

Convention Presentation Summaries

Each year, CCAPS sponsors several programs for continuing education credits for psychologists. At this year's convention in Las Vegas, we sponsored 28 programs. If you couldn't make all the programs you wanted to attend or weren't able to attend the convention this year, you can still find out more about some of the quality presentations that were sponsored. Below are descriptions of several presentations from this year's convention.



Keeping it Sexy: Positive Sexuality Initiatives for Healthier Student Relationships

Scott C. Brown. & Dawn E. LaFrance

Hook-up? Friends with Benefits? Abstinence? Monogamy? Student relationships come in all forms. How do we help students keep safe and make decisions that reflect their own values and desires? Colgate has implemented several effective positive sexuality initiatives including a mini-course, "Yes Means Yes" (YMY), that advocates consensual relationships and healthy sexual decision-making. Other initiatives include workshops, mentoring programs, and speakers. This program provided an overview of the initiatives, and concrete strategies to implement positive sexuality programming on your campus.

Sexuality is a central issue for many college students, in both positive and negative ways. Students report sexual assaults, harassment, and rapes frequently on college campuses (e.g., DeKeseredy & Kelly, 1993). With the close connection we have with students, educators have a unique opportunity to influence students to make better sexual decisions. Most campus programming aims to prevent sexual assault by focusing on prevention efforts (e.g., buddy system, never leave a drink unattended) (Breitenbecher, 2000), increasing empathy for sexual assault victims (e.g., Foubert & Newberry, 2006), or empowering bystanders to help their friends during problematic sexual incidences (Katz, 1994). We believe that a comprehensive sexual assault prevention program should also include the examination of sexual identities and desires. College programming "could help young adults identify their expectations about relationships and hooking up, learn how to define their romantic relationships and communicate about expectations, and monitor barriers to making good relationship decisions (e.g., alcohol use)" (Owen et al., 2010, p. 662). Positive sexuality advocates for "an understanding of sexuality as a natural and healthy aspect of human life" (ETR Associates, 2007-2009, para. 2).

One positive sexuality example is "Yes Means Yes" (YMY), an effective, faculty/student/staff led, interdisciplinary five-week positive sexuality course, was designed to improve students' relationship skills and behaviors. The goals of this student-created sexual education curriculum include the development of healthy sexual identities, including increased comfort making safe, consensual sexual decisions. After four successful semesters of YMY, students began to show more interest in positive sexuality initiatives. In partnership with students, administrators and faculty have continued to offer programs of this nature. "Mini-YMY" curricula have been developed that are 1-2 sessions in length, geared at specific audiences. These shorter YMY versions are intended to begin the dialogue of positive sexuality with various student organizations and help students consider how their actions affect others and the community. Last year, all new members of sororities, two full sorority organizations, three fraternities, and the leaders of the Outdoor Education program participated in "mini-YMY" workshops. We will

offer a similar workshop to all student orientation leaders, as well as new members of both fraternities and sororities, this fall.

We have developed other ways to extend positive sexuality conversations outside of the classroom. A group of students have decided to live together in a positive sexuality theme house where they have regular discussions about positive sexuality as well as sponsor speakers and events. This past year, a violence prevention seminar followed YMY for three additional Wednesday evenings. The Women's Studies Department led an effort among faculty, students, staff, and administrators to create a short "zero tolerance" video focused on sexual assault on campus. This video, which has already been incorporated into campus-wide educational efforts, tells the story of the campus movement in preventing sexual assault and promoting positive sexuality.

To focus on first-year students as they begin their college career, a comprehensive first-year program includes positive sexuality education/training for the orientation leaders, orientation programs that send consistent messaging (e.g., *Sex Discussed Here* program), and invitations to events held by the positive sexuality theme house on campus. A peer education and mentoring program has started with a train the trainer retreat which prepared upperclass students to facilitate positive sexuality sessions with groups of first-year students. We hope that first-year students, as well as other members of our campus community, will have plenty of opportunities to join the positive sexuality movement.

References

Baxter Magolda, M., & King, P. (2004). *Learning Partnerships: Theory and models of practice to educate for self-authorship*. Sterling VA: Stylus.

Bogle, K. A. (2008). *Hooking up: Sex, dating, and relationships on campus*. New York University Press: New York.

Breitenbecher, K. H. (2000). Sexual assault on college campuses: Is an ounce of prevention enough? *Applied and Preventive Psychology, 9*, 23-52.

DeFur, K. M. (2012). Don't Forget the Good Stuff! Incorporating Positive Messages of Sexual Pleasure into Sexuality. *American Journal of Sexuality Education, 7*(2), 160-169.

DeKeseredy, W. S., & Kelly, K. (1993). The incidence and prevalence of woman abuse in Canadian university and college dating relationships. *Canadian Journal of Sociology, 18*, 137-159.

ETR Associates (2007-2009). Resource Center for Adolescent Pregnancy Prevention. Retrieved from <http://www.etr.org/recapp/index.cfm?fuseaction=pages.TopicsInBriefDetail&pageID=61&PageTypeID=1>

Foubert, J. D., & Newberry, J. T. (2006). Effects of two versions of an empathy-based rape prevention program on fraternity men's survivor empathy, attitudes, and behavioral intent to commit rape or sexual assault.

Journal of College Student Development, 47, 133-148.

Friedman, J. and Valenti, J. (2008). *Yes Means Yes! Visions of Female Sexual Power and a World Without Rape*. Seal Press: Berkeley, CA.

Katz, J. (1994). *Mentors in Violence Prevention (MVP) trainer's guide*. Northeastern University's Center for the Study of Sport in Society. Boston, MA.

Levy, A. (2006). *Female chauvinist pigs: Women and the rise of raunch culture*. Free Press: New York.

Oswalt, S.B. (2010). Beyond Risk: Examining College Students' Sexual Decision-Making. *American Journal of Sexuality Education*, 5(3), 217-239.

Owen, J. J., Rhoades, G. K., Stanley, S. M., & Fincham, F. D. (2008). "Hooking up" among college students: Demographic and psychological correlates. *Archives of Sexual Behavior*, 39, 653-663.

Ritzer, G. (1995). *The McDonaldization of society: An investigation into the changing character of contemporary social life*. Sage Publications: Thousand Oaks, CA.

