AMERICAN PSYCHOLOGICAL ASSOCIATION

APA RESOLUTION on Campus Sexual Assault

FEBRUARY 2019

WHEREAS 40% of young adults aged 18-24 are enrolled in institutions of higher education (IHEs) (National Center for Education Statistics, n.d.) where campus sexual assault affects up to 30% of women in this group (Fedina, Holmes, & Backes, 2016; Hipp & Cook, 2017);

WHEREAS sexual assault on campus is not a new problem (Kanin, 1957) and the prevalence of sexual assault has not changed in over 30 years (Koss, Gidycz, & Wisniewski, 1987; Hipp & Cook, 2017, Jessup-Anger, Lopez, & Koss, 2018);

WHEREAS psychology has led the field in measuring the nature and scope of victimization (Cook, Gidycz, Koss, & Murphy, 2011) and risk factors for victimization (Krebs, Linquist, Warner, Fisher, & Martin, 2009; Messman-Moore, Coates, Gaffey, & Johnson, 2008);

WHEREAS there is a great need to understand further the campus sexual assault experiences of diverse groups, particularly those who are marginalized such as gender and sexual minorities including transgender men and women, ethnic minority women, and women with disabilities (Centers for Disease Control and Prevention, 2014; Bryant-Davis, Ullman, Tsong, & Gobin, 2011; Carey, Durney, Shepardson, & Carey, 2015; Coulter et al., 2017; Findley, Plummer, & McMahon, 2016; Martin, Fisher, Warner, Krebs, & Lindquist, 2011; Mellins et al., 2017; National Council on Disability, 2018; Centers for Disease Control and Prevention, 2013), and of those who have not typically been considered at risk but are marginalized in the literature, such as men;

WHEREAS psychology has documented factors that predict disclosure (Ahrens & Aldana, 2012; Ahrens, Stansell, & Jennings, 2010; Campbell, Wasco, Ahrens, Self, & Barnes, 2001; Dworkin, Newton, & Allen, 2016; Filipas & Ullman, 2001; Kirkner, Lorenz, & Ullman, 2017; Orchowski & Gidycz, 2012; Orchowski, Untied, & Gidycz, 2013; Smith & Cook, 2008; Ullman, 2010) and reporting of sexual assault (Fisher, Daigle, Cullen, & Turner, 2003; McKenzie-Mohr & Lafrance, 2010; Neville & Pugh, 1997; Sable, Danis, Mauzy, & Gallagher, 2006; U.S. Department of Justice, 2014);

WHEREAS sexual assault is a significant barrier to academic achievement given its links to a range of negative psychological outcomes and creates a hostile learning environment (Baker et al., 2016; Banyard et al., 2017);

WHEREAS psychology has identified risk factors for sexual assault perpetration (Tharp et al., 2013; Zinzow & Thompson, 2015), and is at the forefront of illuminating the multifaceted ways in which alcohol and other substances are involved in the majority of campus sexual assaults (Abbey, 2017; Dir, Andrews, Wilson, Davidson, & Gilmore, 2017; Swartout & White, 2010; Testa & Cleveland, 2017);

WHEREAS psychological research on campus sexual assault has documented mental health consequences for the victim (Campbell, Dworkin, & Cabral, 2009; Dworkin, Menon, Bystrynski, & Allen, 2017; Pegram & Abbey, 2016) and is beginning to document consequences to the perpetrator (Brennan, Swartout, Cook, & Parrott, 2016);

WHEREAS mental health treatment offered to sexual assault survivors and perpetrators should be grounded in evidence-based and trauma-informed principles (Artime & Buchholz, 2016; Halstead, Williams, & Gonzalez-Guarda, 2017; Russell & Davis, 2007);

WHERAS psychology has led the field in developing interventions to reduce risk through awareness and empowerment and ameliorate mental health consequences (Hassija & Turchik, 2016; Koss, White, & Kazdin, 2011; Senn et al., 2015; White, Koss, & Kazdin, 2011);

