the effects of sexual assault are long term and persist for years after the incident. The need for intervention is paramount and without it, many digress into more severe mental health problems. A first step particularly if penetration occurred is for the victim to seek medical treatment to be screened for the sexually transmitted disease, injuries, pregnancy or infections. Formal treatment by trained experts is recommended when the effects of assault are so distressing that it leads to major mental health challenges for the victim. Therapy can take the form of individual and group process (Tracy, 2012).

Agencies Helping Victims

Agencies in the Bahamas that help victims of sexual assault include but are not limited to:

- Bahamas Crisis Center – bahamascrisiscentre.org, 24hr hotline 328-0922
- Victim Support Unit, Royal Bahamas Police Force - 911, 919, 322-4444
- Abuse Support - Tel. 325-8864, 322-741, 727-4888, 359-4888
- Department of Social Services Tel. 502-2850 or 326-0526
- National Child Abuse Hotline - Tel. 322-2763

Perpetrator Risk Factors

In our society which remains true to a patriarchal governance system, men are taught to be “in charge”. If they are not seen as in charge of their home, woman, and property they are labelled as “sissy” or “whipped” therefore aggression in many situations is considered acceptable “he is

just standing up”, is what some may say. According to the National Sexual Resource center (2004), men are more likely to commit sexual violence in countries and communities where it ‘appears’ to go unpunished. The following factors have been linked to the tendency for men who sexually assault women:

- They have accepted the myths about why rape occurs
- They have a great interest in Pornography
- Strong beliefs in stereotypical roles based on gender
- They are more violent if alcohol and drugs are being used
- Desire to have power over women (Kilmartin, 2000; Rozee & Koss, 2001)

Victims Risk Factors

Sexual assault prevention strategies should not be construed with blaming the victim but rather seen as a tool to reduce the risks. There are no clear or specific guidelines that can be given, however, having the knowledge and taking certain precautions can reduce the risk of becoming a victim.

Being informed is the most important defense against a perpetrator. The following are some characteristics of a perpetrator:

- Be aware of your date’s actions, i.e. Is he putting you down, asserting male dominance?
- Is he deciding what you should drink or do, making all of the decisions?
- Ignores your boundaries (constantly touching and in your space)
- Ignores everything you say when you asked
- Is jealous and possessive of you and your time
- Is annoyed when you don’t do what they want but pretend everything is ok
- They make you feel guilty to get their way
- They are inebriated with alcohol or other drugs
- Persistently encourage you to do alcohol or drugs
- Does everything to get you alone away from friends and crowds
- If you refuse his/her advances may tell you things like "loosen up, party killer, too uptight, do not know how to have fun".
- Constantly making sexually suggestive comments

Techniques to Prevent Sexual Assault:

- Communicate your wishes by speaking directly
- Be firm and quick in your response do not assume the perpetrator knows how you feel
- Trust your gut feeling
- Never leave your friends at an event
- If you are out alone, have a drinking limit intake so that you are never intoxicated
- If you are drinking with friends, designate someone to be a chaperone and limit their intake.
- Do not be embarrassed to make a scene if you feel threatened
- Do not worry about being nice and hurting anyone's feeling, your safety is most important
- Stay calm and look for ways to escape
- Self-defense training is becoming a great method to thwart an attack by a perpetrator

<http://www.rad-systems.com/article1.html>

https://www.ncbi.nlm.nih.gov/core/lw/2.0/html/tileshop_pmc/tileshop_pmc_inline.html



Exercise 2

Worksheet 4-2: “Before I Blame Myself and Feel Guilty”

Discussion Questions:

1. The challenges you encountered when trying to protect yourself.

2. What emotions did you experience during the dramatization?

Worksheet 4-2:

Exercise Two: “Before I Blame Myself and Feel Guilty”

Survivors of trauma often feel inappropriate guilt or shame about things they did or did not do. Reflect on a difficult or dramatic incident in your life then tick and write on any of the common mistakes made by victims that you also made as you process the event.

- Hindsight bias**

- Exaggerating my role in events**

- I could have prevented it / I caused it**

- We make decisions differently when under pressure or in an emergency**

- What options was I aware of at the time?**

Am I only focusing on the good things that might have happened had I chosen a different option?

Am I saying that I should have acted on a 'hunch' or a 'gut feeling'?

Am I blaming myself for the outcome and ignoring what my intentions were?

