

**Discrimination Against Survivors of Domestic and Sexual Violence:
Audience Analysis**

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COMM 2367: Persuasive Communication

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October 14th, 2020

Discrimination Against Survivors of Domestic and Sexual Violence:**Audience Analysis**

The discrimination against domestic and sexual violence survivors pans across various survey topics, including crisis support, children and youth, disaster relief, health and wellness, and of course, discrimination. The surveyed audience was mainly white individuals from the ages of 18-22. Considering that the survey was conducted on OSU students, the individuals are also equipped with at least some college education. In response to crisis support Q9, 45% of students shared that they or someone they know has been verbally, physically, or sexually abused by a significant other. In response to crisis support 2's Q3, 55% of students said they were very concerned or constantly concerned about sexual assault, with 40% saying that they were slight to moderately concerned, and only one student responded that they were not concerned at all. In response to crisis support 2's Q4, nearly half (9 vs. 11) of the students claim to have someone in their life that has been subjected to sexual assault. Based on these three surveys, sexual violence is a prevalent threat among college students. Although less than half of the students reported a direct tie to verbal, physical, or sexual abuse, all but one of the students are concerned about sexual assault. Health and wellness 3's Q7 reports that only 27.78% of students know someone with post-traumatic stress disorder. In Q8, the students are asked if there is a stigma associated with PTSD, and 22% mentioned veterans/military, while 28% responded inconclusively, but none of the responses mentioned domestic or sexual assault. In disaster relief, 2's Q12, not one student mentioned the rise in domestic and sexual violence as a damaging effect of an earthquake, despite natural disasters consistently being predecessors to spikes in domestic and sexual assault occurrences.

From these survey results, it can be interpreted that students are concerned with domestic and sexual violence, but few know research or details about the issue and therefore have only a small amount of motivation to put their efforts into the cause. The survey results can be explained and altered through the application of the **elaboration likelihood model**. There are two explanations for why students may have answered the way they did regarding the questions about PTSD and disaster relief. One explanation is that many students processed the questions through their peripheral route, and put little energy into elaboration. The second explanation is that these questions were in separate surveys from the ones about sexual violence. Therefore the students' ability to process was distracted by the rest of the content in each survey. When applying the elaboration likelihood model to a persuasive argument about the discrimination against survivors of domestic and sexual violence, several tactics can be considered and applied to create enduring attitude change. The first is ensuring the motivation to process. Students clearly are concerned about sexual assault, and therefore there is a high level of personal relevance. One way to create more personal responsibility among students would be to present all of the ways in which universities are failing survivors of sexual violence so that they are further motivated to take action into their own hands. When it comes to the ability to process, the argument must be clear and concise in order to ensure message comprehension. It is important to preview, explain, and reiterate the most important points of the argument, as message repetition can also influence the ability to process. College students are relatively informed on sexual assault and have prior knowledge that can increase their ability to process. Knowledge of domestic violence is less common among this demographic, which makes it especially important to eliminate distraction and increase the other characteristics that help with the ability to process. However, these tactics cannot always ensure that students will process the argument through the

central route. To change the attitudes of those processing through the peripheral route, it is important to give many arguments, emphasize consequences (aka punishments), and provide the audience with evidence that discrimination against survivors of domestic and sexual violence is a consensus.