WHEREAS psychological research is dismantling previous accepted knowledge about the nature of sexual assault perpetration; documenting the diversity in patterns of perpetration and potential outcomes of perpetration (Abbey, McAuslan, & Ross, 1998; Brennan et al., 2016; DeGue & DiLillo, 2004; Seabrook, Ward, & Giaccardi, 2016; Swartout, 2013; Swartout et al., 2015; Thompson, Kingree, Zinzow, & Swartout, 2015);

WHEREAS the developing literature points to the promise of preventing campus sexual assault by changing social norms (Banyard, 2015; Coker et al., 2017; McMahon, Postmus, & Koenick, 2011; Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014), the role of peers (DeKeseredy, 2017; Kaczkowski, Brennan, & Swartout, 2017; Jacques-Tiura et al., 2013), and the physical environment (Taylor, Mumford, & Stein, 2015; White & Sienkiewicz, 2018);

WHEREAS general prevention principles identified by psychological research have not been applied to primary prevention of campus sexual assault, few interventions target

the most consistent risk factors (Nation et al., 2003; Tharp et al., 2013), but progress has been made in ameliorating risk (Gidycz et al., 2015; Gidycz & Dardis, 2014; Hollander, 2014; Senn et al., 2015, 2017);

WHEREAS psychology has been at the forefront of helping IHEs understand the ecology of sexual assault on campus by developing and disseminating scientifically grounded and comprehensive campus climate surveys on sexual assault (Swartout et al., n.d.; Wood, Sulley, Kammer-Kerwick, Follingstad, & Busch-Armendariz, 2017);

WHEREAS psychological research and theory have informed both institutional responses to reports (Holland, Cortina, & Freyd, 2018) and our understanding of victims' perceptions of betrayal by these actions (Smith & Freyd, 2014), can inform institutional responses to complaints, and has proposed and evaluated alternative resolution strategies such as restorative justice when appropriate (Karp & Sacks, 2014; Koss et al., 2011, 2014; Lamade, Lopez, Koss, Prentky, & Brereton, 2017; Koss, Wilgus, & Williamsen, 2014; Smith & Freyd, 2014);

WHEREAS psychologists play multiple roles on college campuses and are in position to effect change at multiple levels (Karp & Sacks, 2014; Smith & Freyd, 2014; Wood et al., 2017);

WHEREAS psychologists have the skills to assess the effectiveness of training models for campus administrators, safety officers, and faculty; and

WHEREAS psychologists have been trained in public scholarship and advocacy to disseminate research findings to local, state, and federal lawmakers;

BE IT THEREFORE RESOLVED that the American Psychological Association (APA) continues to encourage federal government and philanthropic organizations to fund research that would address gaps or further knowledge related to campus sexual assault including but not limited to:

- A national prevalence study of victimization and perpetration at IHE with a specific focus on underserved and marginalized groups;
- Factors that predict disclosure and formal reports and interventions to ensure that disclosure and reports are received by peers and first-responders in trauma-sensitive ways;
- Academic and related economic correlates of sexual assault victimization and perpetration, including lost opportunities for achievement and economic mobility;
- Continued research on risk factors for sexual assault perpetration and the role of substances, particularly alcohol, including IHE-specific culture on risk and protective factors;
- Academic and psychosocial consequences to students accused of, or found responsible for, sexual misconduct and to victims, survivors, and bystanders;
- The nature of perpetration on college campuses and what features are similar to and what features distinguish campus sexual assault from perpetration in other settings;
- Evaluation, including cost-effectiveness and cost-benefit studies, of developed or developing primary prevention approaches focused on potential perpetrators, particularly those examining the role of campus social norms, peer group norms, norms about heavy alcohol consumption, understanding of consent, and other potentially modifiable risk factors identified in the literature;
- Expanded research on effective-evidence based and trauma-informed treatments for survivors of sexual assault on college campuses across diverse groups;
- Effective methods for disseminating and evaluating evidence-based and trauma-informed services on college campuses;
- Continued evaluation and dissemination research on empowerment-based risk reduction interventions, effectiveness and efficacy of bystander interventions, and setting-level interventions on reducing sexual assault victimization and perpetration;
- Expanded research on the scope and nature of sexual assault perpetration with a focus on uncovering diversity of experiences;
- The incorporation of best practices in prevention into developing primary prevention strategies;
- The use of campus climate surveys to understand the ecology of sexual assault on individual college campuses, further refine the measurement of campus climate, and determine the usefulness of using climate surveys effectively assess prevention and policy strategies;
- The development of a national database of campus climate survey data for open use to the scientific community; and
- The outcomes, acceptance, use, and satisfaction of alternative procedures in student conduct proceedings not modeled after adversarial legal processes, and effective methods of disseminating alternative models and measuring their uptake.