Am I blaming myself for having had an emotional reaction?

Am I confusing a feeling with evidence?

Summary

In this lesson, we gained further understanding of sexual assault and the risk factors for both victims and perpetrators. The characteristics of a perpetrator and observable behavioral signs are the beginning of being safe. There are certain situations where some precautions that can be taken in an attempt to deter the perpetrator from carrying out his plans. It is important to note that sexual violence is about power and control and sex is only the “**weapon use**”. Therefore, if someone is resolving to commit a crime you may not be able to stop them, but you can make it difficult for them. Hence this lesson also presented strategies to reduce the risk of being sexually assaulted and techniques if an assault is being transgressed against a person. Just a reminder that there is no guaranteed way to stop the violence, and telling someone to take precaution is not blaming the victim.

SECTION FIVE:

Finding Your Personal Power



Overview

In this lesson on personal power, the focus will be on risk reduction and the restoration of confidence by developing coping strategies in victims. The New York Academy of Science has developed four steps in creating personal power that will be the framework for this section. During this lesson, you will be asked to examine your areas of strength and weakness and evaluate your power as we explore various characteristics and skills.

Objective

- I. To explore the characteristics and skills to develop Personal Power

Introduction

Personal Empowerment is defined as taking control of your life by making positive choices and setting goals. It includes the development of self-awareness, an understanding of your strengths and weaknesses in addition to knowing your limits. To build personal power, self-reflection is required. It is an introspection of thoughts, feelings, and behaviors. We assess our weak points and strengths in every aspect of our lives whether it is work, relationships and those childhood experiences that influence our behavior today. Knowing your limitation is an important component of empowerment (Lindorfer & Baessler, 2013).

In the helping profession “**Empowerment**” means giving someone the strength, confidence, power, or skills to have control over her/his own life or future”. To be helpful to others we must have an awareness of our own needs.



Exercise I

Worksheet 5-1: “Recipe Me”

The exercise serves the following purposes:

- Letting you know what attitudes you bring to the helping profession.
- How these characteristics can be helpful to the helping relationship or a hindrance.
- Help you assess your strengths and weaknesses.
- Determine where you are least and most empowered.

Worksheet 5-1

Exercise One: Recipe Me

Direction: *Pretend you are making a cake of yourself. Using the measurements in one word indicate which characteristics or personality traits best describe you. Let this be the best cake you make but an accurate assessment.*

1 Cup of:

½ Cup of:

¼ Cup of:

1 Tablespoon of:

1 Teaspoon of:

A Pinch of:

Secret Ingredient (what makes you special and no one may know)



Self-Empowerment

As human beings, we can feel empowered in a certain situation and not others. Being powerless causes frustration because you feel out of control of the situation. According to Cattaneo & Chapman (2010), you can always make choices that give you back control and to "understand this is the essence of self-empowerment". They further believe that true empowerment comes when you change intention to action. In other word make your goals and plans into action behaviors.

Steps to Personal Power

Confidence

Confidence is an integral part of feeling and acting empowered. Confidence is defined as "the degree to which you think and "feel" your actions will achieve positive results or perform a task successfully or learn a new skill." When we do something repetitively we also become more confident about doing it correctly (Weisinger, 2015).

Self-Esteem

Self-esteem refers to general feelings about yourself. He believes that the better you feel about yourself, the easier it becomes to build confidence for a specific task (Weisinger, 2015).

Ways to Gain Confidence:

- Stay positive and surround yourself with people of similar interest with a positive attitude about life.
- Every mistake made has a lesson we can learn from. No one is perfect and we all make mistakes so you are not alone.
- Many times, we are our worst critic and we continually play the tape in our head
- When you do something great nothing is wrong with patting yourself on the back and sharing that feeling with someone else who will be supportive.
- Write down the person you would like to become and begin to visualize it.
- Think positively about everything, see the glass full rather than half empty.

- Gain a clear understanding of your strength and weakness, acknowledge them, but do not let it stop you from trying
- Do not be afraid to fail you are not alone
- When you meet an obstacle do not give up stay persistent until you succeed.
- Don't compare yourself to others, walk your journey
- Try new things by challenging yourself
- When you give to others you build your success

Risk-Taking Behavior/Resilience

When you feel confident it is easier to take the risk. Making mistakes is something you accept as a part of life as you accept new challenges. Resilience is the adjustment we make as we go through trauma, stress or adversity, which is commonly referred to as "bouncing back". You maintain personal control by being committed to the things you care most about and can control. Goals are established and you work towards those goals, if they fail it is not seen as a permanent problem but something that can be fixed (Seligman 2015).

