The Effects of Educational Programs About Rape on the Attitudes of First Year Urban University Students

Mary Jodine Wolford

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THE EFFECTS OF EDUCATIONAL PROGRAMS ABOUT RAPE
ON THE ATTITUDES OF FIRST YEAR URBAN UNIVERSITY STUDENTS

by

Mary Jodine Wolford

M.A. December 1984, Old Dominion University
B.A. May 1979, Purdue University

A Dissertation Submitted to the Faculty of Old Dominion University in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

URBAN SERVICES

OLD DOMINION UNIVERSITY
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ABSTRACT

THE EFFECTS OF EDUCATIONAL PROGRAMS ABOUT RAPE ON THE ATTITUDES OF FIRST-YEAR URBAN UNIVERSITY STUDENTS

Mary Jodine Wolford
Old Dominion University, 1993
Director, Dr. Stephen W. Tonelson

This study investigated the effects of educational programs on first-year college students' attitudes toward rape. Subjects included 132 male and female (60 and 72, respectively) first-year students in an urban university who were selected randomly for participation. Each participant was assigned randomly to one of four treatment conditions: lecture-style programs, videotape programs, role play programs, or control. Data were collected in three phases: one pretest and two posttests. Attitudes toward rape were measured using the General Attitudes Toward Rape scale. Data were analyzed using Multiple Analysis of Covariance (MANCOVA) and Analyses of Covariance (ANCOVA). Findings included no significant differences due to the educational programs for either treatment group or gender. However, pre-existing differences for gender were consistent with other studies on the subject of rape, and cumulative effect for attendance at additional educational programs
was found. Implications call for expanded educational efforts to include programs tailored to the gender-specific needs of participants and that build on multiple exposures to the subject, preferably to begin in early childhood, and continued throughout the entire school curriculum.
To my parents,
Charles E. and Jean Wolford,
who have always told me I could do anything.
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Chapter I
Introduction

Rape is the fastest growing crime in the United States (National Victim Center, 1992; United States Senate, Committee on the Judiciary, 1991). The National Victim Center (1992) reports that, in this country, 1.3 women are raped every minute. Approximately eighty percent (80%) of the rapes reported in the National Women’s Survey involved people who were acquainted with one another and occurred during childhood, adolescence, or young adulthood (National Victim Center, 1992). This study examined efforts to reduce the rape of women in the college population through educational programming directed at changing students' attitudes toward rape. The purpose of this study was to determine optimal educational methods for decreasing the threat of rape among a population highly vulnerable to the crime. This chapter will provide background information on the problem of rape among college students, a problem statement and hypotheses for the study described in this report. In addition, the definition of terms and limitations of the study will be presented.
Background of the Study

Studies conducted on campuses across the country over the past decade have revealed alarmingly high rates of sexual victimization among college students. The most comprehensive study of rape among college students included responses from 6,159 women and men on 32 college campuses (Koss, Gidycz, & Wisniewski, 1987). Results of the survey indicated that 25% of college women had been victims of sexual assault (rape or attempted rape). These results are consistent with those of other research (Muehlenhard & Linton, 1987; Eskridge, cited in O'Shaughnessey & Palmer, 1990; Jackson, cited in O'Shaughnessey & Palmer, 1990). Additionally, a recent study of the experiences of women college students in Virginia corroborated approximately the same rates of victimization (State Council of Higher Education Task Force on Campus Rape, 1992).

The reported experiences of college males complement these reports by females. In a study by Muehlenhard and Linton (1987), 7.6% of males reported activity that meets the legal definition of rape and 57.3% reported involvement in some level of sexual assault (from unwanted touching of a sexual nature to attempts at unwanted intercourse). Males who reported involvement in sexual assault were answering questions about specified behaviors, however, and would not necessarily classify the behaviors as "rape" or "attempted rape."
Benson, Charlton and Goodhart (1992) examined the relationship between college students' experiences of sexual violence and those of members of the larger society. Societal forces which are factors in the incidence of sexual violence are present in concentrated form on college campuses. The age of college students, which represents the group with the highest rate of sexual assault victimization, is one characteristic which makes the college population appropriate for study of the problem of rape. A second condition which leads to the focus on college students in the study of sexual assault is the level of alcohol misuse for which college students in general are notorious, as alcohol is a factor in the majority of reported sexual assaults. The cultural diversity represented among the college population increases the opportunity for misinterpretation of cues and miscommunication which also are associated with sexual assault between acquaintances. Finally, the social nature of the college environment and communication of peer expectations, which are strong influences on the behavior of the college population, relate to factors which increase vulnerability to sexual assault. Together, these characteristics comprise the social setting which makes the college campus a microcosm of the larger society in terms of the opportunities for sexual exploitation to occur.

Bechhofer and Parrot (1991) also outlined the above
social conditions and added emphasis on the facilitation of acquaintance rape by certain institutions present on many college campuses. Fraternities and sororities, athletic teams, and other organizations that foster high levels of group identification have been targeted as populations with increased vulnerability to sexually exploitative behaviors.

As awareness of sexual assault on college campuses and in society has risen, public attention increasingly has turned to what must be done about this crime. Newsweek (April 29, 1991), Time (June 3, 1991), and People (December 17, 1990) magazines all have featured cover stories on the subject within the last two years and CBS (September 19, 1991) and ABC (May 5, 1992) television networks have offered special programs on rape over an 18 month period during 1991 and 1992. The Home Box Office cable network has offered a special program on a specific "date rape" case which occurred on a college campus in Virginia (January, 1993). Public interest has been directed toward consideration of the impact this crime has on those affected by it.

While the personal trauma of rape victims is recognized, seeking to understand the impact on society of high rates of sexual assault leads to consideration of the monetary factors associated with the crime. Virtually every major urban area in this country is served by at least one sexual assault services agency (Herman, 1984). In the 50 states and the District of Columbia there are 735 rape crisis
centers (Pennsylvania Coalition Against Rape, 1987). Virginians Aligned Against Sexual Assault (VAASA) reported in 1991 that there were 21 Sexual Assault Crisis Centers serving 75% of the state's counties. The VAASA report includes figures for 1990, when the Rape Crisis Centers provided 42,000 hours of direct services to 4,680 victims of sexual assault and an additional 2,055 hours to families and friends of victims. Locally, the agency providing these services is funded primarily through the United Way and the State Department of Health "Victims of Crime Act," with additional funds provided by various grants and contributions totalling $136,203.00 of public support, plus $19,161.00 generated through various revenue sources (Response Annual Report, July 1, 1991 through June 30, 1992).

Illustrating the amount of police personnel resources required to address this crime, the Norfolk city police department recently has formed a separate "Sexual Assault Section" which includes seven full time officers (Detective Larry Hockman, Norfolk Police Department, personal communication, January 14, 1993). According to Detective Hockman, 266 "forcible rapes" were reported to that department in 1992, compared with 187 in 1991. While some of the increase in these figures could be due to higher rates of reporting as well as to the change in the Police Department's handling of such reports, the undeniable
increase and concern for the safety of the University student population prompted Detective Hockman to contact this researcher to discuss possibilities for working together to educate the campus population regarding the risks of sexual assault (personal communication, May 15, 1992). The rise in rates of this crime and the attendant response to the problem continue to drain financial resources from already-stretched public coffers. Examination of the role universities can play in reducing the financial and human potential drain rape imposes upon society is appropriate.

The urban university is an important resource in determining the quality of life in American cities. In The Urban University in America Berube (1978) advocates the involvement of universities in the issues affecting urban areas through "public service" as well as academic pursuits: "...the American urban university...pursues all three ends: education in the liberal arts, academic professionalism, and public service." (p. 9) After considering the historical view of universities as elitist centers of knowledge-for-the-sake-of-knowledge, Berube concludes that the appropriate role for urban universities is to be involved in efforts directed toward improving the condition of society.

Berube relates the growing trend of college students toward urban universities and the increasing problems of urban areas, concluding that it is the urban university
which is the appropriate resource for providing the needed urban policy answers, "both scientific and humanistic." (p. 11) The urban university "has been called upon not only to educate a majority of college students in America, but to provide leadership to a nation of cities." (p. 3)

The urban university impacts the life of the city in many ways which include the influence of urban research on urban policy. Berube calls upon the urban university to dedicate itself to social change: "The urban college, particularly in its research function, could serve as a community and/or city advocate, exposing problems and offering proven solutions for change." (p. 16) The role for urban universities includes working with city government officials to create effective social-change programs and experiential-learning opportunities which relate to conditions in the lives of residents.

The cooperative relationship between Detective Hockman of the Norfolk Police Department and this researcher, mentioned above, is a good example of the urban university working together with city officials to address a problem common between them. The statistical and financial description of the problem of rape in society, offered above, places development of effective programs for combatting rape as an important potential contribution for the research efforts of urban universities.

The appropriateness of concentration of efforts to
reduce rape in society directed at the college population is illustrated further through the relationship drawn earlier between societal and college forces which impact sexual assault vulnerability. While recognizing the contribution of Sandberg, Jackson and Petretic-Jackson (1987), Parrot offers her assessment of the necessity of college and university commitments to the prevention of sexual assault (1990):

The elimination of rape and violence against women on a societal level should be our goal. To accomplish this, the structure of society, not just its individual participants, must be modified. This will take time and necessitate broad changes in attitudes and values. If we want to change behavior patterns for college students in their current and future relationships, as well (as) to prepare them to socialize their future children properly, the logical place to begin to undertake this broad reform is with young adults in institutions of higher education. (p. 8)

**Problem Statement**

Sexual assault is a problem of significant proportion on college campuses, and institutions of higher education (IHEs) are being called upon to address it. Colleges and universities have begun offering educational programs on the
subject of sexual assault in efforts to decrease the rate of the crime on their campuses. Research to determine the effectiveness of these programs is necessary. The research question addressed in this study is whether or not educational programs affect the attitudes of college students toward rape and, by implication, reduce the threat of rape among the college population. Specifically, this study investigates the effects of three educational programs on the attitudes toward rape of first-year college students. These effects are examined by comparing the pretest and multiple posttest scores of subjects on a measure of attitudes toward rape. By identifying the most effective formats for educational programs addressing the issue of rape, results of this study will serve as a guide for administrators who plan and implement college sexual assault prevention activities.

This study expands previous research to determine the effects of different types of educational program formats on the attitudes of first-year college students toward sexual assault. The independent variables in the study are the gender of participants and the three types of educational program formats: lecture, videotape, and role play presentations. The study also includes a control group which received no educational programming during the study. The dependent variables in the study are the multiple posttest scores of participants on a measure of attitudes.
toward sexual assault, specifically, the General Attitudes Toward Rape scale (GATR, Appendix 1).

**Hypotheses**

Hypotheses researched in this study include:

1. After participating in educational programs concerning sexual assault, there will be no greater difference between males' and females' attitudes toward rape than there was prior to the programs.

2. After participating in educational programs concerning sexual assault, the differences in attitudes about rape between groups exposed to different types of programs will be no greater than they were prior to the programs.

These hypotheses will be defined operationally in Chapter III.

**Definition of Terms**

In this study, rape is defined as sexual intercourse which is achieved without consent through use of force, threat of force, intimidation, or the taking advantage of the mental incapacity of another person to achieve sexual intercourse. Attempted rape is the incomplete attempt to achieve sexual intercourse through the same means as above.

Sexual assault is defined differently by different
studies in the literature. Often "sexual assault" is used to refer to occurrences of rape and attempted rape (Koss, et al, 1987). At other times, "sexual assault" refers to an array of behaviors from unwanted sexual touching to rape (Muehlenhard and Linton, 1987). A common definition in use on college campuses is one inclusive of many forms of sexually abusive behavior, rather than one limited to rape and attempted rape (see Appendix 4 for the definition used in the educational programs offered as part of this study). Where needed in this research, the meaning of this term will be offered as it is used.

Limitations of the Study

A limitation of this research design is the exposure of participants to historical factors. Events occurring in society related to sexual assault (a highly publicized rape case, for example) may sensitize subjects beyond the effects of the programs attended for this study.

Because there is a high level of attention currently being paid to the issue of sexual assault in contemporary society and on college campuses, the chances are high that subjects participating in this study will have opportunities to attend or view programs on the subject apart from their participation in this study. Attendance at programs other than those offered as part of this study could be an additional limitation.
Another possible limitation of the study is the generalizability of results to situations using educational programs other than those included in this research. Effort was made to design the programs used here according to recommendations in the literature, thus minimizing this limitation. By offering programs designed according to recommended standards, the resulting effects will be generalizable to other programs which follow the same recommendations.

Finally, one additional limitation of the study to be considered is the potential of one-time-only programs to effectively change college students' attitudes toward rape. While a more comprehensive approach to education on the subject of sexual assault could be expected to have greater effect on attitudes, the one-hour programs offered as part of this study were designed to be consistent with the type of programs currently being offered to college students. These limitations and how they were addressed in the design of this study are discussed in more detail in Chapter III.