BE IT FURTHER RESOLVED that APA continues in its commitment to educate the public, promote awareness, and disseminate research findings to the general public, at-risk and marginalized populations, professionals working with at-risk populations, and professionals engaged in prevention, risk reduction, and treatment, and policymakers who need scientific information to reduce uncertainty in their decision-making;

BE IT FURTHER RESOLVED that APA advocate with governmental organizations such as the Department of Education, National Institute of Justice, and the Centers for Disease Control and Prevention, to continue to monitor campus sexual assault incidence, response and prevention efforts, in the interest of protecting potential victims and caring for the mental health of those who have been victimized, particularly the understudied and underserved;

BE IT FURTHER RESOLVED that APA encourages psychologists to be involved in public scholarship, to develop and serve on interdisciplinary task forces, working groups, etc., and to include IHE student personnel and other professionals in all bodies that provide scientific and practice-oriented input and feedback on legislation and regulations;

BE IT FURTHER RESOLVED that APA encourage professional development training of and evaluation for student affairs professional development, including staff in student conduct, mental health, campus law enforcement agencies, and any other first responders; and

BE IT FURTHER RESOLVED that APA promote partnerships to inform meaningful research questions and to advance interventions and prevention, i.e., researcher-practitioner-administrator partnerships that promote community-based approaches, much like psychology has done in integrated health care.

REFERENCES

Abbey, A. (2017). Alcohol-related sexual assault on college campuses. In C. Kaukenin, M. H. Miller, & R. A. Powers (Eds.), *Addressing violence against women on college campuses* (pp. 78–94). Philadelphia, PA: Temple University Press.

Abbey, A., McAuslan, P., & Ross, L. T. (1998). Sexual assault perpetration by college men: The role of alcohol, misperception of sexual intent, and sexual beliefs and experiences. *Journal of Social and Clinical Psychology*, *17*, 167–195. https://doi.org/10.1521/jscp.1998.17.2.167

Ahrens, C. E., & Aldana, E. (2012). The ties that bind: Understanding the impact of sexual assault disclosure on survivors' relationships with friends, family, and partners. *Journal of Trauma and Dissociation*, *13*(2), 226–243. https://doi.org/10.1080/15299732.2012.642738

Ahrens, C. E., Stansell, J., & Jennings, A. (2010). To tell or not to tell: The impact of disclosure on sexual assault survivors' recovery. *Violence and Victims*, *25*(5), 631–648. https://doi.org/10.1891/0886-6708.25.5.631

Artime, T. M., & Buchholz, K. R. (2016). Treatment for sexual assault survivors at university counseling centers. *Journal of College Student Psychotherapy*, 30(4), 252–261. https://doi.org/10.1080/87568225.2016.1219610

Baker, M. R., Frazier, P. A., Greer, C., Paulsen, J. A., Howard, K., Meredith, L. N., Anders, S. L., & Shallcross, S. L. (2016). Sexual victimization history predicts academic performance in college women. *Journal of Counseling Psychology*, *63*(6), 685–692. https://doi.org/10.1037/cou0000146