Skills can be used to develop resiliency:

- Develop realistic plans and take the necessary actions to follow through with them.
- By being confident and knowledgeable about your strengths and weaknesses.
- Learning how to communicate your needs and develop problem-solving skills rather than see them as surmountable.
- Being in control of your emotions build good relationships.
- Understand that nothing stays the same in life it is always changing
- Look for new ways and opportunities to grow.

Assertiveness

Assertiveness is expressing your point of view in a way that is clear and honest and direct. Assertiveness is neither a passive nor aggressive form of communication. Having self-confidence

is a critical component of being assertive. A goal of assertiveness is to help minimize conflict, control of emotions, and help you to have more positive relationships with others.



Exercise 2

Worksheet 5-2: “Personal Power”

Make a personal list of four areas in which you feel empowered and four areas you do not.

Discussion Question:

- What areas of your life you feel most empowered and why?

- Why is it important to have personal power?

Worksheet 5-2

Exercise Two: Personal Empowerment Assessment Form

1. List four Personal Areas in which you feel empowered.

- A. _____
- B. _____
- C. _____
- D. _____

2. List four areas in which you do not feel empowered.

- A. _____
- B. _____
- C. _____
- D. _____



Exercise 3 - Discussion:

1. Can you think of any additional beliefs that keep us from saying "No"?
2. Can you recall and share a time when you said "Yes" when should have said "No"?

Self- Motivation

Self-motivation is finding the cause and inner strength to complete a task or take certain actions without needing encouragement or support from others.

Ways to Motivate Yourself

- Have an attitude of gratitude, when you wake up each day, just be grateful for waking up, start your day with positive affirmation
- Determine what makes you happy
- Begin self-motivating yourself every day, if you do not feel motivated or excited then just act like it
- Reinforce your positive behavior
- Recognize that no one else can motivate you, be your cheerleader
- Start at your own pace, you are in the race alone
- Take control of yourself, set goals write them down and continue to increase them as you go along

- Think about your previous successes no matter how small or large they were (Cattaneo, Chapman, 2010)

We have looked at confidence, risk-taking/resilience, assertiveness and self-motivation all are ingredients for self-empowerment. Now that we have explored the components to develop personal empowerment complete the following exercise:



Exercise 4

Worksheet 5-4: “Empowerment – Recipe Me”

Complete the ingredients except this time write what you need to feel empowered. When this is completed share with the group and discuss the difference between how you initially viewed yourself and the newly empowered you.

Worksheet 5-4

Exercise Four: Empowerment | Recipe Me

Direction: *Pretend you are making a cake of yourself. Using the measurements in one word or brief phrase indicate **what things you require to become more empowered**. Let this be the best cake you make for yourself.*

1 Cup of:

1/2 Cup of:

¼ Cup of:

1 Table Spoon

1 Teaspoon

A Pinch of

Secret Ingredient (what makes you special and no one may know)



Empowering Others

The video below is a story of a sexually abused survivor and how she became empowered.



Video: Video of a survivor of sexual abuse.

<https://www.youtube.com/watch?reload=9&v=Bq6A6ocqbD4>
"How can we empower survivors of sexual abuse" - Yvonne Ellis (TEDx)

Summary

In this section, you were provided with strategies to develop coping mechanisms in victims of sexual violence. The reduction of risk factors and knowledge of perpetrators are also components of coping strategies. By assessing your strengths and weakness you were able to examine and evaluate your own personal power. This process of self-assessment, in addition with the techniques and skills gained via various exercises, will assist you in guiding victims to develop their own personal power. Victims will regain or develop new confidence and self-worth.

SECTION SIX:

Techniques For Promoting Self-Esteem In Others



Exercise I

BINGO Game Starts Here

Overview

So far in this module you have been presented with the theories related to the conditions in which sexual violence occurs; the beliefs and values that continue to perpetuate violence and victim blaming; characteristics of perpetrators and victims; and becoming empowered. This section will consist of practical applications to enhance what you have learned about empowerment and gain skills that you can use with others. Methods of improving self-esteem will be examined followed with various exercises to promote growth in others. Having problem-solving skills is critical to making successful changes, physically, socially and emotionally, so that one can become empowered. Therefore, in this section, you will participate in a role-play, discussions and complete worksheets to develop various skills.

