

Resident Assistants' Attitudes about Sexual Assault and
Sexual Assault Prevention Training

by

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ABSTRACT

Statistics have shown that sexual assault victimization of females occurs most frequently between the ages of 16 and 24 years of age. A majority of this time includes the college years of many young women. Concurrently, in many instances resident assistants on college campuses are the first contact for students in distress or in need of counseling. The purpose of this study is to provide information to university housing central staff members concerning resident assistant attitudes about sexual assault prevention training, as well as to compare the attitudes of male and female resident assistants, along with length of time as a resident assistant. It was hypothesized that there will be differences in attitudes between male and female resident assistants, as well as in the attitudes of resident assistants that have been in their position longer than those

newly hired. The results indicate that there were differences observed for both categories, with significance seen between the genders. The intention is for this information to aid in the creation or application of sexual assault prevention training procedures for resident assistants on university campuses. Implications for practitioners and future research are provided.

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Chapter I: Introduction

According to Meilman and Haygood-Jackson (1996), sexual assault victimization of females occurs most frequently between the ages of 16 and 24 years of age. A majority of these years encompass the collegiate careers of many young women. Some of the factors that put women in this age range at risk include new social experiences with increased freedoms and stereotypical attitudes that are held as truths (Shultz, Scherman, & Marshall, 2000). In a college survey conducted by the Bureau of Justice, it was learned that one out of four college women have experienced an attempted sexual assault, or have been sexually assaulted (Romeo, 2004). In another college survey, also conducted by the Bureau of Justice, it was learned that half of the college men surveyed stated that they have knowingly committed an act of sexual aggression while on a date (Romeo, 2004). Furthermore, as noted by Yeater, Miltenberger, Laden, Ellis, and O'Donohue (2001), "approximately 35% of college men report that they would sexually assault a woman if they knew that they would not get caught for the offense" (p. 439).

Statement of the Problem

As noted earlier, sexual assault victimization of females occurs most frequently between the ages of 16 and 24 years of age (Meilman and Haygood-Jackson, 1996). With this in mind, it should be noted that resident assistants "are often the first contact for students in distress or in need of counseling on college campuses" (Elleven, Allen, & Wircenski, 2001), as well as the fact that training can foster sound work practices for resident assistants to utilize (Murray, Snider, and Midkiff, Jr., 1999). Furthermore, in a study conducted by Bowman & Bowman (1995) examining training methods of resident assistants, only 54.8% of the schools in the study included a section

about date rape in the resident assistant coursework. This demonstrates a gap in the current literature with respect to what resident assistants understand about sexual assault and an inconsistency in their attitudes about the topic and their preparedness to handle such situations within their residence halls.

Purpose of the Study

The purpose of this study is to provide information to university housing central staff members concerning resident assistant attitudes about sexual assault prevention training, as well as to compare the attitudes of male and female resident assistants, along with length of time as a resident assistant. The intention is for this information to aid in the creation or application of sexual assault prevention training procedures for resident assistants on university campuses.

Assumptions

It is assumed that all the subjects, resident assistants, have received some training about sexual assault situations and sexual assault prevention. During the training sessions for the position of resident assistant, the topic of sexual assault is typically discussed. However, the information presented to the resident assistants is incongruous between separate groups and facets of the overall subject of sexual assault. This research will attempt to answer the following questions:

1. What are the attitudes of resident assistants towards sexual assault?
2. What are the attitudes of resident assistants towards sexual assault prevention training?
3. Are there any gender differences in attitudes?
4. Does length of time as a resident assistant affect a resident assistant's attitudes?

Definition of Terms

For the purpose of this paper, the following terms have been defined:

Residence hall – a building in which college students utilize for sleeping, studying, socializing, educational programming, and other activities (Blimling, 1999)

Resident – a college student who inhabits a residence hall

Resident assistant – an individual who assumes the roles of student, role model, counselor, teacher, and administrator (Blimling, 1999)

Sexual assault – unwanted sex play or unwanted sexual intercourse (Schwartz & DeKeseredy, 1997)

Methodology

This research will use a survey method and cross-sectional design, collecting data at one point in time. The sampling will be a convenience and purposive sample, using the resident assistants in the Housing & Residence Life department at UW-Stout.

Theoretical Framework

Bandura's Social Learning theory can be utilized to describe how a person behaves, through the observations of others and modeling that behavior in a social setting (Grusec, 1992). More specifically, this process is called observational learning, and generally follows a four part process in order for these behaviors to be re-enacted. These four processes are: (1) an individual paying attention to the behaviors being modeled, (2) retainment of the behaviors being observed, (3) formulating a response in order to re-enact the behaviors that were modeled and observed, and (4) determining what is the personal motivation or reward for re-enacting such behaviors (Grusec, 1992). With respect to this knowledge, and the current research, as noted by Hogben and Byrne (1998):

First and foremost, theorist and researchers assume that people are social beings in that they pay attention to the environment around them. An important addition to this assumption is that people react to the environment or respond to stimuli in the environment. This vital assumption means that sexual behaviors can be taught. ...with another man's unpunished aggressive behavior toward a potential sexual partner, we could hypothesize that observers of the aggressive behavior would show an increase in aggressive behavior even without viewing an outcome such as sexual intercourse. (p. 61)

As applied to this study, if a resident assistant has a preconceived notion that sexual assault is not an inappropriate behavior, they could be modeling that behavior to the residents of the residence hall. With that in mind, the residents might act out aggressively with respect to sex, thinking it is okay because their resident assistant thinks

sexual assault is not of any serious consequence and acts accordingly. However, if a resident assistant receives training about sexual assault, their perspective and modeling behaviors may change. This change in modeled behaviors may hinder the development of a sexual assault supportive atmosphere in the residence halls, in turn lowering the instances of sexual assault taking place.

Chapter II: Literature Review

Role of the Resident Assistant

College women who have been victimized by sexual assault are often encouraged to come forward. They are informed to tell someone, especially those in authority positions such as a resident assistant, about what happened to them in order to seek support and justice. It can be noted that resident assistants “are often the first contact for students in distress or in need of counseling on college campuses” (Elleven, Allen, & Wircenski, 2001). Furthermore, Brunson and McKee (1982) point out that resident assistants are in an ideal position to not only first identify a student’s distress, but that resident assistants also are in an idyllic position to mediate and serve as an example for other students with respect to expressions and actions. Yet, as noted by Nicholson et al. (1998), in a study of 6,159 women, when their sexual assault victimization met the legal definition of rape, only 25% labeled it as such, only 10% informed another person about the victimization, and none reported the victimization to an authority member. Why is that college women are so reluctant to come forward with their stories of sexual assault? Is it due to fear of retaliation, are they too ashamed of what happened, or do they feel that no one can help them through such a difficult time in their lives? As pointed out by Nicholson et al., (1998), many college women do not come forward due to the fact that

they feel guilty for allowing the assault to happen, are ashamed of themselves for its occurrence, or because they know their assailant. In order to meet these challenges, resident assistants must receive training, both in how to assist residents that are faced with a crisis like sexual assault, as well as how to take care of themselves in such situations. It has been noted by Hetherington, Phelps, and Oliver (1989) that resident assistants walk a fine line of personal life and professional life due to the fact that they live where they work. Schuh and Shipton (1988) also point out that due to the multitude of hats a resistant assistant wears; it is a necessity for them to obtain training in a variety of areas, but specifically in human and interpersonal relations. Without training that supports a resident assistant as an individual, as well as offering them a set of skills that can be utilized in order to enhance their employment experience, resident assistants cannot perform to the standards that are crucial in helping others. "Training is intended to enhance the ability of staff to perform specific roles and tasks effectively." (Winston, Jr., & Buckner, 1984, p. 431).

If a victim of sexual assault was to come forward to a resident assistant with their experience of sexual assault, it may look like the story below. The subsequent story is a true story of sexual assault; it is the experience of this author.

It was a Saturday in November. Two freshmen women, roommates, sat in their residence hall room preparing to go to a party. The party was being held within their residence hall, on a floor that was separate from their own. The two women went to the party together, and remained in the same rooms with one another, as they went from room to room, encountering new people, and new experiences. In each room, each woman was also offered an alcoholic beverage, a different flavored beverage in each

room. One roommate decided that she really liked the male companionship and fuzzy navel's being served in one room, whereas the other roommate had decided she had had enough and wanted to go home. Ensuring her roommate was okay, one woman left, and one remained. The woman that remained continued to drink, never quite realizing until much later that her cup was never empty, and her new male companion was very attentive to her both physically and mentally. Soon the party started dying down, and the woman was alone in the room with her new male companion. They began to kiss, something the woman accepted. However, soon her new male companion became quite aggressive, and forced the woman to lie down as he crawled on top of her. She tried to push him off of her, but in her inebriated state and his strength, her efforts were futile. As he unbuttoned her jeans, pulled the zipper down, and began to pull her pants off, she kicked and repeatedly asked him to stop, telling him she didn't want to go any further, telling him no, but he refused to listen. He sexually assaulted her. After the assault, the woman left his room, and upon entering her own residence hall room, her roommate asked if she was okay; she stated yes. Her roommate then asked if she had had sex with the new male companion she had last seen her with; she said yes, and crawled into bed. The next day, the woman received an e-mail from the male that assaulted her, apologizing for his actions the night before, and asking her to not say anything to anyone because he normally didn't act like that. She ignored his request and went to her resident assistant. Upon talking with her resident assistant, the woman learned that she wasn't alone, and that there were people who were there to offer her support through this difficult time, such as the residence hall director or the counseling center on campus. Her resident assistant did not ask for specific details about the sexual assault, she did not

attempt to physically touch the woman, and she made sure that the woman understood that what just happened to her was not her fault – even if it felt like it was. The woman's resident assistant encouraged her to file a report with the police, but did not force her to do so. To the woman's astonishment, her resident assistant did not act as if what just happened to her was embarrassing, profound, or insignificant, but instead treated the woman with empathy, care, and warmth.

What would have happened if the resident assistant had not been properly trained on how to assist someone who has experienced sexual assault, not knowing whom to call, or what referrals to make? What if the resident assistant had acted judgmentally, had portrayed an image that the assault was “no big deal”, or that it was an overwhelming experience? Would this lack of knowledge or an inadequate response by a resident assistant to a victim of sexual assault condone a rape supportive atmosphere within the residence hall? If these factors are present, it may hinder a victim of sexual assault from coming forward with their experience, thus allowing the perpetrator to continue to sexually assault others, as well as prolonging the victim's own suffering.