Summary
This chapter has presented information on the problem of rape in society and on college campuses specifically. Included is an examination of the rationale behind addressing the problem of rape in society through efforts aimed at the college population. Additionally, a statement
of the problem to be addressed and hypotheses for the study
have been presented, along with the definition of certain
key terms used in this study and consideration of possible
limitations for this study design.

Chapter II presents a review of the literature which has
helped guide this research. Chapter III details the
methodology for this study including selection of subjects,
the instrument used to assess students' attitudes, the
programs offered to subjects, data collection and analysis
procedures, and more detailed consideration of hypotheses
and limitations of the study. Chapter IV presents the data
analysis and results. Chapter V offers conclusions and
recommendations for further research.
Chapter II

Review of the Literature

The literature review presented in this chapter provides the theoretical framework for the research conducted in this study. Aspects of the study to be addressed in this chapter include: (a) the acquaintanceship of victims and their aggressors in sexual assault on campus, (b) the role of colleges and universities in addressing the problem of sexual assault on campus, (c) the methods used by colleges and universities to respond to the problem, (d) behavior change as a result of attitude change, (e) studies on the effectiveness of educational programs, and (f) target populations.

Acquaintanceship of Victims and Aggressors

As consideration is given to how research efforts could be directed toward reducing the threat of rape, previously mentioned studies of the prevalence of the problem on college campuses offer direction. In addition to reporting consistent rates of victimization among college women, Koss, et al. (1987), Muehlenhard and Linton (1987), Eskridge (cited in O'Shaughnessey & Palmer, 1990), and Jackson (cited in O'Shaughnessey & Palmer, 1990) reported consistent rates
of acquaintanceship between the women being victimized and those assaulting them. Consistently, between eighty and eighty-five percent of sexual assaults (defined here as rape and attempted rape) reported in the studies took place between individuals known to one another. Because of this phenomenon, the acquaintance of victims of sexual assault with their assailants, efforts which concentrate on teaching women how to defend themselves against attacks by strangers, though necessary, are not sufficient.

While rape achieved both by strangers and acquaintances involves forced sexual intercourse and has the same devastating effects of violation on the body and will of the victim (Bechhofer and Parrot, 1991), there are differences between the two "types" of rape which must guide the efforts of college and university administrators in their efforts to address the problem on campus. The stranger rapist usually premeditates the rape for purposes of degradation and humiliation of the victim, with sex as a secondary component. The acquaintance rapist usually premeditates sex and when his plans go awry (the woman does not comply with his desires for sex), he continues with his plan and takes what he wants against her will. As the rates of acquaintanceship between parties involved in sexual assault on campus suggest, the focus of attention must be on the social and cultural factors which influence the acquaintance rapist's motivation when addressing the problem.
of rape among the college population.

To facilitate better understanding of the factors that contribute to the proclivity among certain males to rape, research exists which describes the rationalizations of convicted rapists for their raping behavior (Scully, 1990). While Scully acknowledges that the convicted rapist population is stacked with stranger rapists (because they are more often reported and prosecuted), she also sees this group as a good vehicle for testing a theory on factors which influence the tendency toward rape. Feminist theory often is used to explain rape as a function of societal and cultural factors (to be discussed in more detail in the Theoretical Framework section of this chapter). Scully concludes that the motivations and justifications used by these men are socially and culturally constructed.

In a study by Rapaport and Burkhart (1984), factors relating to the degree of college males' involvement in sexually coercive behavior was investigated. Subjects' sexually exploitative behavior was found to be related to measures of their irresponsibility, "a lack of social conscience, and a value orientation legitimizing aggression, particularly against women" (p. 216).

Benson, Charlton and Goodhart (1992) present the complementary cultural conditions which make women the perfect recipients for the sexually aggressive behaviors of men whose conditioning disposes them to assault. Through
research on victims of sexual assault, these authors examined factors that make women more susceptible to males' attacking behaviors. Conclusions focus on cultural conditioning which teaches women to be passive and to focus on maintaining relationships. Also emphasized are the high rates of acquaintanceship between victims and their assailants, which increases the level of trust between parties and increases vulnerability.

Because varying degrees of relationship exist between the majority of parties involved in sexual assault, factors affecting vulnerability to this crime go beyond matters of simple safety precautions. Factors which contribute to college students' vulnerability to sexually exploitative behaviors include: sex role stereotyping, differing expectations for behavior, lack of honest communication between the sexes, societal and peer pressure, lack of clarity about personal values, lack of assertiveness and effective communication skills, and the use and abuse of alcohol and other drugs (Floerchinger, 1988; Muehlenhard & Linton, 1987; Sandberg, Jackson & Petretic-Jackson, 1987).

These factors are exacerbated by certain campus conditions that accentuate the problem behaviors through promotion of high group identification and definition of social patterns; fraternities, sororities and athletic teams, for example (Ehrhart & Sandler, 1985).
The Role for Colleges and Universities in Addressing Rape

As awareness of the problem of sexual assault on campus has increased, attention to the role that colleges and universities must play in addressing the problem also has increased. As potential agents of change within the cities in which they are located, urban colleges and universities are in strategic positions for lessening the threat of rape in our urban areas.

How higher education institutions are to make use of their positions in the fight against rape is an important question. Some argue that administrators would be well-advised to confront the potential problem in initial correspondence with prospective students (Parrot, 1991). Citing the policy of Cornell University, Parrot recommends that information about the phenomenon of acquaintance rape on college campuses in general, with an accompanying suggested reading list, and information about local campus programs related to the problem be mailed to all parents of incoming students. This "prophylactic" approach has the potential to do more good than do remedial efforts (p. 357).

Because of the high rates of acquaintance between those involved in sexual assault on college campuses and the related myriad factors influencing the sexual violence milieu of college students, academic institutions are being called upon to direct educational efforts toward programming in these areas.
Among the roles universities and colleges have been asked to play in addressing sexual assault on their campuses is the direction of efforts toward "primary prevention" (Roark, cited in Benson, Charlton and Goodhart, 1992). Primary prevention is aimed at changing behavior and attitudes through educational programs for students and public information programs for the entire campus community. Education of students about sexual assault promotes awareness of their vulnerability to the problem, helps them to examine and understand their own attitudes and cultural factors relative to the threatening behaviors, and facilitates the development of skills which will enable them to move beyond the risk factors (Benson, et al., 1992, p. 162).

The research focusing on rape and other forms of sexual aggression among college students consistently has concluded that educational programming about sexual assault is necessary (Adams & Abarbanel, 1988; Brown, Garnets & Levy, 1981; Miller, 1988; Muehlenhard & Linton, 1987; Sandberg, et al., 1987; Yonker & Laubaucher, 1986). Suggested objectives for sexual assault programming include: changing people's attitudes, beliefs and behaviors (Brown, et al., 1981); increasing people's awareness of sexual assault and their vulnerability to it (Miller, 1988; Muehlenhard & Linton, 1987); illuminating factors which contribute to campus sexual assault such as sex role stereotypes, communication
patterns, the use and abuse of alcohol and other drugs, lack of clarity about sexual intentions and values, lack of confidence and assertiveness (Sandberg, et al., 1987); and informing students of resources available to help them in the event of their victimization (Floerchinger, 1988; Miller, 1988).

Current College and University Rape Prevention Programs

The above examination of literature calling for colleges and universities to take an active role in educating students about sexual assault leads to consideration of what steps already are being taken relative to this imperative. As administrators of campus sexual assault programs seek to lessen the threat of sexual violence among their students through educating and changing attitudes, consideration must be given to optimal methods for approaching the task. Parrot (1991) suggests ways of garnering student interest by citing eye-catching titles for programs like "How to Get What You Want But Not More Than You Bargained for in a Sexual Relationship" and "Sex Under Pressure." Also included in Parrot's recommendation for quality educational programming are suggested topics: sexual assertiveness and communication skills, the dynamics of power in relationships; and the "causes, consequences, and prevention strategies related to acquaintance rape" (p. 361).

In Virginia two recent state-wide studies concluded with
recommendations for educational programming directed at raising awareness and lessening the threat of rape among the college population. The Virginia General Assembly and the Governor of Virginia each commissioned task forces which completed their studies and made recommendations regarding the problem of sexual assault during the winter of 1991-92. Central among the recommendations of both task forces was emphasis on the need for educational programming on sexual assault (State Council of Higher Education Task Force on Campus Rape, 1992; Governor's Task Force on Substance Abuse and Sexual Assault on College Campuses, 1992).

Colleges and universities in the United States have begun to address campus sexual assault through educational programming. Flyers and pamphlets obtained from various institutions regarding their sexual assault education programs suggest varied approaches to increasing awareness on campuses nationwide. The University of Michigan at Ann Arbor offers a variety of programs to students, including videotape programs and discussions. The University of New Hampshire offers workshops and presentations on the subject through their speakers' bureau. Towson State University is offering a series of one-hour discussion programs. The University of Florida at Gainsville offers lectures, presentations and videotape programs. Harvard College lists role play presentations among its offerings to students. Penn State's programming includes lectures, films and role
plays. Old Dominion University has offered, over the past two years, a variety of lectures, videotapes, discussions, and a feature presentation of the play "But I Said No."
These efforts have been directed toward specific groups such as residence hall students and members of Greek organizations, as well as to the campus community at large. In addition, the programs described have been offered as optional, one-time-only events.

Behavior Change as a Result of Attitude Change

Theoretical support for the objective of changing people's attitudes toward rape when the primary goal is to change rape-related behavior can be found in cognitive theory. The work of Piaget, though conducted with young children, is applicable to the cognitive processes necessary to change behavior at any stage of life. Piaget suggests that modifications in behavior come when individuals are faced with circumstances that upset the equilibrium previously enjoyed and force the accommodation of new information (Hunt, 1969). If programming on sexual assault can upset the previously-held belief systems of college students tolerant of rape-threatening behaviors and force accommodation of new belief systems, according to Piagetian theory, modification of behavior then would result. The present study examined strategies to change attitudes toward rape as an objective toward lessening the threat of sexually
exploitative behavior.

Brown, et al. (1981) used the Delphi inquiry technique to compile the most informed opinions of national experts in the fields of sexual assault-related treatment and research about appropriate methods for addressing the problem of rape. The research indicated that changing people's attitudes is a major goal of primary prevention efforts, which are "directed toward reducing or eliminating social conditions that increase the likelihood of sexual assault/abuse" (p. 49).

Feminist theory and social learning theory (Ellis, 1989), offer further theoretical support for changing attitudes as a strategy for reducing rape. Both theories propose that attitudinal variables mediate rape propensity, the former focusing on sociopolitical and male-dominance factors and the latter emphasizing the fusion of sexuality and violence in rape-tolerant belief systems. After in-depth consideration of cultural factors that influence the vulnerability of males and females to be assailants and victims of sexual assault, respectively, Bechhofer and Parrot (1991) conclude that it will be only through challenging some of the most basic assumptions about what it means to be male and female in our culture that we will see change in the proclivity of individuals toward rape. Factors which define the complementary roles played by the sexes in incidents of sexual assault include the
socialization of males to set and strive for goals without consideration of their effects on others and the socialization of females to maintain relationships by not "mak(ing) waves" but, rather, by taking care of their male counterparts (p. 21). Ellis further suggests that studying attitudes is the likely avenue for future research because, for obvious ethical reasons, rape itself cannot easily be included as a dependent variable.

Consideration of the attitudes that students bring to programs is suggested as a prerequisite for effective programming aimed at changing those attitudes (Harrison, et al., 1991). Harrison et al. cite the work of Fleming and Levie (1978) which describes the ability of attitudes to arouse "drive" states, which in turn may determine actions and the "acceptance of instructional messages" (p. 132). According to the work of these researchers, knowledge of college students and their social and cultural milieu is essential to the task of educators directing efforts at lessening the vulnerability of young adults to sexual assault.

This theoretical support for addressing the problem of rape among college students through efforts to change attitudes about the crime provided the framework for this research. This study investigated the most effective methods for changing students' attitudes.
Effectiveness of Educational Programs

Efforts to assess the efficacy of educational programs directed at increasing college students' awareness of sexual assault have been minimal. Parrot (1990) took a system-wide approach to the question and looked at ratios of students reporting sexual assaults relative to the number of programs offered on their campuses. Results of that study found no relationship between the number of educational programs offered and the rates of reported acquaintance rapes. Parrot suggests that her lack of analysis of program content leaves little that can be said about the efficacy of programming efforts in general.

Fischer (1986) found that participants in a human sexuality class became more rejecting of date rape on pre- and post-test surveys of sexual attitudes. However, the programs mentioned above, generally, are offered to students on a one-time-only basis. Therefore, the assumption cannot be made that their effects would be the same as a semester-long course.