Objectives:

- I. To utilize self-empowerment exercises to assist in improving self-esteem
To learn problem-solving skills: Mindfulness, Exposure and Cognitive Restructuring

Introduction

Self-esteem refers to the opinion that you hold of yourself. They include your feelings regarding your ability to achieve and succeed as you move through life. When self-esteem is low it is suggested that the individual is consistently having negative thoughts about themselves whether it is personality flaws, shortcomings, or failures they may have experienced. As self-talk persists the individual no longer sees themselves as deserving and the “self-fulfilling prophesy” emerge meaning that what they believe begin to manifest itself in their lives. Victims of sexual abuse who previously had a very positive outlook on life and self, can find that changing after the assault, and will struggle to regain a healthy positive view of self (Bailey, 2003).

Build Positive or High Self-Esteem

- A person has a high self-esteem when they believe they deserve good things.
- Will take on challenges
- Can navigate through life’s pitfalls without, developing self-hatred or blame.
- They can set goals and move towards achieving them even if they encounter setbacks.
- They have a positive attitude towards life and others (Orth & Robins, 2014).

Helping Skills

Helping the victim requires communication skills learning how to listen and ask the appropriate questions and give the correct response, this is referred to as active listening or attending skills.

These are referred to as **SHOVLER**:

S: face the other **S**quarely

H: use your **H**ead to nod so the helpee senses that you are listening

O: adopt an **O**pen posture, if your hands are folded across your chest, it suggests a defensive stance closing you off from the person

V: **V**erbal following, use words to summarize, paraphrase or for clarity so that you can have a clear understanding of what is being said

E: **s**pEech, your tone of voice should be empathetic, not abrasive or disinterested

L: **L**ean to towards the other person(s), this does not mean getting into their personal space, but your body posture suggests that you are interested in what they are saying

E: Maintain **E**ye contact

R: be relatively **R**elaxed, if you seem uncomfortable you will prevent the other person from sharing sensitive information. On the other hand, if you are too relaxed it will seem that you are making light of a serious situation.

Soliciting Information

To obtain the information to assist the victims, active listeners engage in questioning techniques using, open-ended, close-ended and clarification questions. Therefore, non-verbal forms of listening displays empathy via head nods, eye contact, reflections of feeling an example of this is, 'I am sorry you are going through this difficult time, a silent pause if they are tearful, a pat on the shoulder if appropriate and with permission'.

Open Questions: begin with words like why, what, or how. These words allow the other person to discuss the problem and provide the helper with a wider scope of information in one question. For example: How did he enter the home? Or what prevented you from calling the police? Why do you think your family is not being supportive?

Close-ended Questions: are the opposite of open-ended, the purpose of these questions are to get direct answers and solicits a yes or no response. For example: were you raped? Who did you tell? Did you know your attacker?

Clarifying Questions: are used to remove any uncertainty from what you think the person said and help to ensure that the information received is being accurately understood. It suggests that the helper is listening carefully and you want to understand better what is being said. For example, I can see that you are traumatized by the assault, but you are more concerned about what family and friends will think, did I understand you correctly?

Mindfulness and Cognitive Restructuring - Cognitive Behavioral Therapy (CBT)

CBT is a common type of talk therapy (psychotherapy). Talk therapy is a useful tool to help one learn how to manage life's stresses and overcome trauma situations. As we have learned, for many victims the trauma of sexual violence has diminished their self-confidence and self-esteem. They may lose power over their lives, therefore, to bring about change and for them to regain their ability to function at their best the message that they tell themselves must change (Smith, 2018).

The following are ways to change the message and re-develop their self-esteem and confidence:

1. **Identify triggers** – ask what are the obstacles preventing you from moving on. What are those things, events or people that lead to negative thinking, for making them sad and feeling anxious? Ask what can be done to change it, if it cannot be changed, then ask how they can respond differently?
2. **Self-talk** - will change the dialogue in their head when negative thoughts come up. Let them also practice thinking about the positive side or other positive events that make them feel good. If the self-talk is becoming intense and irrational and not based on facts, then refer for professional help.
3. **Challenge their thinking** - ask, are you always seeing the worst possible outcome, when this happens, help them to stop and shift their thinking to something positive and not jump to a conclusion. They can practice telling themselves positive things. For example, when you get up in the morning, say “I am great, what a wonderful day this will be”, continual practice will make perfect and will begin to change your thought process.
4. **Have them acknowledge their success** no matter how small or insignificant to others. Teach them how not dismiss compliments, but willingly accept them and know that they deserve it.
5. **Discuss their uniqueness** and not compare themselves with others or what is seen on social media, there is always someone that seems better than we are. If it is helpful for them to stay off social media for a while and write your own story by journaling.