Resident Assistant Training

This chapter will outline resident assistant training; more specifically, the various forms of training currently available as well as theories that support the need for further training. A resident assistant can experience burnout for a variety of personal, social, and academic reasons. In this chapter, burnout will be studied as a consequence of training in addition to the amount of time a person holds the resident assistant position. Lastly, sexual assault training as it relates to the resident assistant's role in the residence hall will be discussed.

Training is an important part of any occupation. Through training, a person learns about the tasks that lay before them and how to complete those tasks. Employees also gain a better understanding of their responsibilities in that given occupation. Without gaining these essential pieces of knowledge, resident assistants can develop role confusion, also known as role ambiguity. As pointed out by Deluga and Winters Jr. (1990), resident assistants who are unclear about what to do and how to do it will in turn experience role conflict and stress because of the uncertainty of their occupational tasks. Serving as a resident assistant to students within a residence hall carries many duties and responsibilities. According to Hardy and Dodd (1998), due to resident assistants living where they work, resident assistants can be called upon at any time, day or night, to carry out any of the following expectations:

...acting as leader, providing counseling and assistance with personal problems, mediating interpersonal disputes, making referrals to both on-campus and off-campus resources, performing administrative tasks, responding to medical emergencies and other crises, advising on academic matters, designing and organizing activities and programs, maintaining a positive living environment, and enforcing university policies. (p. 499)

In order to effectively and efficiently carry out these tasks, resident assistants require adequate training. This training should be delivered in such a manner that resident assistants have a clear picture of what their role is in the residence hall, as well as what is expected of them.

There are various training methods used to communicate the role of the resident assistant within the residence hall setting. Some of the most popular forms are staff

retreats, in-services, and academic courses (Bowman & Bowman, 1995). Of the three of these forms of training, academic courses are gaining in popularity. As noted by Bowman and Bowman (1995), academic courses can offer a more intensive training than in-services and retreats, and generally consist of education in the areas of human relations, leadership skills, student development theory, and counseling abilities. However, rather interestingly in Bowman and Bowman's study, it was learned that only half of the schools in their study required the resident assistant training course to be mandatory. In addition, only 54.8% of the schools in the study included a section about date rape in the resident assistant coursework (Bowman & Bowman, 1995). Without this vital training, how can resident assistants effectively help a resident whom has been a victim of sexual assault?

Lacking the necessary skills to help a sexual assault victim through a difficult and painful incident, resident assistants can come face to face with their own possible inadequacies within the resident assistant position. Some resident assistants may begin to ask themselves if they made the right choice in becoming a resident assistant, whereas others may feel confident in the moment, but after the incident, begin questioning if what they did was correct because of the deficiency of training. Self-efficacy, as part of Albert Bandura's Social Cognitive Theory, is defined as "an individual's beliefs about his or her capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Dezine & Anderson, 1999, p. 247). Dezine and Anderson (1999) indicate that it is important for resident assistants to hold a high sense of self-efficacy for themselves. In doing so, resident assistants are more likely to exert extra effort within their position because they will have faith in the success of their actions.

This high sense of self-efficacy can be fostered through training, since training gives an individual the tools and skills necessary to carry out occupational tasks and responsibilities.

It is equally important to discuss an individual's personal readiness in acceptance of the multifaceted resident assistant's role within a residence hall. As pointed out by Twale and Muse (1996), there are many beliefs regarding the training of resident assistants and what theories they need to be taught in order to do their jobs effectively and efficiently. However, before any of this can be looked at, an individual's preparedness must be examined. "RAs will be as effective as their own personal growth and development and the quality of their previous experiences ... given potential gaps in formal training, RAs frequently rely on personal experience and common sense to solve problems"(Twale and Muse, 1996, p.404). Furthermore, in a study conducted by Deluga and Winters Jr. (1991), it was learned that individuals who decide to become resident assistants because of the helping nature of the position will experience many opportunities to help those they watch over. It is unrealistic to assume that every person who decides they want to be a resident assistant has come face to face with a sexual assault situation. Therefore, a person will not always have the necessary life experience to draw upon in order to help a resident in their residence hall who has been a victim of sexual assault. Sexual assault training for resident assistants can aid in navigation through such uncharted territory.

Coming face to face with a sexual assault situation can be aggravating, confusing, painful, scary, and stressful. These emotions can be experienced not only by the victim, but also by the person whom they seek out for support or guidance, and as previously

noted, resident assistants “are often the first contact for students in distress or in need of counseling on college campuses” (Elleven, Allen, & Wircenski, 2001). Furthermore, Hetherington, Phelps, and Oliver (1989) point out that resident assistants can have a tendency to become overcommitted with respect to helping their residents due to living where they work, and not creating an effect boundary between their work and personal life. As a result, resident assistants can experience what is called secondary victimization. In meeting with H. Limanen (February 9, 2006), it was learned that secondary victimization is the negative effect experienced by those who are not the direct target of a violent act. Some of the manifestations of secondary victimization include, but are not limited to: shock and disbelief, feeling of rage and helplessness, fear for the victim’s own safety, preoccupation with the violent event and its aftermath, difficulties in your relationship with the victim, responses to past trauma triggered by the current situation, and loss of security and trust (H. Limanen, February, 9, 2006). All of this can be emotionally draining for a resident assistant who has to divide their time between being a student themselves and being available to all of the residents they advise. As noted by Fuehrer and McGonagle (1988), the main reason people whose responsibility it is to help other people experience burnout is due to the “chronic stress of the frequent and intense interpersonal contacts” they have (p.244). Resident assistants’ understanding and abiding by their own personal boundaries, along with knowing their limitations within the role of being a resident assistant, can prevent themselves from becoming overcommitted and experiencing symptoms of burnout.

In order to sustain their own personal needs, in addition to the various needs of their residents, resident assistants are trained on a wide variety of situations and

developmental topics they may encounter. Paladino, Murray Jr., Newgent, and Gohn (2005) point out that if resident assistants do not receive proper training on how to navigate through the various problems their residents have, resident assistants can experience burnout. Additionally, Fuehrer and McGonagle (1988), citing Malsach (1978b), highlight burnout can be defined as “the gradual loss of caring about the people with whom one works” (p. 244). It can be rationalized that if an individual does not understand proper protocols, has no previous experiences, or simply has no education about a given situation or topic, they will blindly do what they assume to be the best course of action. Moreover, if a resident assistant is experiencing symptoms of burnout, they may not have the appropriate mindset to help a victim of sexual assault. Some victims of sexual assault are reluctant to come forward because of feelings of shame, or that no one will believe them. Neither of these two feelings are sentiments that a victim wants to feel from someone they go to for help. While it is not the resident assistant’s role to counsel the victim of a sexual assault, it is their role to ensure that proper procedures are followed in response to the sexual assault. During this response, it is imperative that the resident assistant demonstrates warmth and support (Blimling, 1999). Unfortunately, burnout due to inefficient training can counteract this constructive response.

The current literature points to a need for resident assistants to receive training on a variety of topics due to the many hats that they wear while in their position, as well as to prevent job burnout. As previously learned by Bowman and Bowman (1995), there are many ways in which this training is dispensed to resident assistants, such as staff retreats, in-services, or academic courses. Furthermore, Murray, Snider, and Midkiff, Jr. (1999),

point out that training can foster sound work practices for resident assistants to utilize. When this knowledge is coupled with the fact that “the majority of rapes occur to women who fall between the ages of 16-19, with those between 20-24 experiencing the second greatest rate” (Schaeffer & Nelson, 1993, p. 176) and the data in Bowman and Bowman’s study showing that only 54.8% of schools included a training section for their resident assistants about date rape demonstrates a gap in the current literature with respect to what resident assistants understand about sexual assault. In addition this illustrates the disparity in their attitudes about the topic and their preparedness to handle such situations within their residence halls.

This research study aims to answer the following questions with respect to resident assistants’ attitudes about sexual assault and sexual assault prevention training. What are the attitudes of resident assistants towards sexual assault? What are the attitudes of resident assistants towards sexual assault prevention training? Are there any gender differences in attitudes? Does length of time as a resident assistant affect a resident assistant’s attitudes? The researcher hypothesizes that there will be differences in attitudes between male and female resident assistants, as well as in the attitudes of resident assistants that have been in their position longer than those newly hired. The intention in comparing the gender differences and tenure of resident assistants attitudes about sexual assault and sexual assault prevention training is to see where further training about sexual assault issues may be needed in order to foster an environment of understanding, open communication, and empathy between the resident assistants and the residents they provide for.

Chapter III: Methodology

Sexual assault victimization of females occurs most frequently between the ages of 16 and 24 years of age (Meilman and Haygood-Jackson, 1996). With this in mind, it should be noted that resident assistants “are often the first contact for students in distress or in need of counseling on college campuses” (Elleven, Allen, & Wircenski, 2001), as well as the fact that training can foster sound work practices for resident assistants to utilize (Murray, Snider, and Midkiff, Jr., 1999). Furthermore, in a study conducted by Bowman & Bowman (1995) examining training methods of resident assistants, only 54.8% of the schools in the study included a section about date rape in the resident assistant coursework. This demonstrates a gap in the current literature with respect to what resident assistants understand about sexual assault and an inconsistency in their attitudes about the topic and their preparedness to handle such situations within their residence halls.

This chapter will include information about how the sample was selected, a description of the sample, and the instruments being used. In addition, data collection and data analysis procedures will be given.

Subject Selection and Description

The sample of resident assistants was selected using a convenience sampling design. The location was the Housing & Residence Life department at the University of Wisconsin-Stout in the spring of 2006. Subjects were chosen due to the position they held on the university campus in conjunction with the topic of this research study. There were approximately 78 resident assistants on the University of Wisconsin-Stout campus at the time of this study. A further breakdown of the resident assistants on the University

of Wisconsin-Stout campus shows there are approximately 42 female resident assistants and 38 male resident assistants, ranging in ages from 19 to 39.

Instrumentation

This research study will use a survey method and cross-sectional design, collecting data at one point in time. The survey used consisted of 35 questions, three to gain demographic information of the subjects, and the remaining 32 questions using a Likert scale (1-5), with an answer of 1 meaning strongly disagree, and 5 meaning strongly agree. Sample questions include, but are not limited to the following: 1) Sexual assault is a problem within the residence halls on this campus., 2) My sexual assault training is adequate for what is expected of me at my university., 3) I am aware of the sexual assault resources on my campus., and 4) As a resident assistant, it is part of my job to educate residents about sexual assault. The survey questions were informed by the surveys identified in the literature, theory, and experts on the University of Wisconsin-Stout campus. A complete copy of the survey is included in Appendix K.

