

米国の大学で用いられている性的暴力防止戦略、 特に自己防衛を高める講座についての概要

AN OVERVIEW OF SEXUAL ASSAULT PREVENTION STRATEGIES USED BY COLLEGE CAMPUSES IN THE UNITED STATES, ESPECIALLY EMPOWERMENT SELF-DEFENSE COURSES.

Dominic Jones

ジョーンズ ドミニク

Key words : Empowerment Self-Defense, Crime Prevention, Martial Science, Risk Reduction, Sexual Assault Intervention

キーワード : 自己防衛を高める、犯罪防止、武道科学、リスク低減、性的暴行介入

Abstract

A literature review was undertaken to examine the following questions. What is a brief history of sexual assault prevention at US campuses? What are common sexual assault prevention strategies at US campuses? Are these prevention interventions effective in reducing sexual assault victim estimated (SAVE) numbers? What are the components of a typical empowerment self-defense (ESD) course? Why is there resistance to ESD courses?

This overview discussed the problem of sexual assault and that a combination of prevention strategies is required to reduce the SAVE numbers. In particular, ESD courses were highlighted.

Further research will investigate the curriculum and pedagogy of ESD courses from a martial science perspective. Compare the SAVE numbers in Japan to international SAVE numbers. Investigate the sexual assault prevention strategies at Japanese higher education institutions in light of sex as a taboo subject.

本稿の目的は、以下の課題の検討である。すなわち、米国のキャンパス内における性的暴行防止に関する

る歴史の概要とはいかなるものか。米国のキャンパス内における共通の性的暴行の予防戦略とはどのようなものか。これらの予防介入は、推定される性的暴行被害者 (SAVE) 数を減らすのに効果的か。典型的な自己防衛を高める (ESD) 講座の構成要素とはどのようなものか。なぜ ESD 講座に対する抵抗が存在するのか。

本稿では、性的暴力の問題に加え、SAVE 数の減少には防止戦略の組み合わせが必要であることを論じている。特に ESD 講座が強調される。

今後は、ESD 講座のカリキュラムと教授法について、武道科学の観点からさらなる調査研究をすすめる予定である。具体的には、国際レベルと日本国内における SAVE 数を比較するほか、性をタブーとする点に照らしながら、日本の高等教育機関における性的暴力防止戦略を調査研究する予定である。

Introduction

Continuing the author's research into self-defense, how violent crime occurs and self-defense curriculum design (Jones, 2011, 2012a, 2012b), this paper examines the topic of sexual assault in North American college campuses. This paper talks about sexual assault from a gender neutral perspective whilst acknowledging that although men are sexually assaulted, the majority of the research undertaken to date has focused upon women who have been sexually assaulted.

A literature review was undertaken to explore the topic by answering the following questions:

- What is a brief history of sexual assault prevention at US campuses?
- What are common sexual assault prevention strategies at US campuses?
- Are these prevention interventions effective in reducing sexual assault victim estimated (SAVE) numbers?
- What are the components of a typical ESD course?
- Why is there resistance to ESD courses?

A discussion follows about the efficacy of intervention strategies and the paper ends with suggestions for further research.

Overview

A brief history of sexual assault prevention at US campuses

Sexual assault victim estimated (SAVE) numbers are disturbingly high among female students in universities in the United States of America. They have been estimated at between 20% to 25% of women experience sexual assault during study at university (Koss, 1993 in Ullman, 1997), (Jozkowski & Ekbia, 2015). This is much higher than in Japan where the total rapes and forceful indecency for women as a whole was approximately 0.16% of the population (Ogasawara, 2011).

Legislation is currently used to combat sexual assault in the United States of America. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs, or activities operated by recipients of federal financial assistance. As sexual assault is a threat to women's ability to have a safe, discrimination free education, it is prohibited by Title IX.

The Violence Against Women Act of 1994 (VAWA) is a United States federal law. The VAWA was enacted with a focus on reducing the number of sexual assault victims and its 2013 amendments require universities to provide sexual assault prevention and awareness programs.

In the 2011 the United States Department of Education "Dear Colleague" letter about sexual violence (Ali, 2011, p.1) stated "The sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime".