Banyard, V. L. (2015). *Toward the next generation of bystander prevention of sexual and relationship violence: Action coils to engage communities*. New York, NY: Springer. https://doi.org/10.1007/978-3-319-23171-6

Banyard, V. L., Demers, J. M., Cohn, E. S., Edwards, K. M., Moynihan, M. M., Walsh, W. A., & Ward, S. K. (2017). Academic correlates of unwanted sexual contact, intercourse, stalking, and intimate partner violence: An understudied but important consequence for college students. *Journal of Interpersonal Violence*. https://doi.org/10.1177/0886260517715022

Centers for Disease Control and Prevention. (2013). *National intimate partner and sexual violence survey: 2010 findings on victimization by sexual orientation*. Retrieved from https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=263171

Centers for Disease Control and Prevention. (2014). Prevalence and characteristics of sexual violence, stalking, and intimate partner violence victimization—National Intimate Partner and Sexual Violence Survey, United States, 2011. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4692457/Brennan, C. L., Swartout, K. M., Cook, S. L., & Parrott, D. J. (2016). A qualitative analysis of offender's emotional responses to perpetrating sexual assault. *Sexual Abuse: A Journal of Research and Treatment. 30*(4), 393–412. https://doi.org/10.1177/1079063216667917

Bryant-Davis, T., Ullman, S. E., Tsong, Y., & Gobin, R. (2011). Surviving the storm: The role of social support and religious coping in sexual assault recovery of African American women. *Violence Against Women*, *17*(12), 1601–1618. https://doi.org/10.1177/1077801211436138

Campbell, R. C., Wasco, S. M., Ahrens, C. E., Self, T., & Barnes, H. E. (2001). Preventing the Rape survivors' experiences with community service providers. Journal of Interpersonal Violence, *16*(12), 1239–1259. Retrieved from http://journals.sagepub.com/doi/pdf/10.1177/088626001016012002

Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. *Trauma, Violence, & Abuse*, *10*(3), 225–246. https://doi.org/10.1177/1524838009334456

Carey, K. B., Durney, S. E., Shepardson, R. L., & Carey, M. P. (2015). Incapacitated and forcible rape of college women: Prevalence across the first year. *Journal of Adolescent Health*, *56(6)*, 678–680. https://doi.org/10.1016/j.jadohealth.2015.02.018

Coker, A. L., Bush, H. M., Cook-Craig, P. G., DeGue, S. A., Clear, E. R., Brancato, C. J., Fisher, B. S., & Recktenwald, E. A. (2017). RCT testing bystander effectiveness to reduce violence. *American Journal of Preventive Medicine*, *52*(5), 566–578. https://doi.org/10.1016/j.amepre.2017.01.020

Cook, S. L., Gidycz, C. A., Koss, M. P., & Murphy, M. (2011). Emerging issues in the measurement of rape victimization. *Violence Against Women*, *17*(2), 201–218. https://doi.org/10.1177/1077801210397741

Coulter, R. W. S., Mair, C., Miller, E., Blosnich, J. R., Matthews, D. D., & McCauley, H. L. (2017). Prevalence of pastyYear sexual assault victimization among undergraduate students: Exploring differences by and intersections of gender identity, sexual identity, and race/ethnicity. *Prevention Science*, *18*(6), 726–736. https://doi.org/10.1007/s11121-017-0762-8

DeKeseredy, W. (2017). Explaining campus violence against women: Unhealthy masculinity and male peer support. In C. Kaukinen, M. H. Miller, & R. A. Powers (Eds.), *Addressing violence against women on college campuses* (pp. 65–77). Philadelphia, PA: Temple University Press.