Data Collection Procedures

This researcher attended a weekly professional staff meeting in which the director, assistant directors, and residence hall directors of the University of Wisconsin-Stout Housing & Residence Life Department were present. During the meeting, this researcher explained the goal of the research study, and asked for permission from the department director, as well as the residence hall directors, to attend each residence hall's weekly staff meeting. Subjects were made aware of the intentions of this research study through an e-mail explaining it was this researcher's goal to meet with them during a weekly residence hall staff meeting. This e-mail was sent to resident assistants on the

University of Wisconsin-Stout campus one week prior to meeting with them. During the weekly residence hall staff meeting, subjects were notified of their right to confidentiality, along with the informed consent forms and surveys being distributed. At that time, this researcher verbally went through the informed consent form with the intended subjects, including a discussion of possible risks of participating in this research study. Subjects were informed that their names would not be used in study, and that this researcher, as well as their residence hall director, would not be present while they completed their survey. Subjects were further asked that upon completion of the informed consent forms and surveys that they be placed in two separate envelopes that were provided by this researcher. The sealed envelopes were then mailed to the advisor's office by the subjects, and locked in a secure location in which the investigator and advisor only have access.

Limitations

A possible risk of participating in this research study would be if a resident assistant has a sexual assault history; the survey might cause memories to surface, and their answers may be reflective of this. Another limitation is that the sample is nonrandom; this researcher wanted to survey the greatest number of resident assistants out of this population.

Data Analysis

The data analysis plan using SPSS included frequencies and mean comparisons. Statistical significance was judged using an alpha level of .05 and two-tailed testing.

Chapter IV: Results

This study is intended to provide information to university housing central staff members concerning resident assistant attitudes about sexual assault prevention training, as well as to compare the attitudes of male and female resident assistants, along with length of time as a resident assistant.

This chapter will disseminate the results of the Sexual Assault Attitude and Training Survey. A total of 78 surveys were distributed for this study. The surveys were handed out during the weekly residence hall staff meeting for each residence hall on campus, to resident assistants at the University of Wisconsin-Stout. There were 52 completed surveys returned, equating to roughly a 67% return rate. Additionally, a frequency distribution was completed, and this indicated there were no missing responses in any of the surveys.

Demographic Information

The demographic section included questions about a) gender, b) semesters as a resident assistant, and c) type of resident assistant. Gender of the participants was 44.2% male (N=23) and 55.8% female (N=29); no participants chose to decline a gender label. Semesters as a resident assistant of the participants were broken down into three separate categories: (1) 1.5 semesters or less, (2) 2 semesters, or (3) 2.5 semesters or more. The data can be seen in Appendix A. The type of resident assistant of the participants was 63.5% FYE (N=33) and 36.5% X² (N=19), as displayed in Appendix B.

Statistical Analysis

Statistical significance was judged using an alpha level of .05 and two-tailed testing. Further information about gender significance can be found in Appendix H. This

researcher hypothesized that there would be differences in attitudes between male and female resident assistants, as well as in the attitudes of resident assistants that have been in their position longer than those newly hired. A means distribution chart for gender attitudes can be seen in Appendix G and illustrates that generally both genders felt similarly with respect to their attitudes about sexual assault and sexual assault prevention training. However, some differences were noticed.

When posed with the statement that females need to take a proactive approach in preventing their own sexual assault victimization, the recorded mean for male resident assistants was 3.61, while female resident assistants registered 4.14. There was a statistically significant difference between the genders of 0.53, which demonstrates that within this survey, females felt more strongly about preventing their own victimization.

Although not a statistically significant finding, many results are worth noting:

1. The mean for male resident assistants was 3.39 when asked if male residents are in need of sexual assault prevention services. For this same question, the mean for female resident assistants was 3.86, a difference of 0.47.
2. Given the assertion that as a resident assistant, it is part of their job to educate residents about sexual assault, the mean recorded for male resident assistants was 3.70. However, the mean for female resident assistants was 4.14, a difference of 0.44.
3. The mean for male resident assistants was 2.78 when asked if they had received training about handling a lesbian, gay, bi-sexual, or trans-gender

sexual assault. For the same question, the mean for female resident assistants was 2.41, a difference of 0.37.

4. When presented with the question that if a seminar or academic course was offered at no charge on campus about sexual assault prevention that would assist them in their role as a resident assistant, would they take it, male resident assistants recorded a mean of 3.13. On the other hand, the mean for female resident assistants was 3.59, for a difference of 0.46.

A similar means chart for differences in length of time as a resident assistant can be seen in Appendix I. Again, a Likert 5 point scale was utilized, where 1 was strongly disagree and 5 was strongly agree. When examining these results, two notable areas were observed. In a few of the questions, the longer a person was in the resident assistant position, the more they agreed with the statement. No statistical significance was determined in this area, however some of the results are worth noting. Further information about tenure significance can be found in Appendix J.

When presented with the statement that sexual assault is a traumatic experience, those that had been resident assistants for 1.5 semesters or less recorded a mean of 4.50. A mean of 4.91 was recorded for those who had been resident assistants for 2 semesters, while those that were resident assistants for 2.5 semesters or more had a mean score of 5.00.

The mean for resident assistants who had been in the position for 1.5 semesters or less was 3.33 when asked if males need to lead in the effort to stop violence against women. For the same question, resident assistants who were in the position for 2

semesters had a mean of 3.91, whereas those in the position for 2.5 semesters or more reported a mean of 4.28.

When given the contention that male resident assistants are more open to discuss sexual assault prevention with same gender resident assistants, a mean of 2.92 was reported by those resident assistants' who had been in the position for 1.5 semesters or less. Resident assistants who had been in the position for 2 semesters recorded a mean of 3.14, while those that were resident assistants for 2.5 semesters or more had a mean score of 3.39.

A contrast was also witnessed. The longer a person was in the resident assistant position, the more they disagreed with the statement in several of the questions given. When presented with the statement that as a resident assistant, they feel unprepared when they have to confront a resident whose sexual behavior disregards the rights of others, those that had been resident assistants for 1.5 semesters or less recorded a mean of 3.25. A mean of 2.68 was recorded for those who had been resident assistants for 2 semesters, while those that were resident assistants for 2.5 semesters or more had a mean score of 2.50.

The mean for resident assistants who had been in the position for 1.5 semesters or less was 4.25 when asked if they were aware of the sexual assault resources on their campus. For the same question, resident assistants who were in the position for 2 semesters had a mean of 4.18, whereas those in the position for 2.5 semesters or more reported a mean of 3.61. There was a statistically significant difference between the length of time as a resident assistant of 0.32. However, this was later found to be a false positive during post hoc analysis, probably because the variances were not homogeneous.

When given the contention that as a resident assistant, they have been trained where to report a sexual assault on and off campus, a mean of 4.08 was reported by those resident assistants' who had been in the position for 1.5 semesters or less. Resident assistants who had been in the position for 2 semesters recorded a mean of 3.82, while those that were resident assistants for 2.5 semesters or more had a mean score of 3.44.

Lastly, when presented with the statement that as a resident assistant, they have been trained in the process of how to report to the police, even if the victim does not want to, those that had been resident assistants for 1.5 semesters or less recorded a mean of 4.00. A mean of 3.45 was recorded for those who had been resident assistants for 2 semesters, while those that were resident assistants for 2.5 semesters or more had a mean score of 3.11.

Research Questions

Each of the research questions in this study will be examined in turn. A complete copy of the survey instrument used in this research study is included in Appendix K.

What are the attitudes of resident assistants towards sexual assault?

The general attitudes of the resident assistants on the University of Wisconsin-Stout campus are as follows: 98.1% felt sexual assault is a traumatic experience; 76.9% believed females need to take a proactive approach in preventing their own sexual assault victimization; 75% felt if a resident has been drinking and is sexually assaulted, it is not their own fault; 98.1% said that a male resident can be sexually assaulted; 84.6% felt it is important for men to be able to empathize with women who have been sexually assaulted; 94.2% believed males need to intervene when they see another male behaving in a threatening way towards a female; 90.4% felt that it is important for resident

assistants to lead by example by not promoting sexually explicit material or jokes in the residence halls; 82.7% believed it to be part of their job to educate residents about sexual assault. Data can be seen in Appendix C.

What are the attitudes of resident assistants towards sexual assault prevention training?

With respect to sexual assault prevention training, the resident assistants on the University of Wisconsin-Stout campus reported mixed levels of preparedness when confronting a resident regarding their behavior, with 41.6% reported feeling prepared whereas 28.8% felt unprepared. With respect to assault training being adequate for what the University of Wisconsin-Stout expects, again the resident assistants were varied in response with 25% disagreeing and 44.2% agreeing. 65.4% of resident assistants illustrated that they know of alternative options for a resident who does not feel safe returning to his or her room. 90.4% are aware of sexual assault resources on the University of Wisconsin-Stout campus. 69.2% have been trained where to report a sexual assault on and off campus. 82.7% know what the Campus Violence Prevention Project (CVPP) is. Finally, 75% of resident assistants are aware they cannot transport a resident who has been sexually assaulted to the hospital. See Appendix D for supplementary data.

Are there any gender differences in attitudes?

Males and females in this study had similar responses on many questions of the Sexual Assault Attitude and Training Survey. Some notable difference occurred in the following questions. Whereas 39.1% of males agreed that sexual assault is a problem within the residence halls, 34.5% of females were undecided. Where 44.8% of females

disagreed that a resident is responsible for preventing their own sexual assault victimization, 39.1% of males agreed. 72.4% of females agreed that resident assistants are secondary victims of a sexual assault incident when it occurs in the residence halls, while 47.8% of males were undecided. 51.2% of males agreed their sexual assault training is adequate for what is expected of them at their university, however 37.9% of females were undecided. 60.8% of males reported they were aware of the Men and Violence Prevention (MVP) group on campus, although 41.1% of females acknowledged they were unaware of this group. 62.1% of females disagreed that they had received training about handling a lesbian, gay, bi-sexual, or transgender sexual assault, whereas 34.8% of males were undecided. Finally, 58.6% of females agreed if a seminar or academic course was offered at no charge on campus about sexual assault prevention that would assist them in their role as a resident assistant, they would take it, but 34.8% of males were undecided. A further breakdown of gender attitudes can be seen in Appendix E.

