Add question details: Week 9: Sexual Violence  
The most intimate violation of a person’s privacy and dignity is sexual assault.  
  
—Zaslow, Kirst-Ashman and Hessenauer (2019, p. 433)  
  
One of the first ways to combat the epidemic of sexual violence is to challenge the myth and misinformation that swirl around it. All myths can be dangerous, but those about sexual violence serve to justify and perpetrate its existence in many different societies and cultures. As a social worker, you are in a unique position to help shine a floodlight on the problem of sexual violence. This week, you identify some of the myths surrounding the topic of sexual abuse and consider why they have remained so prevalent  
  
Setting your role of social worker aside for a moment, it can be difficult to know what to say, or how to act, in situations where you suspect someone may be at risk for a sexual assault. Granted, every situation is different, but understanding what to look for and possible ways to intervene might save someone from this unspeakable crime.  
  
References  
  
Zastrow, C. H., Kirst-Ashman, K. K., & Hessenauer, S. L.  (2019). Understanding human behavior and the social environment (11th ed.). Boston, MA: Cengage Learning.  
  
Learning Objectives  
Students will:  
Analyze myths of sexual violence  
Apply theory of bystander intervention  
Analyze potential influences of bystander intervention  
Learning Resources  
Required Readings  
Zastrow, C. H., Kirst-Ashman, K. K., & Hessenauer, S. L.  (2019). Understanding human behavior and the social environment (11th ed.). Boston, MA: Cengage Learning.  
  
Chapter 9, “Gender, Gender Identity, Gender Expressional, and Sexism” (pp. 410-454)  
Rape, Abuse, & Incest National Network. (n.d.). Retrieved August 27, 2013, from [http://www.rainn.org](http://www.rainn.org/)  
  
Men Can Stop Rape. (n.d.). Retrieved from <https://mcsr.org/home>  
  
Rape, Abuse, & Incest National Network. (2016). Statistics. Retrieved from <https://www.rainn.org/statistics>  
  
Poteat, V., Mereish, E., DiGiovanni, C., & Koenig, B. (2011). The effects of general and homophobic victimization on adolescents psychosocial and educational concerns: The importance of intersecting identities and parent support. Journal of Counseling Psychology, 58(4), 597–609.  
  
Ullman, S. E., (2010). Conducting interviews with survivors of sexual assault In Ullman, S. (Ed.). Talking about sexual assault: Society's response to survivors (pp. 121–143). Washington, DC, US: American Psychological Association.  
  
Plummer, S.-B., Makris, S., Brocksen S. (Eds.). (2014). Sessions: Case histories. Baltimore, MD: Laureate International Universities Publishing. [Vital Source e-reader].  
  
The Johnson Family  
Required Media  
Laureate Education (Producer). (2013). Johnson family (Episode 1) [Video file]. In Sessions. Retrieved from [https://class.waldenu.edu](https://class.waldenu.edu/)  
  
  
  
Note: The approximate length of this media piece is 2 minutes.  
  
  
Accessible player  
Credit: Provided courtesy of the Laureate International Network of Universities.  
  
Discussion: Myths of Sexual Violence  
Myths and misinformation surround the topic of sexual violence. For years, these myths have hung around the discourse, further muddying an already difficult topic about which to communicate. Although all myths can be harmful, there are some that may be arguably more harmful. For this Discussion, you identify some of the myths surrounding the topic of sexual abuse and consider why they have remained so prevalent.  
  
By Day 3  
Post an explanation of which myths of sexual violence you think are the most harmful and why. Please use the Learning Resources to support your answer.  
  
By Day 5  
Respond to a colleague’s post by offering a reason as to why his or her identified myths are so prevalent and persistent. Please use the Learning Resources to support your answer.