DeGue, S., & DiLillo, D. (2004). Understanding perpetrators of nonphysical sexual coercion: Characteristics of those who cross the line. *Violence and Victims*. *19*(6), 673-688. https://doi.org/10.1891/vivi.19.6.673.66345

Dir, A. L., Andrews, A. R., Wilson, S. M., Davidson, T. M., & Gilmore, A. K. (2017). The role of sex-related alcohol expectancies in alcohol-involved consensual and nonconsensual sex among women of Asian/Pacific Islander and women of European race/ethnicity. *The Journal of Sex Research*, 55,(7) 850–862. https://doi.org/10.1080/00224499.2017.1366411

Dworkin, E. R., Menon, S. V., Bystrynski, J., & Allen, N. E. (2017). Sexual assault victimization and psychopathology: A review and meta-analysis. *Clinical Psychology Review*, *56*, 65–81. Retrieved from https://www.researchgate.net/profile/Emily_Dworkin/publication/318062134_Sexual_assault_victimization_and_psychopathology_A_review_and_meta-analysis/links/59c989b845851556e97a7049/Sexual-assault-victimization-and-psychopathology-A-review-and-meta-analysis

Dworkin, E. R., Newton, E., & Allen, N. E. (2016). Seeing roses in the thorn bush: Sexual assault survivors' perceptions of social reactions. *Psychology of Violence*, *8*(1), 100–109. https://doi.org/10.1037/vio0000082

Fedina, L., Holmes, J. L., & Backes, B. L. (2016). Campus sexual assault: A systematic review of prevalence research from 2000 to 2015. *Trauma, Violence, & Abuse, 19*(1), 76–93. https://doi.org/10.1177/1524838016631129

Filipas, H. H., & Ullman, S. E. (2001). Social reactions to sexual assault victims from various support sources. *Violence and Victims*, *16*(6), 673–692.

Findley, P. A., Plummer, S-B., & McMahon, S. (2016). Exploring the experiences of abuse of college students with disabilities. *Journal of Interpersonal Violence*, *31*(17), 2801–2823. https://doi.org/10.1177/0886260515581906

Fisher, B. S., Daigle, L. E., Cullen, F. T., & Turner, M. G. (2003). Reporting sexual victimization to the police and others: Results from a national-level study of college women. *Criminal Justice and Behavior*, *30*(1), 6–38. https://doi.org/10.1177/0093854802239161

Gidycz, C. A., & Dardis, C. M. (2014). Feminist self-defense and resistance training for college students. *Trauma, Violence, & Abuse*, *15*(4), 322–333. https://doi.org/10.1177/1524838014521026

Gidycz, C. A., Orchowski, L. M., Probst, D. R., Edwards, K. M., Murphy, M., & Tansill, E. (2015). Concurrent administration of sexual assault prevention and risk reduction programming. *Violence Against Women*, 21(6), 780–800. https://doi.org/10.1177/1077801215576579

Halstead, V., Williams, J. R., & Gonzalez-Guarda, R. (2017). Sexual violence in the college population: a systematic review of disclosure and campus resources and services. *Journal of Clinical Nursing*, *26*(15–16), 2137–2153. https://doi.org/10.1111/jocn.13735

Hassija, C. M., & Turchik, J. A. (2016). An examination of disclosure, mental health treatment use, and posttraumatic growth among college women who experienced sexual victimization. *Journal of Loss and Trauma*, *21*(2), 124–136. https://doi.org/10.1080/15325024.2015.1011976

Hipp, T. N., & Cook, S. L. (2017). Rape and sexual assault on campus, in diverse populations, and in the spotlight. In C. Renzetti, J. Edleson, & R. Bergen (Eds.), *Sourcebook on violence against women*. Los Angeles, CA: SAGE.