Does length of time as a resident assistant affect a resident assistant's attitudes?

Lastly, length of time as a resident assistant demonstrated some disparities in attitudes about sexual assault and sexual assault prevention training. Three questions in particular demonstrated a shift in attitude, either from disagreement to agreement, or from agreement to disagreement.

With the first question, sexual assault is a problem within the residence halls on this campus, only 25% of resident assistants with experience equal to 1.5 semesters or less agreed with the question, while 41.7% disagreed. The resident assistants with experience of 2 semesters agreed with the question at 36.4% while 40.9% remained

undecided. However, resident assistants with experience of 2.5 semesters or more agreed with the question at 38.9%, while only 33.3% disagreed. These results showed a general trend of resident assistants to agree with the question that sexual assault is a problem within the residence halls on the University of Wisconsin-Stout campus the longer they held their position.

The opposite trend was seen with the question that a resident is responsible for preventing their own sexual assault victimization. With resident assistants whose experience was 1.5 semesters or less, 41.7% agreed with the question, where 33.3% disagreed. Within resident assistants of 2 semesters of experience, only 22.7% agreed with the question, whereas 36.4% were undecided. Finally, resident assistants with experience of 2.5 semesters or more answered that only 27.8% agreed with the question, whereas 38.9% disagreed. This trend revealed that generally the longer a resident assistant occupied their position, the more they disagreed that a resident is responsible for preventing their own victimization.

The third question, as a resident assistant, I feel unprepared when I have to confront a resident whose sexual behavior disregards the rights of others revealed another trend where the longer the experience as a resident assistant, the more they disagreed with the question of their feeling unprepared to confront their residents. When the resident assistant's experience was 1.5 semesters or less, only 25% disagreed with the question, whereas 50% agreed. When their experience was 2 semesters, only 18.2% agreed with the question, and 40.9% felt undecided. However, when a resident assistant's experience was 2.5 semesters or greater, only 22.2% agreed with the question, whereas 50% disagreed.

Additional information demonstrating how length of time as a resident assistant affects attitudes about sexual assault and sexual assault prevention training can be found in Appendix F.

Chapter V: Discussion

This chapter will include a discussion of the results of the study and its limitations. Also incorporated into this chapter will be implications for practitioners, and recommendations for further research.

Summary

As previously noted, this researcher hypothesized that there would be differences in attitudes between male and female resident assistants, as well as in the attitudes of resident assistants that have been in their position longer than those newly hired. These two hypotheses were supported by the findings of this study.

Given the Likert 5 point scale utilized, where 1 was strongly disagree and 5 was strongly agree, several differences were witnessed. The overall trend demonstrated that female resident assistants felt more passionately about the topic of sexual assault and sexual assault prevention training than male resident assistants. This may be due in part to the fact that sexual assault victimization of females occurs most frequently between the ages of 16 and 24 years of age (Meilman & Haygood-Jackson, 1996), an age that many of the female resident assistants are. Furthermore, with this statistic in mind, some of the female resident assistants who participated in this study may know someone close to them that has experienced this traumatic event in their lives, and thus have a desire to take a proactive approach in deterring its occurrence.

The tenure of the resident assistants at the University of Wisconsin-Stout campus also demonstrated some interesting differences. For many of the statements given, there was variation seen between the different categories with respect to time as a resident assistant. However, for a few of the questions, the longer a resident assistant was in the position, there was a steady progression toward agreement between the categories of tenure. As noted by Winston, Jr. and Buckner (1984), one could deduce with these results in mind that the training the resident assistants received over time aided in their ability to execute the roles and task required by their position efficiently. Likewise through their training and experiences, their passion and understanding of the topic of sexual assault and sexual assault prevention training grew.

On the other hand, there were even more questions that reflected a response throughout the categories of tenure that demonstrated a movement towards disagreement. Once more experience and training can be utilized as a rationalization for this outcome. This speaks to what was stated by Deluga and Winters, Jr. (1990) that when resident assistants are uncertain of a course of action, they will encounter internal conflict and stress due to not having a clear path to follow, which in turn demonstrates the need for ample training about sexual assault. Again, the central theme is ensuring each resident assistant has all the necessary information and skills at their disposal, in order to help a sexual assault victim through that difficult time in their life. It is feasible that the University of Wisconsin-Stout gained more knowledge and encouraged more awareness about the topic of sexual assault and sexual assault prevention training through the years. With this in mind, those resident assistants that were newly hired would not have received the same training as those resident assistants that were hired 2.5 semesters or

more prior. Another factor could be that those resident assistants that are newly hired have more of a sense of confidence in how to conduct their job and what their role is due to the freshness of their training.

As mentioned earlier, there is a gap in the current literature regarding resident assistant's attitudes about sexual assault and their preparedness to handle such situations within their residence halls. This study demonstrates that resident assistants at a small Midwestern university do believe the following: sexual assault is a traumatic experience, females need to take a proactive approach in preventing their victimization, males need to take a leadership role in preventing violence against women, males need to intervene when they see another threatening male, and that it is important for resident assistants to lead by example as well as it being part of their job to educate residents about sexual assault. These results support the finding by Dezine and Anderson (1999) that it's important for resident assistants to hold a high sense of self-efficacy in order to perform their job's tasks competently. However for those left undecided about their training, as noted by Bowman and Bowman (1995) an academic course may be beneficial in order to increase the resident assistant's self-efficacy.

While this researcher hypothesized there would be differences in attitudes, similarities in attitudes of the male and female resident assistants have about sexual assault and sexual assault prevention training were also seen. Many of those whom enter into the resident assistant position do so because of their desire to help others, and as previously learned the resident assistant position offers opportunities for that (Deluga and Winters Jr., 1991). With this desire to help others, generally a sense of compassion and understanding is an accompaniment. Furthermore, as noted by Hogben and Byrne (1998),

people tend to be social beings and pay attention to the world around them, and thus respond accordingly. If the environment a resident assistant lives in is one in which sexual assault behaviors are not accepted, and sexual assault prevention training is encouraged, seeing similarities in resident assistant attitudes is of no surprise.

Limitations

A possible risk of participating in this research study would be if a resident assistant has a sexual assault history; the survey might cause memories to surface, and their answers may be reflective of this. Another limitation is that the sample is nonrandom; this researcher wanted to survey the greatest number of resident assistants out of this population.

Implications for Practitioners

This study examines an area of residential life on a college campus that is seldom explored. While keeping in mind that resident assistants need to receive adequate training to do their jobs proficiently, and that most sexual assaults happen to individuals between the ages of 20-24, the utilization of the “Sexual Assault Attitude and Training Survey” sheds light on areas in which resident assistants may need further training. An article published in *The Chronicle of Higher Education* on February 21, 1990, discussed the demands of the resident assistant position. As noted by the article’s author, Susan Dodge, many resident assistants choose to leave the position after one year because it becomes too difficult to juggle the role of student, adviser, and authoritarian. This in turn has caused some universities to remove students as resident assistants and replace them with adult professionals. However, this same article also points out that many

universities feel the resident assistant role should remain in the hands of students because other students respond better to their peers than adults.

As previously noted by Deluga and Winters Jr. (1991), many students enter the resident assistant position because they enjoy helping others. It was also learned by Fuehrer and McGonagle (1988) that those individuals who are in helping roles can encounter burnout due in part to the intense nature of their interpersonal interactions. It would be beneficial for university housing central staff members to utilize the information presented within this study in order to incorporate solid training practices concerning sexual assault training to their resident assistants to ensure resident assistants have all the skill necessary to help others, while safeguarding them from burning out.

Recommendations for Further Research

This current study could be expanded upon in order to yield separate results from what was learned here. Some suggestions for future research include, but are not limited to:

1. Replication of this study to determine whether attitudes have changed,
2. Replication of this study at another university, to determine differences in attitudes of resident assistants depending on the local environment
3. Replication of this study with a larger and random sample size in order to yield a more accurate distribution of results
4. Modifying the instrument to gauge where resident assistants gained their knowledge about sexual assault and sexual assault prevention, in resident assistant coursework or other academic coursework,

5. Modifying the instrument to allow resident assistants to answer open-ended questions concerning their attitudes about sexual assault and sexual assault prevention training
6. Offering a seminar or academic course about sexual assault and sexual assault prevention to resident assistants, and then utilizing the “Sexual Assault Attitude and Training Survey” to gauge resident assistants attitudes

Conclusion

“Someone ran away with her innocence, a memory she can't get out of her head ... she just needs a little help to wash away the pain she's felt. She wants to feel the healing hands, of someone who understands...”

(Kenny, Rich, McGhee, & Cohen, 2004, 6)

Sexual assault is a dramatic experience, an experience that can leave the victim feeling vulnerable, shameful, fearful, and defeated. It can also be very difficult for a victim of sexual assault to come forward in order to obtain the help they need, especially if they sense others feel they caused their own victimization. However, someone who experiences sexual assault can go from feeling like a victim to a survivor with the help and support from others. Given this author's experience, she was able to do just that; she was no longer a victim, but became a survivor, due in part from the support she received from her resident assistant.

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Appendix A

Semesters as a resident assistant

	1.5 semesters or less	2 semesters	2.5 semesters or more	Total
N	12	22	18	52
%	23.1%	42.3%	34.6%	100.0%

Appendix B

Type of resident assistant

	FYE Resident Assistants	X ² Resident Assistants	Total
N	33	19	52
%	63.5%	36.5%	100.0%

Appendix C

What are the attitudes of resident assistants towards sexual assault?