Lee (1986) designed a program to educate men about the myths and facts of rape and to increase their empathic understanding of the rape victim and found positive results. The program offered to participants in the study (twenty-four undergraduate men) was labeled the Rape Prevention Education Project and included: a definition of rape, presentation of the effects on rape victims, the male's
responsibility for rape, and ways men can be involved in creating a safer community. On the pre- and posttest measurements of attitudes of participants toward rape, the goal of raising awareness and empathy was demonstrated. Lee admits, however, to the limited generalizability of the findings due to the small sample size and recommends studies using more diverse populations. Another aspect of the Lee study which leaves questions regarding the findings is the use of an instrument to measure attitudes toward rape that was designed for that study and for which reliability and validity information was not provided.

Another university-based study, which showed positive results among male participants, sought to improve the accuracy of subjects' perceptions regarding sexual assault and to lessen victim-blaming attitudes (Harrison, Downes & Williams, 1991). Participants in the study were fifty one women and forty five men who were enrolled in five sections of a speech communications course at a large public university. The groups were offered either a videotape and discussion program on the subject of rape or a video-only program. Results showed improvements in the ability of male participants in both groups to accurately label factual information about rape and reject victim-blaming statements. However, in the same study, women's attitudes did not change significantly. The authors suggest this result could be due to the fact that women's attitudes were more
favorable prior to the program.

A third study which addressed the differences between college men's and women's empathy and attitudes toward rape sought to reduce the differences through a rape prevention program and was unsuccessful in that goal (Borden, Karr & Caldwell-Colbert, 1988). Subjects in the study were one hundred men and women (fifty each) enrolled in introductory psychology courses at a small midwestern state university. Besides gender in this study, factors considered for their possible influence over participants' attitudes toward rape and empathy toward victims included church-attendance and personal acquaintance with a rape victim. Both before and after participating in the program women scored higher than men on the administered measures, but no other significant results were found for any combination of factors. The 45-minute lecture described by the authors included the previously suggested components for educational programs, leaving questions about the effects of the presenter on the results, or perhaps indicating the inadequacy of this one-time-only approach. These authors recommend inclusion of a variety of formats as an option for reaching more students and having more success in changing attitudes toward sexual assault.

In another study, significant results were shown after a one-time-only program of approximately one hour which employed the "Elaboration Likelihood Model" (ELM) of
attitude change (Gilbert, Heesacker & Gannon, 1991). The study employed seventy five undergraduate men enrolled in psychology courses who received course credit for their participation. A component of the ELM which guided the development of the program format was the "central-route" component, emphasizing motivation, ability, and favorability of thoughts as predictors of subjects' likely attitude change. The authors offer four concerns about their findings, however. Subjects' pretest attitudes toward rape were more strongly in the favorable direction than attitudes of previous groups, indicating a possible biased sample. Relatedly, the assessment of subjects' attitudes showed they were more "sexually coercive" than "sexually assaultive," indicating a possible lack of relationship between the factors being measured and the experimental design (p. 201). Pretest-posttest sensitization is another concern as is the use of change scores as the dependent variable.

The limited research examining the effects of various formats of educational programs about sexual assault also has produced mixed results. In the Harrison, Downes and Williams (1991) study the format of the programs offered to students was varied by either the inclusion or exclusion of a facilitated discussion following a videotape presentation. While the results showed improvement in attitudes among male (but not female) participants, there were no differences in the effects for the two format
groups.

By personalizing an acquaintance rape prevention program through the use of local examples and statistics, one study which included women enrolled in social science classes at a rural community college found greater effect on the perception of vulnerability and intent to avoid risk-taking behavior among participants (Gray, Lesser, Quinn & Bounds, 1990). Nelson and Torgler (1990), through examination of subjects' attitudes toward sexual assault, studied the differences between the effects of a videotape presentation and dissemination of information on date rape contained in a brochure. Participants in the study were twenty five men and sixty four women enrolled in undergraduate psychology courses. No differences were shown between the two experimental groups, nor between those and the control group which received no educational exposure on the subject. The researchers suggest multiple posttests as a means of following potential delayed changes in students' attitudes.

Because campus sexual assault is pervasive and programming efforts directed at the problem have not been assessed adequately, the need exists for more extensive analysis of the effects of educational programming on the attitudes of college students toward sexual assault. Specifically, investigation of the effects of different types of programming formats on the post-exposure attitudes of participants is appropriate. As the above description of
current programming efforts on various college campuses indicates, different approaches to the task of educating students are possible. The literature also recommends a varied approach to educational programming on sexual assault. Consistent with the examples of programming formats currently being offered on college campuses across the country, suggestions for types of programs include videotapes and role plays, lecture presentations and discussion formats (Borden, et al., 1988; Harrison et al., 1991; Miller, 1988).

Target Populations

In planning and presenting educational programs to address rape on campus, several target populations need attention. Fraternities and sororities, athletic organizations, student military organizations, first-year students, residence hall students and those attending evening classes are potential target groups (Governor's Task Force on Substance Abuse and Sexual Assault on College Campuses, 1992; State Council of Higher Education Task Force on Campus Rape, 1992). First-year college students, in particular, need educational programming on the topic of sexual assault (Adams & Abarbanel, 1988; Benson, et al., 1992; Miller, 1988; Rubinson, 1990; University of Pennsylvania, 1988; University of Richmond, 1988; Warshaw, 1988). This call for sexual-assault programming aimed
specifically at first-year college students also was part of the agenda of Detective Hockman of the Norfolk Police Department during the meeting with this researcher mentioned previously (May 15, 1992). The point of that discussion was the expressed concern regarding the particular vulnerability of first-year students to this crime and that they should be receiving education on the subject directed specifically at them. By offering educational programs to a sample of first-year students at Old Dominion University and studying the resultant effects on attitudes toward rape, this study addresses two components of recommendations regarding rape on college campuses: educational programming and targeting of special populations, specifically, first-year students in an urban university.

Summary

This chapter has examined the literature on a number of aspects of the problem of sexual assault on college campuses which influence how the problem should be addressed by administrators of college safety programs. Included here has been an examination of the acquaintanceship between victims and aggressors of sexual assault, the role of colleges and universities in addressing the problem, how colleges and universities are responding to the problem, how changing attitudes toward sexual assault may act as an agent of change in the behavior of college students, and
consideration of populations on campuses which are recommended for inclusion in efforts addressing rape. The following chapters present the methodology and findings of research conducted on the effects of educational programs on the attitudes toward rape of first-year students in an urban university.
Chapter III
Methodology

Introduction

This study utilized an experimental design to examine the effects of educational programs on the attitudes of first-year college students toward rape. Randomly selected first-year college students were the subjects in programs utilizing three formats: lecture, videotape presentation and role plays. A control group was selected but not offered an educational program. All subjects were pretested using the General Attitudes Toward Rape scale and posttested using the same instrument at two points in time, which assessed the delayed and/or lasting effects of exposure to the programs. This chapter will describe the research design, the subjects and instrumentation, the program procedures, data collection and analysis, and possible limitations.

Design

Independent variables in the study were the group assignment of subjects, and gender. The dependent variables were subjects' scores on a measure of attitudes toward rape at two posttest observations.
Hypotheses for the study, stated in the null form, are:

1. Following educational programming males and females will not differ significantly in their attitudes toward rape; specifically, there will not be significant differences in the posttest GATR scores associated with gender.

2. Following educational programming none of the four groups (three experimental and one control) will differ significantly in their attitudes toward rape; specifically, after educational programming, there will not be significant differences among the four groups in the posttest GATR scores.

Subjects

The population for this study included the class of first-year students at Old Dominion University in the 1992-93 academic year. The sample of participants was selected randomly from the first-year students registered for classes in the fall of 1992. Sampling took place during the second week of the semester, after the deadline for dropping and adding classes, giving sufficient time for the withdrawal of those who may have registered for classes but did not attend. Four hundred twenty-five students were selected randomly from the population of 1546.

Gender distribution of the sample selected was 48.7% female and 51.3% male. These figures are the exact
reversal of the gender distribution in the population and
due entirely to random selection. This difference between
the population and the sample selected was allowed to remain
because of the traditional difference in rates of
participation by males and females in programs on the
subject of rape (males do not voluntarily participate in
such programs at as high a rate as females). Of the 425
subjects who were sent invitation letters, 132 chose to
participate in the pretest/program sessions. The gender
distribution of the participating sample was 45.5% male
(n = 60) and 54.4% female (n = 72).

Prior to the mailing of the invitation letters, subjects
were assigned randomly to one of four groups: lecture,
videotape, role play presentation, or control. Of the 132
subjects participating, 27 were in the lecture group, 36
attended the videotape program, 32 participated in the role
play presentation, and 37 were in the control group. The
gender distribution across treatment groups is represented
in Table 1.
Table 1

Subjects by Treatment and Gender

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>Lecture</td>
<td>13</td>
<td>14</td>
<td>21.67</td>
</tr>
<tr>
<td>Videotape</td>
<td>11</td>
<td>25</td>
<td>18.33</td>
</tr>
<tr>
<td>Role Play</td>
<td>14</td>
<td>18</td>
<td>23.33</td>
</tr>
<tr>
<td>Control</td>
<td>22</td>
<td>15</td>
<td>36.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

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Instrumentation

Larsen and Long (1987) developed the General Attitudes Toward Rape scale (GATR) to expand upon instruments widely used to assess attitudes toward rape myths. Scott (1992) offers this definition: "Rape myths are prejudicial, stereotyped beliefs about rape, rape victims, and rapists that are part of the general culture" (p. 2). In addition to the myth of victim responsibility, Larsen and Long (1987) sought to account for respondents' characteristics of "sexual history, age, virginity, community support" and awareness of attitudes toward rape in the assessment tool (p. 5).

Development of the instrument was conducted in four phases. Item analysis took place in phase one. Phase two included reliability and known group validity evaluations. The authors conducted concurrent validity correlations in phase three with measures developed by Field (1978) and Burt (1980). Phase four included construct and factor validity evaluations of the relationship of the GATR to several personality dimensions. Participants in the process of establishing reliability and validity of the GATR were male and female undergraduates at a state university.

The item analysis yielded part-whole correlations from .54-.91 (p < .001) (p. 6). The split-half reliability coefficient for the GATR is .68, corrected to .81 by the Spearman-Brown prophecy formula (p. 7). The known group
comparison conducted on differences between females and males yielded a \( t = 8.34 \) (\( p \leq .01 \)), consistent with the predicted relationship between the two groups (p. 7).

Concurrent validity established between the GATR and the Field and Burt measures yielded Pearson product-moment correlations of .56 (\( p \leq .001 \)) and .63 (\( p \leq .001 \)), respectively (p. 8). These correlation coefficients indicate only the congruence of the GATR with the factors assessed by the other two instruments (attitudes toward rape myths). Not reflected in the level of correlation are those items of the GATR which include the variety of characteristics mentioned earlier (age, sexual history, community support, etc.) and go beyond the dimensions of the previously-developed scales.

For the three constructs investigated, locus of control, Machiavellianism, and anomie, correlations of .31 (\( p \leq .0001 \)), .14 (\( p \leq .01 \)), and .13 (\( p \leq .01 \)), respectively, were found (p. 10). The factor analysis yielded three factors labeled "rape enjoyment," "general attitude toward rape," and a third factor with an eigenvalue too low for meaningful interpretation. The coefficient alpha was calculated to be .92 (\( p \leq .0001 \)), supporting the unidimensional nature of the GATR scale (p. 10).

**Procedures**

The mailing of letters informing students of their
selection for participation in the study began during the week of September 14, 1992. The first letters were mailed to the subjects randomly assigned to the control group and to the first experimental group, those who received the lecture-style program. The first educational programs and the pretesting of the control group took place during the week of September 28. The mailing of the second and third sets of invitation letters and the conducting of the second and third educational program sessions took place in the two successive weeks. Experimental group two, which attended a videotape program, met during the week of October 5, 1992. Experimental group three, which participated in programming using role plays, met during the week of October 12. Table 2 presents the timeline for the study.

The invitation letters informed the students that each would be paid an incentive fee for their participation (see Appendix 2). Attendance at the initial educational program session and at the two follow-up posttests earned each participant $5.00 per session. At the end of the third session there was a drawing for $100.00 from the names of those who attended all three sessions. The Vice President for Student Services/Dean of Students of the University provided the funds for these incentives.

Each group was given a choice of three program/session times to account for schedules of participants. To lessen the threat of experimenter factors and increase the
likelihood that posttest differences between groups could be attributed to the programs' effects, the three programs/sessions for each group were conducted by three different presenters. The three presenters included the Coordinator of the campus Sexual Assault Free Environment program, the campus Health Educator and the Coordinator for Greek Affairs on campus, all of whom are experienced presenters on the subject of sexual assault and who followed the same outlines for each program/session.