Holland, K. J., Cortina, L. M., & Freyd, J. J. (2018). Compelled disclosure of college sexual assault. *American Psychologist*. Retrieved from http://dx.doi.org/10.1037/amp0000186

Hollander, J. A. (2014). Does self-defense training prevent sexual violence against women? *Violence Against Women*, 20(3), 252–269. https://doi.org/10.1177/1077801214526046

Jacques-Tiura, A. J., Abbey, A., Wegner, R., Pierce, J., Pegram, S. E., & Woerner, J. (2015). Friends matter: Protective and harmful aspects of male friendships associated with past-year sexual aggression in a community sample of young men. *American Journal of Public Health*, *105*(5), 1001–1007. https://doi.org/10.2105/AJPH.2014.302472

Jessup-Anger, J. Lopez, E., Koss, M. P. (2018). History of Sexual Violence in Higher Education. *New Directions in Student Services*, *161*, 9-19. DOI:10.1002/ss20249

Kaczkowski, W., Brennan, C. L., & Swartout, K. M. (2017). In good company: Social network diversity may protect men against perpetrating sexual violence. *Psychology of Violence*, *7*(2), 276–285. https://doi.org/10.1037/a0040295

Kanin, E. J. (1957). Male aggression in dating-courtship relations. *American Journal of Sociology*, *63*(2), 197–204. https://doi.org/10.1086/222177

Karp, D. R., & Sacks, C. (2014). Student conduct, restorative justice, and student development: findings from the STARR project: A student accountability and restorative research project. *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, *17*(2), 154–172. https://doi.org/10.1080/10282580.2014.915140

Kirkner, A., Lorenz, K., & Ullman, S. E. (2017). Recommendations for responding to survivors of sexual assault: A qualitative study of survivors and support providers. *Journal of Interpersonal Violence.* https://doi.org/10.1177/0886260517739285

Koss, M. P., Gidycz, C. a, & Wisniewski, N. (1987). The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. *Journal of Consulting and Clinical Psychology*, *55(2)*, 162–170. https://doi.org/10.1037/0022-006X.55.2.162

Koss, M. P., White, J. W., & Kazdin, A. E. (2011). *Violence against women and children, Vol 2: Navigating solutions*. Washington, DC: American Psychological Association. https://doi.org/10.1037/12308-000

Koss, M. P., Wilgus, J. K., & Williamsen, K. M. (2014). Campus sexual misconduct: Restorative justice approaches to enhance compliance with Title IX guidance. *Trauma, Violence, and Abuse*, *15*(3), 242–257. https://doi.org/10.1177/1524838014521500

Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2009). The differential risk factors of physically forced and alcohol- or other drug-enabled sexual assault among university women. *Violence and Victims*, *24*(3), 302–321. https://doi.org/10.1891/0886-6708.24.3.302

Lamade, R. V., Lopez, E., Koss, M. P., Prentky, R., & Brereton, A. (2017). Developing and implementing a treatment intervention for college students found responsible for sexual misconduct. *Journal of Aggression, Conflict and Peace Research*, 10(2), 134–144. https://doi.org/10.1108/JACPR-06-2017-0301

Martin, S. L., Fisher, B. S., Warner, T. D., Krebs, C. P., & Lindquist, C. H. (2011). Women's sexual orientations and their experiences of sexual assault before and during university. *Women's Health Issues*, *21(3)*, 199–205. https://doi.org/10.1016/j.whi.2010.12.002

McKenzie-Mohr, S., & Lafrance, M. N. (2010). Telling stories without the words: "Tightrope talk" in women's accounts of coming to live well after rape or depression. *Feminism & Psychology*, *21*(1), 49-73. https://doi.org/10.1177/0959353510371367

McMahon, S., Postmus, J. L., & Koenick, R. A. (2011). Conceptualizing the engaging bystander approach to sexual violence prevention on college campuses. *Journal of College Student Development*, 52(1), 115–130. https://doi.org/10.1353/csd.2011.0002

Mellins, C. A., Walsh, K., Sarvet, A. L., Wall, M., Gilbert, L., Santelli, J. S., … Hirsch, J. S. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. PLoS ONE, 12(11), 1–23. https://doi.org/10.1371/journal.pone.0186471