Research Question	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Sexual assault is a problem within the residence halls	1.9%	26.9%	32.7%	34.6%	3.8%	99.9%
Sexual assault is a traumatic experience	1.9%	0.0%	0.0%	7.7%	90.4%	100.0%
Resident responsible for preventing their own victimization	5.8%	34.6%	26.9%	28.8%	3.8%	99.9%
Females: proactive approach in preventing their own victimization	0.0%	5.8%	17.3%	57.7%	19.2%	100.0%
Resident in another's room after party, their responsibility	5.8%	34.6%	21.2%	26.9%	11.5%	100.0%
If drinking and sexually assault, it is their own fault	46.2%	28.8%	19.2%	3.8%	1.9%	99.9%
A male resident can be sexually assaulted	0.0%	0.0%	1.9%	26.9%	71.2%	100.0%
Males need to lead effort to stop violence against women	3.8%	9.6%	17.3%	30.8%	38.5%	100.0%
Important for men to empathize with women who have been assaulted	0.0%	0.0%	15.4%	51.9%	32.7%	100.0%
Males intervene when they see another threatening male	0.0%	1.9%	3.8%	34.6%	59.6%	99.9%
Males are in need of sexual assault prevention services	0.0%	13.5%	21.2%	51.9%	13.5%	100.1%
Male RA more open to discuss assault prevention with same gender	0.0%	19.2%	48.1%	28.8%	3.8%	99.9%
As RA, feel prepared handling LGBT assault situations	9.6%	21.2%	19.2%	36.5%	13.5%	100.0%
As RA, important to lead by example	1.9%	3.8%	3.8%	46.2%	44.2%	99.9%

As RA, part of job to educate residents about assault	1.9%	5.8%	9.6%	61.5%	21.2%	100.0%
RA are secondary victims of incident if occurs in halls	0.0%	7.7%	30.8%	50.0%	11.5%	100.0%
If male, confident in assisting in situations with female residents	0.0%	3.8%	7.7%	21.2%	11.5%	44.2%
If male, confident in assisting in situations with male residents	0.0%	0.0%	3.8%	26.9%	13.5%	44.2%
If female, confident in assisting in situations with female residents	0.0%	1.9%	3.8%	38.5%	11.5%	55.7%
If female, confident in assisting in situations with male residents	0.0%	13.5%	19.2%	19.2%	3.8%	55.7%

Appendix D

What are the attitudes of resident assistants towards sexual assault prevention training?

Research Question	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
As RA, feel unprepared when confronting resident regarding their behavior	9.6%	36.5%	25.0%	26.9%	1.9%	99.9%
Assault training is adequate for what university expects	3.8%	21.2%	30.8%	40.4%	3.8%	100.0%
I know what a "SANE" exam is	19.2%	21.2%	11.5%	32.7%	15.4%	100.0%
Know alternative options for resident/not return to their room	1.9%	17.3%	15.4%	50.0%	15.4%	100.0%
Aware of sexual assault resources on my campus	1.9%	5.8%	1.9%	71.2%	19.2%	100.0%
As RA, trained where to report on/off campus assault	0.0%	11.5%	19.2%	51.9%	17.3%	99.9%
As RA, trained how to report to police, even if victim doesn't want to	3.8%	17.3%	19.2%	48.1%	11.5%	99.9%
I am aware of campus violence prevention project (CVPP)	1.9%	7.7%	7.7%	44.2%	38.5%	100.0%
Aware of men and violence prevention group (MVP)	11.5%	26.9%	9.6%	30.8%	21.2%	100.0%
Received training on handling LGBT sexual assault	17.3%	34.6%	25.0%	19.2%	3.8%	99.9%
As RA, can transport assaulted resident to hospital	48.1%	26.9%	15.4%	5.8%	3.8%	100.0%
Trained on how to support resident who has been assaulted	5.8%	17.3%	15.4%	51.9%	9.6%	100.0%
Trained on actions perceived as demoralizing to victim of assault	5.8%	9.6%	21.2%	46.2%	17.3%	100.1%
Would take course about sexual assault if offered on campus	3.8%	17.3%	28.8%	36.5%	13.5%	99.9%

Appendix E

Are there any gender differences in attitudes?

Research Question		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Sexual assault is a problem within the residence halls							
	Male	4.3%	26.1%	30.4%	39.1%	0.0%	99.9%
	Female	0.0%	27.6%	34.5%	31.0%	6.9%	100.0%
Sexual assault is a traumatic experience							
	Male	0.0%	0.0%	0.0%	13.0%	87.0%	100.0%
	Female	3.4%	0.0%	0.0%	7.7%	90.4%	101.5%
Resident responsible for preventing their own victimization							
	Male	4.3%	30.4%	26.1%	39.1%	0.0%	99.9%
	Female	6.9%	37.9%	27.6%	20.7%	6.9%	100.0%
Females: proactive approach in preventing their own victimization							
	Male	0.0%	13.0%	21.7%	56.5%	8.7%	99.9%
	Female	0.0%	0.0%	13.8%	58.6%	27.6%	100.0%
Resident in another's room after party, their responsibility							
	Male	4.3%	43.5%	13.0%	30.4%	8.7%	99.9%
	Female	6.9%	27.6%	27.6%	24.1%	13.8%	100.0%
If drinking and sexually assault, it is their own fault							
	Male	47.8%	26.1%	17.4%	4.3%	4.3%	99.9%
	Female	44.8%	31.0%	20.7%	3.4%	0.0%	99.9%
A male resident can be sexually assaulted							
	Male	0.0%	0.0%	4.3%	34.8%	60.9%	100.0%
	Female	0.0%	0.0%	0.0%	20.7%	79.3%	100.0%
Males need to lead effort to stop violence against women							
	Male	0.0%	8.7%	17.4%	43.5%	30.4%	100.0%
	Female	6.9%	10.3%	17.2%	20.7%	44.8%	99.9%
Important for men to empathize with women who have been assaulted							
	Male	0.0%	0.0%	17.4%	43.5%	39.1%	100.0%
	Female	0.0%	0.0%	13.8%	58.6%	27.6%	100.0%
Males intervene when they see another threatening male							
	Male	0.0%	0.0%	4.3%	34.8%	60.9%	100.0%
	Female	0.0%	3.4%	3.4%	34.5%	58.6%	99.9%
Males are in need of sexual assault prevention services							
	Male	0.0%	17.4%	30.4%	47.8%	4.3%	99.9%

	Female	0.0%	10.3%	13.8%	55.2%	20.7%	100.0%
Male RA more open to discuss assault prevention with same gender							
	Male	0.0%	17.4%	43.5%	30.4%	8.7%	100.0%
	Female	0.0%	20.7%	51.7%	27.6%	0.0%	100.0%
As RA, feel prepared handling LGBT assault situations							
	Male	13.0%	13.0%	21.7%	34.8%	17.4%	99.9%
	Female	6.9%	27.6%	17.2%	37.9%	10.3%	99.9%
As RA, important to lead by example							
	Male	0.0%	8.7%	0.0%	56.5%	34.8%	100.0%
	Female	3.4%	0.0%	6.9%	37.9%	51.7%	99.9%
As RA, part of job to educate residents about assault							
	Male	4.3%	8.7%	17.4%	52.2%	17.4%	100.0%
	Female	0.0%	3.4%	3.4%	69%	24.1%	99.9%
RA are secondary victims of incident if occurs in halls							
	Male	0.0%	4.3%	47.8%	39.1%	8.7%	99.9%
	Female	0.0%	10.3%	17.2%	58.6%	13.8%	99.9%
As RA, feel unprepared when confronting resident regarding their behavior							
	Male	8.7%	39.1%	21.7%	30.4%	0.0%	99.9%
	Female	10.3%	34.5%	27.6%	24.1%	3.4%	99.9%
Assault training is adequate for what university expects							
	Male	4.3%	21.7%	21.7%	47.8%	4.3%	99.8%
	Female	3.4%	20.7%	37.9%	34.5%	3.4%	99.9%
I know what a "SANE" exam is							
	Male	17.4%	21.7%	21.7%	26.1%	13.0%	99.9%
	Female	20.7%	20.7%	3.4%	37.9%	17.2%	99.9%
Know alternative options for resident/not return to their room							
	Male	4.3%	17.4%	8.7%	56.5%	13.0%	99.9%
	Female	0.0%	17.2%	20.7%	44.8%	17.2%	99.9%
Aware of sexual assault resources on my campus							
	Male	4.3%	4.3%	0.0%	73.9%	17.4%	99.9%
	Female	0.0%	6.9%	3.4%	69%	20.7%	100.0%
As RA, trained where to report on/off campus assault							
	Male	0.0%	4.3%	26.1%	56.5%	13.0%	99.9%
	Female	0.0%	17.2%	13.8%	48.3%	20.7%	100.0%
As RA, trained how to report to police, even if victim doesn't want to							
	Male	4.3%	13.0%	13.0%	60.9%	8.7%	99.9%
	Female	3.4%	20.7%	24.1%	37.9%	13.8%	99.9%

I am aware of campus violence prevention project (CVPP)							
Male	4.3%	8.7%	4.3%	43.5%	39.1%	99.9%	
Female	0.0%	6.9%	10.3%	44.8%	37.9%	99.9%	
Aware of men and violence prevention group (MVP)							
Male	17.4%	17.4%	4.3%	30.4%	30.4%	99.9%	
Female	6.9%	34.5%	13.8%	31%	13.8%	100.0%	
Received training on handling LGBT sexual assault							
Male	13.0%	26.1%	34.8%	21.7%	4.3%	99.9%	
Female	20.7%	41.4%	17.2%	17.2%	3.4%	99.9%	
As RA, can transport assaulted resident to hospital							
Male	39.1%	30.4%	21.7%	4.3%	4.3%	99.8%	
Female	55.2%	24.1%	10.3%	6.9%	3.4%	99.9%	
Trained on how to support resident who has been assaulted							
Male	8.7%	4.3%	26.1%	47.8%	13%	99.9%	
Female	3.4%	27.6%	6.9%	55.2%	6.9%	100.0%	
Trained on actions perceived as demoralizing to victim of assault							
Male	8.7%	8.7%	21.7%	39.1%	21.7%	99.9%	
Female	3.4%	10.3%	20.7%	51.7%	13.8%	99.9%	
Would take course about sexual assault if offered on campus							
Male	8.7%	17.4%	34.8%	30.4%	8.7%	100.0%	
Female	0.0%	17.2%	24.1%	41.4%	17.2%	99.9%	
If male, confident in assisting in situations with female residents							
Male	0.0%	8.7%	17.4%	47.8%	26.1%	100.0%	
If male, confident in assisting in situations with male residents							
Male	0.0%	0.0%	8.7%	60.9%	30.4%	100.0%	
If female, confident in assisting in situations with female residents							
Female	0.0%	3.4%	6.9%	69%	20.7%	100.0%	
If female, confident in assisting in situations with male residents							
Female	0.0%	24.1%	34.5%	34.5%	6.9%	100.0%	

Appendix F

Does length of time as a resident assistant affect a resident assistant's attitudes?

