

ABSTRACT

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The sexual and dating attitudes of male athletes who participated in an acquaintance rape prevention program were compared to those receiving no program. The program utilized was developed from Ohio State University's "Stop Rape" program. College male athletes ($N = 66$) at the University of Wisconsin-Platteville were assessed using the "Sexual and Dating Attitudes Survey." A preanalysis examined pre-posttest values within groups and the null hypotheses examined pre-posttest values between the experimental and control groups. The nonparametric statistics used were the Wilcoxon and the Mann-Whitney U respectively. A significant difference was observed within Experimental Group B ($n = 29$) and when this group was compared to the control ($n = 26$) and to Experimental Group A ($n = 11$). No significant difference was observed within Group A or when this group was compared to the control. Though the small sample size may have influenced these results, they suggest that a difference in attitudes may exist between various athletic organizations. It was determined that the program produced a positive change in the attitudes of the majority of male athletes. Program goals, objectives, outline, and handouts are provided.

**THE EFFECTS OF ACQUAINTANCE RAPE PREVENTION PROGRAMMING
ON MALE ATHLETES' SEXUAL AND DATING ATTITUDES**

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STEVEN JOHN ANDERSEN
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THESIS FINAL ORAL DEFENSE FORM

Candidate: STEVEN JOHN ANDERSEN

We recommend acceptance of this thesis in partial fulfillment of this candidate's requirements for the degree:

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The candidate has successfully completed his final oral examination.

Margaret L. Dard
Thesis Committee Chairperson Signature

5/8/92
Date

[Signature]
Thesis Committee Member Signature

5/6/92
Date

[Signature]
Thesis Committee Member Signature

May 5, 1992
Date

This thesis is approved by the College of Health, Physical Education, and Recreation.

[Signature]
Associate Dean, College of Health,
Physical Education, and Recreation

5-22-92
Date

[Signature]
Dean of UW-L Graduate Studies

26 May 1992
Date

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CHAPTER I

INTRODUCTION

College students have a particular need for education and intervention specific to their sexual health. Young adulthood is a unique developmental stage in the lives of college students. They have a new sense of freedom, a strong desire for spontaneity and experimentation, a belief in their own invulnerability, and a tendency toward inconsistent judgement. They often find it difficult to adopt low risk behaviors characterized by caution, consistency, responsible decision-making, and planning (Grossberg & Kruse, 1989).

Sexual experiences are frequently clouded by alcohol and other drugs. In a study by Miller and Marshall, it was reported that over 50% of the women participating in the study had experienced unwanted sexual activity while under the influence of alcohol or other drugs (1987). To reduce high risk sexual behavior and foster safe and healthy sexual behavior, intervention must occur at this fragile developmental stage of young adulthood. If sexual health information and communication skills are not available, students may be unaware of risky activity. Therefore, activity resulting in sexual assault may cause many unforeseen physical and emotional consequences.

In recent years, the problem of acquaintance rape has increased dramatically on college campuses. Acquaintance rape, a rape committed by someone the victim knows, can occur to both sexes, but the vast majority of acquaintance rape involves the victimization of women (Parrot, 1988). In conjunction with Ms. magazine, a study was conducted on 32 college campuses by Dr. Mary P. Koss. The findings indicated that one in four women

surveyed experienced rape or attempted rape, 84% of these knew their attacker, and 57% of the rapes occurred on dates (Koss, 1988).

To combat this appalling social occurrence, researchers have studied the causal factors, laws have been passed mandating college rape statistics be disseminated to the student population, and college programs have been implemented to enhance student awareness. According to Pat Fabiano (1992), a leading authority on peer health education, campuses initially approached acquaintance rape prevention programs from an individual intervention perspective. Self-defense workshops and classes were offered so females could protect themselves from unwanted sexual aggression from males. In the last decade, the scope of college acquaintance rape prevention programs has expanded. Individual intervention has been replaced by various phases of environmental intervention. At first these environmental interventions included better campus lighting, safety walks, and transportation services for women. The next phase resulted in the development of campus policies stating that sexual assault and other forms of sexual aggression were unacceptable. The final phase of environmental interventions included a more sophisticated psycho-social approach. These acquaintance rape prevention programs included information on how alcohol and other drugs, belief in sex-role stereotypes and rape myths, and poor communication play a role in the incidence of acquaintance rape on college campuses (Fabiano, 1992).

Lee (1987) stated that men must realize they need to challenge sex-role stereotypes, dispel rape myths, take responsibility for their actions, and communicate to other men what is acceptable and unacceptable sexual behavior to substantially reduce the incidence of acquaintance rape. Lee also

stated that until men take the responsibility to play an active role in the movement toward a society free of rape, this problem will continue (1987).

There are no easy answers to the perplexing social problem of acquaintance rape. To reduce its frequency the university and community must work together to dispel sex-role stereotypes and rape myths, heighten awareness, and arm our young people with the skills necessary to effectively communicate their sexual expectations.

Need for the Study

There is a concern regarding the frequency with which acquaintance rape occurs on college campuses.

Unfortunately, less attention has been devoted to developing proactive programs that will help prevent rape....it is important to address the question of how women can protect themselves, it is also of vital importance to develop interventions that target the rapist or potential rapist. (Lee, 1987, p. 100)

Based on this information it would be useful to create an acquaintance rape prevention program which would positively affect the sexual and dating attitudes many men possess which contribute to acquaintance rape. Such a program should deal with the issue of male responsibility, and how responsibility for reducing the incidence of acquaintance rape must be shifted away from the female and toward the male. This shift in responsibility for acquaintance rape is a positive step to reduce its incidence, but more needs to take place. College men must also actively participate in acquaintance rape prevention programs. They must "recognize the responsibility of men for rape and...empathize with some of the fear, pain, and anger resulting from a rape" (Lee, 1987, p. 100) for a significant change in sexual and dating attitudes to occur.

The purpose of this study is to measure the effectiveness of an established acquaintance rape prevention program for men at the University of Wisconsin-Platteville, where participants take an active role in the learning process. This research would benefit the University of Wisconsin-Platteville by evaluating their program, and it would also aid in the advancement of other similar programs. More importantly, through this research, effective methods of acquaintance rape prevention education may substantially reduce the frequency of acquaintance rape on university campuses.

Statement of the Problem

Male athletes who participate in the acquaintance rape prevention program will have a significant change in sexual and dating attitudes as compared to men who receive no program at all.

Null Hypotheses

The following null hypotheses were developed for the study:

1. There will not be a statistically significant difference between the pretest to posttest change score values on the attitude scale of the athletes in Group A compared to the athletes who receive no program.
2. There will not be a statistically significant difference between the pretest to posttest change score values on the attitude scale of the athletes in Group B compared to the athletes who receive no program.
3. There will not be a statistically significant difference between the pretest to posttest change score values on the attitude scale of the athletes in Group A compared to the athletes in Group B.

Assumptions

The study had the following assumptions:

1. The participants will understand the questions in the data collection instruments.
2. The participants will respond truthfully to the questions in the data collection instruments.
3. The data collection instruments are accurate tools to measure attitudes and behaviors of the participants.
4. The facilitators will be consistent in the presentation of material during the acquaintance rape prevention programs.

Limitations

The study had the following limitations:

1. The study was limited to the first two weeks of the 1992 Spring semester due to the University of Wisconsin-Platteville's mandated sexual assault education policy.
2. Since the research was conducted on a small, rural mid-western university population, these results cannot be generalized to other university populations.

Delimitations

The study had the following delimitations:

1. The study was delimited to male athletes at the University of Wisconsin-Platteville and may not be representative of all males enrolled at the University of Wisconsin-Platteville.

2. The study was delimited to specific male athletic teams at the University of Wisconsin-Platteville and may not be representative of all male athletic teams at the University of Wisconsin-Platteville.

Definition of Terms

The following is a list of definitions which will assist in the understanding of the study:

Acquaintance Rape - Rape by someone the assaulted individual knows (Parrot, 1988).

Consent - According to Wisconsin Act 184 (1975), consent is defined as words or overt actions by a person who is competent to indicate a freely given agreement to have sexual intercourse or sexual contact. A person who is suffering from a mental illness which impairs capacity, physically unable to communicate unwillingness to an act, or unconscious (e.g., intoxicated) is incapable of giving consent, unless rebutted by competent evidence.

Date Rape - Rape by someone the assaulted individual has been or is dating (Parrot, 1988).

Rape - Webster's Dictionary defines rape as sexual intercourse with a woman without her consent by force, deception, or while she is asleep (Cayne, 1989). The Wisconsin Act 184 (1975) utilizes a broader definition. According to this Act, sexual intercourse is defined as vulvar penetration, cunnilingus, fellatio, or anal intercourse between persons or any other intrusion, however slight, of any part of a person's body or of any object into the genital or anal opening. The emission of semen is not required. Therefore, according to this statute, rape may be defined as vulvar penetration, cunnilingus, fellatio, or anal intercourse between persons or any other intrusion, however slight, of any part of a

person's body or of any object into the genital or anal opening against the person's will and without the person's consent.

Sexual Contact - Any intentional touching of the intimate parts (breast, buttock, anus, groin, scrotum, penis, vagina, or pubic mound of a human being), either directly or through clothing with any body part or object of either party if that intentional touching is for the purpose of sexual humiliation, arousal or gratification, according to Wisconsin Act 184 (1975).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter research relating to acquaintance rape is discussed. The content includes a definition of acquaintance rape, a historical perspective, acquaintance rape: the problem, legal issues, education as a solution, the effectiveness of peer education, and a summary.

Rape occurs on college campuses more frequently than people realize. When thinking about rape, people usually imagine a stranger, wielding a large weapon, jumping out of the bushes, and attacking an unsuspecting woman. However, research shows that this scenario is not the type likely to occur. It is more likely that a woman will be raped by someone she knows rather than by a stranger (Neff, 1988). For example, the following incident is a college freshman's account of an acquaintance rape.

There was a party on our floor with all the guys and girls from our floor. There were kegs and stuff. The drinking age was 18, but even though I wasn't quite 18 they let me into the party. We had already been drinking a lot and we got to the party and this guy was talking to me....He wasn't drinking, but he was feeding me alcohol. He asked me to come back to his room-it was right down the hall from where all of us were. I was just so out of it, I said, "Sure." I had no idea. I didn't think he'd hurt me.

I thought there would be other people there. I thought it was just like, "Let's get out of this party." When we got to his room and I saw there was nobody there, I didn't think I could do anything about it.

We started kissing and then he started taking off my clothes. I kept telling him to stop and I was crying. I was scared of him and thought he was going to hurt me....He had a hand over my face. I was five foot two and weighed 110 pounds. I didn't have any choice....

He came to my room the next day and wanted to go out with me. He felt that was the normal thing to do, I guess. (Warsaw, 1988, pp. 29-30)

It is the opinion of Russell that in a woman's lifetime, one out of two will experience rape or an attempted rape (1984). In a study done by Muehlenhard

and Linton, over 75% of the college women surveyed reported experiencing some type of sexual aggression (1987). Other researchers have found that approximately one in four college women experience sexual violence that meets the legal definition of rape (Koss, Gidycz, & Wisniewski, 1987). Of these women who experience a rape or an attempted rape, 50-75% know their attacker (Ehrhart & Sandler, 1985). A comprehensive, three year study done by Ms. magazine and Kent State University psychologist, Mary P. Koss, revealed many disturbing statistics. Of the women surveyed on 32 different college campuses, 84% who experienced a rape knew their attackers and 57% of the rapes occurred between dating couples (Koss, 1988). "Those statistics make acquaintance rape and date rape more common than left-handedness or heart attacks or alcoholism" (Warsaw, 1988, p. 11). These studies show that acquaintance rape on college campuses is a definite problem that must be addressed.

The Definition of Acquaintance Rape

To assist in the definition of acquaintance rape, the legal definition of rape must be established. The definition of rape, as determined by the Federal Bureau of Investigation, is "carnal knowledge of a female forcibly and against her will" (1989, p. 14). This limiting definition of rape excludes men as rape victims and suggests that other rape situations are actually something less than rape (Ehrhart & Sandler, 1985; Williams, 1984). According to Parrot, "any sexual intercourse without mutual desire is a form of rape" (1988, p. 1). Acquaintance rape is defined as "forced, unwanted intercourse with a person you know" (Hughes & Sandler, 1987, p. 2). The assailant could be anyone within the assaulted person's social circle such as an acquaintance, neighbor,

friend, professor, employer, or lover. The force can come from physical force, weapons, threats, coercion, or tone of voice (Ehrhart & Sandler, 1985; Hughes & Sandler, 1987). A woman has the greatest risk of experiencing acquaintance rape between the ages of 15 and 24 (Ehrhart & Sandler, 1985). Aizenman and Kelley also support Ehrhart and Sandler's findings. Their research found that women were at greatest risk for some form of sexual violence during their last year of high school and first year of college (1998).