To increase the standardization of information provided to groups, an instruction sheet was read at the beginning of each session (see Appendix 3). The information provided to subjects included the general plan for how the study was to be conducted. Subjects also were assured of the anonymity of their participation and the importance of providing honest responses without concern for "rightness" or "wrongness" of answers. These procedures were followed in accordance with instructions from the developer of the GATR, Professor Knud Larsen, Oregon State University (personal communication, August 3, 1992).

The initial meetings for all four groups began in the same fashion. Each participant heard the introduction to the study and then filled out the GATR. The control group received their $5.00 and were dismissed. The three experimental groups each participated in the educational program after completing the questionnaire, received the $5.00 and were dismissed. The following are descriptions of the three programs.
Table 2  
**Timeline for the Study**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 29</td>
<td>Pretest for Control Group</td>
</tr>
<tr>
<td></td>
<td>Pretest and programs for Group 1 (Lecture)</td>
</tr>
<tr>
<td>October 5</td>
<td>Pretest and programs for Group 2 (Videotape)</td>
</tr>
<tr>
<td>October 12</td>
<td>Pretest and programs for Group 3 (Role Play)</td>
</tr>
<tr>
<td>November 9</td>
<td>First posttest for Control Group</td>
</tr>
<tr>
<td></td>
<td>First posttest for Group 1</td>
</tr>
<tr>
<td></td>
<td>First posttest for Group 2 begun</td>
</tr>
<tr>
<td>November 16</td>
<td>First posttest for Group 2 continued</td>
</tr>
<tr>
<td></td>
<td>First posttest for Group 3</td>
</tr>
<tr>
<td>January 18</td>
<td>Second posttest for all four groups</td>
</tr>
</tbody>
</table>
Lecture Presentation

The lecture program offered to Group 1 was one that often is used in programming at Old Dominion University. The program was developed by this researcher and incorporated the suggestions for such programs found in the literature.

The desired effects of educational programs offered to college students which should be kept in mind during planning, according to Borden, Karr and Caldwell-Colbert (1988), are consciousness raising, attitude change, and empathy toward rape. Facts, as well as feelings, are suggested as program components desirable to assist students in examining attitudes and beliefs toward rape and sexual aggression (Harrison, Downes and Williams, 1991).

Clear definitions of behaviors associated with sexual interaction, including dating behaviors that commonly are misconstrued by dating partners; attitudes, such as blaming the victim, which are associated with sexual aggression; and miscommunication are among the program components recommended by Harrison, et al. (1991). Two researchers on the subject of sexual assault among college students have reduced to four the goals of educational programs on the subject: to raise awareness of the extent of the problem and one's own vulnerability to it, to educate regarding the role of alcohol and other drugs in the occurrence of sexual assault, to impress upon students the need for assertiveness
in monitoring their own safety from such experiences, and to inform students regarding resources available to help should they encounter a problem (Floerchinger, 1988; Miller, 1988). More specifically, components of such programs should include education about sex role stereotypes and how these views relate to rape myths, factual information about the incidence of violence in the dating context among college students, assertiveness and communication skills, values clarification, behavioral characteristics of potential acquaintance rapists and treatment referral sources (Sandberg, Jackson, & Petretic-Jackson, 1987). All of these suggestions were included in the development of the lecture presentation offered to subjects in this study.

The lecture program began with presentation of facts regarding the extent of the problem on college campuses across the country and in the state (see Appendix 5 for outline). A brief statement was made regarding the use of language in the presentation (i.e. males as aggressors and females as victims of aggression) in an effort to not be misinterpreted as "male-bashing" and, thus, influence the attitudes of male students. A detailed definition of sexual assault was offered and factors contributing to the vulnerability of college students to sexually exploitative behaviors were examined (see Appendix 4 for transparencies). The effects on the victim of rape (Rape Trauma Syndrome), tips for men and women to remember in monitoring their own
vulnerability to acquaintance rape (as aggressor and victim, respectively), resources for help and treatment of those with sexual assault issues, and information regarding upcoming events related to sexual assault were offered (see Appendix 5 for handouts). The three stages of acquaintance rape and how to help a friend who has been assaulted were also mentioned briefly in the lecture presentation.

Videotape Presentation

The videotape selected for presentation to Group 2 was *Campus Rape*, developed and distributed by the Santa Monica Rape Treatment Center. The Rape Treatment Center has been among the leaders in work designed to assist colleges and universities with efforts to decrease the threat of rape among their students (see Adams & Abarbanel, 1988). The film, narrated by two popular television characters, Susan Dey and Corbin Bernsen, has been endorsed by the National Interfraternity Conference and positively reviewed by the Rape Treatment Center in *Crime Victims Digest* (September, 1990).

Components of the film include facts regarding prevalence of the problem on campus, societal factors influencing myths related to rape, the role of alcohol in many cases of sexual assault, communication patterns between men and women that may contribute to the problem, and the necessity of support and treatment for victims of the crime.
Role Play Presentation

The role play presentation offered to Group 3 consisted of three scenarios in which subjects took an active part. Parrot (1991) has offered suggestions for the inclusion of role plays in educational programming:

Programs should be designed to empower participants to avoid acquaintance rape by (a) helping them understand the dysfunctional aspects of peer pressure, sex stereotypic behaviors, and drug and alcohol use, and (b) giving them realistic alternative means of interacting with others. Improvisational, interactive theater works well in presenting the message in an interesting and realistic manner. (p. 364)

Combined, the three scenarios used for the role plays in this study included all of the recommended components for educational programs about sexual assault on campus (see Appendix 6 for role plays and commentaries). Sex roles and societal and peer pressure, myths and facts about responsibility for sexual aggression, patterns of communication and the necessity of assertiveness, alcohol, and the effects of rape on the victim and the need for support all were designed specifically as part of the role play presentations.

All three presentation groups received information
concerning upcoming activities related to sexual assault and resources available on campus and in the community to assist those affected by the problem. In order to insure just treatment of subjects, participants in the control group were told at the second posttest of available resources and of the opportunity to attend a program on the subject of sexual assault (after data gathering was complete).

Data Gathering and Analysis

Data gathering followed a pretest-posttest-posttest format. The pretest was given at the beginning of the educational program sessions. The General Attitudes Toward Rape scale (GATR) is a survey consisting of 22 statements which respondents answer using a standard Likert five-step scale, from Strongly Agree (1) to Strongly Disagree (5). Answering the survey took approximately 10 minutes, leaving 50 minutes for the program presentation, consistent with the allotted time for many programs offered on college campuses.

The first posttest was conducted at a six-week interval from the time of the presentation, during the weeks of November 9 and 16, 1992. (There was a slight adjustment in the posttest interval for some of the participants in the second and third experimental groups because of the Thanksgiving holiday. See timeline in Procedures section of this chapter.) The second posttest was conducted during the second week of spring semester, the week of January 18,
1993, for all participants. The second interval was 10 weeks as a result of the semester break.

The design for the study was factorial, with gender of participants and assignment to groups as independent variables. The dependent variables were the two posttest measurements of attitudes on the GATR scale. The statistical procedure used in analyzing the data was a Multiple Analysis of Co-variance (MANCOVA). Covariates were pretest scores on the GATR and attendance at additional programs beyond those attended for this study. Following the multivariate analysis, univariate analyses were conducted on the results of the two posttests individually.

Limitations

Three possible limitations were considered in the conducting of this research. One factor that could have influenced the internal validity of the study was historical events. Had a highly publicized rape case occurred either locally or nationally during the conducting of this research it could have influenced participants' awareness of the problem. That threat did not become a factor to the knowledge of this researcher.

A second possible limitation of the study was the compounding effect of subjects' exposure to educational programs on the topic outside of those offered as part of this research. This factor was controlled by the inclusion
on the two posttest surveys of a question about subjects' attendance at other programs throughout the time span of this study. Where additional programming had been a factor, statistical analysis of the effects of the program attendance was conducted and covaried out of the equation (see Chapter IV).

A third possible limitation of this study was the generalizability of the findings to other educational programs. Careful attention to the choice of materials included in the programs and incorporating as many of the suggestions found in the literature as possible, were intended to lessen the potential limitation of this factor. Random selection of subjects allows for generalization of findings to other populations of first-year urban university students.

The educational programs offered to students as part of this study were one-time-only events which each lasted approximately one hour. While the effects of such limited exposure to any subject cannot be expected to have the same effects that more extensive exposure would have, the programs in this study were intentionally selected in an effort to examine the effectiveness of the type of programs commonly in use on college campuses currently.

Summary

In order to present the structure of this study in a
replicable fashion, the research methodology has been presented in this chapter. This research included an experimental design, random selection of subjects from among the class of first-year students at Old Dominion University, and random assignment into one of four groups: control, lecture, videotape, or role play presentation. The programs presented to subjects were chosen according to recommendations for achieving the goals of increasing student awareness about the problem of sexual assault on campus and their vulnerability to it, what roles they can play in lessening their vulnerability to the crime, and resources available to assist those with sexual assault issues. Subjects were pretested and posttested at two intervals on the GATR scale. Data were analyzed using a Multiple Analysis of Covariance (MANCOVA).
Chapter IV
Findings and Data Analysis

The purpose of this study was to investigate the differences between three types of educational programs' effects on the attitudes of first-year college students toward rape. Subjects were selected randomly from among the class of first-year students at a four-year urban university and assigned to one of four treatment conditions: a lecture-style educational program, a videotape program, a role play presentation, or a control group. Attitudes toward rape were measured using the General Attitudes Toward Rape scale (GATR). Data were gathered in three phases: a pretest, and two posttests.

Data were analyzed initially using a Multiple Analysis of Covariance (MANCOVA), with the two posttests as the outcome variables and the pretest as the covariate. Two additional variables were included as covariates. The first was attendance at additional programs on the subject of sexual assault, information about which was solicited on each of the two posttests. On the first posttest, twenty-four subjects reported having attended additional programs. On the second posstest, twenty subjects reported additional program attendance. The second covariate added to the data
analysis was a mail-in return of the GATR survey by subjects who did not attend the posttest sessions. This last covariate was not found to be significant and so was eliminated from subsequent analyses.

Following the multivariate analysis, a univariate procedure was used to analyze the effects of the independent variables separately (gender and treatment) on each of the two posttests. The findings of these analyses are reported in this chapter.

**Hypothesis 1. Gender Differences**

Following educational programming, males and females will not differ significantly in their attitudes toward rape; specifically, there will not be significant differences in the posttest GATR scores associated with gender.

On the pretest, means and standard deviations for males, across the four groups, ranged from 40.62 to 44.27 and 7.11 to 8.41, respectively. For females, the range of means and standard deviations was from 33.21 to 37.18 and 5.80 to 7.32, respectively. Table 3 lists these and the posttest scores for all groups and both genders.

The differences between males and females were significant on the pretest, which is consistent with expectations. The differences between males and females remained significant at the .0001 level on the two
posttests, resulting in failure to reject the null hypothesis (Hypothesis 1). Table 4 lists the means for each gender and the results of t-tests performed on them at each measurement. However, results of the MANCOVA, using the pretest as the covariate, showed no other significant differences for gender, i.e. there were no significant differences in GATR scores for gender as a result of educational program attendance (see Table 5).

Hypothesis 2, Treatment Differences

Following educational programming none of the four groups (three experimental and one control) will differ significantly in their attitudes toward rape; specifically, after educational programming, there will not be significant differences among the four groups in the posttest GATR scores.