Research Question	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Sexual assault is a problem within the residence halls						
Less than or equal to 1.5 semesters	8.3%	41.7%	25.0%	25.0%	0.0%	100.0%
2 semesters	0.0%	13.6%	40.9%	36.4%	9.1%	100.0%
More than or equal to 2.5 semesters	0.0%	33.3%	27.8%	38.9%	0%	100.0%
Sexual assault is a traumatic experience						
Less than or equal to 1.5 semesters	8.3%	0.0%	0.0%	16.7%	75.0%	100.0%
2 semesters	0.0%	0.0%	0.0%	9.1%	90.9%	100.0%
More than or equal to 2.5 semesters	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Resident responsible for preventing their own victimization						
Less than or equal to 1.5 semesters	0.0%	33.3%	25.0%	41.7%	0.0%	100.0%
2 semesters	9.1%	31.8%	36.4%	22.7%	0.0%	100.0%
More than or equal to 2.5 semesters	5.6%	38.9%	16.7%	27.8%	11.1%	100.1%
Females: proactive approach in preventing their own victimization						
Less than or equal to 1.5 semesters	0.0%	0.0%	8.3%	83.3%	8.3%	99.9%
2 semesters	0.0%	4.5%	13.6%	50.0%	31.8%	99.9%
More than or equal to 2.5 semesters	0.0%	11.1%	27.8%	50.0%	11.1%	100.0%
Resident in another's room after party, their responsibility						
Less than or equal to 1.5 semesters	0.0%	33.3%	25.0%	33.3%	8.3%	99.9%
2 semesters	4.5%	45.5%	18.2%	18.2%	13.6%	100.0%
More than or equal to 2.5 semesters	11.1%	22.2%	22.2%	33.3%	11.1%	99.9%
If drinking and sexually assault, it is their own fault						
Less than or equal to 1.5 semesters	33.3%	33.3%	25.0%	8.3%	0.0%	99.9%
2 semesters	45.5%	36.4%	13.6%	0.0%	4.5%	100.0%
More than or equal to 2.5 semesters	55.6%	16.7%	22.2%	5.6%	0.0%	100.1%
A male resident can be sexually assaulted						
Less than or equal to 1.5 semesters	0.0%	0.0%	0.0%	33.3%	66.7%	100.0%
2 semesters	0.0%	0.0%	4.5%	31.8%	63.6%	99.9%
More than or equal to 2.5 semesters	0.0%	0.0%	0.0%	16.7%	83.3%	100.0%
Males need to lead effort to stop violence against women						
Less than or equal to 1.5 semesters	16.7%	8.3%	16.7%	41.7%	16.7%	100.1%
2 semesters	0.0%	9.1%	22.7%	36.4%	31.8%	100.0%
More than or equal to 2.5 semesters	0.0%	11.1%	11.1%	16.7%	61.1%	100.0%

Important for men to empathize with women who have been assaulted						
Less than or equal to 1.5 semesters	0.0%	0.0%	25.0%	41.7%	33.3%	100.0%
2 semesters	0.0%	0.0%	18.2%	59.1%	22.7%	100.0%
More than or equal to 2.5 semesters	0.0%	0.0%	5.6%	50.0%	44.4%	100.0%
Males intervene when they see another threatening male						
Less than or equal to 1.5 semesters	0.0%	0.0%	8.3%	25.0%	66.7%	100.0%
2 semesters	0.0%	4.5%	4.5%	50.0%	40.9%	99.9%
More than or equal to 2.5 semesters	0.0%	0.0%	0.0%	22.2%	77.8%	100.0%
Males are in need of sexual assault prevention services						
Less than or equal to 1.5 semesters	0.0%	33.3%	25.0%	25.0%	16.7%	100.0%
2 semesters	0.0%	13.6%	9.1%	59.1%	18.2%	100.0%
More than or equal to 2.5 semesters	0.0%	0.0%	33.3%	61.1%	5.6%	100.0%
Male RA more open to discuss assault prevention with same gender						
Less than or equal to 1.5 semesters	0.0%	25.0%	58.3%	16.7%	0.0%	100.0%
2 semesters	0.0%	22.7%	45.5%	27.3%	4.5%	100.0%
More than or equal to 2.5 semesters	0.0%	11.1%	44.4%	38.9%	5.6%	100.0%
As RA, feel prepared handling LGBT assault situations						
Less than or equal to 1.5 semesters	8.3%	25.0%	25.0%	33.3%	8.3%	99.9%
2 semesters	9.1%	22.7%	22.7%	31.8%	13.6%	99.9%
More than or equal to 2.5 semesters	11.1%	16.7%	11.1%	44.4%	16.7%	100.0%
As RA, important to lead by example						
Less than or equal to 1.5 semesters	0.0%	0.0%	0.0%	33.3%	66.7%	100.0%
2 semesters	4.5%	4.5%	4.5%	59.1%	27.3%	99.9%
More than or equal to 2.5 semesters	0.0%	5.6%	5.6%	38.9%	50.0%	100.1%
As RA, part of job to educate residents about assault						
Less than or equal to 1.5 semesters	0.0%	0.0%	8.3%	58.3%	33.3%	99.9%
2 semesters	0.0%	13.6%	18.2%	54.5%	13.6%	99.9%
More than or equal to 2.5 semesters	5.6%	0.0%	0.0%	72.2%	22.2%	100.0%
RA are secondary victims of incident if occurs in halls						
Less than or equal to 1.5 semesters	0.0%	16.7%	25%	33.3%	25.0%	100.0%
2 semesters	0.0%	4.5%	27.3%	54.5%	13.6%	99.9%
More than or equal to 2.5 semesters	0.0%	5.6%	38.9%	55.6%	0.0%	100.1%
As RA, feel unprepared when confronting resident regarding their behavior						
Less than or equal to 1.5 semesters	8.3%	25.0%	8.3%	50.0%	8.3%	99.9%
2 semesters	9.1%	31.8%	40.9%	18.2%	0.0%	100.0%
More than or equal to 2.5 semesters	11.1%	50.0%	16.7%	22.2%	0.0%	100.1%
Assault training is adequate for what university expects						

Less than or equal to 1.5 semesters	0.0%	16.7%	33.3%	41.7%	8.3%	100.0%
2 semesters	0.0%	27.3%	31.8%	40.9%	0.0%	100.0%
More than or equal to 2.5 semesters	11.1%	16.7%	27.8%	38.9%	5.6%	100.1%
I know what a "SANE" exam is						
Less than or equal to 1.5 semesters	8.3%	25.0%	25.0%	16.7%	25.0%	100.0%
2 semesters	27.3%	13.6%	9.1%	36.4%	13.6%	100.0%
More than or equal to 2.5 semesters	16.7%	27.8%	5.6%	38.9%	11.1%	100.1%
Know alternative options for resident/not return to their room						
Less than or equal to 1.5 semesters	0.0%	33.3%	8.3%	25%	33.3%	99.9%
2 semesters	0.0%	9.1%	9.1%	68.2%	13.6%	100.0%
More than or equal to 2.5 semesters	5.6%	16.7%	27.8%	44.4%	5.6%	100.1%
Aware of sexual assault resources on my campus						
Less than or equal to 1.5 semesters	0.0%	8.3%	0.0%	50.0%	41.7%	100.0%
2 semesters	0.0%	0.0%	0.0%	81.8%	18.2%	100.0%
More than or equal to 2.5 semesters	5.6%	11.1%	5.6%	72.2%	5.6%	100.1%
As RA, trained where to report on/off campus assault						
Less than or equal to 1.5 semesters	0.0%	8.3%	8.3%	50.0%	33.3%	99.9%
2 semesters	0.0%	4.5%	27.3%	50.0%	18.2%	100.0%
More than or equal to 2.5 semesters	0.0%	22.2%	16.7%	55.6%	5.6%	100.1%
As RA, trained how to report to police, even if victim doesn't want to						
Less than or equal to 1.5 semesters	0.0%	8.3%	16.7%	41.7%	33.3%	100.0%
2 semesters	4.5%	9.1%	31.8%	45.5%	9.1%	100.0%
More than or equal to 2.5 semesters	5.6%	33.3%	5.6%	55.6%	0.0%	100.1%
I am aware of campus violence prevention project (CVPP)						
Less than or equal to 1.5 semesters	0.0%	8.3%	8.3%	41.7%	41.7%	100.0%
2 semesters	4.5%	9.1%	0.0%	36.4%	50.0%	100.0%
More than or equal to 2.5 semesters	0.0%	5.6%	16.7%	55.6%	22.2%	100.1%
Aware of men and violence prevention group (MVP)						
Less than or equal to 1.5 semesters	8.3%	16.7%	16.7%	41.7%	16.7%	100.1%
2 semesters	13.6%	31.8%	4.5%	22.7%	27.3%	99.9%
More than or equal to 2.5 semesters	11.1%	27.8%	11.1%	33.3%	16.7%	100.0%
Received training on handling LGBT sexual assault						
Less than or equal to 1.5 semesters	16.7%	8.3%	58.3%	8.3%	8.3%	99.9%
2 semesters	27.3%	31.8%	13.6%	22.7%	4.5%	99.9%
More than or equal to 2.5 semesters	5.6%	55.6%	16.7%	22.2%	0.0%	100.1%
As RA, can transport assaulted resident to hospital						
Less than or equal to 1.5 semesters	41.7%	25.0%	16.7%	8.3%	8.3%	100.0%