Acquaintance rape generally takes place during the first few weeks of the semester, on weekends, or during holidays (Rape Treatment Center, 1990) and when the woman is alone with the man (Hughes & Sandler, 1987). In one study, it was found that "according to women, the most common location for coercive sex was either a private house or apartment (55%), followed by the residence hall (15%), parked car (15%), or fraternity house (5%)" (Miller & Marshall, 1987, p. 44). Typically, the vast majority of acquaintance rapes take place on the attacker's "turf" (Muehlenhard & Linton, 1987). Other high risk areas for acquaintance rape are secluded parking lots and garages, empty academic buildings, poorly lit areas, campus basements, and deserted laundry rooms (Sandler, 1978).

Normally, the motivation of an assailant in a stranger rape is different than that of an acquaintance rapist. "Stranger rape typically involves anger and the urge to dominate and degrade-it is a show of power through sex. Acquaintance rape is more typically the use of power to obtain sex" (Ehrhart & Sandler, 1985, p. 4). Parrot also agrees with this motivational theory for rape (1988). In the media, a rapist is typically depicted as a deranged psychopath who has a "score" to settle with the opposite sex. Realistically, this is not the

profile of a rapist. According to Muehlenhard and Linton, men who commit rape--especially forms of acquaintance rape--are men who hold certain attitudes and beliefs about sex, dating, and women. These men generally accept traditional sex roles, approve of violence toward women, entertain adversarial sexual beliefs, and support rape myths. In addition, men who insist on making all dating decisions, pay all expenses, and drive tend to expect sex from their dates in return (1987). It is believed that these characteristics increase their ability to justify rape (Muehlenhard, Friedman, & Thomas, 1985; Muehlenhard & Linton, 1987).

Finally, acquaintance rape is a violation of the body and of the trust of a person who has been sexually assaulted. Other terms used to describe specific forms of acquaintance rape may be coercive sex (Miller & Marshall, 1987), soft rape, date rape, and gang rape (Parrot, 1988).

A Historical Perspective

In the last decade, issues surrounding acquaintance rape have exploded into the public eye. Rarely a day goes by without the issue of acquaintance rape appearing in a magazine or newspaper article, on a television special or talk show, or as a newly released book or the results of a trial. Has acquaintance rape only recently become a problem or has sexual violence always existed? This question can be addressed through a biblical story found in the second book of Samuel and discussed in Parrot and Bechhofer's book, Acquaintance Rape: The Hidden Crime. The story speaks of a man, Amon, who fell in love with his sister, Tamar. With the help of another man, Amon was able to deceive Tamar and get her alone in his house. When Tamar realized what Amon wanted, she protested that his actions were wrong, but Amon continued.

After Amon raped Tamar, he cast Tamar out of his house with loathing and disgust for her. Later, another brother told Tamar to stop her crying because the incident was not that terrible (1991). "While people have only recently begun to hear about acquaintance rape, the phenomenon is not new. Forced sex between acquaintances has probably occurred as long as people have been involved in relationships with each other" (Parrot & Bechhofer, 1991, p. 15).

The first professionals to do research on the subject of sexual aggression between men and women were Eugene Kanin and Clifford Kirkpatrick. They worked collaboratively and were first published in 1957. Their research, "Male Sex Aggression on a University Campus," examined the types of sexual offenses experienced by females, the characteristics of females who experienced sexual offenses, the characteristics of males who committed the sexual offenses, and the emotional effects and reactions of females. Of those women studied, 55.7% reported experiencing some level of sexual offense during the past academic year. It was also found that the frequency of dating was not a factor for experiencing sexual offenses, younger women more often reported sexual offenses, and women who belonged to sororities experienced sexual offenses slightly more than women who did not. The characteristics of the male sexual offenders, as reported by the offended women, showed that over 80% victimize women of the same age or younger. In addition, a higher proportion of fraternity men were reported to have committed sexual offenses than nonfraternity men. The emotional effects women suffered as a result of experiencing a sexual offense included a high percentage of anger and guilt (Kirkpatrick & Kanin, 1957). "Guilt feelings seemed to be somewhat relieved by more extreme male aggressiveness for which girls could disclaim responsibility"

(Kirkpatrick & Kanin, 1957, p. 57). The researchers also found that women were not reporting the incidents to the authorities and suggested that women should be trained in "informed self-reliance" to reduce their risk of "cumulative personal exploitation and exploitation of other victims because of secrecy [*sic*]" (Kirkpatrick & Kanin, 1957, p. 58).

In the same year, Kanin also published a similar article called "Male Aggression in Dating-Courtship Relations." This research investigated the sexual aggression of males in dating-courtship relationships with high school women. The research was conducted in a fashion similar to Kanin and Kirkpatrick's, but Kanin focused on "the protective influence of the family, the provocation of the aggressive episodes, and situational factors, such as the influence of alcohol and the site of occurrence" (1957, p. 197). Kanin found that episodes of greater sexual offensiveness occurred during the latter part of a woman's senior year in high school and during the summer before entrance into college. In addition, parental cautioning and the existence of an older brother were found to be associated with not experiencing a sexual offense, although there is no definitive reasoning for these associations. Also, sexual aggression at higher levels of intimacy existed to a greater extent within a steady relationship than in a casual dating situation. This contradicted the belief that women are safe from sexual aggression within extended relationships (Kanin, 1957).

Kanin reports:

To some extent, both the male and female subcultures contain the notion that sex aggression is somehow the "fault" of the female; in short, girls frequently report they "let it get out of hand," and men reply "they [the girls] were asking for it." (1957, p. 201)

Working from this premise, the researcher found 58% of sexual offenses were not preceded by some type of consented sexual play between the couple. Kanin believed the media may have played an important role in the depiction of aggressive behavior within male/female sexual relations. This, combined with poor communication between the sexes, could have set the stage for sexual aggression to occur. Kanin also investigated situational factors resulting in sexual aggression. When the male was under the influence of alcohol, sexual aggression occurred in 16.1% of the reported offenses. In addition, approximately 69% of the women experienced sexual aggression in the seclusion of a motor vehicle and 18.1% experienced an offense in their own home (Kanin, 1957).

The reason why Kanin and Kirkpatrick's research of male sexual aggression has been examined so extensively is two-fold. First, it is believed that understanding the foundation of research on sexual aggression will enhance comprehension of the present problem of acquaintance rape. Second, it is important to show that a concern for this issue has existed for many years.

Several landmark events have occurred in the history of acquaintance rape since Kanin and Kirkpatrick's publications in 1957. These events have been compiled and listed in the book Acquaintance Rape: The Hidden Crime. The following is a cursory review of this list.

1976 Against Our Will, Susan Brownmiller's historical treatise on rape, published....

1979 Landmark two-part study by Giarrusso, Goodchilds, Johnson, and Zellman revealed significant percentage of teenagers believed forced sex on dates was sometimes acceptable....

- 1981 Study by Neil Malamuth, in which 35% of college men indicated some likelihood that they would rape if they could be assured of getting away with it.
- 1982 First use of the term "date rape" in widely circulating publication (Ms. magazine article based on Koss's research).
- 1984 First syndicated talk show (Donahue) on date rape....
- 1985 Nationwide survey of rape by Dr. Mary Koss, including more than 6,100 college students and 30 college campuses, documented that one in four college women have experienced rape or attempted rape....
- 1987 ABC aired After-School Special on acquaintance rape, "Between Friends," aimed at teenagers.
- 1987 Harvard Law Professor Susan Estrich's Real Rape was published, a book about how acquaintance rape is treated by the legal system....
- 1988 Robin Warshaw's book, I Never Called It Rape, based on Koss's nationwide survey of college campuses, published; first book on acquaintance rape written for general audience....
- 1989 Made-for-television documentary, "Against Her Will," focusing on date rape on college campuses, narrated by Kelly McGillis on Lifetime Cable Network....
- 1989 Since 1955, over 200 scholarly papers and articles written on acquaintance/date rape, over 175 of which were written during the past decade. (Parrot & Bechofer, 1991, p. 18)

In addition to the above list, educational programs to reduce the risk of acquaintance rape on college campuses are being established. In November of 1990, the President signed into law the Student Right-To-Know and Campus Security Act (Tuttle, 1991). This act reads:

Schools which heretofore have done little or nothing in the way of documenting and reporting on campus criminal offenses will be required to establish a record keeping system. Crime prevention programs which will ensure that students and other members of the campus community receive "timely notice" of incidents which may pose a risk to their safety will have to be implemented. (Tuttle, 1991, p. iii)

It is apparent that much has been done regarding acquaintance rape research and awareness, especially in the last decade. However, more must be accomplished educationally to substantially reduce its occurrence (Neff, 1988; Sandberg, Jackson, & Jackson, 1987).

Acquaintance Rape: The Problem

Many factors in today's society contribute to the problem of acquaintance rape. The following section focuses on these six areas: myths, attitudes, sex-role socialization, communication, alcohol use, and environmental factors. These six interrelated areas are believed to perpetuate this problem but are not considered all inclusive.

Myths

It is reported that many Americans believe in rape myths (Burt, 1980), men are more likely than women to hold these myths (Margolin, Miller, & Moran, 1989), and there exists "a positive relationship between the tendency to abuse and the acceptance of rape myths" (Peterson & Franzese, 1987, p. 227). Probably the most prevalent myth regarding rape deals with what is actually perceived or defined as a "real" rape.

The classic "real" rape, for many people, is a rape by a stranger who uses a weapon-an assault done at night, outside (in a dark alley), with a lot of violence, resistance by the victim, and hence severe wounds and signs of struggle. (Parrot & Bechhofer, 1991, p. 27)

Typically, acquaintance rape does not mirror this mythical definition of rape (Koss, 1988; Muehlenhard & Linton, 1987). Therefore, many people do not identify acquaintance rape as actual rape (Neff, 1988) or as legitimate enough to report (Williams, 1984).

Burt found over 50% of those surveyed reported agreeing with such mythical statements as: 1) A woman who goes to the man's residence on the first date implies she is sexually willing, 2) The majority of rapes involve a woman who is promiscuous or has a bad reputation, and 3) A woman cries rape only to get back at a man she is angry with or if she is trying to cover up an

illegitimate pregnancy (1980). In reaction to these findings, Burt concluded that "the world is indeed not a safe place for rape victims" (1980, p. 229). Other rape myths are also commonly upheld in our society. These include the following: the motive for rape is sexual, rape is an impulsive act, a woman cannot be raped against her will, and black men usually rape white women (Sandler, 1978). According to Warsaw, society also promotes the following beliefs:

Women who don't fight back haven't been raped. If there's no gun or knife, you haven't been raped. It's not really rape if the victim isn't a virgin. If a woman lets a man buy her dinner or pay for a movie or drinks, she owes him sex. Agreeing to kiss or neck or pet with a man means that a woman has agreed to have intercourse with him. When men are sexually aroused, they need to have sex or they will get "blue balls." Also, once they get turned on, men can't help themselves from forcing sex on a woman. (1988, pp. 19-20)

In actuality, someone who is forced to have sex has been raped, whether they fight back or not. It is rape whether a person uses weapons, physical strength, or threats. Also, it is rape even if the person was not a virgin or had willingly engaged in sexual intercourse with the rapist in the past. In addition, no one owes another person sex in return for dinner or anything else, and everyone has the right to stop sexual activity at any point, for any reason. Finally, men do not need to have sex after arousal and are quite capable of controlling their sexual desires (Warsaw, 1988).

In conclusion, "rape myths allow rapists to rape with near-impunity. They teach women to blame themselves....They transform rape by acquaintances, friends, and intimates into no rape at all....[and, lastly,] rape myths keep her quiet and keep her controlled" (Parrot & Bechhofer, 1991, p. 37). Changing adherence to rape myths will not be easy. They are "closely interconnected with other strongly held and pervasive attitudes" (Burt, 1980, p. 229). For

change to result, intervention is required at an early age and must be reinforced throughout adolescence (Burt, 1980).

Attitudes

An attitude, as defined by Webster's Dictionary, is "a mental position" (Cayne, 1989, p. 60) on a particular topic or issue. Sandberg et al. maintain that "dating attitudes alone do not reveal what takes place on dates. They merely indicate the atmosphere or context in which sexual activity occurs" (1987, p. 307). Other researchers believe holding certain attitudes regarding violence, sexuality, and women influences an individual's perception and justifiability of rape (Jenkins & Dambrot, 1987; Muehlenhard, 1988; Muehlenhard & Linton, 1987). Researchers also have found that men, in comparison to women, accept more rape-conducive attitudes (Jenkins & Dambrot, 1987; Muehlenhard et al., 1985) and, therefore, are more likely to participate in sexually aggressive behavior (Muehlenhard & Linton, 1987) or reinforce this type of behavior in other men (Hall, Howard, and Boezio, 1986).