6. **Encourage the practice of self-care.** Exercise and healthy eating have been known to make us feel better about ourselves. Assess the people in which they surround themselves, ensure people that care about them and be a positive influence.
7. **Everything takes practice** and there is no immediate solution so encourage them to be patient and that every little achievement counts (Smith, 2018).



Exercise 2

Reflection: “Using Helping Skills”

Using dyads, each group consists of a helper and victim. Each person will take a turn being the helper and will interview the victim using the skills learned. Each person will create their own scenario and take a turn being the helper interviewing the victim, using the SHOVELER skill.



Exercise 3

Complete Worksheet 6-3:

Self-Esteem: “Mirror, Mirror on the Wall”



Exercise 4

Complete Worksheet 6-4:

Mindfulness “Five Senses”



Exercise 5

Complete Worksheet 6-5:

“Self-Talk”

Summary

In this lesson, you were provided with basic listening and skills and techniques, required to build a productive relationship with the victim. Talk therapy was introduced as another tool that is designed to empower victims by helping them change negative self-talk into positive. The goal is to build their confidence, increase their self-esteem and help them to regain power over their lives, using various exercises and worksheet.

Worksheet 6-2

Exercise Two: Self-Esteem | "Things I Value" Work Sheet

Things that I do well:

What I value most in life:

A compliment I receive:

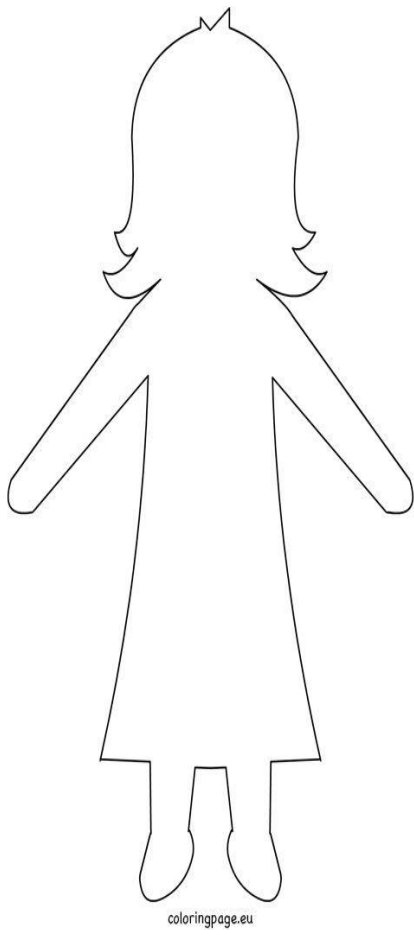
Things that make me unique:

Challenges I have overcome:

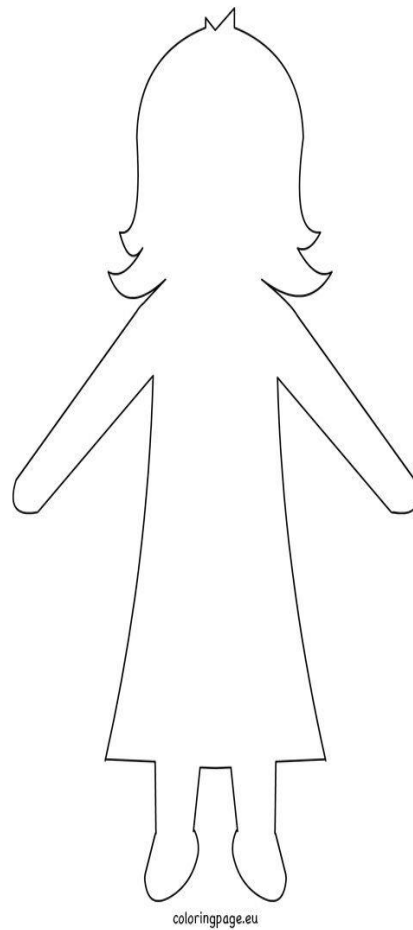
Exercise Three: Self-Esteem Work Sheet “Mirror, Mirror, On the Wall”

Direction: In the first image write the words that best describe what you see when you look at yourself. In the second image describe all you want to become.