The Multiple Analysis of Covariance, using the pretest as the covariate, showed no significant differences between treatment groups or for the interaction of treatment and gender (see Table 5). Therefore, the null hypothesis cannot be rejected. However, in addition to the significant covariate of the pretest, the attendance at extra programs used as a covariate did show significance on the first posttest only.
Table 3

Means and Standard Deviations by Treatment and Gender

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Males M/SD</th>
<th>Females M/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>40.62/7.11</td>
<td>37.00/6.20</td>
</tr>
<tr>
<td>1st Posttest</td>
<td>38.23/7.72</td>
<td>36.71/5.97</td>
</tr>
<tr>
<td>2nd Posttest</td>
<td>38.50/9.60</td>
<td>34.92/6.22</td>
</tr>
<tr>
<td>Videotape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>44.09/8.41</td>
<td>34.72/5.80</td>
</tr>
<tr>
<td>1st Posttest</td>
<td>46.75/9.38</td>
<td>33.54/6.55</td>
</tr>
<tr>
<td>2nd Posttest</td>
<td>45.33/11.89</td>
<td>32.37/5.98</td>
</tr>
<tr>
<td>Role Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>41.08/7.58</td>
<td>37.18/6.58</td>
</tr>
<tr>
<td>1st Posttest</td>
<td>38.17/7.06</td>
<td>35.94/5.56</td>
</tr>
<tr>
<td>2nd Posttest</td>
<td>42.00/8.35</td>
<td>36.54/5.53</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>44.27/7.28</td>
<td>33.21/7.32</td>
</tr>
<tr>
<td>1st Posttest</td>
<td>44.78/8.80</td>
<td>33.93/8.18</td>
</tr>
<tr>
<td>2nd Posttest</td>
<td>42.00/7.93</td>
<td>33.44/7.38</td>
</tr>
</tbody>
</table>
Table 4

T-test Results for Gender on the Pretest and Both Posttests

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>42.73</td>
<td>7.53</td>
<td>-5.83</td>
<td>.0001*</td>
</tr>
<tr>
<td>Female</td>
<td>35.45</td>
<td>6.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41.86</td>
<td>8.80</td>
<td>-4.78</td>
<td>.0001*</td>
</tr>
<tr>
<td>Female</td>
<td>34.84</td>
<td>6.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41.92</td>
<td>9.09</td>
<td>-4.86</td>
<td>.0001*</td>
</tr>
<tr>
<td>Female</td>
<td>34.44</td>
<td>6.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .0001
Table 5

MANCOVA Results for the Effect of Treatment and Gender on General Attitudes Toward Rape

<table>
<thead>
<tr>
<th>Wilks' Lambda</th>
<th>F</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Variable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>0.92</td>
<td>1.32</td>
<td>(6,178)</td>
</tr>
<tr>
<td>Gender</td>
<td>0.99</td>
<td>0.36</td>
<td>(2,89)</td>
</tr>
<tr>
<td>Interaction</td>
<td>0.89</td>
<td>1.81</td>
<td>(6,178)</td>
</tr>
<tr>
<td>Covariates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>0.36</td>
<td>77.42</td>
<td>(2,89)</td>
</tr>
<tr>
<td>Attendance at additional programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Posttest</td>
<td>0.93</td>
<td>3.38</td>
<td>(2,89)</td>
</tr>
<tr>
<td>2nd Posttest</td>
<td>0.97</td>
<td>1.34</td>
<td>(2,89)</td>
</tr>
</tbody>
</table>

*p < .0001

**p < .05
Univariate Analyses

Following the MANCOVA, an analysis of covariance (ANCOVA) was performed for each of the dependent variables (each posttest) separately to test for possible univariate effects. Similar results to those found in the multivariate analysis were found in the univariate analyses. Both ANCOVAs showed significant variance contained in the model as a whole, but the pretest accounted for almost all of the variance and, once the effect of the pretest was removed, no other significant results were found on the first posttest (see Table 6) or on the second posttest (see Table 7).

On the second posttest, attendance at additional programs, as reported on the first posttest, showed significance when used as a covariate. Attendance at additional programs between the first and second posttests did not show significance, however (see Table 7).
Table 6

**ANCOVA Results for the Effect of Treatment, Gender, and Their Interaction on the 1st Posttest**

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>12</td>
<td>5251.74</td>
<td>437.65</td>
<td>17.16</td>
<td>0.0001*</td>
</tr>
<tr>
<td>Pretest</td>
<td>1</td>
<td>2926.92</td>
<td>114.76</td>
<td>0.0001*</td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>3</td>
<td>69.31</td>
<td>0.91</td>
<td>0.4415</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>18.52</td>
<td>0.73</td>
<td>0.3964</td>
<td></td>
</tr>
<tr>
<td>Treatment by gender</td>
<td>1</td>
<td>18.52</td>
<td>0.73</td>
<td>0.3964</td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td>3</td>
<td>125.20</td>
<td>1.64</td>
<td>0.1864</td>
<td></td>
</tr>
<tr>
<td>Attendance at additional programs</td>
<td>1</td>
<td>2.49</td>
<td>0.10</td>
<td>0.7556</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>92</td>
<td>2346.48</td>
<td>25.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>7598.23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .0001
Table 7

ANCOVA Results for the Effect of Treatment, Gender, and Their Interaction on the 2nd Posttest

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>12</td>
<td>5469.89</td>
<td>455.82</td>
<td>18.99</td>
<td>0.0001*</td>
</tr>
<tr>
<td>Pretest</td>
<td>1</td>
<td>3006.35</td>
<td>125.24</td>
<td>0.0001*</td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>3</td>
<td>45.07</td>
<td>0.63</td>
<td>0.6000</td>
<td></td>
</tr>
<tr>
<td>Gender by gender interaction</td>
<td>1</td>
<td>32.58</td>
<td>1.36</td>
<td>0.2470</td>
<td></td>
</tr>
<tr>
<td>Attendance at additional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Posttest</td>
<td>1</td>
<td>108.15</td>
<td>4.51</td>
<td>0.0364**</td>
<td></td>
</tr>
<tr>
<td>2nd Posttest</td>
<td>1</td>
<td>49.06</td>
<td>2.04</td>
<td>0.1562</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>94</td>
<td>2256.47</td>
<td>24.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>7726.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .0001

**p < .05
Summary

In this chapter, data analyses were presented for findings relative to the two hypotheses for this study. The only significant differences found in the study were attributable to the covariates: pretest scores (including gender differences) and attendance at additional programs on the first posttest. There were no significant differences on multivariate or univariate procedures due to treatment, gender, or their interaction.

This research study failed to reject either of the null hypotheses: (a) there were no significant differences associated with gender due to program attendance, and (b) there were no significant differences associated with treatment group due to program attendance. Significant differences were found, however, for gender that were present at the outset, which is consistent with other research on topics related to the issue of sexual assault. Significant differences also were found for the effect of additional program attendance beyond that which was offered as a component of this study.
Chapter V
Summary, Conclusions and Recommendations

Summary

The previous chapters of this report have presented the background and theoretical support for investigation of the effects of educational programs on the attitudes of college students toward rape, the design of the experimental research conducted in this study and the results of the data analyses performed on the findings. This chapter will examine the implications of the findings, consider possible alternative explanations for the results of the study, and recommend directions for further research.

The introduction to this research presented evidence of the significance of the problem of sexual assault among the college population. The magnitude of the problem of sexual assault among college students has inspired research on the factors related to the vulnerability of this population. Conclusions of those research efforts have included recommendations for provision of educational programs as an approach to decreasing the vulnerability of college students to sexually assaultive behaviors. To meet the needs of the college population with regard to lessening their vulnerability to sexual assault, research on the most
effective methods for education on the subject is necessary. Discovering the most effective methods for sexual assault education has been the objective of this investigation.

In the present study, an experimental design compared the effects of three types of educational programs on the attitudes of first-year college students toward rape. Students participated in lecture style programs, videotape presentations, or role play scenarios and were compared on pretest and posttest observations with the attitudes of a control group who received no educational programming. Results of the study yielded no significant differences between any of the program groups or between the groups that received programs and the control group which did not. The only significant results found were gender differences that existed prior to the programming and were maintained throughout the posttest observations, with males showing more tolerant attitudes toward rape than females, and the cumulative effect of attendance at additional educational programs beyond those attended for this study.

Conclusions

Results of this study lead to several possible conclusions. The first conclusion to be considered is that the null hypotheses cannot be rejected. Specifically, there were no differences in attitudes toward rape between the groups as a result of attending educational programs; and,
there were no differences in attitudes toward rape between males and females as an effect of participation in the programs. Without further consideration of factors affecting the efficacy of these educational programs on college students' attitudes toward rape, the logical conclusion would be that offering such programs to students is not a desirable approach to combatting the problem of sexual assault on campus.

However, there are possible alternative explanations for the findings presented in this study. One possible alternative explanation is that the instrument used to measure participants' attitudes was not sensitive to the material presented in the programs, and therefore, was unable to measure differences that might have resulted from participation in those programs. The General Attitudes Toward Rape scale (GATR) is the most comprehensive instrument available to measure attitudes toward rape and has shown respectable reliability as well as concurrent and known group validity, and for those reasons was chosen as the instrument for measurement in this study. However, questions on the GATR address almost exclusively beliefs about rape, while the educational programs offered to students followed the suggestions of experts in the field which call for concentration on factors that influence the vulnerability of college students to rape. Therefore, while the instrument and the program approach both may be valid,
the two were possibly not compatible for this study.

A second possible alternative explanation also concerns the content of the instrument. Many questions on the GATR are worded in so blunt a fashion that respondents may have been aware of the expected answers. Examples of questions which might have had obvious "correct" answers include: "Some women at least secretly want to be raped.", "Most rapes happen because women lead men on." and "It would do some women good to be raped." (See Appendix 1 for the full GATR scale.) It is possible that students were aware of the "distastefulness" of these questions and, as a result, offered the "politically correct" responses. Concern for political correctness in responding to questions about rape is especially possible given recent societal occurrences that have raised the awareness of many people. The highly publicized rape trials of William Kennedy Smith and Mike Tyson, and the sexual harassment hearings conducted by the United States Senate prior to the confirmation of Judge Clarence Thomas are three examples of recent events that have had strong impact on the awareness of the public toward issues of sexual assault and exploitation. Support for this conclusion is available in the pretest scores. The highest pretest mean for any of the groups was 44.27. The possible range of scores on the GATR is 22 to 110, with the lower score indicating a higher level of awareness about the issue of rape. Therefore, pretest scores indicate either
relatively high awareness of the issue or that participants chose to answer in the desirable manner.

A third alternative is that the relatively low pretest scores were reflective of the true beliefs of the participants. If this is the case it would follow that, by the time they enter college, students have been exposed to enough information about rape to have formed firm opinions on the subject.

Finally, it is necessary in this consideration of possible conclusions concerning the results of this study, that pretest sensitization be included. Exposure to the issue of sexual assault on the pretest may have sensitized the control group subjects to the issue enough that their scores on the posttests would not differ significantly from those of the groups which also were exposed to programs.

Recommendations

The conclusion that the educational programs presented to subjects as part of this study were not effective in significantly changing college students' attitudes toward rape leads to a recommendation that attention be given to offering students more education on the subject of sexual assault than was within the scope of this project. The programs offered to subjects in this study were consistent with educational programs being offered as sexual assault awareness-raising methods on college campuses today.
However, one-hour programs offered to college students may not be enough to increase awareness adequately for reduction of the threat of rape among the college population.

Because the pretest responses of subjects in this study were relatively low, we can assume previous exposure to enough information about rape for opinions on the issue to be set, lessening the opportunity for increased awareness on the subject. Because of this, future educational and research efforts might be directed more appropriately toward younger populations. Ideally, education designed to decrease vulnerability to sexual violence would begin in early childhood. Children could be taught skills such as assertiveness, listening to and respecting others' opinions, and the value of both males' and females' potential contributions from their earliest school experiences. Educational efforts aimed at young children must include communication of expectations that are not bound by sex role stereotypes. Two areas of early childhood socialization that could receive attention regarding role possibilities for boys and girls are understanding career opportunities and relationship skills. By opening the full range of career possibilities to and placing the same expectations for respectful relationships on both sexes, early childhood education could begin to empower the young students with attitudes that would facilitate healthy growth and
development throughout life.

The development of educational programs for high school or junior high school students might be more productive in raising awareness of the problem of sexual assault before those individuals reach college and enter the environment that has been found to be threatening of sexual violence to twenty five to thirty percent of women.

Once students reach college, firmly-established attitudes may require ongoing exposure to new information before new attitudes can be established, as the study by Fischer (1986) on the effects of taking a Human Sexuality course indicate. More extensive approaches to the problem of rape on campus than isolated one-time educational programs may be necessary.

Support for the need for ongoing educational efforts is found in the significance of the effect of subjects' attendance at additional programs beyond the ones attended for this study. This finding suggests a cumulative effect. That is, only after repeated exposure to educational information can we expect the attitudes of college students toward rape to change significantly.

In the literature review of this report mention was made of a study by Fischer (1986) which concluded that participation in a Human Sexuality course raised college students' awareness of what constitutes "date rape" and changed their attitudes toward women to a more liberal view.
The latter finding is related significantly to the issue of rape awareness because a more traditional view toward women is, along with lack of surety about what constitutes rape, one of the strongest predictors of acceptance of rape-related behaviors (Spence, Helmreich & Stapp, cited in Fischer, 1986). The effectiveness of a Human Sexuality course in raising college students' awareness toward rape, and the findings of this study that the one-hour programs presented as part of this research were not effective in doing the same, support a recommendation that colleges and universities take steps to insure that students receive extended exposure to the issue of sexual assault.

While a semester-long course on Human Sexuality is one approach that can be taken to lessen the vulnerability of college students to rape-related behaviors, another option worthy of consideration is an extended orientation program which would include education on the myriad factors related to sexual assault among the college population. Sex role stereotyping, societal and peer pressure, unrealistic expectations for behavior, lack of honest communication between the sexes, lack of clarity about personal values, lack of assertiveness and effective communication skills, and the use and abuse of alcohol and other drugs have been associated with the vulnerability of college students to sexual assault (Floerchinger, 1988; Muehlenhard & Linton, 1987; Sandberg, Jackson & Petretic-Jackson, 1987). A course
designed to educate and to empower students relative to these factors could be effective in reducing the threat of rape among college students. Because first-year college students are among those often mentioned in studies of the need for education about rape (Adams & Abarbanel, 1988; Benson, et al., 1992; Miller, 1988; Rubinson, 1990; Warshaw, 1988), a course on these factors could be offered as a mandatory first-year student orientation program.