Literature contains both examples of sexist attitudes regarding women and outdated attitudes about rape that harbor a climate for acquaintance rape. The notion that "women exist solely for men's sexual gratification and pleasure" (Ehrhart & Sandler, 1985, p. 7) or that a woman is "an object that may be purchased is still integral to the concept of American dating. Men generally initiate the social interaction, direct the evening, and pay the expenses" (Sandberg et al., 1987, p. 304), anticipating sex in return. One researcher found "approximately 50% of the entire sample believed that sexual activity was expected of them after an expensive date" (Sandberg et al., 1987, p. 307).

A landmark study on rape attitudes found over 25% of the adolescent males surveyed believed it was acceptable to force sex on a woman if they had prior sexual contact, if the woman was drunk or high on drugs, or if the woman let the man touch her breasts. In addition, over 40% reported forced intercourse was acceptable if the man and woman had been dating for an extended period of time or if the woman had excited the man sexually (Giarrusso, Johnson, Goodchilds, & Zellman, 1979).

Other attitudes that foster acquaintance rape include: 1) if a woman is sexually active she will sleep with anyone (Hughes & Sandler, 1987), 2) leading a man on (Muehlenhard et al., 1985) or behaving in a certain manner (Ehrhart & Sandler, 1985) justifies rape, 3) all women want to be raped, and 4) women cannot be raped against their will (Sandler, 1978). Additionally, there is concern about "the number of men and women who said that they had engaged in sexual intercourse because the men had become so sexually aroused that it was impossible for them to control themselves" (Miller & Marshall, 1987, p. 46) or that it was inappropriate to refuse (Sandberg et al., 1987). It is evident education on these topics is needed for both men and women (Miller & Marshall, 1987).

Both Ehrhart and Sandler (1985) and Hughes and Sandler (1987) agree that men do not see themselves as rapists, instead they regard their actions as "normal" party behavior. In many cases where the man views the incident as a voluntary sexual encounter, the woman sees the incident as a personal violation (Ehrhart & Sandler, 1985). "Clearly, then, encouraging egalitarian, nonsexist attitudes is critical....The growth of egalitarian attitudes towards male-

female relationships might reduce the peer support rapists receive and might therefore make rape less likely" (Hall et al., 1986, p. 116).

Sex-Role Socialization

The types of messages men and women receive regarding their sexual roles can have serious implications on how they regard intimacy and relationships (Neff, 1988). For instance, according to Aizenman and Kelley, there is a significant relationship between being physically abused or witnessing abuse and growing up to become abusive. It is believed that women are more susceptible to abuse than men and are subjected to more sexual abuse at a younger age. Therefore, more women tend to readily accept similar abuse in romantic relationships later in life (1988).

Also, sex-role socialization can have a tremendous influence on how men and women think, behave, and react sexually. For example, women are taught to be passive, dependent, and to be peacemakers (Hughes & Sandler, 1987) and men are taught to be dominant and aggressive (Aizenman & Kelley, 1988). Thus, violence or use of force may be viewed more positively by men than women, and certain types of activities (e.g., forced sexual activity) may be used to prove masculinity (Aizenman & Kelley, 1988; Garcia, 1982). Men are taught the following:

To view sexual activity as an end in itself, and a relationship as a means to that end....[additionally,] men learn that it is their responsibility to initiate, not only in asking women for dates, but on every level of affectionate or sexual touching. (Neff, 1988, p. 148)

Finally, men are encouraged by their peers to make sexually inappropriate advances toward women just to gain experience (Neff, 1988). On the other hand, women learn that it is their role "to be sexually attractive but not sexually

available. In situations where a woman is approached sexually by a man whom she knows, it is the woman who often must assume responsibility for controlling the extent of the sexual activity" (Tetreault & Barnett, 1987, p. 356). These findings are further supported by LaPlante, McCormick, and Brannigan. They report that men and women "both accepted and practiced the sexual script which dictates that men use any available strategy to have sexual intercourse and women use any available strategy to avoid having sex" (1980, p. 350). When men and women experience sex-role socialization and adopt these beliefs, the result is "a system of cross-sex expectations that are often ambiguous and unclear" (Sandberg et al., 1987, p. 304). Furthermore, this "may result in greater hesitancy about defining the situation as rape" (Check & Malamuth, 1983, p. 353), as well as a greater propensity to engage in sexually aggressive activities that are legally defined as rape (Check & Malamuth, 1983).

Communication

In both lay and professional literature, premarital relationships are typically:

characterized as highly idealized, and the potential for physical and sexual violence in the context of courtship is neglected. It is readily apparent, however, that sexual activity in courtship takes place in an atmosphere that is prone to misinformation, miscommunication, and misunderstanding. (Sandberg et al., 1987, p. 306)

Miller and Marshall's research on coercive sex contains a good example of how misinformation and communication play a role in sexual relationships. "When asked whether they [men] had ever obtained sexual intercourse with a woman by saying things they did not mean, 30% of the responding men...said yes" (1987, p. 41). In comparison, only 6% of the women admitted saying things that were not true (Miller & Marshall, 1987). Muehlenhard and Hollabaugh's

research on women's token resistance to sex found approximately 40% of the women surveyed reported saying no to sex when they wished to engage in intercourse. A number of reasons why women reported engaging in token resistance included fear of appearing promiscuous, uncertainty about the partner's feelings, emotional or moral concerns, and fear of sexually transmitted diseases (1988). "Although token resistance may be a rational response to the double standard, it is...not without its negative consequences. It discourages honest communication. It makes women appear manipulative....[and] it probably also encourages men to ignore women's refusals" (Muehlenhard & Hollabaugh, 1988, p. 878). In addition to this research, Sandberg et al. report "59% of the college student respondents...believed that dating partners said 'no' to sexual activity when they really meant 'yes'" (1987, p. 307). This confirms that "verbal exchanges among dating partners are prone to disbelief and misinterpretation" (Sandberg et al., 1987, p. 307).

Sexual misunderstanding between men and women is also very evident in the literature. Abbey (1982) and Shotland and Craig (1988) found men perceive situations more sexually than women. In one study, 67% of the students reported that their friendliness had been misperceived as sexual intent. Of those who reported experiencing this type of misperception, a significantly greater amount were women (Abbey, 1987). The most common technique used to deal with these misperceptions of sexual intent was to simply tell the misperceiver they were not interested. "A substantial minority, however, used indirect methods such as...making an excuse..., ignoring it, making the person stop touching them without saying why, or temporarily agreeing to what was asked and then backing out later" (Abbey, 1987, p. 182). In conclusion,

Aizenman and Kelley believed "that considerable numbers of young people are suffering from a lack of good communication in the area of sexuality and a lack of confidence in asserting their sexual rights and needs" (1988, p. 309). Such gross misunderstandings within a group most certainly will lead to sexual aggression among its members (Muehlenhard & Linton, 1987).

Alcohol Use

Alcohol has a strong effect on social behavior (Steele & Southwick, 1985) and "is widely regarded as a facilitator of violence and sexuality" (George & Marlatt, 1986, p. 150). One study suggests "that normal heterosexual males who have been drinking (or believe they have been drinking) may exhibit sexual arousal patterns indistinguishable from those patterns reported for identified rapists" (Bridgell et al., 1978, p. 427). A more recent study done by George and Marlatt found that subjects who consumed or thought they had consumed alcohol showed a greater liking and interest for violent and erotic materials compared to those who did not consume alcohol (1986). They also theorized that societal expectations (e.g., correlating alcohol to violence and sexuality) influence an individual's behavioral reaction to alcohol consumption (George & Marlatt, 1986).

The involvement of alcohol and other drugs with acquaintance rape occurs frequently. The use of alcohol and other drugs create an atmosphere where men's inhibitions are lowered, women's capabilities to sense danger are substantially reduced, and individuals' perceptions of reality are largely distorted (Ehrhart & Sandler, 1985). Therefore, it is not surprising to find "more than one-half of the women who said that they had experienced psychological pressure or physical force that resulted in unwanted sexual intercourse

indicated that this had happened when they were using alcohol or other drugs" (Miller & Marshall, 1987, p. 46). One reason for irresponsible alcohol and other drug use is that "many fraternities glorify drinking and may deliberately encourage women to overdrink. At one institution, members of one fraternity kept a chart listing the number of beers it took to seduce certain women" (Ehrhart & Sandler, 1985, p. 7).

There is a societal belief that "consequences for inappropriate behavior are less severe for drinkers. Behaviors performed under the influence of alcohol are expected to be judged less harshly by the self and perceived less seriously by others" (George & Marlatt, 1986, p. 157). In addition, alcohol is used "as an 'excuse' for inappropriate or antisocial behavior" (Steele & Southwick, 1985, p. 18). This supports the behavior of sexually aggressive males and increases the responsibility placed on the woman (Ehrhart & Sandler, 1985; Howard, 1984). According to Ehrhart and Sandler, the fact that a woman is intoxicated is viewed by some as an open invitation for sex. A woman under the influence is perceived as a willing partner because of the absence of protest or because the protests are not taken seriously due to her condition. If these twisted thought processes are not bad enough, the raped woman is then later implicated in (or viewed responsible for) the crime because she had been drinking or using other drugs (1985).

Environmental Factors

When first considering environmental factors that contribute to acquaintance rape, conditions such as poorly lit areas, isolated parking lots, empty academic buildings, and deserted laundry rooms (Sandler, 1978) may come to mind. However, reviewing the dynamics of acquaintance rape causes

other environmental factors to become evident. Young women, on their own for the first time, are often unsure how to handle themselves. "Usually, their social circles in college expand greatly and at a rapid rate....[and] they may not have developed the skills needed to balance independence and security" (Ehrhart & Sandler, 1985, p. 4). Additionally, they may experience college men who are also insecure and "may be seeking confirmation of their 'manhood' via sexual behavior" (Ehrhart & Sandler, 1985, p. 4). Other environmental factors facilitating acquaintance rape may be the living arrangements students experience in residence halls and the ease of accessibility to the opposite sex living within these halls (Sandler, 1978). In addition, students live, and most times socialize, in small living quarters where a bed may be the only available furniture to sit on. These types of living arrangements, compounded by other factors that contribute to rape, may explain why acquaintance rape most often occurs in the residence of the rapist or assaulted person (Ehrhart & Sandler, 1985).

Sanday, in her cross-cultural study of rape, found that characteristics such as interpersonal violence, male dominance, and sexual separation existed within "rape prone" cultures (1981). These characteristics also exist within the university environment. Special male clubs, specifically fraternities and certain athletic organizations, enjoy prestige (Parrot & Bechhofer, 1991) and popularity (Ehrhart & Sandler, 1985) unequalled by other campus groups. This contributes to a feeling of superiority and privilege, where group morality is thought to be superior (Parrot & Bechhofer, 1991), "and personal integrity is frequently a weak match for group loyalty" (Toufexis, 1990, p. 76). Typically, these groups do not feel responsible for their behavior (Ehrhart & Sandler,

1985) or its severity is "diluted by the presence of others, who share the blame" (Parrot & Bechhofer, 1991, p. 147). Statistics support these findings by showing that a great majority of rapes are perpetrated by members of fraternities and athletic organizations (Ehrhart & Sandler, 1985; Garrett-Gooding & Senter, 1987). One study done for the National Institute of Mental Health discovered the following:

Athletes participated in about a third of the 862 sexual attacks on campuses. Another national study of 24 gang sexual assaults at colleges found that most involved fraternity brothers or members of athletic teams, primarily the football and basketball squads. (Toufexis, 1990, p. 76)

Legal Issues

The laws surrounding rape and acquaintance rape have been inequitable throughout history. For instance, in the Hebrew culture, if a woman was raped within the walls of a city, she "was considered culpable, adulterous and irrevocably defiled" (Brownmiller, 1975, p. 19). Similar sentences were also handed down during the days of Hammurabi Law. It was not until the Middle Ages that some type of rebuke existed for a woman who had been raped (Brownmiller, 1975). It was not until the thirteenth century that rape was legally defined to include matrons, nuns, widows, concubines, and even prostitutes, rather than only virgins. At this time, statutory rape was also established for children (Brownmiller, 1975). Up until the thirteenth century (and possibly beyond) the rape of a woman was considered "a crime against the male estate" (Brownmiller, 1975, p. 17). "From the thirteenth to the twentieth century, little has changed. The later giants of jurisprudence, Hale, Blackstone, Wigmore and the rest, continued to point a suspicious finger at the female victim and worry about her motivations and 'good fame'" (Brownmiller, 1975, p. 30).