Who I Am



Who I Want To Be

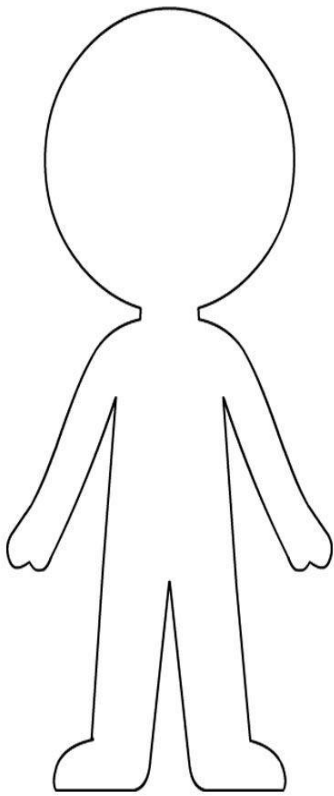


Worksheet 6-3

Exercise Three: Self-Esteem Work Sheet “Mirror, Mirror, On the Wall”

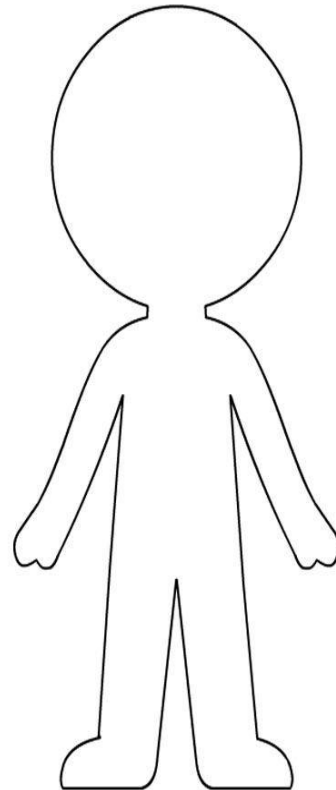
Direction: In the first image write the words that best describe what you see when you look at yourself. In the second image describe all you want to become.

Who I Am



coloringpage.eu

Who I Want To Be



coloringpage.eu

Worksheet 6-4

Exercise Four: Mindfulness “Five Senses”

Follow the instructions given by your trainer to complete this exercise.

Worksheet 6-5

Exercise Five: Self-Talk (Dysfunctional Thoughts) Worksheet

Directions: In the first column write a situation that if it occurred would be the worst thing that can happen to you, then complete the other boxes, using one word or short phrases.

SITUATION	AUTOMATIC THOUGHT	EMOTION(S)	NEGATIVE THOUGHT	POSITIVE THOUGHT

SECTION SEVEN:

Acceptance and Limitations/Summarization



Overview

This is the final section of module two on sexual violence prevention and empowerment. The section will discuss the acceptance of what you can control as a helper and your limitation with victims. We will utilize strategies and exercises using smart goals as a tool to help victims move forward.

Objectives

1. To understand what you can control
2. To learn how to create new strategies

Introduction

Acceptance and Limitation As helpers the goal is to use your knowledge and skills to assist others, accepting that they are the only ones who can change in their lives. Respecting an individual's right to self-determination is built on the value of respect and dignity of each person Barsky (2004). Recovering from sexual assault is difficult and the victim would have lost their power and ability to trust. Therefore, it is important for them to feel in control of their lives and decisions that are made.

For the helper, there are limitations in what you may be able to do when assisting a victim. See those limitations as an opportunity for the victim to begin to take control of their world. The helper must also accept the fact that not everyone starts in the same place and victims need to be met where they are without judgment.

Creating New Strategies

Creating new strategies means developing new goals or redefine those that we may have already. **SMART** is the acronym for Specific, Measurable, Attainable, Realistic and Time-based goals. The purpose of **SMART** goals is to ensure that the persons setting the goals experience a level of success.