Messman-Moore, T. L., Coates, A. A., Gaffey, K. J., & Johnson, C. F. (2008). Sexuality, substance use, and susceptibility to victimization: Risk for rape and sexual coercion in a prospective study of college women. *Journal of Interpersonal Violence*, 23(12), 1730–1746. https://doi.org/10.1177/0886260508314336

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, *58*(6–7), 449–456. https://doi.org/10.1037/0003-066X.58.6-7.449

National Center for Education Statistics. (n.d.) *Fast facts*. Retrieved January 8, 2018, from https://nces.ed.gov/fastfacts/display.asp?id=372

National Council on Disability. (2018). *Not on the radar: sexual assault of college students with disabilities*. Retrieved from https://ncd.gov/sites/default/files/NCD_Not_on_the_Radar_Accessible_01292018.pdf

Neville, H. A., & Pugh, A. O. (1997). General and culture-specific factors influencing African American women's reporting patterns and perceived social support following sexual assault: An exploratory Investigation. *Violence Against Women*, *3*(4), 361-381. https://doi.org/10.1177/1077801297003004003

Orchowski, L. M., & Gidycz, C. A. (2012). To whom do college women confide following sexual assault? A prospective study of predictors of sexual assault disclosure and social reactions. *Violence Against Women*, *18*(3), 264–288. https://doi.org/10.1177/1077801212442917

Orchowski, L. M., Untied, A. S., & Gidycz, C. A. (2013). Social reactions to disclosure of sexual victimization and adjustment among survivors of sexual assault. *Journal of Interpersonal Violence*, *28*(10), 2005–2023. https://doi.org/10.1177/0886260512471085

Pegram, S. E., & Abbey, A. (2016). Associations between sexual assault severity and psychological and physical health outcomes. *Journal of Interpersonal Violence*. https://doi.org/10.1177/0886260516673626

Russell, P. L., & Davis, C. (2007). Twenty-five years of empirical research on treatment following sexual assault. *Best Practices in Mental Health*, *3*(2), 21–37. Retrieved from https://www.ingentaconnect.com/content/follmer/bpmh/2007/00000003/00000002/art00004

Sable, M. R., Danis, F., Mauzy, D. L., & Gallagher, S. K. (2006). Barriers to reporting sexual assault for women and men: Perspectives of college students. *Journal of American College Health*, *55*(3), 157–162. https://doi.org/10.3200/JACH.55.3.157-162

Salazar, L. F., Vivolo-Kantor, A., Hardin, J., & Berkowitz, A. (2014). A web-based sexual violence bystander intervention for male college students: Randomized controlled trial. *Journal of Medical Internet Research*, *16*(9) . https://doi.org/10.2196/jmir.3426

Seabrook, R. C., Ward, L. M., & Giaccardi, S. (2016). Why Is fraternity membership associated with sexual assault? Exploring the roles of conformity to masculine norms, pressure to uphold masculinity, and objectification of women. *Psychology of Men and Masculinity, 19*(1), 3-13. https://doi.org/10.1037/men0000076

Senn, C. Y., Eliasziw, M., Barata, P. C., Thurston, W. E., Newby-Clark, I. R., Radtke, H. L., & Hobden, K. L. (2015). Efficacy of a sexual assault resistance program for university women. *New England Journal of Medicine*, *372*(24), 2326–2335. https://doi.org/10.1056/NEJMsa1411131

Senn, C. Y., Eliasziw, M., Hobden, K. L., Newby-Clark, I. R., Barata, P. C., Radtke, H. L., & Thurston, W. E. (2017). Secondary and 2-year outcomes of a sexual assault resistance program for university women. *Psychology of Women Quarterly*, *41*(2), 147–162. https://doi.org/10.1177/0361684317690119

Smith, C. P., & Freyd, J. J. (2014). Institutional betrayal. *American Psychologist*, *69*, 575–584. https://doi.org/10.1037/a0037564