Today, women who are raped by an acquaintance have the same criminal and civil options as women who have been raped by a stranger. However, an acquaintance rape is more difficult to prove than a stranger rape. A gun or knife is rarely used in an acquaintance rape, therefore it is only the assaulted woman's word against that of the attacker. To prove sex was "forced" now becomes more difficult (Hughes & Sandler, 1987).

Neff reports rape and other forms of sexual aggression are likely to be the most underreported of all major crimes in the United States (1988). In addition, it is believed that for every rape reported to the authorities, there are 3-10 rapes that go unreported in the United States (Law Enforcement Assistance Administration, 1976). In a study conducted at Kent State University, approximately 20% of the females surveyed said they had experienced acquaintance rape or an attempted acquaintance rape. Of these, only 8% reported the incident to the police (Koss & Oros, 1982). Another study was conducted at the University of South Dakota with similar results (Miller & Marshall, 1987). It is believed that a woman who is sexually assaulted does not report the crime because of shame, humiliation, trauma, an unwillingness to confront the attacker (Hughes & Sandler, 1987), and/or the belief that she was not a "true rape victim" (Williams, 1984, p. 464). Common fears that also impede the reporting of sexual aggression include the belief that the court system will conclude there was not sufficient resistance or will use past sexual history (Neff, 1988). For equity to exist within the legal system, the system must become consistent in its methodology for treating rape and acquaintance rape cases.

Another avenue women are taking, regarding the prosecution of their attacker, lies within the civil court. "Laws of evidence are less strict for civil suits so even if she does not file a criminal suit, or if she loses a criminal suit, it is still possible in some instances to collect damages" (Hughes & Sandler, 1987, p. 8). Some women have also filed third-party liability suits against institutions and organizations involved (e.g., universities and fraternities) "for not warning them against the known hazardous situations" (Ehrhart & Sandler, 1985, p. 9).

In response to these problems, steps are being taken at national levels.

For instance:

Canada's parliament is expected to pass legislation that would require a man to secure consent from his partner before engaging in sexual activity....the bill makes it the man's responsibility to establish consent and requires a judge to consider seven factors before allowing questions about a woman's sexual past to be used as evidence. (Schneider, 1992, p. 8)

In the United States, President Bush has recently signed into law the Student Right-To-Know and Campus Security Act. This act mandates all institutions of higher education to establish and keep a record system reporting criminal offenses occurring on property considered to be under the institution's jurisdiction. In addition, the institution must make these statistics available to students attending the institution (Tuttle, 1991).

Individual states have also taken action. The state where this research was conducted passed Wisconsin Act 177 (1989). This act incorporated information for new and continuing students regarding sexual assault, sexual harassment, acquaintance rape, and date rape into institutional orientation programs. In addition, students must be informed about national, state, and institutional statistics, the rights of an assaulted person, community resources

for support, risk-reduction methods, and legal definitions and penalties. This act also mandated that employees of institutions report criminal offenses to a named office within the institution and that the institution then report these offenses to the University System Board of Regents.

The institution where this research was conducted, has taken these requirements even further. In 1988, the University of Wisconsin-Platteville organized a Task Force on Sexual Assault. This group, headed by Pat Doyle and comprised of faculty, staff, students, and community members, has developed and sponsored many meaningful activities on campus in the last 4 years. The passing of Wisconsin Act 177 expedited the Task Force's efforts and enabled the university to do more than just the bare minimum. At the University of Wisconsin-Platteville, educational experiences addressing the issues of sexual violence are mandatory for students participating in athletic and Greek organizations and for those living in the residence halls. "Written information is also distributed to all students, faculty, and staff. In addition, training is held for all resident assistants and resident directors as well as peer advisors and peer mentors" (P. Doyle, personal communication, March 4, 1992). Finally, these educational experiences are facilitated by several different organizations on campus, many of which rely heavily on peers as information disseminators.

Education as a Solution

It is possible to see that college women are very vulnerable to acquaintance rape. Many factors present in our society set the stage for this to take place. To substantially reduce acquaintance rape, educational programs must begin with adequate sex education and awareness (Miller, 1988) in order to promote "the idea of sex as a mutually undertaken, freely chosen, fully

conscious interaction, in contradistinction to the too often held view that it is a battlefield in which each side tries to exploit the other" (Burt, 1980, p. 229). Then, programs must challenge sexual stereotypes (Burt, 1980), attitudes, ethics, behavior, and styles of communication (Miller, 1988). In addition, institutions need to implement and enforce policy to make it very clear that rape and other forms of sexual violence are unacceptable (Sandler, 1978). Finally, "information and training about acquaintance rape awareness and institutional policies, procedures, and resources should be provided to all members of the university community" (Neff, 1988, p. 150). Ultimately, a total restructuring of society must prevail in order to totally eliminate rape and violence against women (Sandberg et al., 1987).

Effectiveness of Peer Education

Peer education is "students helping other students to encourage positive behavior change" (Kruse, 1992). Peer education is regarded as an important and valuable mode of instruction in the area of health education (Barker, 1991; Finn, 1981; Perry, Klemp, Halper, Hawkins, & Murray, 1986; Steinhausen, 1983). Peer education programs may exist in many different capacities. These programs may be structured or unstructured, and/or substitute or supplement conventional teaching methods (Perry et al., 1986). According to Barker, "peer education as a method of sex education continued to be an important component of many adolescent pregnancy prevention programs [world-wide] with roughly one-third reporting that they relied on peer education" (1991, p. 4). In a nation-wide sample of secondary schools, Steinhausen found that 24% of these schools provided some type of formal peer education program for their students. These programs covered topics including decision-making and

communication skills, peer pressure, healthy relationships, suicide, alcohol and other drug use, and sexual health issues (1983). From this indepth look at the nation's health education practices, Steinhausen concluded that "peer education can no longer be thought of as simply a fad in education" (1983, p. 10).

Success among school-based peer education programs has been extraordinary (Perry et al., 1986; Tokarz & Sullivan, 1989; Young, Elder, Green, de Moor, & Wildey, 1988). In a study that examined the use of tobacco in school-aged children, researchers found that 68% of the peer educators believed the programs had been effective in reducing the use of tobacco (Perry et al., 1986). Another peer effort, attempting to increase immunization awareness at the college level, was found to be very effective in comparison to programs employing no peer involvement (Clark & Clark, 1985). Finally, according to Barbara White, "students are playing an increasingly important role....they are helping to educate their peers about the many issues facing them and with a great deal of success" (1991, p. 7).

Summary

Forms of rape and acquaintance rape have frequently occurred throughout history. Today, due to several societal factors, acquaintance rape manifests itself in the university setting. Typically, a woman will experience rape by someone she knows rather than by a stranger. This is called acquaintance rape. The attacker can be anyone the woman knows and usually employs threats and coercion instead of weapons. The acquaintance rapist differs from a stranger rapist. An acquaintance rapist uses power to gain sex where a stranger rapist uses sex to gain power. Women ages 15 to 24 years

old are at highest risk, and of those who experience rape, 50-75% know their attacker. Generally, acquaintance rape takes place when the couple is in an isolated place, during weekends, holidays, or late in the evenings.

Because of the shame, guilt, and emotional trauma, incidences of acquaintance rape are rarely disclosed. When a rape is disclosed, a woman may experience additional trauma via "blaming of the victim." This most often occurs because many people in our society believe rape myths, hold certain attitudes about relationships and women, and experience sex-role socialization. In addition, men who rape typically accept rape myths, adhere to traditional sex roles, approve of interpersonal violence, and hold adversarial beliefs about women.

Acquaintance rape remains a problem because men and women do not realize forced sex is rape. The man thinks he was just "having a good time" while the woman feels confused and violated. Men and women who fall prey to sex-role stereotyping, rape-conducive attitudes, and poor communication also contribute to the incidence of acquaintance rape. To reduce the risk, young adults must learn to clearly communicate their sexual intents, needs, and desires. In addition, alcohol and other drugs play a role in the occurrence of acquaintance rape. When using alcohol and other drugs, inhibitions are lowered, common sense is blurred, and assumptions are made regarding sexual availability. This creates an atmosphere conducive to forms of sexual aggression and acquaintance rape.

It is believed rape is the most underreported crime in America. Today, women have the ability to prosecute through the criminal court. Unfortunately, most criminal proceedings are settled in favor of the assailant. Therefore,

another option that is being increasingly utilized is the civil suit. This avenue is more successful because the evidence needed is less strict than with criminal charges. Recently, several laws have been passed at the national, state, and institutional levels to reduce the risk of acquaintance rape, but more must occur. The power to stop rape lies in education. Young adults, educators, law makers, and eventually all of society must become educated in order for rape and other forms of sexual aggression to be eradicated.

CHAPTER III

METHODS AND PROCEDURES

This study utilized a quasi-experimental design which evaluated the change in sexual and dating attitudes of male athletes who participated in an acquaintance rape prevention program at the University of Wisconsin-Platteville.

Subject Selection

The participants of this study consisted of male college athletes who had not received the mandatory sexual assault programming for the 1991-92 school year at the University of Wisconsin-Platteville. The three athletic organizations involved in the study were randomly assigned to an experimental or control group. One athletic organization was assigned to Experimental Group A, which consisted of 15 participants. The second athletic organization was assigned to Experimental Group B which consisted of 35 participants. The last athletic organization was assigned to the Control Group. This group contained a total of 41 participants. The sizes of the athletic organizations chosen to participate in the study dictated the group sizes. Both experimental groups received the same intervention, but on different occasions, and the control group received no intervention until the data were collected. Participation in this research fulfilled the mandatory sexual assault programming required of all University of Wisconsin-Platteville athletic organizations.

Instrumentation

The instruments used to collect data for the study were the "Survey of Sexual and Dating Attitudes," (see Appendix A) developed in 1984 by

Dr. R. Thomas Dull and Dr. David Giacopassi and a "Program Evaluation," (see Appendix B) modified for the study by the primary researcher. The scoring method used for the 15 question "Survey of Sexual and Dating Attitudes" was a 5-point Likert scale with response categories ranging from strongly agree to strongly disagree. Information regarding the survey's reliability and validity was not available at the time of the study. According to the authors, the survey questions attempted to probe student attitudes toward sex, dating, sexual aggression, and rape (Dull & Giacopassi, 1987).

The program evaluation, developed in 1990 by the University of Wisconsin-La Crosse Continuing Education and Extension Office, was modified for use in this research. Used as a process evaluation, the "Program Evaluation" attempted to gain insight into the participants' reactions regarding the value of program content, preferred delivery of information and activities, facilitator style, general reactions, and the need for this type of programming at the University of Wisconsin-Platteville.

Procedures

The recruitment procedures, used to obtain participants, required the approval of the University of Wisconsin-Platteville institutional review board, the athletic director, and those athletic coaches with team members who had not received the mandatory sexual assault programming for the 1991-92 school year. The research participants were randomly assigned by athletic organization to an experimental or control group. The assignment process began by assigning each athletic organization a number, ranging from one to three. The first athletic organization number shown on a computer generated table of random numbers was selected to be the Experimental Group A. To

keep the experimental and control groups similar in size, the two remaining athletic organizations were assigned to groups according to the size of the initial athletic organization.

The study utilized a quasi-experimental design which attempted to evaluate the change in sexual and dating attitudes of male athletes who participated in an acquaintance rape prevention program. After consent was obtained from the participants (see Appendix C) and the procedures were explained (see Appendix D), Experimental Group A and Experimental Group B took the pretest and, immediately afterward, participated in the intervention. During the same time period, the Control Group also received the pretest. Approximately 1 week later, the 3 groups took the posttest. After completion of the posttest, the Control Group participated in the intervention. In addition to the pretest and posttest evaluation, all participants completed the "Program Evaluation," which was administered immediately after the interventions. Finally, a preanalyses was conducted within each group to evaluate if a pretest to posttest difference resulted.

The acquaintance rape prevention program or intervention was facilitated by "Men Care." This was a group of male, student volunteers who presented information and facilitated activities geared specifically toward men. Their primary goal was to create an awareness of acquaintance rape, provide opportunities for men to challenge myths and stereotypes, and actively work toward a safer college experience for all. For a more thorough explanation of the intervention provided by "Men Care" and their goals and objectives, refer to Appendix E.

Data Collection and Analysis

Upon examination of the preanalyses and the null hypotheses, the following nonparametric statistical analyses were chosen. To examine the preanalyses within group, the Wilcoxon test of significance was utilized. The Wilcoxon can be used to test for significant difference within a group. This analysis was utilized because the dependent variable was nominal and the test determined "the significance of difference between two related samples according to some measured trait" (Champion, 1970, p. 165). In this study, the measured trait was the difference between pretest to posttest values within each group. To examine the null hypotheses, the Mann-Whitney U test of significance was utilized. The Mann-Whitney U can be used to examine whether or not a difference exists between two groups. This test was utilized because the dependent variable was ordinal and the test examined "whether the various ranked values for any given variable are equally distributed throughout both samples" (Champion, 1970, p. 176). These tests of significance were used to determine the results of the preanalyses and the null hypotheses. The level of significance for these tests was set at .05.