The SAVE numbers quoted in the Dear Colleague letter for American universities were 20% of women and 6% of men were victims of attempted or completed sexual assault (2001, p.2).

It reiterated the Title IX obligation for universities to respond to sexual harassment and sexual violence by implementing preventive education programs, make victim resources available and encourage students to report sexual violence.

Where schools do not comply with their Title IX obligations, then the United States Department of Education may withdraw federal funding.

More recently in 2014, a White House task force published the report "Not Alone" (White House Task Force to Protect Students From Sexual Assault, 2014). The report had four action steps and recommendations (2014, pp.2-5):

- Step 1: Identifying the problem of sexual assault on campus via surveys.
- Step 2: Preventing sexual assault by changing attitudes, behavior and culture. Thus engaging male bystanders to intervene if they witness a potential sexual assault.
- Step 3: Having effective response protocols for sexual assault victims in place.
- Step 4: Increase transparency of enforcement, and improve enforcement.

In prevention (Step 2) sexual assault was considered a disease, and as such needed to be treated. The Centers for Disease Control and Prevention (CDC) has guidelines on health care interventions shown in Table 1:

Table 1 : Sexual violence intervention categories

Sexual violence interventions can be divided into the following three categories:

- Primary Prevention: Approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization.
- Secondary Prevention: Immediate responses after sexual violence has occurred to deal with the short-term consequences of violence.
- Tertiary Prevention: Long-term responses after sexual violence has occurred to deal with the lasting consequences of violence and sex offender treatment intervention.

(Centers for Disease Control and Prevention, 2004, p.3) in Hollander (2016).

In the 2014 CDC report on preventing sexual violence on college campuses (Centers for Disease Control and Prevention, 2014) says that Primary Prevention is the focus. These Primary Prevention strategies are aimed at “reducing rates of sexual violence at the population level rather than focusing solely on the health or safety of the individual”. (2014, pp.2). It suggests that prevention strategies are theory driven, be based on the best available research evidence on reducing SAVE numbers, and focused on perpetrators as opposed to victims.

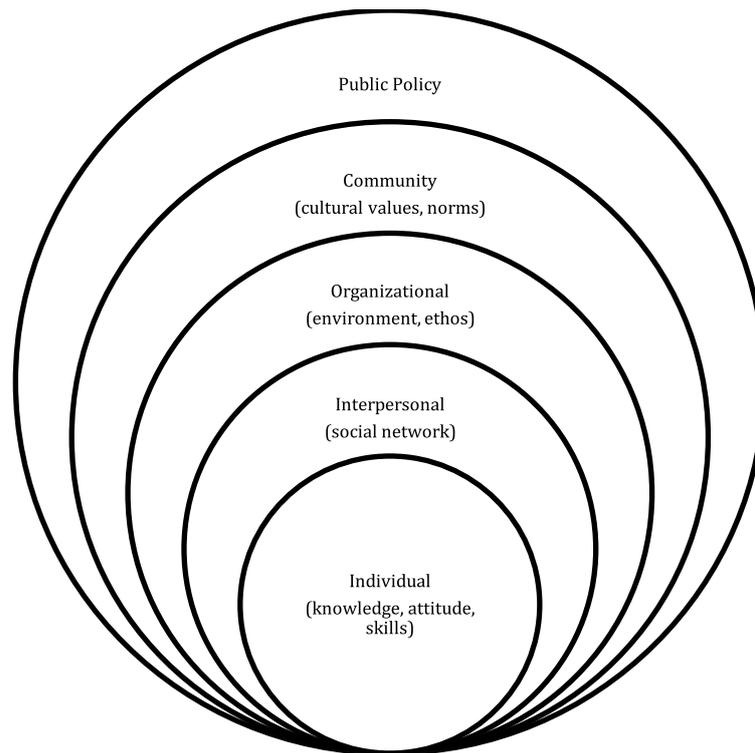
It referenced the American Psychological Association’s nine points of effective interventions that are “Comprehensive; Appropriately timed in development; Have sufficient dosage (i.e., multiple sessions tend to be better than single sessions); Administered by well-trained staff; Socio-culturally relevant; Based in a sound theory of change; Build on or support positive relationships (i.e., between the participants and their peers, families or communities); Utilize varied teaching methods; and Include outcome evaluation”.