Smith, S. G., & Cook, S. L. (2008). Disclosing sexual assault to parents: The influence of parental messages about sex. *Violence Against Women*, *14(11)*, 1326–1348. https://doi.org/10.1177/1077801208325086

Swartout, K. M. (2013). The company they keep: How peer networks influence male sexual aggression. *Psychology of Violence*, *3*(2), 157–171. https://doi.org/10.1037/a0029997

Swarout, K. M., Flack, W. F, Cook, S. L., Olson, L. N., Hall Smith, P., & White, J. W. (2018). Measuring campus sexual misconduct and its context: The Administrator-Researcher Campus Climate Consortium (ARC3) Survey

Swartout, K. M., Koss, M. P., White, J. W., Thompson, M. P., Abbey, A., & Bellis, A. L. (2015). Trajectory analysis of the campus serial rapist assumption. *JAMA Pediatrics*, *169(12)*, 1148–1154. https://doi.org/10.1001/jamapediatrics.2015.0707

Swartout, K. M., & White, J. W. (2010). The relationship between drug use and sexual aggression in men across time. *Journal of Interpersonal Violence*, 25(9), 1716–1735. https://doi.org/10.1177/0886260509354586

Taylor, B. G., Mumford, E. A., & Stein, N. D. (2015). Effectiveness of "shifting boundaries" teen dating violence prevention program for subgroups of middle school students. *The Journal of Adolescent Health*, *56*(2), S20–S26. https://doi.org/10.1016/j.jadohealth.2014.07.004

Testa, M., & Cleveland, M. J. (2017). Does alcohol contribute to college men's sexual assault perpetration? Between-and within-person effects over five semesters. *Journal of Studies on Alcohol and Drugs*, 78(1), 5–13. https://doi.org/10.15288/jsad.2017.78.5

Tharp, A. T., DeGue, S., Valle, L. A., Brookmeyer, K. A., Massetti, G. M., & Matjasko, J. L. (2013). A systematic sualitative review of risk and protective factors for sexual violence perpetration. *Trauma, Violence, & Abuse*, 14(2), 133–167. https://doi.org/10.1177/1524838012470031

Thompson, M. P., Kingree, J. B., Zinzow, H., & Swartout, K. (2015). Time-varying risk factors and sexual aggression perpetration among male college students. *The Journal of Adolescent Health*, 57(6), 637–42. https://doi.org/10.1016/j.jadohealth.2015.08.015

Ullman, S. E. (2010). *Talking about sexual assault: Society's response to survivors.* Washington, DC: American Psychological Association. https://doi.org/10.1037/12083-000

U.S. Department of Justice (2014). *Rape and sexual assault. Rape and sexual assault victimization among college-age females, 1995–2013.*

White, J. W., Koss, M. P., & Kazdin, A. E. (Eds.). (2011). *Violence against women and children, Vol 1: Mapping the terrain.* Washington, DC: American Psychological Association. https://doi.org/10.1037/12307-000

White, J. W., & Sienkiewicz, H. C. (2018). Victim Empowerment, Safety, and Perpetrator Accountability Through Collaboration: A Crisis to Transformation Conceptual Model. *Violence Against Women, 24*(14), 1678–1696. https://doi.org/10.1177/1077801217743341

Wood, L., Sulley, C., Kammer-Kerwick, M., Follingstad, D., & Busch-Armendariz, N. (2017). Climate surveys: An inventory of understanding sexual assault and other crimes of interpersonal violence at institutions of higher education. *Violence Against Women*, 23(10), 1249–1267. https://doi.org/10.1177/1077801216657897

Zinzow, H. M., & Thompson, M. (2015). A longitudinal study of risk factors for repeated sexual coercion and assault in U.S. college men. *Archives of Sexual Behavior*, *44*(1), 213–222. https://doi.org/10.1007/s10508-013-0243-5