Follow the Evidence: What Research Has to Say About Empowerment Self-Defense

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Welcome and Introductions
Purposes of the workshop are to enable participants to:

- Recognize the key concepts that drive ESD
- Delineate factors that distinguish ESD from other approaches to SD
- Describe key findings of research on ESD, gaps, future directions
- Identify what to look for in a quality ESD program
- Identify how research can be used to successfully to apply for funding for ESD

Ground Rules

- Listen respectfully and actively
- Open mind and open heart
- Ask questions
- Share the talking time
- Keep breathing
- Confidentiality
Who Are the Participants?

What is Empowerment Self-Defense?
Questions for Martha

• What drew you to teaching ESD?

• What are the two most important things that you think an ESD class needs to address or include?
  - Understanding the self-defense paradox
  - Having a range of tools

Traditional vs Empowerment Self-Defense
Activity: Getting Grounded

• Body
• Mind
• Voice

Overview of Key Principles

• Social Context
• Self-Defense Paradox
• An integrated body experience
• A range of tools
• Evidence-based
What Do We Know About Empowerment Self-Defense?

Questions for Lindsay

- What drew you to researching ESD?
- What are two of the most important findings from your research?
Key Research Findings

- ESD decreases sexual victimization
- ESD increases empowerment, self efficacy, confidence, and assertiveness
- ESD is associated with lower self blame after sexual assault
- It is the only intervention that has been empirically shown to decrease sexual assault on college campus

Gaps in Research

- Dosage
- Which components are absolutely necessary
- Effects of ESD on other types of violence
- How it works (mechanisms)
- Effects for diverse populations
What do you think?

ESD Programs: What to Look for and Using Research to Increase Funding
Questions for Darlene

• What drew you to bring research into teaching ESD?
• What are two pieces of research that have influenced your teaching?
  ❖ Buchannan & Ormerod (2002) and Cortina (2001)

Research Based Key Components of ESD Programs

• Gidycz – Sexual Assault Risk Reduction (SARR)
• Hollander – Self Defense from the Inside Out (SDIO)
• Senn – Enhanced Access, Acknowledge, Act (EAAA)
Is It an Empowerment Self-Defense Program?

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<thead>
<tr>
<th>Beliefs and Attitudes</th>
<th>Key Components of an ESD program</th>
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<tbody>
<tr>
<td>Rape Myths</td>
<td>Debunk rape myths and perpetrators are fully responsible for violence</td>
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<tr>
<td>Blame</td>
<td>Clear, feminist anti-victim blaming philosophy</td>
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<tr>
<td>Self-defense self-efficacy</td>
<td>A minimum of 2 hours of physical self-defense</td>
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<td>General fear/fear of stranger</td>
<td>Accurate information on the relative likelihood of stranger and acquaintance rape</td>
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 Skills and Behavior

| Assertiveness                  | Assertive strategies to reduce likelihood of being targeted and recognizing and interrupting assault in early stages |
| Use of protective tactics      | Discussion or scenario practice of risky situations and how to address |
| Sexual assault                | At least a 22-hour program with verbal and physical self-defense instruction |

How to use Research to Increase Funding for ESD

- Mission
- Find a fit
- Fill a need
- Frame it

Adapted from workshop given by Stone, Meg (2019) How to get grants for Empowerment Self Defense at the NWMAF Special Training.
Questions?

Take-aways