(Nation et al., 2003 in Centers for Disease Control and Prevention, 2014, pp.4)

When looking at public health interventions, social and behavioral science theories are useful such as the popular Health Belief Model, The Transtheoretical Model, Social Cognitive Theory, and the Social Ecological Model (Glanz, 2013).

Unlike the CDC recommendations, Glanz recommends an intervention strategy that uses a combination of models aimed to work with individually focused strategies and population-focused strategies (2013). See Figure 1.

Figure 1: Social Ecological Model



(Glanz, 2013, pp.18).

What are common sexual assault primary prevention strategies?

Common primary prevention strategies include:

Information Sharing

- Leafleting and lectures on gender stereotypes, rape myths, and SA statistics
This is the default strategy of many universities where there is a lecture or leaflet distribution during orientation week for new students.
- Educating potential male perpetrators of sexual assault
These interventions are aimed at perpetrators of sexual assault. They aim to build empathy with women, improve communication about sexual expectations and consent, dispel common rape myths, and gender stereotypes.
- Bystander Intervention Programs. These teach how to recognize a potential sexual assault. Then men are encouraged to speak up and intervene if they witness a sexual assault.

Risk Reduction

A common expression is that an ounce of prevention is better than a pound of cure. Applying this to self-defense, and given that being a victim of a violent crime is a hazard, then it is rational for women to learn more about how violent crime occurs so that they can reduce their risk.

These interventions provide knowledge about perpetrator characteristics and situational risk factors. Risk factors include for example, alcohol and drug abuse; and belief in rape-myths (Berkowitz, 1992).

Empowerment Self-Defense (ESD) courses

There is not a standard curriculum for an ESD course, it “is a multi-faceted intervention with individual, community and societal impact” (Hollander, 2014, p. 255-256). The contents of a typical empowerment self-defense course was researched by Hollander (2016) and discussed by MacYoung (1998).

The goal of ESD training is to provide information to the participants so that they can make an informed choice about their behaviors. Be able to verbally and physically enforce their boundaries in a humane, reasonable, ethical, and legal manner. In this way they will have the tools to avoid, de-escalate and survive sexual assaults.

Components of a typical ESD course.

An ideal ESD course in the author’s opinion should contain at least the following components as shown in Table 2:

Table 2 : Components of an ideal Empowerment Self-Defense course

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|---|
| <ol style="list-style-type: none">1. Discussion about social and asocial violence (Jones, 2011), (Miller, 2009).2. Discussion about sexual assault and rape-myths (Hollander, 2016).3. The process of how violent crime, including sexual assault happens (Jones, 2012b), (MacYoung & Pfouts, 1994).4. Reinforcement of the self-worth of participants (McCaughey, 1998).5. Peer support as participants share successful tactics that were used to thwart sexual attacks (Bart & O’Brien, 1985), (Hollander, 2016).6. Give people permission to defend themselves (Hollander, 2009).7. “Psychology of Confrontation”, how predators select victims (Chapel, 2015), (De Becker, 1999), (Jones, 2011), (Jones, 2012a).8. Personality traits of potential sexual predators (Berkowitz, 1992), (MacYoung & Pfouts, 1994).9. How the human body responds to the severe stress of an attack (Grossman & Christensen, 2008), (Thompson, 1997).10. How to communicate sexual boundaries (MacYoung & Pfouts, 1994).11. How to assertively verbally enforce boundaries (Thompson, 1994).12. How to physically enforce boundaries along the force continuum from presence to lethal force (Miller & Kane, 2012).13. Understand self-defense and use of force law (MacYoung, 2015).14. How to articulate force decisions (MacYoung, 2015), (Miller, 2012).15. How to stress inoculate self-defense training (Chapel, 2016).16. A discussion about risk reduction, and personal responsibility (MacYoung & Pfouts, 1994), (Berkowitz, 1992). |
|---|

Are prevention strategies effective in reducing SAVE numbers?

DeGue et al examined the CDC's Systematic Review of Primary Prevention Strategies for Sexual Violence Perpetration and the results are shown below (DeGue et al., 2014).