CHAPTER IV

RESULTS AND DISCUSSION

This study examined the effectiveness of an acquaintance rape prevention program on a sample population of male athletes at the University of Wisconsin-Platteville. In this chapter, the results of the demographics, the preanalyses, the inferential statistics, and the additional evaluations and their implications are discussed.

Demographics

After the exclusion of participants who did not fully complete the survey instruments, Experimental Group A suffered an attrition rate of 4, reducing the group number to 11 participants. Experimental Group B initially consisted of 35 participants. This sample size was reduced by 6, resulting in a sample size of 29 participants. The Control Group experienced the highest attrition rate. By the end of the study, it was reduced from 41 to 26 participants.

Of the 66 men in the study, the mean age was 19.4 years. Those who were 18 years or younger represented 30.3% of the total sample population. Men, 19 years of age, represented 28.8% of the total participants. Those who were 20 years of age represented 15.2% and those 21 years of age represented 13.6%. Participants 22 years of age or older represented 7.6% of the sample population. Finally, 4.5% of the participants did not respond to the question (see Table 1).

Of those sampled, 40.9% had Freshman status and 24.2% had Sophomore status. Juniors represented 18.2% of the sample population and

Seniors made up 15.2% of the sample population. Lastly, 1.5% of the participants did not provide a response.

Table 1. Age breakdown and total percentages for the three athletic organizations

Age	Group A	Group B	Control	Total %
≤18	3	11	6	30.3%
19	4	6	9	28.8%
20	1	5	4	15.2%
21	1	4	4	13.6%
≥22	2	1	2	7.6%
NR*	0	2	1	4.5%

*NR = no response

When asked what college they were enrolled in, 36.4% of the participants stated they were enrolled in Engineering, 18.2% said Arts and Sciences, 15.2% reported Business, Industry & Communication, 9.1% reported Education, 4.5% reported Agricultural Sciences, and 1.5% stated they were undecided. The percentage of participants who did not respond to the question equalled 15.2%.

The question, "Have you participated in any other sexual assault program this semester?" was also asked. Of the 66 men who participated in the study, 45.5% said they had participated in another program, 51.5% said they had not, and 3.0% did not respond. Of those who had participated in a program, 86.7% reported receiving the program through the residence hall, while 10% reported receiving the program through another athletic

organization. The remaining 3.3% reported participating in a nonuniversity related program (see Table 2).

Table 2. Participation in another sexual assault program in the past semester

Question	Group A	Group B	Control	Total %
Participated				
Yes	3	12	15	45.5%
No	7	16	11	51.5%
NR*	1	1	0	3.0%
Where				
Residence hall	2	11	13	86.7%
Athletic org.	1	0	2	10.0%
Other	0	1	0	3.3%

*NR = no response

Results of Preatalyses

A nonparametric statistical analysis was used to identify an association within each group regarding the pretest to posttest survey response. The Wilcoxon test was applied to the ranked data for Experimental Group A ($n = 11$). The difference in ranks was not found to be statistically significant ($T = 27.5$, $z = -0.20$, $p \leq .05$) indicating there was no statistically significant difference between the pretest to posttest survey response.

In addition, the Wilcoxon test was applied to the ranked data for Experimental Group B ($n = 29$). The difference in ranks was found to be

statistically significant ($T = 217.5$, $z = -3.23$, $p > .05$) indicating there was a statistically significant difference between the pretest to posttest survey response.

Finally, the Wilcoxon test was applied to the ranked data for the athletes who received no program ($n = 26$). The difference in ranks was not found to be statistically significant ($T = 162.5$, $z = -1.00$, $p \leq .05$) indicating there was no statistically significant difference between the pretest to posttest survey response.

Discussion of Preanalyses

The preanalyses looked for an association within each group regarding the pretest to posttest survey response. When comparing the pretest to posttest response of Experimental Group B, a statistically significant difference resulted. This indicated that a change occurred in the sexual and dating attitudes of the athletes in Experimental Group B.

When comparing the difference in pretest to posttest response of those athletes who received no program, a statistically significant difference failed to emerge. This is important to note because this group was utilized as the control for the study. Therefore, it can be said that the lack of significance in this group showed that outside factors had not influenced the sample population during the study period.

The final preanalyses examined the difference in pretest to posttest response of Experimental Group A. The analysis showed that a statistically significant difference did not occur. One possibility for this result could be that a characteristic existed in the athletes of Group A that did not exist in the other group. For instance, 6 of the 11 athletes in Group A believed rape was not a

problem. In comparison to the other groups, these athletes were less likely to view rape as a problem. In addition, athletes in Group A responded more negatively to the mandatory education than did the athletes of the other groups. Another possible explanation for this result could be the low number of participants found in Experimental Group A ($n = 11$).

Inferential Statistics

For the nonparametric statistics, the Mann-Whitney U, was used to identify any differences among the three groups regarding the pretest to posttest survey response.

Null Hypothesis 1

Null hypothesis 1 states: There will not be a statistically significant difference between the pretest to posttest change score values on the attitude scale of the athletes in Group A compared to the athletes who receive no program. The Mann-Whitney U test was applied to the ranked data for Experimental Group A ($n = 11$) and the Control Group ($n = 26$). The difference in ranks was not found to be statistically significant ($U = 117, z = -0.87, p \leq .05$) indicating there was no statistically significant difference between the two groups in regard to survey response. The null hypothesis was not rejected.

Null Hypothesis 2

Null hypothesis 2 states: There will not be a statistically significant difference between the pretest to posttest change score values on the attitude scale of the athletes in Group B compared to the athletes who receive no program. The Mann-Whitney U test was applied to the ranked data for Experimental Group B ($n = 29$) and the Control Group ($n = 26$). The difference in ranks was found to be statistically significant ($U = 196.5, z = -3.06, p > .05$)

indicating there was a statistically significant difference between the two groups in regard to survey response. The null hypothesis was rejected.

Null Hypothesis 3

Null hypothesis 3 states: There will not be a statistically significant difference between the pretest to posttest change score values on the attitude scale of the athletes in Group A compared to the athletes in Group B. The Mann-Whitney U test was applied to the ranked data for Experimental Group A ($n = 11$) and Experimental Group B ($n = 29$). The difference in ranks was found to be statistically significant ($U = 225.5$, $z = 2.02$, $p > .05$) indicating there was a statistically significant difference between the two groups in regard to survey response. The null hypothesis was rejected.

Discussion of Findings

Statistical significance was observed in null hypothesis 2. When comparing Experimental Group B to the athletes who received no program, a statistically significant difference occurred. From this result, it can be implied that the acquaintance rape prevention program made a positive change in the sexual and dating attitudes of the participants in Group B.

Also, a statistically significant difference existed in null hypothesis 3, which compared Experimental Group A to Experimental Group B. Since the athletes in Group A were different from those in Group B, it can be concluded that some difference may exist between the members of the organizations. Parrot and Bechhofer reported that elite groups (e.g., athletic organizations) were more likely to engage in sexually aggressive behavior and that varying degrees of prestige exist among them. Therefore, they concluded that some athletic organizations may be more likely than others to participate in sexually

aggressive activities (1991). Another factor to consider after examination of this result was the small sample size of Experimental Group A ($n = 11$). This may have had an effect on the result.

For null hypothesis 1, Experimental Group A was compared to those athletes who received no program. The results showed that no statistically significant difference existed between the two groups. There is a strong possibility that these results occurred due to the low number of participants found in Experimental Group A. Another explanation for these differences may lie in the group characteristics. Since Experimental Group A contained members from only one athletic organization, a conclusion could be drawn that the type of individual who participates in that sport is more resistant to rape prevention programming. However, due to the low group number, this speculation is highly assumptive and requires further investigation.

Additional Evaluations

After each group participated in the acquaintance rape prevention program, the participants were asked to complete the "Program Evaluation." Also, data for a behavioral analysis was collected to compare participants' degree of sexual aggression to their pretest to posttest survey response on the "Survey of Sexual and Dating Attitudes."

Program Evaluation

In this section, participant response to the "Program Evaluation" was examined for the following three categories: content evaluation, facilitator evaluation, and general reaction.

Content evaluation. Thirteen questions were asked regarding program content. Nine of these questions attempted to rate specific components of the

program, while the remaining four were general questions. The rating scale used for the first nine questions was a 4-point Likert scale ranging from "indispensable" (1) to "do not use" (4). The mean score for each section, as reported by the sample, was 2.6 for the "introduction," 2.6 for the "questionnaire," 2.6 for the "words related to sex" activity, 2.5 for the "guided imagery," 2.4 for the "definitions and laws," 2.5 for the "brainstorming" activity, 2.3 for the "how to help" section, 2.4 for the "suggestions" section, and 2.5 for the "wrap-up." Using a 5-point Likert scale, ranging from "excellent" (1) to "poor" (5), the participants rated the program overall with a score of 2.3. Using the same scale, the degree to which the program increased understanding was given a rating of 2.8 (see Table 3). Finally, when asked about the level of the

Table 3. Mean scores (M) and standard deviations (SD) for content evaluation section located in the program evaluation

Section*	Group A		Group B		Control		Total Sample	
	M	SD	M	SD	M	SD	M	SD
Introduction	2.6	.50	2.4	.51	2.6	.57	2.6	.53
Questionnaire	2.7	.47	2.4	.63	2.7	.68	2.6	.63
Words Related	2.5	.47	2.6	.68	2.6	.64	2.6	.66
Guided Imagery	2.6	.50	2.6	.69	2.5	.71	2.5	.66
Definition/Laws	2.7	.47	2.3	.59	2.2	.57	2.4	.59
Brainstorm	2.5	.52	2.4	.57	2.5	.71	2.5	.61
How to Help	2.5	.69	2.1	.62	2.3	.72	2.3	.67
Suggestions	2.6	.50	2.3	.59	2.4	.58	2.4	.58
Wrap-up	2.6	.50	2.4	.62	2.6	.58	2.5	.59

*scale range from "indispensable" (1) to "do not use" (4)

program, 95.5% of the participants reported it was "about right." The remaining 4.5% said the program was "too elementary."

Facilitator evaluation. The questions asked in this section of the "Program Evaluation" dealt with facilitator knowledge, style, and organization, as well as the type of facilitation team the participants would prefer. Facilitator knowledge, style, and organization was rated on a 5-point Likert scale ranging from "excellent" (1) to "poor" (5). The scores were 2.1, 2.2, and 2.2 respectively. When asked which team approach (male-male, male-female, or female-female) would be preferable, 51.5% said they would prefer a male-female team, while 34.8% reported preferring a male-male team. None of the participants reported preferring a female-female team and 13.6% did not respond to the question. Finally, participants were asked who they would prefer as a program facilitator. Of the five choices provided, 69.7% chose a peer educator, 4.5% reported preferring a coach, 3.0% chose a law officer, 3.0% preferred a faculty member, and 6.1% reported another facilitator not listed. Finally, 13.6% of the participants did not respond to this question. Table 4 details the breakdown of team and facilitator preference.

General reaction. Participants also had an opportunity to answer general questions regarding the topic of acquaintance rape programming. When asked their reaction to the length of the program, 54.5% reported it was "too long," but the remaining 45.5% reported it was "about right." When asked if the participants were interested in further information, 13.6% reported wanting more information, 83.3% said they were not interested, and 3.0% did not respond to the question. Finally, 86.4% of the participants reported that the program met

their expectations, while the remaining participants said it did not meet their expectations (12.1%) or did not respond to the question (1.5%).

Table 4. Preference of team approach and program facilitator

Preference	Group A	Group B	Control	Total %
Teams				
Male-male	4	5	14	34.8%
Male-female	6	20	8	51.5%
Female-female	0	0	0	0.0%
NR*	1	4	4	13.6%
Facilitator				
Peer educator	6	19	21	69.7%
Coach	2	1	0	4.5%
Law officer	0	1	1	3.0%
Faculty member	0	2	0	3.0%
Other	1	1	2	6.1%
NR*	2	5	2	13.6%

*NR = no response

Participants were also asked if they thought rape was a problem on campus. The majority of participants (60.6%) thought it was a problem, 36.4% said it was not, and 3.0% did not respond to the question. Finally, it was of interest to ask participants their reaction to mandatory sexual assault programming at the university. Over half of the participants (56.1%) reported a positive reaction to this question, 19.7% reported a negative reaction, and 24.2% of the participants did not respond (see Table 5).

