

Sexual Assault Prevention for Graduate Students: Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

Reach

2,515 students
at University of Utah

have participated in Sexual Assault Prevention for Graduate Students since the start of the 2021-2022 academic year.

Course Impact

Average Assessment Score:



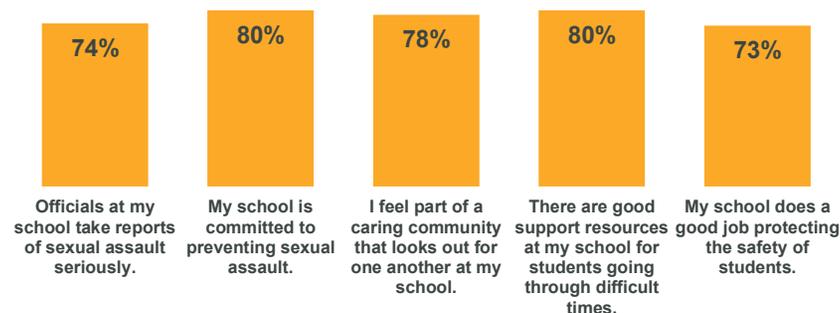
Your students agree SAPG:

Helped me identify characteristics of healthy and unhealthy relationships.	75%
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	74%
Provided me with skills to better support someone who has experienced sexual assault.	75%

Perceptions of Campus Climate

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety, their experience on campus, and their likelihood to join the community effort to prevent abuse and harassment.

53% of students at University of Utah agree they can play a role in preventing sexual assault at your school.



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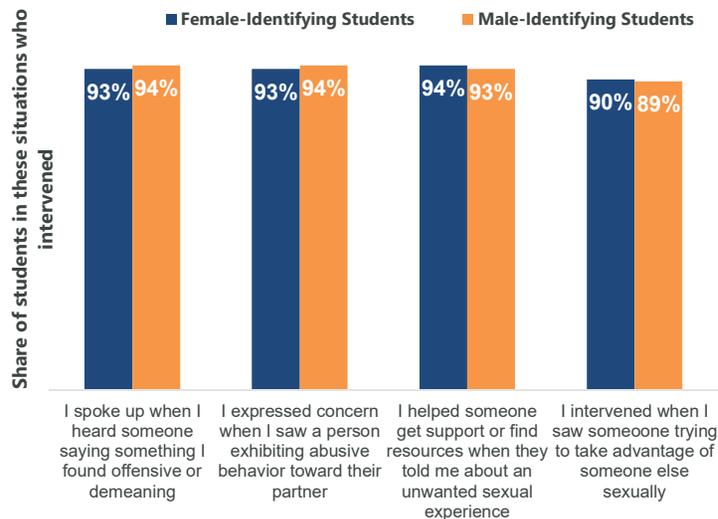
Bystander Intervention

Proactive bystander behaviors —stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment.

SAPG helps students build their bystander skills.

University of Utah can use this information to continue to develop those skills as part of a healthy campus community.

Bystander Intervention Scenarios



73% of students at University of Utah agree that SAPU made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

Female Identifying Students

1	Asking the person who you're concerned about if they need help.
2	Following up later to check in with the person who you were concerned about.
3	Finding the friends of those involved and asking them for help.

Male Identifying Students

1	Asking the person who you're concerned about if they need help.
2	Telling someone in a position of authority about the situation.
3	Creating a distraction to cause one or more of the people to disengage from the situation.

Tip

Research has shown that male-identifying students may be more likely to engage in active, confrontational bystander behaviors than their female identifying peers. While it is encouraging to know that students are interested in stepping in to help peers, not every situation calls for a specific type of response. Students should be encouraged to engage in a wide range of behaviors and helped to understand which strategies should be employed for maximum effectiveness.