What works? Programs found to be effective in reducing sexual violence using a rigorous evaluation design:

- Safe Dates
- Shifting Boundaries building-level intervention
- 1994 Violence Against Women Act funding

What might work? Selected programs found to be effective in reducing risk factors for sexual violence or related outcomes using a rigorous evaluation design:

- Coaching Boys Into Men
- Bringing in the Bystander

What doesn't work? Strategies consistently found to have no evidence of lasting effects on sexual violence behavioral outcomes using a rigorous evaluation design:

- Brief, one-session educational interventions to change awareness, knowledge, or attitudes, beliefs.

(DeGue, S., Valle, L. A., Holt, M., Massetti, G., Matjasko, J., & Tharp, A. T., 2014)

Different researchers have measured different outcomes. In the author's opinion the SAVE number is the outcome that best describes the efficacy of a sexual assault prevention strategy.

Information Sharing

Leafletting and lectures on their own have been shown by researchers not to be effective in reducing SAVE numbers (DeGue et al., 2014).

Educating potential attackers

These programs such as "Boys to Men" have been shown to be effective in changing attitudes and behaviors. However, research has not proven the link between changes in attitude and their effect in reducing SAVE numbers (DeGue et al., 2014).

Bystander Intervention Programs

Programs such as "Green Dot" were originally not shown to be effective in reducing SAVE numbers, though they have been shown to be effective in changing attitudes (Coker et al., 2011). However, recent research does show an effect in reducing SAVE numbers (Coker et al., 2016).

Empowerment Self-Defense (ESD) courses

Small scale targeted research has shown that ESD courses have been effective in reducing SAVE numbers and reducing the severity of the sexual assault. For example, Clay-Warner in an analysis of data from the National Crime Victimization Survey, found that there was an “87% reduction in the likelihood of completed rape when self-protective action is taken” (2002, p.697).

There are also other empowering effects that the participants have carried over into their daily lives.

The CDC emphasizes rigorous research methods such as large randomized trials of intervention strategies. In 2015 Senn *et al.* published the results of a large scale randomized trial on the efficacy of sexual assault resistance programs for university women.

This research showed a 48% reduction in the likelihood of a sexually assault attempt. And of the students who did experience a sexually assault attempt, 70% were able to resist a completed rape.

It concluded that “A rigorously designed and executed sexual assault resistance program was successful in decreasing the occurrence of rape, attempted rape, and other forms of victimization among first-year university women (Charlene Y Senn et al., 2015).

Resistance to ESD courses

Even though the ESD intervention strategy has been shown to be effective, there is resistance to their implementation as discussed by Hollander (2016).

Physical self-defense does not work

As the perpetrators of sexual assault are considered to be bigger and stronger than the victims of sexual assault, these smaller and weaker individuals are not considered strong enough to use self-defense techniques effectively. In addition they can “give women a false sense of security” (Curtis & Love, n.d, in Hollander, 2016) in their ability to defend themselves.

This viewpoint is rebutted by the author and Hollander’s (2016) research. The idea that smaller people cannot defend themselves has been shown to be a fallacy. For example, in Bart & O’Brien’s book “Stopping Rape” (1985) there were multiple examples of successful rape prevention strategies employed by women against men documented. Self-defense instructors such as Marc MacYoung (MacYoung & Pfouts, 1994), Rory Miller (2009), and Geoff Thompson (G. Thompson, 1997) have long advocated the stun and run approach to escaping from a violent attacker. You do not need to be stronger than the attacker, just be able to fight back in order to create an opportunity to escape.

As Hollander also pointed out ESD courses contain much more than just physical self-defense techniques. There is also information on recognizing threats by learning about common predator tactics, risk reduction advice, de-escalation communication strategies, and self-efficacy. All these help to reduce the likelihood of being selected as a victim, and increase the ability to defuse the situation by verbal and physical enforcement of boundaries.

Smith and Cervone (2000) found that although training increased women's ability to identify danger and physically defend themselves, the intervention did not desensitize women to the real threat of assault or promote overconfidence in their ability to defend themselves. Thus, the women did not feel less vulnerable to an assault attempt, but they felt far more capable of dealing with it should it occur (p. 632). The common expression for this is forewarned is forearmed.