Discussion of Program Evaluation

A few of the questions from the "Program Evaluation" deserve some discussion. First, when the participants were asked whether they would prefer a male-male, male-female, or female-female team for facilitators, 51.5% reported

Table 5. Knowledge of rape as a problem and reaction to mandatory education

Question	Group A	Group B	Control	Total %
Rape as Problem				
Yes	5	20	15	60.6%
No	6	9	9	36.4%
NR*	0	0	2	3.0%
Mandatory Education				
Positive reaction	6	20	11	56.1%
Negative reaction	4	2	7	19.7%
NR*	1	7	8	24.2%

*NR = no response

they would prefer a male-female team and 34.8% reported a male-male preference. These findings showed that the majority of the sample wished to hear a female perspective. In contrast, the literature revealed that men typically felt less threatened (Ehrhart & Sandler, 1985) and would respond more positively to male facilitators (Lee, 1987). This difference in gender preference for facilitators was intriguing and deserves more attention.

Another major finding was the overwhelming preference for peers to facilitate the rape prevention programs. Of those who responded, 80.7% said they would prefer peer educators facilitating these types of programs. It is important to know that students would rather talk with other students regarding acquaintance rape issues. This preference was especially promising when the literature revealed that peer education was very effective (Perry et al., 1986; Tokarz & Sullivan, 1989; Young et al., 1988).

The final questions to be discussed ask if the participants thought rape was a problem on campus and what their reaction was to the mandatory sexual assault education at the university. The results of both questions were similar, 60.6% of the sample believed rape was a problem on campus and 56.1% of the participants responded positively to the mandatory sexual assault education. These results showed that the majority of the sample population realized that rape was a problem and supported mandatory programming for this issue. This contradicted other studies that reported college students lacked knowledge and were unable to identify acquaintance rape as a problem (Peterson & Franzese, 1987; Sandberg et al., 1987). Another factor, however, must be considered when examining these results. Both questions were asked after participation in the acquaintance rape prevention program, so the results may have been skewed due to the participants' new heightened sense of awareness.

Behavioral Analysis

In addition to the previously mentioned analysis, another method of analysis was used for this study. The "Sexual Experiences Survey," (see Appendix F) developed by Koss and Oros (1982), was also administered with the "Survey of Sexual and Dating Attitudes" during the pretest. This survey

instrument attempted to assign experimental group participants to one of five behavioral categories (sexually non-aggressive, sexual contact, sexual coercion, attempted rape, or raped), according to their survey response.

After the participants were assigned to one of these categories, the pretest to posttest values on the attitude scale would be compared among the five groups. This statistical analysis was used to gain a better understanding of men, as defined by their sexually aggressive behavior, and to better understand how acquaintance rape prevention programming may influence their sexual and dating attitudes. According to the participant response, 89.4% ($n = 59$) were assigned to the "sexually nonaggressive" category, 7.6% ($n = 5$) were assigned to the "sexual contact" category, 1.5% ($n = 1$) were assigned to the "sexual coercion" category, 1.5% ($n = 1$) were assigned to the "attempted rape" category, and no participants were assigned to the "raped" category. Due to the small cell sizes, analyses were not conducted.

Discussion of Behavioral Analysis

When comparing these results to research done by Koss and Dinero, (see Table 6) the numbers were shown to be somewhat similar. With a sample size of 2,972 men, Koss and Dinero found that 74.8% were classified as "sexually nonaggressive," 10.2% were classified in the "sexual contact" category, 7.2% were classified in the "sexual coercion" category, 3.3% were classified as "attempted rape," and 4.4% of their sample population were classified as having "raped" (1988). When comparing the large sample size ($N = 2,972$) of Koss and Dinero's research to the present study's sample size ($N = 66$), the small cell sizes that resulted were understandable.

Table 6. A comparison of sexually aggressive behavior in the present study to Koss and Dinero's research

Categories	Present Study N = 66	Koss & Dinero N = 2,972
Sexually Nonaggressive	89.4%	74.8%
Sexual Contact	7.6%	10.2%
Sexual Coercion	1.5%	7.2%
Attempted Raps	1.5%	3.3%
Raped	0.0%	4.4%

Summary

The results indicated that the acquaintance rape prevention program, facilitated by "Men Care," made a statistically significant difference on the majority of the sample population. The preanalyses for Experimental Group B as well as the comparison of Group B to the Control Group supports this assumption. Even though Experimental Group A did not show a statistically significant difference, this can be explained. One possible reason could have to do with the characteristics of that particular athletic organization. Also the results could be attributable to the group's small sample size.

In addition, the participants preferred peer educators over other types of facilitators, and a male-female team approach was preferred slightly over a male-male team approach. Finally, the majority of the participants believed that rape was a problem on campus and they held positive views regarding mandatory sexual assault programming for university members. These findings proved to be interesting and warrant further investigation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This research was constructed in an attempt to better understand male attitudes regarding sexuality and dating, and to better understand the effects that acquaintance rape prevention programming has on these attitudes. Specifically, this study examined the change in sexual and dating attitudes of male athletes at the University of Wisconsin-Platteville as a result of participation in an acquaintance rape prevention program. The analyses utilized in this study indicated that the acquaintance rape prevention program had a positive impact on the sexual and dating attitudes of the majority of male athletes.

Conclusions

After conducting the preanalyses, it was found that a statistically significant difference resulted in Group B. A statistically significant difference did not occur in Group A or with the athletes who received no program. The latter result is important because these athletes were used as the Control Group and this finding showed that no outside factors influenced the sample population. In addition, a statistically significant difference was observed between Experimental Group A and Experimental Group B. This result suggests that a difference in attitudes may exist among various athletic organizations. It was possible that the small sample size of Group A ($n = 11$) was also the reason for the reported significance when comparing experimental groups and for the lack of significance when comparing Group A to the Control

Group. Overall, the results from the preanalyses and the null hypotheses indicated that the acquaintance rape prevention program, facilitated by "Men Care," produced a positive change in the sexual and dating attitudes of the majority of athletes who participated in the study.

In addition, several interesting results were observed from the "Program Evaluation." If given a choice, participants preferred a male-female team slightly over a male-male team of facilitators. The intervention used in this study utilized all male facilitators and the literature up to this time supported the use of men educating men about acquaintance rape. Also the majority of participants who responded to the question, preferred peer educators over other types of facilitators. Lastly, over 50% of the sample believed that rape was a problem on campus and responded positively to mandatory sexual assault education for university members. It would be valuable to learn the reasons for these preferences at the University of Wisconsin-Platteville.

Recommendations

The following recommendations are for the improvement of the present research study and for future research related to the social problem of acquaintance rape.

1. To improve the present research, it would be beneficial to increase the sample population. This may enable the analysis of men, as defined by their sexually aggressive behavior, and the analysis of the effect of acquaintance rape prevention education on their attitudes regarding sexuality, dating, and women.
2. Due to the scheduling conflicts of athletic groups, it was impossible to randomly assign individual athletes to one of three groups in the present study.

Instead, athletic organizations were randomly assigned to one of three groups. Random assignment to the study within groups may enhance the external validity.

3. Also, to gain a better overall understanding of the male athlete, this research could be improved through the involvement of more than three different athletic organizations.

4. Originally, long-term (one semester) effects on the attitudes and behaviors of athletes were to be examined. Unfortunately, due to state and institutional laws, this was not possible. It would be advantageous to measure the long-term effects of acquaintance rape prevention education.

5. To further increase the accuracy of this research, it is necessary to include additional attitudinal questionnaires specifically dealing with issues that are indicative of sexual aggression (e.g., interpersonal violence, adversarial sexual beliefs, and attitudes toward women).

6. This research showed that the majority of participants believed rape was a problem and positively favored mandatory education for the university community. These questionnaire responses were attained after the intervention. It would be beneficial to know if these attitudes existed before the intervention or if they were a product of the intervention.

7. To increase the validity of the "Survey of Sexual and Dating Attitudes" it may prove beneficial to change the response categories. Instead of using 0-4, the response categories could read: SA (strongly agree), A (agree), U (undecided), D (disagree), SD (strongly disagree). With these categories the participants will be less likely to answer in a way that is "socially acceptable."

8. More attention must be paid to researching effective educational methods of rape prevention. Typically acquaintance rape prevention education utilizes a "law model" which focuses on sexual assault laws and what must be done to avoid prosecution. Another approach to this problem focuses on the importance of good sexual communication between two people within a relationship. This is called the "consent model." It would be beneficial to compare the effectiveness of these two types of educational methods.

9. It would be helpful to compare the effectiveness of acquaintance rape prevention programs for men only to those programs that include women. Some variables that could be examined are: 1) experiencing or not experiencing a female's point of view, 2) working or not working through thoughts and feelings with members of the opposite sex, and 3) participating or not participating in skill-building activities with members of the opposite sex.

10. It would be beneficial to evaluate the effectiveness of male-female facilitators in comparison to male-male facilitators when delivering acquaintance rape prevention education.

11. It would be helpful to study the effectiveness of acquaintance rape prevention programming presented by peer educators in comparison to faculty members, coaches, law enforcement, and/or local rape experts.

12. At the University of Wisconsin-Platteville, sexual assault programming is mandatory for athletic organizations. It would be interesting to study coaches' attitudes regarding this programming, the way they address the issue with their athletes, and what this effect may have on the athletes attitudes.

13. Research should also include members of the Greek organizations and residence halls. It is important to study these groups separately as they have different needs.
14. One component of this study's intervention utilized an educational method called guided imagery. It would be beneficial to understand more about this method of rape prevention education and its degree of effectiveness.
15. To further improve educational programs, it would behoove those involved in education to communicate with members of high-risk groups (i.e., athletic and Greek organizations). By doing this, it would be possible to develop programs that specifically meet their needs and to compare the effectiveness of these programs to those programs not designed for a particular population.
16. Education at the postsecondary level is an excellent move in a positive direction. However, it would be beneficial to examine experiences at the elementary and secondary levels and to examine the effects of these experiences may have on a students' propensity to become sexually aggressive or accept sexually aggressive behavior. Examples of educational experiences that may have a positive impact include: 1) forming a value system of equality and self-responsibility, 2) teaching good communication and non-violent coping skills, and 3) developing positive self-esteem and a sense of belonging in every student. Other experiences that could be assessed at the elementary and secondary levels include the impact of athletics and competition and the influence teachers and staff may have on the formation of students' sexual and dating attitudes.

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APPENDIX A
SURVEY OF SEXUAL AND DATING ATTITUDES

___ Group Number

___ ID Number

The following surveys deal with your feelings and experiences concerning sex, dating, and relationships. Using the scale provided below, please respond accurately and honestly.

Remember, your responses will be strictly confidential!

[0] Strongly Agree [1] Agree [2] Undecided [3] Disagree [4] Strongly Disagree

[0] [1] [2] [3] [4] 1. You can pretty well tell a girl's character by how she dresses.

[0] [1] [2] [3] [4] 2. It is reasonable to expect that males will be the aggressor in sexual activity.

[0] [1] [2] [3] [4] 3. In the dating game, males are the predator and females the prey.

[0] [1] [2] [3] [4] 4. For some females, physical aggressiveness by the male is a necessary prelude to the acceptance of love and affection.

[0] [1] [2] [3] [4] 5. Most men would rape if they were certain that nobody would ever know or care about the sexual encounter.

[0] [1] [2] [3] [4] 6. Females who frequently ask males out on dates are probably looking for sex.

[0] [1] [2] [3] [4] 7. Many females have fantasy dreams about rape.

[0] [1] [2] [3] [4] 8. When it comes to sex, females say no but really mean yes.

[0] [1] [2] [3] [4] 9. The victims of rape are usually a little to blame for the crime.

[0] [1] [2] [3] [4] 10. A female cannot be forced to have intercourse against her will.

[0] [1] [2] [3] [4] 11. "Date rape" is a fairly common occurrence for those dating in today's society.

[0] [1] [2] [3] [4] 12. Rape by an acquaintance or date should not be considered as serious as rape by a stranger.

[0] [1] [2] [3] [4] 13. Rape where the victim is physically injured should be treated differently than rape where the victim is not physically injured.

[0] [1] [2] [3] [4] 14. Women often falsely accuse men of rape.

[0] [1] [2] [3] [4] 15. Normal males do not commit rape.