SMART Goals:

- ❖ **Specific:** for a goal to be specific it must detail your expectation, what do you want to accomplish, where, when and how it will be achieved. It should be easily understood by everyone involved. If the goal is too broad it will be more difficult to achieve. For example, "I will begin exercising" is a very broad a goal, but if I say, "I will begin exercising every morning at six o'clock" then my intention is clear.
- ❖ **Measurable:** How will you know when you have achieved your goal? A measurable goal will let you know when you achieve it or are on track. The simplest way to know if your goal is measurable is having the ability to count it. For example, each morning I will say "I

am special in the mirror" to feel empowered. I know that is measurable because each day I can count it and at the end of the week, I will be able to show how many mornings I followed through. There is a better chance to succeed if you can track your, actions.

- ❖ **Attainable:** many times, we set goals that are not attainable or we do not have the necessary tools to succeed. Goals should be inspirational and challenging. However, if it is impossible to reach, it will only lead to frustration and discouragement and persons may give up on the entire change process. In some instances, additional training or actions may be required but that must be made clear and a step to be considered when creating the goal. For example, you were a victim of sexual assault and now would like to become a therapist at Sandilands but you have no formal training. That is a great goal but not readily attainable and will require certain steps, like getting a College degree.

- ❖ **Realistic:** goals must be realistic/relevant it must focus on something that makes sense for that person and fits within their present life. For example, can the victim forget the assault after going to church and praying about it or "laying it on the altar"? This is a very high expectation and the victim will probably never forget the event, but what is realistic is how they can view the incident, for example, the anger can be resolved and the power it held over their life can change but it may never be forgotten.

- ❖ **Time-bound:** therapeutic goals are always bound by a time frame to avoid procrastination. The time frame needs to be stated and clear. It is a benchmark to measure success and to evaluate progress. It fosters commitment and can create a sense of urgency and leads to productivity. If there is no time bound to the goal a person can become disenchanted with the process. It is said that "people often fail to reach their goals because they did not work often enough or long enough". An example is deciding to lose 10 lb. weight, but have not determined a time frame for it to occur (Agathangelou, 2016).



Discussion:

1. Did you learn anything new about victims of sexual violence?
2. What would you do differently in your approach when working with victims?
3. What changes can be made as a country to change from a point of reaction to prevention with sexual violence?



Exercise I

Worksheet 7-1: SMART GOALS.

Complete the worksheet by answering the questions.

Worksheet 7-1

Exercise One: SMART Goals

Directions: Create one goal for becoming more empowered.

<p>SPECIFIC: What exactly will you accomplish?</p>	
<p>MEASURABLE: How will you know when you have reached this goal?</p>	
<p>ACHIEVABLE: Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?</p>	
<p>RELEVANT: Why is this goal significant to your life?</p>	
<p>TIMELY: Timely: When will you achieve this goal?</p>	



Discussion:

1. What change can be made as a country to change from a point of reaction to prevent in terms of sexual violence?



Exercise 2

Worksheet 7-2: Self-Reflection

In groups, complete the worksheet by answering the questions.

Exercise Two: Self-Reflection

Direction: In this module you have learnt about sexual violence, victims and perpetrators. It explored the myths about sexual assault, the psychological impact, the use of drugs and becoming empowered. In the chart below indicate how or if this new knowledge has changed you.

What has changed in your thought process?	Are you feeling more prepared to work with victims?	If Yes: What did you learn? If No: What did you need to change your perspective?	When working with victims what will you be most mindful of?

Summary

In this module we examined sexual violence and the Bahamian perspective; the role of drug use and abuse; the realities and myths of rape; explored the risk factor of sexual violence; finding personal power; developing self-esteem, via an empowerment model and accepting and knowing our limitation. The goal of this model was to provide information on sexual violence, and to explore various methods and tools that focus on prevention and care for victims.

The role of history and religion, should not be minimized, how it shapes our world-view of sexual violence, its contribution to a “**rape culture**” and the perpetuation of “**victim blaming**”. Survivors of sexual violence encounter various psychosocial challenges and may require assistance regaining their life and power. In order to be successful when providing assistance, helpers must first be able to examine their values and learn how to build a trusting relationship with the survivors. By using an empowerment model, a survivor’s trust can be restored and their confidence and self-esteem increased. This model is also a good tool for prevention. It teaches a person how to become empowered and the architect of their own lives. An individual’s right to self-determination, must be acknowledged and accepted. Therefore, as helpers your best efforts may not bring success, or it may require more than you are able to offer, so know your limitations and ensure that the survivors receive the services that they need to heal.

THE END