To enhance the efficacy of the proposed expanded educational efforts, peer educators could be employed to strengthen the message. Having peers deliver the information on the subject of sexual assault would provide the opportunity for students to relate their own campus-culture experiences to what is offered in the programs. Peer educators could be trained on the comprehensive factors related to the problem of sexual assault over the course of a semester and receive academic credit for their participation. Following training, peer educators then could conduct programs for groups of students with which they have relationships; fraternity and sorority members presenting to students in Greek organizations, for example.

To reinforce further the ongoing nature of educational efforts on the subject of sexual assault, infusion into the curriculum of discussion on factors related to the issue could be established. For example, including sexual assault as a topic in introductory writing courses would provide an
opportunity for students to research and become educated on the subject. Sexism in the classroom could be included as a standard part of teacher education courses. Careful attention to the inclusion of works by female academicians and researchers across disciplines could encourage the development in students of respect for the contributions of women to all fields. To facilitate development of this process, training could be provided to all faculty on the myriad factors related to sexual inequality and victimization. These are some of the possibilities that are being investigated currently on college campuses (see Appendix 7 for the agenda of the 1993 State Council of Higher Education for Virginia Conference on Sexual Assault on Campus).

Another aspect of the study's findings which warrants further consideration is the fact that differences between males' and females' attitudes toward rape were found to exist at the beginning of the study and were maintained throughout the investigation. This finding supports the direction of different types of efforts toward combatting rape on campus for males and females. When considering educational program options, separate programs could be offered which stress those factors that influence vulnerability to sexually exploitative behaviors (sex role stereotypes, societal and peer pressure, etc.), especially as they relate to the unique experiences of men and women in
our culture. Separate-gender programs could be offered in addition to programs in which males and females participate together in investigating ways of interaction that contribute to sexual assault vulnerability. In this way, future educational efforts could have a greater effect by reaching individual participants in a more personalized manner.

An additional recommendation is founded in the preceding conclusions, that future research be directed at the development of an instrument which will measure awareness of factors related to sexual assault vulnerability. Because recommendations for educational programs call for concentration on the above-named factors (sex role stereotyping, societal and peer pressure, etc.), an instrument which measures awareness of those factors specifically, as well as attitudes toward rape, would be more effective in assessing the value of educational programming than currently-available instruments which measure only attitudes toward rape.

An additional benefit of the development of an instrument more directly related to the material presented to college students in educational programs about sexual assault would be reduction of the possibility that subjects would be aware of the "expected" answers to questions related directly to rape. An instrument which assessed respondents' awareness of factors related to sexual assault
vulnerability might yield more honest answers than one which asks for beliefs associated with statements such as "It would do some women good to be raped."

A final recommendation for future research would be the design of studies which would control for pretest sensitization. In order to assess the role pretesting has on the reporting of respondents' attitudes about rape, a Solomon Four-type design might be employed. Pretesting some of the participants in each group and not pretesting others of each group would allow for analysis of the effects of the pretest on outcome variables.

While the above recommendations refer specifically to possibilities for improving future research on the issue of sexual assault relative to components of the findings of this study, the larger recommendation for further investigation of the problem is more general. Because the problem of sexual assault on campus has been identified consistently as one of significant proportion, continued efforts directed at ways to lessen the vulnerability of the college population to the crime are important. Colleges and universities are directing efforts toward reduction of the problem on their campuses and any attempts to evaluate the effectiveness of those efforts and provide clear guidelines for the most valuable approaches to the goal of reducing rape are worthy of continued support.

By illuminating the factors that create the cultural
climate in which sexually exploitative behaviors flourish, and concentrating efforts on raising awareness and changing attitudes toward those factors, development of the healthiest and most whole relationships possible between men and women can be facilitated. Only through the creation of such a climate, where individuals, both male and female, are honored for their intellectual, emotional, and spiritual, as well as physical attributes, will all people be valued for all of their potential contributions.
References


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Scott, J. R. (1992). *Sexism in media: Writing the script for acquaintance rape*. (Available from Dean of Students Office, Virginia Tech University, 105 Brodie Hall, Blacksburg, VA 24061-0255.)

State Council of Higher Education Task Force on Campus Rape.  

*Violence against women: The increase of rape in America.*  


APPENDIX 1
GENERAL ATTITUDES TOWARD RAPE SCALE
**Attitudes Survey**

Last four digits, SS#_____
Gender__________

Please write the last four digits of your Social Security number in the space above. This will be used only to compare your answers on this survey to your answers on the later surveys. I do not have your social security number and have no way of identifying who you are. Please also indicate your gender in the space provided.

Please answer the following questions as honestly as possible. Please do not think about what might be the "right" or "wrong" answers. There are no right or wrong answers, as this is simply a questionnaire regarding your attitudes toward the following statements.

Please indicate your level of agreement or disagreement with the following statements by circling the appropriate response for each: 1 for Strongly Agree, 2 for Agree, 3 for Neutral, 4 for Disagree, and 5 for Strongly Disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Some women at least secretly want to be raped.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Women who say &quot;no&quot; to sexual advances often mean &quot;yes&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Most rapes happen because women lead men on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. If a woman really didn't want to be raped she could fight off the attacker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Increased awareness on rape is a good thing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Woman don't want men to convince them to have sex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A rapist's sexual history should come out at trial.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Being sexually assaulted would change my life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Young girls (under 12) cannot act seductively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Normal men can rape.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A spouse owes the other partner sex no matter what the circumstances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Raping a virgin is worse than raping a non-virgin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Rape is generally a misinterpretation of sexual cues. 
14. After a man forces himself on a woman, she may start enjoying it. 
15. It would do some women good to be raped. 
16. Each community should be responsible for providing supportive services to the rape victim. 
17. A woman can enjoy sex even when it is forced upon her. 
18. I think it would be possible for a wife to be raped by her husband. 
19. Prostitutes should only report a rape when they have been beaten. 
20. Only women who are physically beaten should feel justified in reporting rape. 
21. I would be willing to comfort a friend who has been raped. 
22. Rape is not just another feminist issue. 
23. Have you attended (or watched on television) any other programs on the subject of sexual assault since the last program/meeting for this study? 

   ____Yes  ____No

NOTE: If you reported having attended a program other than the one for this study on the last survey you filled out do not report the same program again. Please report any programs you have attended that you have not yet reported.

If yes, please give as much information about that program as possible (example: title, name of presenter, where).
APPENDIX 2
LETTERS TO STUDENTS
September 28, 1992

Student Name
1023 49th St., Gresham Hall, 700
Norfolk, VA 23508

Dear Student,

Welcome to Old Dominion University. I hope your experience here is rewarding both academically and personally!

Let me introduce myself. I am a doctoral student at ODU working on my dissertation, and I want to invite you to participate in a very important research project. I am pleased to have the support of the Dean of Students for this project, but I assure you that the University administration is not directly involved. Your participation will be totally anonymous.

As you may know, 1546 students are enrolled for their first year at Old Dominion. You are one of 400 that I have randomly selected for this project. The study is going to look at ways to educate college students about sexual assault. If you agree to participate you will receive compensation for your efforts.

Participation will require you to attend a one-hour program on sexual assault at which time you will answer a survey on the subject. Second and third meetings to answer follow-up surveys will be held, taking approximately 20-25 minutes each. At each of the meetings you participate in you will receive $5.00. At the third meeting there will be a drawing of $100.00 for those who attended all three. At that session there should only be approximately 25-35 students, so your chances of winning are pretty good.

There are three program times available for the initial meeting. Please schedule to attend one at your convenience:

- Tuesday, October 13 at 12:30 p.m.
- Wednesday, October 14 at 1:00 p.m.
- Thursday, October 15 at 3:30 p.m.

All programs will be offered in Room 921 of the Batten Arts and Letters Building. The follow-up surveys will take place during the weeks of November 16, 1992 and January 18, 1993.

You should be receiving a telephone call to verify your choice of a program time, but if I should miss you by phone, please attend one of the above-named sessions anyway. Please participate in this research project. Besides giving us important information concerning the best way to educate students about a very important subject, it will help me finish my degree! Your cooperation will be greatly appreciated! For questions, you can reach me at 683-4109.

Sincerely,

Jody Wolford
ODU Doctoral Student

Dr. Stephen Tonelson
Project Supervisor
Department of Education

Old Dominion University is an equal opportunity, affirmative action institution.
November 14, 1992

Student Name
1023 49th Street, Gresham Hall, 700
Norfolk, VA 23508

Dear Student,

Let me begin this letter by thanking you sincerely for your participation in the study about sexual assault. Your decision to participate is one that will help us learn important information about the best ways to educate college students about this issue.

I also want to remind you of the times this week which are available for you to come in and answer the first follow-up survey. Remember, your participation at one of the following session times will involve simply answering the survey and receiving your $5.00. By participating in this round of surveys you will be eligible to continue with the final follow-up surveys, which will take place in January, and at that time you will not only receive the $5.00 for participating, you also will have a chance to win a $100.00 drawing.

The times available for you to choose from are as follows:

- Tuesday, November 17 at 12:30 p.m.
- Wednesday, November 18 at 1:00 p.m.
- Thursday, November 19 at 3:30 p.m.

All meetings will be in room 921 of the Batten Arts and Letters Building and should not take very long at all; so choose the time that best fits into your schedule and attend.

Please feel free to call me at 683-4109 if you have questions or problems with this schedule. I can't stress enough how important it is that you come to this follow-up survey session. I need your continued input for the study to be of value.

Thank you again for your participation. I look forward to seeing you soon.

Sincerely,

Jody Wolford
Doctoral Candidate

Old Dominion University is an equal opportunity, affirmative action institution.
January 13, 1993

Student Name
1023 49th Street, Gresham Hall, 700
Norfolk, VA 23508

Dear Student,

Happy New Year! I hope your holidays provided all the rest and enjoyment that you needed after your first semester at Old Dominion. Here's hoping, too, that this spring semester will be a good one for you.

This is the final notice you will receive from me telling you of the sessions available for you to complete the sexual assault study. This final meeting will be very much like the second one you attended. You will fill out a survey and receive $5.00 for participating. However, this session will also include the drawing of $100.00; so be sure to choose one of the times listed below and attend.

Tuesday, January 19, at 11:30 a.m.
Wednesday, January 20, at 12:00 noon
Thursday, January 21, at 5:00 p.m.

All sessions will be held in room 921 of the Batten Arts and Letters Building.

If your schedule does not permit you to attend at one of these times please call me and I can arrange for you to attend a session at a different time. No matter what, however, please make sure you do participate in this last phase of the study. It is very important that I get your final feedback at this point.

Note: It is only by attending a session that you will be eligible to win the $100.00. Surveys returned to me after the sessions will still earn you the $5.00 but the drawings will take place at the sessions.

If you have any questions or problems please feel free to call me at 683-4109.

Results of the study will be available after April 1. If you would like to know the results please call me and I will be glad to share them with you. Thank you again for your participation in this study. I appreciate it and it will give us valuable information regarding sexual assault education.

Sincerely,

Jody Wolford
Doctoral Candidate

Old Dominion University is an equal opportunity affirmative action institution.
APPENDIX 3
INSTRUCTION SHEETS FOR PROGRAMS/PRETEST SESSIONS
INSTRUCTION SHEET FOR GROUPS 1, 2 & 3 PRETEST SESSION

Groups 1, 2, & 3 Meetings September 29, 30 and October 1

[Have surveys on floor under seats, with writing surfaces.
(Group 1 handout packet also under seat)]

Hello. I am ...(Introduction of presenter)

Let me begin by thanking you sincerely for being here. This is an important study you are participating in. What is going to happen is this: Today you will fill out a survey on the subject of sexual assault and then there will be a presentation on the subject. At two other times, in November and January, you will come back and fill out surveys again. I can't stress enough how important it is that you come back at those times and complete the follow-up surveys. If you do not participate in the follow-up sessions, the information you give me today will be of no use to us. So, when you receive the letters reminding you of the meeting times, please be sure to choose one that fits into your schedule and attend.

You are guaranteed that your responses to the surveys will remain anonymous. It is important that you give honest answers to the questions asked.

At each of the sessions you will receive $5.00, and at the final session there will be a drawing for $100.00. As you leave today you will be paid the $5.00. We need to be able to account for that money so, as you leave, this list with the names of all the people who were invited to participate in this group will be on this table. Please initial by your name to indicate that you received the $5.00. Again, there will be no attempt to match those who were at this session with your responses. This is for book keeping purposes only. As you leave, I will also give you a piece of paper with the times for the follow-up sessions in November and January so you may note them on your calendar, but you will also receive a letter in the mail about them.

Because it is important that we get honest responses to these questions, we are all going to trust that everyone will be careful not to look at the surveys of anyone around them.

