



An Evaluation of the Resident Assistant/House Assistant Training Program on Responses to Residents' Disclosures of Sexual Assault, Relationship Violence and Stalking

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Background

Context

- UCSD has 7 on-campus residential communities with 214 Resident Assistants/House Assistants (RA/HAs)
- RA/HAs are more likely to hear about residents' disclosures of incidents of trauma (i.e. stalking, relationship violence, and sexual assault)
- Campus Advocacy, Resources, and Education at the Sexual Assault Resource Center (**CARE at SARC**), Office for the Prevention of Harassment and Discrimination (**OPHD**) and the **Clery Office** prepare RA/HAs on how to report and refer incidents of trauma each year during Fall training (August-September)

Objectives

- Assess if the trainings provide RA/HAs with:
 - Adequate knowledge of their responsibilities to each office
 - Ability to differentiate between the roles of the three offices and actions taken by these offices after referral or reporting
 - Knowledge and skills needed to provide trauma-informed support and report cases of trauma.
- Measure the RA/HAs perceptions of and attitudes towards the training programs

Methods

Quantitative Analysis

- Qualtrics survey: administered January 2020, consisted of scenario-based questions and Likert scales
- Data analyzed using SPSS

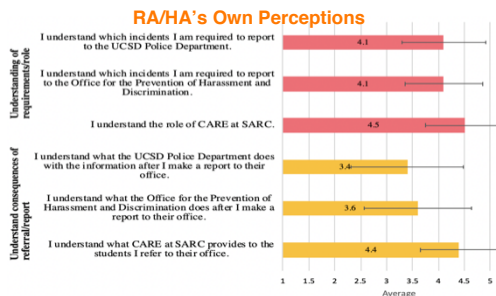
Qualitative Analysis

- 8 RA/HA individual in-depth interviews
- Data analyzed through thematic analysis.

Results

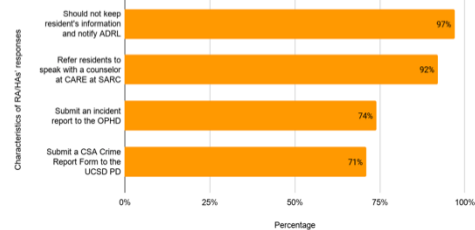


A theoretical scenario depicting how an RA/HA should respond when a resident discloses an incident of stalking. The RA/HA would refer the resident and file reports to the appropriate offices.



Average scores were 4 or higher on a 5-point Likert scale for the statements regarding RA/HA's general understanding of each office. However, knowledge of what is done with the information after an incident is reported to each office was lower.

RA/HA's Actual Knowledge in Response to Possible Rape



Only 53% of participants selected all the correct choices when encountering a scenario of possible rape.

Key themes in Qualitative Data

- Scenarios and role-play activities, such as ones done by CARE at SARC, help with retention of the training
- Refresher training is needed as the material is too dense to remember and more reports come later in the school year
- Comprehensive key/summary chart is needed to synthesize important information regarding RA/HAs' responsibilities to the three offices

Conclusion

- RA/HAs are confused about their responsibilities to OPHD and Clery and are having difficulty retaining information from the training
- To improve the training and RA/HA retention of the material:
 - Add more scenarios/role-play activities
 - Conduct refresher training during the school year
 - Develop an online flow-chart that consolidates the RA/HAs' responsibilities to the three offices