FOR PRIVACY FOLD THIS EDGE UP

APPENDIX B
PROGRAM EVALUATION

PROGRAM EVALUATION

___ Group # ___ ID #
 ___ Age ___ Fresh ___ Soph ___ Junior ___ Senior ___ Other

Major: _____

Have you participated in any other sexual assault program this semester? ___ Yes ___ No

Where? _____

PROGRAM CONTENT

	<u>Indispensable</u>	<u>Valuable</u>	<u>OK</u>	<u>Do Not Use</u>
1. Introduction:	1	2	3	4
2. Questionnaire:	1	2	3	4
3. Words and Phrases Related to Sex:	1	2	3	4
4. Guided Imagery:	1	2	3	4
5. Definitions and Laws:	1	2	3	4
6. Brainstorm How Rape Affects Men:	1	2	3	4
7. How to Help a Survivor:	1	2	3	4
8. Suggestions for Men:	1	2	3	4
9. Wrap-up:	1	2	3	4

- | | <u>Excellent</u> | <u>Good</u> | <u>Average</u> | <u>Fair</u> | <u>Poor</u> |
|--|------------------|-------------|----------------|-------------|-------------|
| 8. Rate the program overall: | 1 | 2 | 3 | 4 | 5 |
| 9. Degree to which the program increased my understanding of sexual assault: | 1 | 2 | 3 | 4 | 5 |
| 10. The level of the program was: ___ Too Elementary ___ About Right ___ Too Advanced | | | | | |
| 11. What other types of sexual assault issues would you like to receive more information on: | | | | | |

FACILITATOR

1. Would you prefer: ___ male/female team ___ male/male team ___ female/female team
 2. Who would you rather receive sexual assault information from: ___ peer educator ___ coach
 ___ campus law officer ___ faculty member ___ other (_____)

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>
3. Facilitator knowledge of program area was:	1	2	3	4	5
4. Facilitator style was:	1	2	3	4	5
5. How well was the presentation organized:	1	2	3	4	5

Comments: _____

GENERAL REACTION

1. The length of the program: ___ Too long ___ About right ___ Too short
 2. Would you be interested in additional information/programming on this area? ___ Yes ___ No
 3. Did this program meet your expectations? ___ Yes ___ No
 4. Do you think acquaintance rape/sexual assault is a problem at UW-P? ___ Yes ___ No
 5. How do you feel about mandatory sexual assault education at UW-P? _____

7. How can this program be improved? _____

APPENDIX C
SUBJECT CONSENT FORM

**SUBJECT CONSENT FORM
FOR PARTICIPATION OF HUMAN SUBJECTS IN RESEARCH
UNIVERSITY OF WISCONSIN-PLATTEVILLE**

Project Title:

The Effects of Sexual Assault Programming on Men

Primary Researcher:

Steven Andersen, Health Educator, Student Health Services

The purpose of this research is to measure the effectiveness of sexual assault programming for men. Participants will be asked to respond twice to a short survey, participate in the required sexual assault program and complete a program evaluation form, which will be used to improve future sexual assault programs at UW-Platteville.

The survey and evaluation form will be identified by group and participant identification number. The participant identification numbers will be assigned by the athletic director. At no time will the athletic director have access to the completed surveys, nor will the primary researcher have access to the list of participant identification numbers. This will eliminate any chance of participants being matched with their survey and evaluation responses. These safeguards are an attempt to reassure participants that their survey and evaluation responses will be totally confidential. After data collection is complete, the list of participant identification numbers will be destroyed. In addition, confidentiality will be observed by all personnel involved with education and data collection. Finally, the names of the participants involved in the research will not be released.

There is a possibility that participants may become uncomfortable with the program content or identify themselves as perpetrators and/or victims of sexual violence. If a participant has any questions or concerns, he may address them during the program, discuss them with the primary researcher, and/or utilize campus and community resources. The benefits that may result from participating in the research are many. With increased awareness, participants should be able to identify, in themselves and others, attitudes and behaviors that are inappropriate regarding sexual assault and be willing to actively create and support a healthier and safer campus environment. In addition, insight will be gained into program content which will be used to improve future sexual assault programs at UW-Platteville. If you have any questions regarding the research you may contact:

Chris Lind
Office of Sponsored Programs
342-1456

Steven Andersen
Student Health Services
342-1891

AUTHORIZATION: I have read the above and understand the nature of the research and agree to participate. I understand that by agreeing to participate in the research I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice. Participation in the sexual assault program is mandatory but participation in the research is voluntary.

(participant's signature)

(date)

APPENDIX D
PARTICIPANT INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

The purpose of this research is to measure the effectiveness of sexual assault programming for men. Participants will be asked to respond twice to a short survey, participate in the required sexual assault program and complete a program evaluation form, which will be used to improve future sexual assault programs at UW-Platteville.

The survey and evaluation form will be identified by group and participant identification number. The participant identification numbers will be assigned by the athletic director. At no time will the athletic director have access to the completed surveys, nor will the primary researcher have access to the list of participant identification numbers. This will eliminate any chance of participants being matched with their survey and evaluation responses. These safeguards are an attempt to reassure participants that their survey and evaluation responses will be totally confidential. After data collection is complete, the list of participant identification numbers will be destroyed. In addition, confidentiality will be observed by all personnel involved with education and data collection. Finally, the names of the participants involved in the research will not be released.

There is a possibility that participants may become uncomfortable with the program content or identify themselves as perpetrators and/or victims of sexual violence. If a participant has any questions or concerns, he may address them during the program, discuss them with the primary researcher, and/or utilize campus and community resources. The benefits that may result from participating in the research are many. With increased awareness, participants should be able to identify, in themselves and others, attitudes and behaviors that are inappropriate regarding sexual assault and be willing to actively create and support a healthier and safer campus environment. In addition, insight will be gained into program content which will be used to improve future sexual assault programs at UW-Platteville.

Some of the questions in this survey are sexually explicit and highly personal. You may want to consider if you will become upset or offended with the content of the questions. Participation in the sexual assault program is mandatory but participation in the research is voluntary. If you agree to participate, your survey responses will be strictly confidential and you will never be contacted further about these responses.

If you have any concerns about your treatment as a participant in this study, you may contact: Chris Lind, Office of Sponsored Programs, at 342-1456. If you have any questions regarding the research, you may contact: Steven Andersen-Primary Researcher, Student Health Services, at 342-1891. If the research raises issues that you would like to talk to someone about, you can contact: University Counseling Services at 342-1865.

TO PROCEED: Please remove this cover sheet (for your own use) and fill out the proper group and identification numbers at the top of the next page. Read the directions carefully and fold over the privacy flap before you begin. If you have any questions, please ask the group facilitator.

APPENDIX E
MEN CARE PROGRAM

FOR MEN ONLY

Rape Prevention Education

Program Goal: To create an awareness of acquaintance rape, provide opportunities for men to challenge myths and stereotypes, and actively work toward a safer college experience for all members of the college community.

I. Introduction

Objective: The participant will understand who the presenters are, what the purpose of the program is, and some general assumptions regarding rape.

- A. Developed by the Melcher Hall Rape Awareness Committee at UW-Platteville with references to Ohio State University's "Stop Rape" program.
- B. The purpose is to present the problems of rape and attitudes about rape in the US today, especially on college campuses.
- C. Explain that presenters are not experts, but simply men concerned about rape.
- D. Explain that all personal comments are confidential and are not allowed to leave the room.
- E. Mention that some things may sound humorous, however, there is nothing funny about someone being raped.
- F. Explain that the program deals with heterosexual rape and acknowledges that not all rape is heterosexual.

II. Rape Awareness Questionnaire

Objective: The participant will become aware of major issues surrounding rape and sexual assault and begin to actively question material presented.

- A. Read the questions and have the group respond.
- B. Use the questionnaire to begin the discussion.
 1. Sexual intercourse is the primary motive for rape.

Objective: The participant will understand that rape is not a sexual act but an act of aggression.

2. Rape is usually a planned act.

Objective: The participant will realize that some men plan to have intercourse and consider force as an acceptable way to engage in intercourse, thus making the act planned.

3. Rape is a natural part of all societies.

Objective: The participant will know that rape does not have to exist in our society and that it exists because we allow it to exist.

4. People who are raped are usually young, pretty women who attract the sexual attention of assailants.

Objective: The participant will discount the myth that only beautiful women get raped and realize that acts of sexual aggression can happen to anyone.

5. Among your mother, sister, and girlfriend, one of the three will probably be raped in her lifetime.

Objective: The participant will understand that one in three women will be raped or survive an attempted rape during their lifetime and that they may sometime, if not already, be affected by this type of aggression.

6. Immediately following a sexual assault, the person who has been raped will always appear acutely anxious or distressed and will want to talk about what has happened.

Objective: The participant will know that survivors of rape may not respond all the same and the incident usually results in great emotional trauma.

7. Women usually "cry rape" to cover-up a sexual experience that they regret or to save their reputation.

Objective: The participant will realize that this belief is unfounded and they must critically consider the truthfulness of common attitudes regarding rape.

8. Most rapes occur while one or both individuals involved are under the influence of alcohol or other drugs.

Objective: The participant will identify mixing sexual intercourse and alcohol or other drugs as a high-risk activity they should carefully consider before engaging in.

9. Gang rape can occur in residences, such as fraternities and athletic housing, because of the large number of men living together.

Objective: The participant will know reasons why gang rapes occur and understand that male groups must be careful not to perpetuate rape supportive attitudes and beliefs within their group.

III. Words and Phrases Related to Sex

Objective: The participant will realize that most words related to sex are negative and/or suggestive of competition between the sexes. They will also understand that these words may seem harmless but actually can be very detrimental.

A. Ask the group to brainstorm words that are related to sex or sexual organs. Ask for similar words related to sports.

C. Using a flip chart or blackboard, write all words so everyone can read them.

D. Using group input, mark with red the words that are negative.

E. Discuss how these words send mixed messages about sex. Sport related words make sex sound like a game or competition.

IV. Guided Imagery

Objective: Through the guided imagery, the participant will experience feelings similar to a rape survivor and they will begin to realize the extent of the emotional trauma that follows rape.

A. Present guided imagery.

B. Have individuals share how they felt.

V. Definitions and Laws

Objective: The participant will know what rape and other forms of sexual violence are and understand the four degrees of sexual assault and their implications.

A. Read the "Seven Point Definition of Rape" and elaborate.

B. Hand out "Definitions and Laws."

C. Answer questions.

VI. Brainstorm How Rape Affects Men

Objective: Building on question #5 from the quiz, the participant will realize that rape affects many people (possibly even them).

- A. Break into small groups.
- B. Report to the large group and discuss.

VII. How To Help A Survivor

Objective: The participant will know the seven ways to assist a survivor of sexual assault on the road to recovery.

- A. Hand out "What to do for a Sexual Assault Survivor."
- B. Discuss and answer any questions.

VIII. Suggestions For Men

Objective: The participant will learn ways to communicate and act responsibly to reduce the risk of sexual assault.

- A. Hand out "Real Men Accept the Responsibility Not to Harm Another Person."
- B. Discuss and answer any questions.

IX. Wrap-Up

Objective: The participant will know area resources for assistance and have the opportunity to ask any questions that went unanswered during the program.

- A. Hand out "Campus and Area Resources."
- B. Have participants complete the "Program Evaluation" form.
- C. Acknowledge facilitators.
- D. Thank everyone for coming.

RAPE AWARENESS QUESTIONNAIRE

True or False?

1. Sexual intercourse is the primary motive for rape.
 False - Sexual assault is an act of power and control...not an act of sex or passion. The three major categories of violent crime listed by the FBI are murder, aggravated assault, and forcible rape. Forcible rape is the most frequently committed violent crime in America. It has been said that perhaps 10 times more rapes are committed than are actually reported.
2. Rape is usually a planned act.
 True - Studies show that 80% of all rapes were planned in advance.
3. Rape is a natural part of all societies.
 False - In a study of 4 non-patriarchal societies by Peggy Sandy, virtually no rape was found. In cultures with a high incidence of rape, the economic, religious, and political structures are controlled by men.
4. People who are raped are usually young, pretty women who attract the sexual attention of assailants.
 False - Reported rapes have occurred to females six months to 96 years of age, cutting across all racial, religious, and socioeconomic groups. Approximately 50-85% of women who experience rape, knew their attackers. Rape also occurs among men.
5. Among your mother, sister, and girlfriend, one of the three will probably be raped in her lifetime.
 True - Current FBI statistics show that one of three women will be raped in her lifetime. Women age 16-25 years are at highest risk of being raped.
6. Immediately following a sexual assault, the person who has been raped will always appear acutely anxious or distressed and will want to talk about what has happened.
 False - Immediately following a sexual assault, the person who has been raped may seem withdrawn and quiet. Rape survivors often go for long periods of time without talking to anyone about the situation because of the emotional pain and embarrassment it may have caused and in hopes that they may be able to forget about it.
7. Women usually "cry rape" to cover-up a sexual experience that they regret or to save their reputation.
 False - Less than 5% of reported rapes to police agencies are unfounded upon investigation. These incidents are typically "hyped" by the media, which increases the belief in rape myths such as women cannot actually be raped or women often "cry rape."
8. Most rapes occur while one or both individuals involved are under the influence of alcohol or other drugs.
 True - Approximately 75% of men and at least 55% of women involved in acquaintance rape have been drinking or taking drugs before the act.
9. Gang rape can occur in residences, such as fraternities and athletic housing, because of the large number of men living together.
 False - A living situation may facilitate gang rape, but evidence suggests that the "cohesiveness of the male group" plays an important role. If members of the group do not believe in sex-role stereotypes, rape myths, or sexual aggression, chances are unlikely that participation in gang rape or any type of rape will occur.