2 semesters	50.0%	27.3%	18.2%	4.5%	0%	100.0%
More than or equal to 2.5 semesters	50.0%	27.8%	11.1%	5.6%	5.6%	100.1%
Trained on how to support resident who has been assaulted						
Less than or equal to 1.5 semesters	0.0%	8.3%	16.7%	58.3%	16.7%	100.0%
2 semesters	9.1%	18.2%	9.1%	59.1%	4.5%	100.0%
More than or equal to 2.5 semesters	5.6%	22.2%	22.2%	38.9%	11.1%	100.0%
Trained on actions perceived as demoralizing to victim of assault						
Less than or equal to 1.5 semesters	0.0%	0.0%	33.3%	33.3%	33.3%	99.9%
2 semesters	9.1%	9.1%	13.6%	59.1%	9.1%	100.0%
More than or equal to 2.5 semesters	5.6%	16.7%	22.2%	38.9%	16.7%	100.1%
Would take course about sexual assault if offered on campus						
Less than or equal to 1.5 semesters	0.0%	25.0%	25.0%	33.3%	16.7%	100.0%
2 semesters	0.0%	4.5%	45.5%	36.4%	13.6%	100.0%
More than or equal to 2.5 semesters	11.1%	27.8%	11.1%	38.9%	11.1%	100.0%
If male, confident in assisting in situations with female residents						
Less than or equal to 1.5 semesters	0.0%	0.0%	16.7%	33.3%	50.0%	100.0%
2 semesters	0.0%	22.2%	22.2%	44.4%	11.1%	99.9%
More than or equal to 2.5 semesters	0.0%	0.0%	12.5%	62.5%	25.0%	100.0%
If male, confident in assisting in situations with male residents						
Less than or equal to 1.5 semesters	0.0%	0.0%	16.7%	50.0%	33.3%	100.0%
2 semesters	0.0%	0.0%	11.1%	66.7%	22.2%	100.0%
More than or equal to 2.5 semesters	0.0%	0.0%	0.0%	62.5%	37.5%	100.0%
If female, confident in assisting in situations with female residents						
Less than or equal to 1.5 semesters	0.0%	16.7%	0.0%	66.7%	16.7%	100.1%
2 semesters	0.0%	0.0%	7.7%	61.5%	30.8%	100.0%
More than or equal to 2.5 semesters	0.0%	0.0%	10.0%	80.0%	10.0%	100.0%
If female, confident in assisting in situations with male residents						
Less than or equal to 1.5 semesters	0.0%	33.3%	33.3%	33.3%	0.0%	99.9%
2 semesters	0.0%	15.4%	38.5%	38.5%	7.7%	100.1%
More than or equal to 2.5 semesters	0.0%	30.0%	30.0%	30.0%	10.0%	100.0%

Appendix G

Gender means

Research Question	Gender	N	Mean
Sexual assault is a problem within the residence halls	Male	23	3.04
	Female	29	3.17
Sexual assault is a traumatic experience	Male	23	4.87
	Female	29	4.83
Resident responsible for preventing their own victimization	Male	23	3.00
	Female	29	2.83
Females: proactive approach in preventing their own victimization	Male	23	3.61
	Female	29	4.14
Resident in another's room after party, their responsibility	Male	23	2.96
	Female	29	3.10
If drinking and sexually assault, it is their own fault	Male	23	1.91
	Female	29	1.83
A male resident can be sexually assaulted	Male	23	4.57
	Female	29	4.79
Males need to lead effort to stop violence against women	Male	23	3.96
	Female	29	3.86
Important for men to empathize with women who have been assaulted	Male	23	4.22
	Female	29	4.14
Males intervene when they see another threatening male	Male	23	4.57
	Female	29	4.48
Males are in need of sexual assault prevention services	Male	23	3.39
	Female	29	3.86
Male RA more open to discuss assault prevention with same gender	Male	23	3.30
	Female	29	3.07
As RA, feel prepared handling LGBT assault situations	Male	23	3.30
	Female	29	3.17
As RA, important to lead by example	Male	23	4.17
	Female	29	4.34
As RA, part of job to educate residents about assault	Male	23	3.70
	Female	29	4.14
RA are secondary victims of incident if occurs in halls	Male	23	3.52
	Female	29	3.76
As RA, feel unprepared when confronting resident regarding their behavior	Male	23	2.74

	Female	29	2.76
Assault training is adequate for what university expects	Male	23	3.26
	Female	29	3.14
I know what a "SANE" exam is	Male	23	2.96
	Female	29	3.10
Know alternative options for resident/not return to their room	Male	23	3.57
	Female	29	3.62
Aware of sexual assault resources on my campus	Male	23	3.96
	Female	29	4.03
As RA, trained where to report on/off campus assault	Male	23	3.78
	Female	29	3.72
As RA, trained how to report to police, even if victim doesn't want to	Male	23	3.57
	Female	29	3.38
I am aware of campus violence prevention project (CVPP)	Male	23	4.04
	Female	29	4.14
Aware of men and violence prevention group (MVP)	Male	23	3.39
	Female	29	3.10
Received training on handling LGBT sexual assault	Male	23	2.78
	Female	29	2.41
As RA, can transport assaulted resident to hospital	Male	23	2.04
	Female	29	1.79
Trained on how to support resident who has been assaulted	Male	23	3.52
	Female	29	3.34
Trained on actions perceived as demoralizing to victim of assault	Male	23	3.57
	Female	29	3.62
Would take course about sexual assault if offered on campus	Male	23	3.13
	Female	29	3.59

Appendix H

Significance testing: are there any gender differences in attitudes?

Research Question	t	df	Sig. (2-tailed)	Mean Difference
Sexual assault is a problem within the residence halls	-.497	50	.621	-.129
Sexual assault is a traumatic experience	.246	50	.807	.042
Resident responsible for preventing their own victimization	.605	50	.548	.172
Females: proactive approach in preventing their own victimization	-2.583	50	*.013	-.529
Resident in another's room after party, their responsibility	-.452	50	.653	-.147
If drinking and sexually assault, it is their own fault	.306	50	.761	.085
A male resident can be sexually assaulted	-1.573	50	.124	-.228
Males need to lead effort to stop violence against women	.305	50	.762	.094
Important for men to empathize with women who have been assaulted	.416	50	.679	.079
Males intervene when they see another threatening male	.436	50	.664	.082
Males are in need of sexual assault prevention services	1.962	50	.055	-.471
Male RA more open to discuss assault prevention with same gender	1.075	50	.287	.235
As RA, feel prepared handling LGBT assault situations	.386	50	.701	.132
As RA, important to lead by example	-.703	50	.485	-.171
As RA, part of job to educate residents about assault	-1.816	50	.078	-.442
RA are secondary victims of incident if occurs in halls	-1.077	50	.287	-.237
As RA, feel unprepared when confronting resident regarding their behavior	-.067	50	.947	-.019
Assault training is adequate for what university expects	.460	50	.648	.123
I know what a "SANE" exam is	-.373	50	.711	-.147
Know alternative options for resident/not return to their room	-.194	50	.847	-.055
Aware of sexual assault resources on my campus	-.349	50	.728	-.078
As RA, trained where to report on/off campus assault	.235	50	.815	.058
As RA, trained how to report to police, even if victim doesn't want to	.638	50	.526	.186
I am aware of campus violence prevention project (CVPP)	-.344	50	.732	-.094
Aware of men and violence prevention group (MVP)	.751	50	.456	.288
Received training on handling LGBT sexual assault	1.196	50	.237	.369

As RA, can transport assaulted resident to hospital	.808	47.475	.423	.250
Trained on how to support resident who has been assaulted	.587	50	.560	.177
Trained on actions perceived as demoralizing to victim of assault	-.184	50	.855	-.055
Would take course about sexual assault if offered on campus	-1.576	50	.121	-.456

* - indicates p values < .05

Appendix I

Length of time as a resident assistant means

Research Question	N	Mean	Std. Deviation	Std. Error
Sexual assault is a problem within the residence halls				
Less than or equal to 1.5 semesters	12	2.67	.985	.284
2 semesters	22	3.41	.854	.182
More than or equal to 2.5 semesters	18	3.06	.873	.206
Total	52	3.12	.922	.128
Sexual assault is a traumatic experience				
Less than or equal to 1.5 semesters	12	4.50	1.168	.337
2 semesters	22	4.91	.294	.063
More than or equal to 2.5 semesters	18	5.00	.000	.000
Total	52	4.85	.607	.084
Resident responsible for preventing their own victimization				
Less than or equal to 1.5 semesters	12	3.08	.900	.260
2 semesters	22	2.73	.935	.199
More than or equal to 2.5 semesters	18	3.00	1.188	.280
Total	52	2.90	1.015	.141
Females: proactive approach in preventing their own victimization				
Less than or equal to 1.5 semesters	12	4.00	.426	.123
2 semesters	22	4.09	.811	.173
More than or equal to 2.5 semesters	18	3.61	.850	.200
Total	52	3.90	.774	.107
Resident in another's room after party, their responsibility				
Less than or equal to 1.5 semesters	12	3.17	1.030	.297
2 semesters	22	2.91	1.192	.254
More than or equal to 2.5 semesters	18	3.11	1.231	.290
Total	52	3.04	1.154	.160
If drinking and sexually assault, it is their own fault				
Less than or equal to 1.5 semesters	12	2.08	.996	.288
2 semesters	22	1.82	1.006	.215
More than or equal to 2.5 semesters	18	1.78	1.003	.236
Total	52	1.87	.991	.137
A male resident can be sexually assaulted				
Less than or equal to 1.5 semesters	12	4.67	.492	.142

	2 semesters	22	4.59	.590	.126
	More than or equal to 2.5 semesters	18	4.83	.383	.090
	Total	52	4.69	.506	.070
Males need to lead effort to stop violence against women					
	Less than or equal to 1.5 semesters	12	3.33	1.371	.396
	2 semesters	22	3.91	.971	.207
	More than or equal to 2.5 semesters	18	4.28	1.074	.253
	Total	52	3.90	1.142	.158
Important for men to empathize with women who have been assaulted					
	Less than or equal to 1.5 semesters	12	4.08	.793	.229
	2 semesters	22	4.05	.653	.139
	More than or equal to 2.5 semesters	18	4.39	.608	.143
	Total	52	4.17	.678	.094
Males intervene when they see another threatening male					
	Less than or equal to 1.5 semesters	12	4.58	.669	.193
	2 semesters	22	4.27	.767	.164
	More than or equal to 2.5 semesters	18	4.78	.428	.101
	Total	52	4.52	.671	.093
Males are in need of sexual assault prevention services					
	Less than or equal to 1.5 semesters	12	3.25	1.138	.329
	2 semesters	22	3.82	.907	.193
	More than or equal to 2.5 semesters	18	3.72	.575	.135
	Total	52	3.65	.883	.122
Male RA more open to discuss assault prevention with same gender					
	Less than or equal to 1.5 semesters	12	2.92	.669	.193
	2 semesters	22	3.14	.834	.178
	More than or equal to 2.5 semesters	18	3.39	.778	.183
	Total	52	3.17	.785	.109
As RA, feel prepared handling LGBT assault situations					
	Less than or equal to 1.5 semesters	12	3.08	1.165	.336
	2 semesters	22	3.18	1.220	.260
	More than or equal to 2.5 semesters	18	3.39	1.290	.304
	Total	52	3.23	1.215	.168
As RA, important to lead by example					
	Less than or equal to 1.5 semesters	12	4.67	.492	.142
	2 semesters	22	4.00	.976	.208
	More than or equal to 2.5 semesters	18	4.33	.840	.198