Are there any questions? Does anyone need a pencil?

Please pick up the surveys under your chairs. The top of the form asks for the last four digits of your social security number. This is the simplest way for you to remember a number that can be used to compare your responses today with your responses when you answer the surveys at the later two times. Your full social security number will not appear anywhere on your survey responses. Please also indicate your gender in the space provided.
When you are finished please hold onto the survey until everyone is done and then we'll have them passed forward. Please read the directions and begin.

Thank you again for participating.
INSTRUCTION SHEET FOR GROUP 4 (CONTROL) PRETEST SESSION

Group 4. Meetings September 29, 30 and October 1

[Have surveys on floor under seats, with writing surfaces]

Hello. I am ...(Introduction of presenter)

Let me begin by thanking you sincerely for being here. This is an important study you are participating in. What is going to happen is this: Today you will fill out a survey on the subject of sexual assault. At two other times, in November and January, you will come back and fill out surveys again. I can't stress enough how important it is that you come back at those times and complete the follow-up surveys. If you do not participate in the follow-up sessions, the information you give me today will be of no use to me. So, when you receive the letters reminding you of the meeting times, please be sure to choose one that fits into your schedule and attend.

You are guaranteed that your responses to the surveys will remain anonymous. It is important that you give honest answers to the questions asked.

At each of the sessions you will receive $5.00, and at the final session there will be a drawing for $100.00. As you leave today you will be paid the $5.00. We need to be able to account for that money so, when you are finished and bring up your surveys, I will have this list with the names of all the people who were invited to participate in this group on the table. Please initial by your name to indicate that you received the $5.00. Again, there will be no attempt to match those who were at this session with your responses. This is for bookkeeping purposes only. As you leave, I will also give you a piece of paper with the times for the follow-up sessions in November and January so you may note them on your calendar, but you will also receive a letter in the mail about them.

Because it is important that we get honest responses to these questions, we are all going to trust that everyone will be careful not to look at the surveys of anyone around them.

Are there any questions? Does anyone need a pencil?

Please pick up the surveys under your chairs. The top of the form asks for the last four digits of your social security number. This is the simplest way for you to remember a number that can be used to compare your responses today with your responses when you answer the surveys at the later two times. Your full social security number will not appear anywhere on your survey responses. Please also indicate your gender in the space provided.

When you are finished please bring the survey up to me. You
will receive your $5.00 and may leave. Please read the directions and begin.

Thank you again for participating.
**Definition of Sexual Assault**

Rape; forcible sodomy; sexual penetration with an inanimate object; fondling or touching of an unwilling person’s intimate parts (genitalia, groin, breast or buttocks, covered or uncovered); or forcing an unwilling person to touch another’s intimate parts. Included in the offense of any of these acts are persons known to the victim as well as persons unknown to the victim. The offending acts can be committed through the use of force, the threat of force, intimidation or without the consent of a person who is incapacitated due to the effects of alcohol/drugs or other mental impairment of which the offender was aware or should have been aware.

**Shorthand Definition**

Any sexual act that is forced on another without consent.
Factors Contributing to Sexual Assault on Campus

Sex role stereotyping

Societal and peer pressure

Unrealistic expectations for behavior

Lack of honest communication between the sexes

Uncertainty about values

Lack of Confidence/Assertiveness

Alcohol (and/or other drugs)
Outline for Lecture Presentation

1. Facts regarding extent of problem of sexual assault on college campuses and acquaintance of victims and aggressors.
2. Use of language, i.e. males as aggressors, females as victims.
3. Definition of sexual assault (transparency).
4. Factors contributing to sexual assault on campus (transparency).
5. Stages of acquaintance rape (briefly, no transparency or handout).
6. Rape Trauma Syndrome (handout).
7. Helping a friend who's been assaulted (briefly, no transparency or handout).
8. Things to remember about acquaintance rape (handout).
9. Sexual Assault Awareness Week schedule (handout).
10. Resources (wallet cards).
11. Dates for follow-up session (attachment to packet).
RAPE TRAUMA SYNDROME
(adapted from Burgess and Holmstrom)

I. Acute Phase: Disorganization (1-6 months*)
   Immediate Impact Reactions
   • Shock/disbelief • Person can experience flattened or heightened emotional affect
   Physical Reactions
   • Shock • Fatigue • Sleeping, eating, or sexual disturbances
   Medical Issues
   • Physical injury • Sexually Transmitted Diseases • Pregnancy
   Emotional Reactions
   • Fear • Anger • Guilt • Shame • Denial • Mood swings • Depression
   Thoughts
   • Blocking • Repression • Suppression • Dissociation • Flashbacks • Intrusive Imagery
   Social Adjustment
   • Job/school performance may be impaired • Interpersonal relationships
   Economic
   • Medical costs • Legal costs • Change of residence • Withdrawal from school

II. Denial (1-3 months*)
   Discussions and Thoughts Avoided

III. Long Term Process: Reorganization (6-12 months*)
   Physical Lifestyle Changes
   • Changes in menstrual cycle • Tension • Migraine Headaches
   Psychological Lifestyle Changes
   • Nightmares • Phobias • Loss of self esteem
   Social Lifestyle Changes
   • Loss of privacy & freedom • Family conflict • Lack of trust
   Sexual Lifestyle Changes
   • Fear of sexual relations • Lack of sexual desire

IV. Integration/Recovery
   Resolution
   • Feeling of safety • Freedom from fear • Blame placed on assailant • Ability to trust
   • Compassion & advocacy for other survivors • Righteous Anger
   Factors Aiding Recovery
   • Being believed • Family/friend support • Positive self-esteem
   Factors Impacting Recovery
   • Lack of social support • Prior sexual assault/abuse • Depression

*Time frames assume the survivor has the opportunity to discuss her or his emotions shortly after the assault, receives appropriate support, and prior life issues do not compound recovery.

Virginians Aligned Against Sexual Assault 1992

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For Men:

* It is Never OK to force yourself on a woman, even if:
  - you think she's been teasing or leading you on
  - you paid for the date or bought her gifts
  - she asked you out
  - she's dressed in a sexy fashion
  - you think it's "manly" to use force or coercion
  - you think she expects you to use force or coercion
  - you have heard that women say No but mean Yes.

* Whenever a woman is forced, against her will, to submit to unwanted sexual relations, it is rape—and not a successful seduction.

* Be aware that "force" can be emotional coercion and intimidation as well as physical force.

* Be honest: communicate your needs and desires honestly, assertively, and respectfully.

* Listen to the woman and believe what she is saying. No means No! There is never a time that "No" means anything else.

* Respect the woman's right to determine what is best for her and accept a "No" to sex as her exercising that right, not as a rejection of you.

* Be aware of stereotypes such as "aggressive behavior is masculine" that set you up for acting in forceful or coercive ways.

* If a woman is unable to give consent (i.e., is drunk), it is still rape.

* Recognize your right to decide for yourself what is best for you at this point in your life (which may include not having sex right now), apart from societal and/or peer pressure.

* Physical affection does not always have to lead to sex. A woman could enjoy hugging and kissing you without any intention of "going all the way".

* You don't always have to be "in charge" or make all the decisions.

* Excessive use of alcohol and/or drugs interferes with your ability to make sound decisions, assess a situation accurately, and communicate effectively.
For Women:

* Know you have the right in any social situation:
  - to take care of yourself and not worry about taking care of the other person's feelings;
  - to only do what you think is best for you;
  - to not be coerced, cajoled, pressured, taunted or teased into doing anything that does not feel right to you;
  - to be respected in your determination of what is best for you.

* Say no when you mean no; say yes when you mean yes; and stick to your convictions. Be aware of your feelings and communicate them assertively. If you are confused, that is not the time to be "talked into" sex.

* Trust your instincts. If something doesn't feel right, it probably isn't. Exercise your assertiveness and self-protection skills.

* When you feel threatened, put yourself above rules of etiquette and stereotypes that say "anger is unfeminine", "being passive is feminine", etc. and make a scene if you have to to stop the threatening behavior.

* Be aware that your actions send a message. From your dress or behavior, some men might infer that you want to have sex. While this does not make your dress or behavior wrong, you need to be prepared to clarify any misunderstanding.

* Support your friends—don't pressure them when they are unsure about a situation. If a friend expresses discomfort with a situation and asks you to leave with her, help her out.

* Be alert to what is going on around you. Avoid excessive use of alcohol and/or drugs which impair your ability to judge a situation and make sound decisions.

+ Adapted from "Risky Business", University of New Hampshire

A NOTE TO ALL OF US: Sexual assault (which includes rape and attempted rape, as well as all types of forced, non-consensual sexual activities) among acquaintances is the result of many complex factors. Sex role stereotyping, societal and peer pressure, unrealistic expectations for behavior, lack of honest communication, and the abuse of alcohol and other drugs make us all vulnerable to exploitive and abusive behavior. We must all be aware and informed as we seek the fullest possible relations between ourselves and others.
SEXUAL ASSAULT AWARENESS WEEK, OCTOBER 26-30, 1992

Monday, October 26

12:00 "Feel the Fear and Protect Yourself Anyway", Mary Ella Douglas, Webb Room 206


Evening: Monday and Tuesday, Escorts will be distributing flyers in the parking lots.

Tuesday, October 27

12:00-2:00 Resource Fair, Webb lobby

3:00 "Fraternity Men on Date Rape", video and discussion, Tom Capozzi, Webb, Room 103. Co-sponsored by Interfraternity Council.

7:30 "Substance Abuse and Sexual Assault: The Risks, or What Did She Expect...She Was Drinking", Jeanette Donahue, BAL, Room 921. Co-sponsored by BACCHUS.

Wednesday, October 28

8:45-3:00 RESPONSE Annual Meeting "Recognizing the Injury", "Changing the Patterns of Coping", "From Secrecy to Empowerment" featuring Marilyn VanDerber, Norfolk Howard Johnsons. $35.00 all day, $25.00 for lunch and Marilyn VanDerber's presentation. RESPONSE 683-4109.

10:00 "Sexual Assault: The Problem, Students, and What You Can Do About It", Jody Wolford. For Faculty and Staff, through Personnel Training and Development, Webb, Room 103.

7:30 "Sex: A Discussion for Men", Ed Hughes, H&PE Bldg, Big Blue Room.

Thursday, October 29


4:00 "Empowering Yourself in Relationships, Jill Hangen and Sam Fabian, Webb, Suffolk Room. Co-sponsored by Chi Omega Sorority.

7:00 "Black Women as Victims", Ruth Varner, Webb, Suffolk Room. Co-sponsored by Delta Sigma Theta sorority.

Friday, October 30

12:30 "How to Spot Abusive Personalities", Sandy Meadow, Webb, Rm 206

All programs free (except where indicated) and open to the public. Sponsored by the Sexual Assault Free Environment Program (S.A.F.E.)
S.A.F.E.

TO REPORT A SEXUAL ASSAULT:
On Campus—Public Safety/Campus Police ........................................... 683-4000
Off Campus—Norfolk Police Department ............................................. 911 or 441-5610

FOR VICTIM SUPPORT SERVICES:
RESPONSE (Sexual Assault Support Services) ................................... 622-4300
Provides 24-hour services to victims of sexual assault, including both immediate and long-term support.

ODU Counseling Center ................................................................. 683-4401
Provides free counseling services to students who are victims of sexual assault.

ODU Student Health Center ............................................................ 683-3132
Provides support services to help ensure the physical and emotional health of the sexual assault victim.

ODU Women's Center ................................................................. 683-4109
Provides information, education, and advocacy on sexual assault to the University community, and support services to victims.

TO REQUEST AN ESCORT:
ODU Escort Service ........................................................................ 683-3477

IF YOU OR SOMEONE YOU KNOW HAS BEEN SEXUALLY ASSAULTED:
• Go to a safe place that has a phone.
• Call the resources listed on the front of this card.
• Do not wash hands, bathe, shower, douche or change clothes.
• Do not disturb the "crime scene." This destroys evidence.
• Remember as much about the attacker as you can: size, age, race, scars, voice, clothing, what was said and done.

Positive identification is very important.

REMEMBER:
• When someone is sexually assaulted, it is usually helpful for her/him to receive the support and assistance of a trained counselor.
• Know that a person is often sexually assaulted by someone she/he knows.
• It is NEVER appropriate to blame the victim.

Provided by the ODU SAFE Program (Program for a Sexual Assault Free Environment)
APPENDIX 6
ROLE PLAY SCENARIOS AND DISCUSSION QUESTIONS
Role Play #1

[Four friends, at party, fairly late into the evening. Each with a beer in hand]

(Tom, to John) Hey, Bro, looks like you're gonna get lucky tonight.

(John, first surprised, then hesitantly) What? With Liz? I don't know.

(Tom) Are you kidding? I've seen her brushing up against you all night. She wants it. Besides that, she's put down some beer! You're crazy if you don't go for it.