It does not work all the time, in all situations

ESD is not a panacea to sexual assault. It recognizes that sexual assault is a complex, multifaceted problem and therefore its prevention requires a number of strategies of which ESD is one of them. The author considers that nothing works all the time, in all situations. There are situations when not resisting a sexual assault is the best option available.

Again this criticism comes a misunderstanding of what ESD teaches: That ESD only teaches physical self-defense skills. This is incorrect. ESD courses teach a variety of physical, verbal, and threat detection skills.

It is victim blaming

Another type of resistance is that ESD courses are considered to be victim blaming. This victim blaming can occur:

Firstly, if the victim had previously taken an empowerment self-defense course but was unsuccessful in avoiding a sexual attack then the victim could be blamed for their inadequate defense. Or if an individual did not participate in an empowerment self-defense course, then their victimization is their own fault (Ullman, 2007).

Secondary, the charge that teaching self-defense is pushing the responsibility of rape prevention onto the victim and away from the attacker, for example, by pushing risk avoidant strategies that are aimed at restricting the life-style of potential victims, it shifts the responsibility to the victim. Again ESD courses aim to increase the self-efficacy of people, increase their knowledge about violent crime so that they can engage in life's adventure with a healthy regard for danger in the world, but without an omnipresent paranoia.

The charge that self-defense training, or lack of it, is a kind of victim blaming is addressed by the explicit goal of not blaming individuals. As Chapél (2016), Hollander (2016), Senn (2011),

Ulman (2014) have described, participants in empowerment self-defense courses are repeatedly reminded that sexual assaults are very situational and the responses are also the choice of the individual.

It does not focus on an acquaintance assault

This criticism based on the assumption is that self-defense focuses on physical responses to stranger-danger sexual assaults. This again is a false assumption as most ESD courses acknowledge that sexual assault from an intimate or acquaintance is much more common than assaults from a stranger. Indeed the 1995/96 National Violence Against Women survey found that 83% of women and 77% of men were raped by an acquaintance or intimate (Tjaden & Thoennes, 2006, p.21).

It does not work on the root cause of sexual assault

It is accepted that self-defense may help an individual not to be targeted, or escape from a sexual assault but will this individual victory help with the war on sexual assault? A criticism of ESD is that this is an individual level intervention as opposed to a society level change.

A related criticism is, the net effect of successful rape avoidance may be to displace victimization from informed, prepared, women proficient in self-defense; to the very young, the physically or mentally disabled, or the elderly (Swift, 1985, p. 418 in Hollander, 2009).

Some say that learning self-defense is not prevention at all and that the only true prevention would be to stop men from raping (Hollander, 2009). This viewpoint is shared by Berkowitz “Rape prevention is clearly a men’s issue, and we need prevention programs that draw on relevant research to help men begin a process of self-examination and change”(1992).

The author believes that individual interventions do have merit and a ripple effect will begin to affect societal change from the bottom up, adhering to the Social Ecological Model of public health intervention. In addition, we do not live in a utopia where sexual assault is nonexistent. Therefore, in the author’s opinion it is prudent for all people to learn how to protect themselves from sexual assault.

Conclusion

Sexual assault is a problem and there are many intervention strategies in place to help reduce the SAVE numbers. Of the intervention strategies, ESD is an effective prevention strategy and should be incorporated into the other mainstream intervention strategies such as Bystander Intervention, and educating potential perpetrators not to commit sexual assault.

Synergistic intervention strategies following the work of Covey (1989) where an open minded multi-disciplinary approach to seek new and better ways to prevent sexual assault, are required.

Further Research

The author intends to explore the topics of curriculum design, and the pedagogy of ESD courses utilizing research into Martial Science to design an ESD course that has components that move along the continuum from non-effective, to effective, more effective and approach most effective.

Concurrent research by the author will investigate the SAVE numbers in Japan and compare them to the situation in other countries. This research will also survey Japanese tertiary education institutions in order to gain understanding on the perceived need for ESD courses in Japan; as well as documenting existing sexual assault prevention strategies. This research will seek to identify cultural obstacles specific to sexual assault in Japan, as sexual assault is practically a taboo subject in Japanese campuses.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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