Total	52	4.27	.866	.120
As RA, part of job to educate residents about assault				
Less than or equal to 1.5 semesters	12	4.25	.622	.179
2 semesters	22	3.68	.894	.191
More than or equal to 2.5 semesters	18	4.06	.873	.206
Total	52	3.94	.850	.118
RA are secondary victims of incident if occurs in halls				
Less than or equal to 1.5 semesters	12	3.67	1.073	.310
2 semesters	22	3.77	.752	.160
More than or equal to 2.5 semesters	18	3.50	.618	.146
Total	52	3.65	.789	.109
As RA, feel unprepared when confronting resident regarding their behavior				
Less than or equal to 1.5 semesters	12	3.25	1.215	.351
2 semesters	22	2.68	.894	.191
More than or equal to 2.5 semesters	18	2.50	.985	.232
Total	52	2.75	1.027	.142
Assault training is adequate for what university expects				
Less than or equal to 1.5 semesters	12	3.42	.900	.260
2 semesters	22	3.14	.834	.178
More than or equal to 2.5 semesters	18	3.11	1.132	.267
Total	52	3.19	.951	.132
I know what a "SANE" exam is				
Less than or equal to 1.5 semesters	12	3.25	1.357	.392
2 semesters	22	2.95	1.495	.319
More than or equal to 2.5 semesters	18	3.00	1.372	.323
Total	52	3.04	1.400	.194
Know alternative options for resident/not return to their room				
Less than or equal to 1.5 semesters	12	3.58	1.311	.379
2 semesters	22	3.86	.774	.165
More than or equal to 2.5 semesters	18	3.28	1.018	.240
Total	52	3.60	1.015	.141
Aware of sexual assault resources on my campus				
Less than or equal to 1.5 semesters	12	4.25	.866	.250
2 semesters	22	4.18	.395	.084
More than or equal to 2.5 semesters	18	3.61	.979	.231
Total	52	4.00	.792	.110
As RA, trained where to report on/off campus assault				

Less than or equal to 1.5 semesters	12	4.08	.900	.260
2 semesters	22	3.82	.795	.169
More than or equal to 2.5 semesters	18	3.44	.922	.217
Total	52	3.75	.883	.122
As RA, trained how to report to police, even if victim doesn't want to				
Less than or equal to 1.5 semesters	12	4.00	.953	.275
2 semesters	22	3.45	.963	.205
More than or equal to 2.5 semesters	18	3.11	1.079	.254
Total	52	3.46	1.038	.144
I am aware of campus violence prevention project (CVPP)				
Less than or equal to 1.5 semesters	12	4.17	.937	.271
2 semesters	22	4.18	1.140	.243
More than or equal to 2.5 semesters	18	3.94	.802	.189
Total	52	4.10	.975	.135
Aware of men and violence prevention group (MVP)				
Less than or equal to 1.5 semesters	12	3.42	1.240	.358
2 semesters	22	3.18	1.500	.320
More than or equal to 2.5 semesters	18	3.17	1.339	.316
Total	52	3.23	1.366	.189
Received training on handling LGBT sexual assault				
Less than or equal to 1.5 semesters	12	2.83	1.115	.322
2 semesters	22	2.45	1.262	.269
More than or equal to 2.5 semesters	18	2.56	.922	.217
Total	52	2.58	1.109	.154
As RA, can transport assaulted resident to hospital				
Less than or equal to 1.5 semesters	12	2.17	1.337	.386
2 semesters	22	1.77	.922	.197
More than or equal to 2.5 semesters	18	1.89	1.183	.279
Total	52	1.90	1.107	.154
Trained on how to support resident who has been assaulted				
Less than or equal to 1.5 semesters	12	3.83	.835	.241
2 semesters	22	3.32	1.129	.241
More than or equal to 2.5 semesters	18	3.28	1.127	.266
Total	52	3.42	1.073	.149
Trained on actions perceived as demoralizing to victim of assault				
Less than or equal to 1.5 semesters	12	4.00	.853	.246
2 semesters	22	3.50	1.102	.235

More than or equal to 2.5 semesters	18	3.44	1.149	.271
Total	52	3.60	1.071	.149
Would take course about sexual assault if offered on campus				
Less than or equal to 1.5 semesters	12	3.42	1.084	.313
2 semesters	22	3.59	.796	.170
More than or equal to 2.5 semesters	18	3.11	1.278	.301
Total	52	3.38	1.051	.146

Appendix J

Significance testing: Does length of time as a resident assistant affect resident assistant's attitudes?

Research Question	F	Sig.
Sexual assault is a problem within the residence halls	2.756	.073
Sexual assault is a traumatic experience	2.842	.068
Resident responsible for preventing their own victimization	.592	.557
Females: proactive approach in preventing their own victimization	2.113	.132
Resident in another's room after party, their responsibility	.241	.787
If drinking and sexually assault, it is their own fault	.376	.688
A male resident can be sexually assaulted	1.162	.321
Males need to lead effort to stop violence against women	2.619	.083
Important for men to empathize with women who have been assaulted	1.431	.249
Males intervene when they see another threatening male	3.111	.053
Males are in need of sexual assault prevention services	1.739	.186
Male RA more open to discuss assault prevention with same gender	1.363	.265
As RA, feel prepared handling LGBT assault situations	.251	.779
As RA, important to lead by example	2.519	.091
As RA, part of job to educate residents about assault	2.063	.138
RA are secondary victims of incident if occurs in halls	.583	.562
As RA, feel unprepared when confronting resident regarding their behavior	2.091	.134
Assault training is adequate for what university expects	.428	.654
I know what a "SANE" exam is	.177	.838
Know alternative options for resident/not return to their room	1.696	.194
Aware of sexual assault resources on my campus	3.701	.032 *
As RA, trained where to report on/off campus assault	2.084	.135
As RA, trained how to report to police, even if victim doesn't want to	2.832	.069
I am aware of campus violence prevention project (CVPP)	.325	.724
Aware of men and violence prevention group (MVP)	.140	.870
Received training on handling LGBT sexual assault	.448	.641
As RA, can transport assaulted resident to hospital	.484	.619
Trained on how to support resident who has been assaulted	1.155	.324
Trained on actions perceived as demoralizing to victim of assault	1.128	.332
Would take course about sexual assault if offered on campus	1.041	.361

* - indicates p values < .05

Appendix K

Sexual Assault Attitude and Training Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Gender: _____ Male _____ Female _____ Decline a Label

Semesters as a Resident Assistant:

_____ less than 1 semester	_____ 3 semesters
_____ 1 semester	_____ 3.5 semesters
_____ 1.5 semesters	_____ 4 semesters
_____ 2 semesters	_____ 4.5 semesters
_____ 2.5 semesters	_____ 5+ semesters

Type of Resident Assistant:

_____ FYE (Freshmen)
 _____ X² (Sophomore – Graduate)

Instructions:

This is a self-report scale to determine the attitudes of resident assistants with respect to sexual assault and training. Please identify the level you agree or disagree with the following statements by circling the best response. The self-report scale is as follows:

1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

Attitudes towards Sexual Assault

	1	2	3	4	5
Sexual assault is a problem within the residence halls on this campus.					
Sexual assault is a traumatic experience.					
A resident is responsible for preventing their own sexual assault victimization.					
Females need to take a proactive approach in preventing their own sexual assault victimization.					
If a resident returns to a room of another resident after being at a party, it is their responsibility for preventing their own sexual assault victimization.					
If a resident has been drinking and is sexually assaulted, it is their own fault.					
A male resident can be sexually assaulted.					
Males need to lead in the effort to stop violence against women.					
It is important for men to be able to empathize with women who have been sexually assaulted.					

Males need to intervene when they see another male behaving in a threatening way towards a female.	1	2	3	4	5
Male residents are in need of sexual assault prevention services.	1	2	3	4	5
Male resident assistants are more open to discuss sexual assault prevention with same gender resident assistants.	1	2	3	4	5
As a resident assistant, I feel prepared handling a lesbian, gay, bi-sexual, or trans-gender sexual assault situations.	1	2	3	4	5
As a resident assistant, it is important to lead by example by not promote sexually explicit material or jokes in the residence halls.	1	2	3	4	5
As a resident assistant, it is part of my job to education residents about sexual assault.	1	2	3	4	5
Resident assistants are secondary victims of a sexual assault incident when it occurs in the residence halls. For the purposes of this survey, secondary victimization is defined as the negative effects experienced by those who are not the direct target of a violent act. H. Limanen (personal communication, February 9, 2006)	1	2	3	4	5
As a resident assistant, I feel unprepared when I have to confront a resident whose sexual behavior disregards the rights of others.	1	2	3	4	5
My sexual assault training is adequate for what is expected of me at my university.	1	2	3	4	5
<u>Training</u>					
I know what a SANE (Sexual Assault Nurse Examiner) exam is. R. Abraham (personal communication, March 21, 2006)	1	2	3	4	5
I know of alternative options for a resident who does not feel safe returning to his or her room.	1	2	3	4	5
I am aware of the sexual assault resources on my campus.	1	2	3	4	5
As a resident assistant, I have been trained where to report a sexual assault on and off campus.	1	2	3	4	5
As a resident assistant, I have been trained in the process of how to report to the police, even if the victim does not want to.	1	2	3	4	5

I am aware of what Campus Violence Prevention Project (CVPP) is. 1 2 3 4 5

I am aware of the Men and Violence Prevention (MVP) group on campus. 1 2 3 4 5

I have received training about handling a lesbian, gay, bi-sexual, or trans-gender sexual assault. 1 2 3 4 5

As a resident assistant, I can transport a resident who has been sexually assaulted to the hospital. 1 2 3 4 5

I have been trained on how to support a resident who has been sexually assaulted. 1 2 3 4 5

I have been trained on what actions of mine can be perceived as demoralizing to a victim of sexual assault. 1 2 3 4 5

If a seminar or academic course was offered at no charge on campus about sexual assault prevention that would assist me in my role as a resident assistant, I would take it. 1 2 3 4 5

Males Only!

As a male resident assistant, I feel confident in assisting in sexual assault situations with female residents. 1 2 3 4 5

As a male resident assistant, I feel confident in assisting in sexual assault situations with male residents. 1 2 3 4 5

Females Only!

As a female resident assistant, I feel confident in assisting in sexual assault situations with female residents. 1 2 3 4 5

As a female resident assistant, I feel confident in assisting in sexual assault situations with male residents. 1 2 3 4 5