GUIDED IMAGERY

I'd like for you to get as relaxed as possible. Close your eyes slowly. Unfold your arms and legs. Get yourself comfortable in your chair. Start to follow your breathing pattern. Breathing in and out slowly and with each exhalation you start to feel more and more relaxed. Give yourself permission to relax. There is nothing to do, except feel relaxed. With your "mind's eye" imagine yourself sitting here in this room, observe yourself feeling more and more relaxed. Notice the different noises in the room and use them to get even more relaxed. Feel the temperature in the room, there is nothing to do except relax. For the next thirty seconds allow yourself to feel and enjoy this sense of relaxation and comfort.

I'd like for you now to imagine yourself alone in your apartment or home on a Saturday morning. Everybody has left and you have the place to yourself for the whole weekend. You've been really looking forward to this weekend. You are all caught up with your work and all you plan on doing is visiting with some friends and reading your favorite type of book or magazine.

You've made yourself a cup of coffee or hot chocolate and plan on relaxing and reading the paper. Allow yourself to experience the laziness of the morning.

After awhile you decide to call a friend to meet for brunch. Without rushing, you straighten up the room and decide to take a shower and get ready.

Picture yourself getting ready to take a shower. Feeling relaxed, not rushed, really looking forward to a long, relaxing shower. You take off your clothes, hang up the towel, and turn on the water to a perfect temperature. See yourself in the shower not worrying about anything. You hear a noise, but don't take notice--probably just the wind. You continue to enjoy your shower.

As the water is starting to get cooler, you decide to leave the shower. Picture yourself turning off the water, stepping out of the shower, dripping wet, and naked. You grab your soft towel and start to dry yourself off when suddenly a man barges into the bathroom, holds a gun at your face and tells you, "Get down on the floor now or I will blow your fucking head off!" Feel your reaction. You get down on the cold floor, still wet. The man tells you, "if you make a move I will blow your head off! I will come back and check on you and you had better be in the same position." You notice the desperation and shakiness of the man. As you lay on the floor you hear the man rummaging through your house. You begin to wonder if you should try to escape through the window, or try to get to the phone which is right outside in the hallway. Feel yourself laying on the floor, hearing noises, wondering what you should do. It's all happening so fast, but it feels like it's lasting forever. You hear the man come back closer to the bathroom. You wait and listen. He goes past the bathroom into another room. Picture yourself on the floor waiting, not quite dried off yet.

He comes back into the room. You hear him coming toward you. With a gun close to your face, he tells you not to move for five minutes. He will be keeping an eye on you. How are you feeling, what are you thinking?

Five minutes go by. You get up slowly and cautiously wrap the towel around you and slowly proceed to see what has been done to your place. You notice your place has been torn apart. Be aware of how you are feeling. You move around the house to see what has been taken. You notice that a valuable clock that has been handed down through several generations is missing along with other valuables.

After checking the area you decide to call the police.

The police finally arrive. You have gotten dressed and cancelled your plans for brunch. Picture yourself and how you are feeling. Notice the police come to your door, you invite them inside and ask them to sit down. The first question they ask you is how did the burglar get in. "Probably through the door," you say. The police ask you, "Wasn't it locked?" You say "no." See the sense of disgust on the police officers' faces. Feel what that is like.

It is time to leave your apartment and bring you back to this room. I'd like for you to notice your breathing. Hear the different sounds in the room, my voice, the temperature of the room. With your "mind's eye" picture yourself sitting here at this program and slowly open up your eyes and bring yourself slowly back into this room.

Discussion Questions:

1. What was your reaction to this experience?
2. How did you feel when the robbery was occurring?
3. How did you feel when the police officers became disgusted with your answer?

DEFINITIONS AND LAWS

Seven Point Definition of Rape

1. Rape is an act of violence, in which sex is the medium.
2. Rape is an act of power and control.
3. Rape is humiliating and degrading.
4. Rape is a crime.
5. Rape is a public issue.
6. Rape affects all women.
7. Rape affects all men.

Rape: Forced penis-vagina intercourse by a man on a woman. This is the legal definition and may vary slightly from state to state.

Sexual Assault: A forced sexual act against one's will. Both men and women may be assaulted.

Date/Relationship Rape: Forced intercourse by someone with whom one has held an ongoing social relationship. For example, dating or good friends.

Acquaintance Rape: Forced intercourse by someone the person knows. For example, a classmate, a friend, or a sibling.

Soft Rape: Coercion is used to engage a person in intercourse against his/her will. For example, one may use the lines "you would do it if you loved me" or "come on, everyone does it."

Gang Rape: Engaging in group sex (two or more individuals) with a coerced or unwilling person.

Incest: Forced or coerced intercourse with a relation by blood or marriage. Can also be by someone who is considered a close family friend.

1st Degree Sexual Assault [Up to 20 years in prison]: Sexual intercourse or contact with another person 1) without the consent of that person, 2) involving the use or threat of force or violence, 3) resulting in pregnancy or great bodily harm, or 4) aided by one or more persons.

2nd Degree Sexual Assault [Up to 10 years in prison and/or a fine of up to \$10,000]: Sexual intercourse or contact with another person 1) without the consent of that person, 2) involving the use of threat of force or violence, 3) resulting in injury, illness, disease, or mental anguish, or 4) if the person is known to be unconscious or suffering from a mental illness or deficiency.

3rd Degree Sexual Assault [Up to 5 years in prison and/or a fine of up to \$10,000]: Sexual intercourse with another person without the consent of that person.

4th Degree Sexual Assault [Up to 9 months in jail and/or a fine of up to \$10,000]: Sexual contact with another person without the consent of that person.

WHAT TO DO FOR A SEXUAL ASSAULT SURVIVOR

1. Let the survivor vent all feelings:

Listen without offering advice or comments, this can be very helpful to the person who was assaulted.

2. Give the survivor control:

When someone is assaulted, control has been taken away - someone has taken sex away from her when she did not want to give it. It is very important not to make any decisions for the rape survivor. Let her decide what she would like to do (i.e., call the police or not, call parents or not, go to sleep or stay awake, etc.) It is OK to inform the survivor of options, but let her decide.

3. Alleviate guilt:

Sexual assault survivors often feel that they have done something wrong, that it is their fault that they were assaulted. Tell them that they are not at fault or guilty of anything. As much as possible, reinforce the idea that they are not to blame.

4. Let them know how much support you are willing to give them:

Don't promise more than you can give. It is much better to tell someone that you can be there an hour a day, or every other day, than it is to promise to be there all the time and then not follow through.

5. Check into some counseling:

Encourage the survivor to go for counseling - and remember that it is her choice. Also consider going yourself. Rape is a difficult issue to deal with, and it is better to try to work out your feelings rather than keep them inside.

6. Do not swear vengeance on the alleged assailant:

This will cause more worry for the survivor.

7. Understand that the survivor may not feel comfortable being touched:

You may offer a hug, but understand if the survivor refuses.

REAL MEN ACCEPT THE RESPONSIBILITY NOT TO HARM ANOTHER PERSON

1. It is never OK to force yourself on a woman, even if...
 - she teases you.
 - she dresses provocatively or leads you on.
 - she says "no" and you think she means "yes."
 - you have had sex with her before.
 - you have paid for her dinner or given her expensive gifts.
 - you think women enjoy being forced to have sex or want to be persuaded.
 - the woman is under the influence of alcohol or drugs.
2. **Rape is a crime of violence.** It is motivated primarily by the desire to control and dominate, rather than by sex. It is illegal.
3. **If you are getting a double message from a woman, ask her to clarify what she wants.** If you find yourself in a situation with a woman who is unsure about having sex or is saying "no," back off. Suggest talking about it.
4. **Do not assume you know what your partner wants; check out your assumptions.**
5. **Be sensitive to women who are unsure whether they want to have sex.** If you put pressure on them, you might be forcing them.
6. **Do not assume you both want the same degree of intimacy.** She may be interested in some sexual contact other than intercourse. There may be several kinds of sexual activity you might agree to share.
7. **Stay in touch with your sexual desires.** Ask yourself if you are really hearing what she wants. Do not let your desires control your actions.
8. **Communicate your sexual desires honestly and as early as possible.**
9. **If you have any doubts what your partner wants, STOP. ASK. CLARIFY.**
10. **Your desires may be beyond your control, but your actions are within your control.** Sexual excitement does not justify forced sex.
11. **Do not assume her desire for affection is the same as a desire for intercourse.**
12. **Not having sex or not "scoring" does not mean you are not a "real man." It is OK not to "score."**
13. **A woman who turns you down for sex is not necessarily rejecting you as a person; she is expressing her decision not to participate in a single act at that time.**
14. **No one asks to be raped.** No matter how a woman behaves, she does not deserve to have her body used in ways she does not want.
15. **"No" means no.** If you do not accept a woman's "no," you might risk raping someone whom you thought meant "yes."
16. **Taking sexual advantage of a person who is mentally or physically incapable of giving consent (e.g., drunk) is rape.** If a woman has had too much to drink and has passed out, or is not in control of herself, having sex with her is rape.
17. **Don't mix sex with drinking.** When you are drunk or high on drugs, your decision-making abilities are crippled, your aggression level may rise, and your ability to control your impulses may disappear.

Adopt this rule: "If you get drunk or stoned, don't have sex." Your intoxicated perception may be that you are seducing a willing woman when in fact you are forcing her to have sex against her will.

Being drunk or stoned is no legal defense against committing rape (or any other crime). You will still be charged with rape, regardless of your blood-alcohol content.

RESOURCES FOR SEXUAL ASSAULT

Student Health Services	
216 Royce Hall	342-1891
(both male and female health care providers available)	
Campus Police	
106 Royce Hall	342-1584
(both male and female officers available)	
University Counseling Services	
220 Royce Hall	342-1865
(both male and female counselors available)	
Family Advocates	
24 Hour Crisis Line	348-3858
Women's Center	
126 Doudna Hall	342-1453
Assistant Chancellor for Student Affairs	
111 Royce Hall	342-1854
United Campus Ministry/Gathering Place	
720 West Main Street	348-8431
Lutheran Campus Ministry	
135 South Hickory Street	348-8431
St. Augustine Catholic Center	
135 South Hickory Street	348-7530
Unified Counseling Services	
185 East Pine Street	348-3001
After hours (1-800)	362-5717

APPENDIX F
SEXUAL EXPERIENCES SURVEY

For the purposes of these questions, sexual intercourse is defined as "penetration no matter how slight, ejaculation is not necessary." Also, please respond to the following questions according to personal experiences that have occurred after your 14th birthday.

Remember, your responses will be strictly confidential!

- [YES] [NO] 1. Have you engaged in sex play (fondling, kissing or petting, but not intercourse) with a woman when she didn't want to by overwhelming her with continual arguments and pressure?
- [YES] [NO] 2. Have you engaged in sex play (fondling, kissing or petting, but not intercourse) with a woman when she didn't want to by using your position of authority (boss, teacher, camp counselor, supervisor)?
- [YES] [NO] 3. Have you engaged in sex play (fondling, kissing or petting, but not intercourse) with a woman when she didn't want to by threatening or using some degree of physical force (twisting her arm, holding her down, etc.)?
- [YES] [NO] 4. Have you attempted sexual intercourse with a woman (got on top of her, attempted to insert penis) when she didn't want to by threatening or using some degree of force (twisting her arm, holding her down, etc.), but intercourse *did not* occur?
- [YES] [NO] 5. Have you attempted sexual intercourse with a woman (got on top of her, attempted to insert penis) when she didn't want to by giving her alcohol or drugs, but intercourse *did not* occur?
- [YES] [NO] 6. Have you engaged in sexual intercourse with a woman when she didn't want to by overwhelming her with continual arguments and pressure?
- [YES] [NO] 7. Have you engaged in sexual intercourse with a woman when she didn't want to by using your position of authority (boss, teacher, camp counselor, supervisor)?
- [YES] [NO] 8. Have you engaged in sexual intercourse with a woman when she didn't want to by giving her alcohol or drugs?
- [YES] [NO] 9. Have you engaged in sexual intercourse with a woman when she didn't want to by threatening or using some degree of physical force (twisting her arm, holding her down, etc.)?
- [YES] [NO] 10. Have you engaged in sex acts (anal or oral intercourse or penetration by objects other than the penis) with a woman when she didn't want to by threatening or using some degree of physical force (twisting her arm, holding her down, etc.)?

FOR PRIVACY FOLD THIS EDGE UP