

Sexual Assault Prevention - Ongoing: Snapshot

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

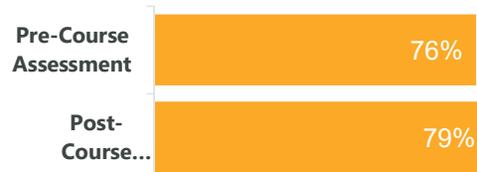
Reach

12,387 students
at University of Utah

have participated in Sexual Assault Prevention – Ongoing since the start of the 2021-2022 academic year.

Course Impact

Average Assessment Score:

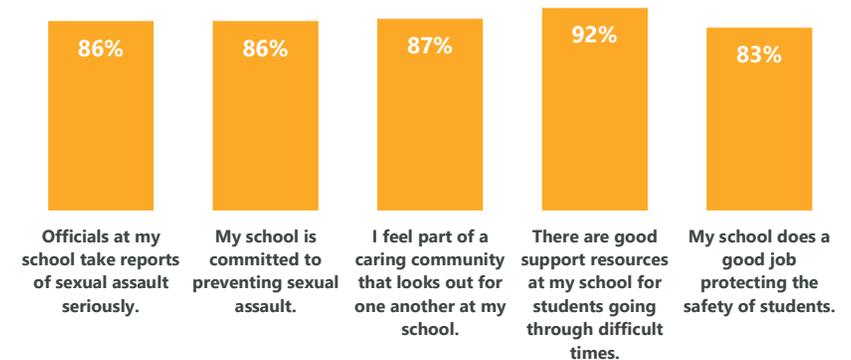


Your students agree SAPO:	
Helped me identify characteristics of healthy and unhealthy relationships.	78%
Gave me information about sexual consent that I plan to use if I choose to be sexually active.	79%
Provided me with skills to better support someone who has experienced sexual assault.	79%

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.

56% of students at University of Utah agree they can play a role in preventing sexual assault at your school.



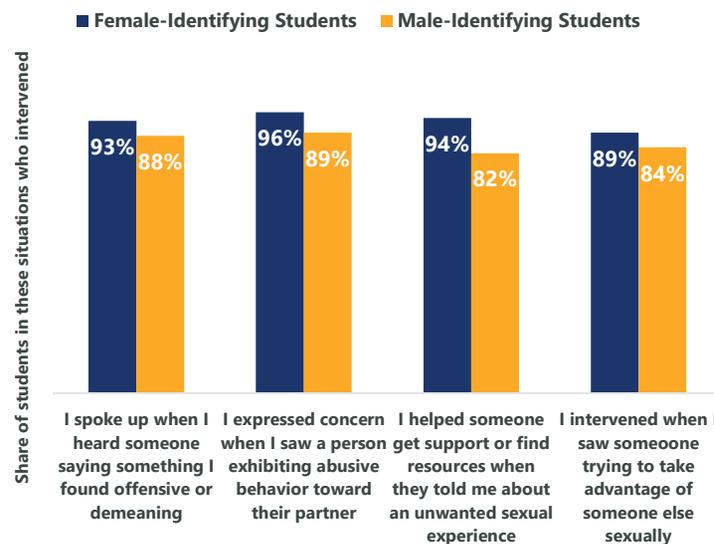
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Bystander Intervention

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.

SAPO 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



78% of students at University of Utah agree that SAPO made them more confident in their ability to intervene when they see concerning behavior.

Preferred Bystander Behaviors

Female Identifying Students

- 1 Following up later to check in with the person who you were concerned about.
- 2 Asking the person who you're concerned about if they need help.
- 3 Asking others to step in as a group to defuse the situation.

Male Identifying Students

- 1 Confronting the person who appears to be causing the situation.
- 2 Stepping in and separating the people involved in the situation.
- 3 I would not be confident taking any action in this 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.