(Joy, to Liz) Boy, John is really hot! You two seem like you're really hitting it off. I saw his hands all over you while you were dancing.

(Liz) Yeah. He does seem real nice. I don't know, though, I can't really tell if he likes me or not. I feel like maybe he's just seeing how far he can go.


Narrator: John and Liz end up back in her dorm room, making out. She says no to his attempts to get her to have sex but he continues to try and eventually they do.

Discussion and Emphasis

Any comments? Do you think this was sexual assault? (Emphasize: need to take 'no' for an answer.)

How do you think John felt when Tom was talking to him about Liz? (Emphasize: peer pressure and stereotype that men are always supposed to want sex.)

How do you think Liz felt when Joy was talking to her about John? (Emphasize: peer pressure and stereotype that women should have getting a man as top priority, need for friends to support one another when doubt is expressed.)

What role might the drinking have played in this scenario? (Emphasize: effects of alcohol on ability to correctly assess a situation and make sound judgments about others' intentions and the safety or vulnerability of a situation.)

What do you think of Liz' feeling that John might have been just seeing how far he could go? What do you think she should have done with that feeling? (Emphasize: uncertainty about values, need to trust one's instincts.)

Both friends mentioned John and Liz' behavior on the dance floor. What role or responsibility do you think their earlier actions played in the final outcome of the evening? (Emphasize: myth of victim responsibility in rape if flirting and/or acting or dressing seductively, different expectations of the two parties in the same situation, communication.)
Role play #2

[Ed and Christy, in his apartment, studying]

(Ed makes a move on Christy)

(Christy, meekly) Ed, no.

(Ed, kind of sharply) What do you mean? This is our fifth date, and you came over here knowing my roommate was gone. I know you want to. Quit playing games with me.

(Narrator) Ed pushes ahead and they do eventually have sex.

Discussion and emphasis

Any comments? Do you think this was sexual assault?

What do you think about how Christy said 'no' to Ed? (Emphasize: lack of confidence/assertiveness, sex role stereotype that says women shouldn't be assertive and should worry about hurting man's feelings.)

What do you think about Ed's behavior toward Christy when she said 'no'? (Emphasize: Pressuring someone beyond their limits, lack of listening to other person's wishes, sex role stereotype that says men are to be aggressive and not take 'no' for an answer.)

What do you think about Ed's point that this was their fifth date? (Emphasize: societal pressures that say we're all supposed to be after sex whether we're ready or not, myth that woman 'owes' man sex after a while.)

What about Ed's point that Christy came over to his apartment knowing that his roommate was gone? (Emphasize: myth of victim responsibility for being in vulnerable position, different/unrealistic expectations for behavior.)

How does this scenario differ from the last one in terms of responsibility on each person's part? Is there a difference in responsibility because this was a study date versus the other which took place after a party where both people were drinking? (Emphasize: any forced sex is assault, not successful seduction as it is often considered, each person's responsibility to communicate honestly, listen to and honor the wishes of the other.)

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Role Play #3

[Annette and Suzanne, in their room the night after a big party]

(Suzanne) Annette, what's wrong with you? You've been acting so strange all day. It seems to me like you should be flying high after your big night with Ryan last night. Are you sick or something?

(Annette, starting to cry) Well, I wasn't going to tell anyone but, after the party last night, Ryan and I snuck into the Old Admin pool to have a private swim and he ended up forcing me to have sex. I just feel awful.

(Suzanne, really surprised) Are you saying he raped you?

(Annette) Well, I don't know. I did say 'no' and he just kept pushing. Finally, it happened, and then it was over and he acted like everything was no big deal.

(Suzanne) Well, he couldn't have raped you. He's the hottest guy I know. He's on the baseball team and everything. He could have any girl he wanted. You must have led him on. You did go into the pool knowing noone else would be there. What did you think was going to happen?

(Annette) I don't know. I guess it was my fault. I just know I can't bear the thought of seeing him in the cafeteria again. I'm really thinking I'm just going to leave school.

Discussion and emphasis

Any comments?

What do you think of Suzanne's reaction to what Annette told her? (Emphasize: need for victims to be believed, rarely do women make up stories of rape.)

What about the fact that Ryan is such a hot guy and leader on campus? (Emphasize: rapists are not monsters with fangs but guys like anyone else, often those who have other kinds of privilege have the most trouble accepting the limitations of what they are entitled to.)

What about Suzanne's point that Annette should have known what to expect when she went to the pool late with Ryan? (Emphasize: poor judgement does not justify rape.)

What about Annette's feelings of guilt? (Emphasize: its very common that victims of rape do blame themselves, which causes them not to seek help and compounds the negative effects on them.)

What about Annette saying she thinks she'll leave campus? (Emphasize: another very common effect of sexual assault is the great impact on the victim's life = unable to study, stay in school, trust others.)
Summary

Some, probably most of you, may be feeling pretty uncomfortable right now. That's understandable. These are very difficult issues to talk about. But, we need to talk about them because sexual assault is a very real problem on college campuses, and in society in general.

Studies conducted on college campuses over the past seven or eight years have consistently shown us that about 25 to 30 percent of college women are sexually assaulted during their four years on campus. These figures include rape and attempted rape. Over eighty percent of the assaults take place between people who know one another. I'm sure you've heard of 'date rape' or 'acquaintance rape'.

All of these scenarios deal with the matter of males assaulting females because that is the vast majority of assaults that take place. However, this isn't to say that all men are rapists. This is meant to point out that there are a whole lot of factors influencing our vulnerability to sexually exploitive behavior and to get us all thinking about how we might be aware of our own relationships with members of the opposite sex. Of course, the goal here is to encourage movement in all of us toward the healthiest and most respectful relationships with others as possible.

(If there is time, go over "Some things to remember" handout.)

Resources available to help with matters relating to sexual assault (wallet cards). (Emphasize RESPONSE's availability to males who have sexual assault issues as well as females)
The Second Campus Sexual Assault Conference

February 10-11, 1993

And

Pre-Conference Institute on Peer Education

February 9, 1993

Sheraton Hotel, Charlottesville

Sponsored by

[SCHEV] State Council of Higher Education for Virginia
Pre-Conference Institute on Peer Education

Program

Tuesday, February 9, 1993

12:00 - 4:00 REGISTRATION

1:00 - 1:20 GENERAL SESSION
George Washington Room

1:30 - 2:30 CONCURRENT SESSIONS I

1. How to Make an Effective Presentation
   Thomas Jefferson Room
   Sam Fabian, Student Health Educator,
   Old Dominion University
   The leader will discuss, model, and offer practice time for
developing effective presentation skills.

2. SAMs—Student Assistant Mentors: A Peer
   Education Model at the University of Virginia
   James Madison Room
   Stephanie Roberts, Health Educator, Institute for
   Substance Abuse Studies, University of Virginia
   Peer education coordinators recruit students to serve as peer
   mentors, who are trained to be primary contacts for other
   students. Mentors respond to questions and needs expressed by
   their fellow students.

3. Rape Companions: Persons Helping Others
   Survive Sexual Assault
   James Monroe Room
   Ginger Ambler, Administrative Assistant to the Vice
   President of Student Affairs, The College of William and
   Mary
   Kathleen Radford, Sexual Assault Outreach and Edu­
   cation Coordinator, AVALON: A Center for Women
   and Children, Williamsburg
   The leaders will present a history of AVALON'S relationship
   with the rape crisis network of the College of William and Mary,
   and discuss the goals and components of their sexual assault
   companion program.

2:30 - 2:45 BREAK

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2:45 - 3:45  CONCURRENT SESSIONS II

1. Sharpening Your Communication Skills  
   Thomas Jefferson Room  
   Desi Hacker, Counselor, The College of William and Mary  
   Peer educators must often use refined communication skills. The leader will guide students in activities to strengthen those skills.

2. Playing the Playwright: Script-writing for the Theatrically-Impaired  
   James Madison Room  
   Marigail Sexton, Substance-Abuse-Prevention Specialist, State Council of Higher Education for Virginia  
   Many student peer-education groups are using theater to reach an often distracted and uninterested audience. Scripts for these productions can be simple yet effective. This session will share ideas about how to write your own scripts. Idea generation, use of humor, and getting your point across will be discussed.

3. Setting Limits: Understanding and Taking Care of Ourselves  
   James Monroe Room  
   Linda Tisdale, Health Educator, Virginia Wesleyan College  
   The intensity often related to student-life issues makes it important for those who work in this area, either as a student peer educator or as a coordinator, to assess their personal limits and care for themselves. The leader will offer guidance for doing this.

3:45 - 4:00  BREAK

4:00 - 5:00  CONCURRENT SESSIONS III

1. Understanding Diversity  
   Thomas Jefferson Room  
   JoNes VanHecke, Associate Director of Residence Life, Virginia Wesleyan College  
   The leader will explore diversity terminology and discuss with participants their perceptions of diversity issues.

2. A Successful Peer Education Program for Community Colleges  
   James Madison Room  
   Susan Bruce, Wellness Coordinator, Longwood College (formerly at Piedmont Virginia Community College and the Institute for Substance Abuse Studies of the University of Virginia)
Mary Lee Walsh, Program Head, Advisement and Counseling, Piedmont Virginia Community College
Student Peer Educators, Piedmont Virginia Community College

Establishing a peer education program at a community college offers challenges unique to that setting. The leaders will describe a program that works at Piedmont Virginia Community College.

3. **Students As Videotape Producers: Guiding Them Through the Process**
   James Monroe Room

Anne Schroer-Lamont, Associate Dean, Washington and Lee University

Peer educators at Washington and Lee have produced a videotape about campus rape. The leader will discuss the students' decisions to produce the video and the process that led to the completed 17-minute tape.

5:00 - 6:30 **DINNER ON YOUR OWN**

6:45 - 9:30 **WOMEN'S BASKETBALL GAME**
University of Virginia vs. University of North Carolina. Meet in hotel lobby at 6:45 p.m. for transportation to the game.

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**Wednesday, February 10, 1993**

7:30 - 8:15 **CONTINENTAL BREAKFAST**
For pre-conference institute participants
George Washington Room

8:15 - 9:30 **CLOSING SESSION FOR PRE-CONFERENCE INSTITUTE**
Andrea Parrot, Faculty Member, Cornell University
George Washington Room
Second Campus Sexual Assault Conference

Program

Wednesday, February 10, 1993

10:00 - 11:45 - OPENING GENERAL SESSION
Rotunda

Welcome
Gordon Davies, Director, State Council of Higher Education for Virginia

Keynote address "The Good, the Bad, and the Ugly: Campus Approaches to Handling Sexual-Assault Cases"
Andrea Parrot, Faculty Member, Cornell University

11:45 - 12:00 BREAK

12:00 - 1:15 LUNCHEON
Rotunda

1:30 - 2:30 CONCURRENT SESSIONS A

1. Sexual Assault: The Impact of the Media
Rotunda A
Andrea Parrot, Faculty Member, Cornell University

The media plays a powerful role in the American culture's response to sexual assault. The leader will discuss this role and share examples.

2. Accurate Reporting of Sexual Assault
George Washington Room

Kathryn Lawson, Field Director, Virginia Commonwealth University Violence Prevention Project (VPP)
Ed Peeples, Project Director, VPP, and Associate Professor of Preventive Medicine, Virginia Commonwealth University, Medical College of Virginia
Norm Westerberg, Systems Director, VPP, Center for Public Service, Virginia Commonwealth University

A large number of sexual assaults are unreported. Yet if society is to appropriately respond to survivors of sexual assault, a more accurate reporting mechanism must be developed. Work has begun on this issue, and the leaders will discuss the reporting model and its applicability to campuses.
3. **Virginia's Year-Old Stalking Law: Can Students Benefit from It?**
   Thomas Jefferson Room
   Lane Kneedler, Attorney, Hazel and Thomas, Esq.
   The session will include a description of the law, how it works, and how students can benefit from it.

4. **Sexual-Assault Policy and Procedures: Finding the Fit with State Law**
   Gallery A
   Ira Andrews, Dean of Students, Randolph-Macon College
   Developing sexual-assault policy and procedures that are compatible with state law is a challenge faced by all institutions. The Task Force on Campus Sexual Assault has developed a policy that responds to this issue. The leader will present and discuss this policy.

5. **PERK: The Physical Evidence Recovery Kit**
   Gallery B
   Sue Brown and Carol Miller, Sexual Assault Nurse Examiners, Emergency Department, Fairfax Hospital
   The Physical Evidence Recovery Kit is used by medical professionals to collect evidence for an alleged sexual assault. The leaders will explain the procedure for using the kit and collecting the evidence.

6. **Enhancing Relationships Between Women and Men**
   (This is a two-hour session.)
   Gallery C
   Sybil R. Todd, Associate Dean of Students, University of Virginia with Students, University of Virginia
   The leader will facilitate a mixed-gender panel of students about relationships and communication. She will follow the panel with a discussion of the process, including intended and expected outcomes and uses.

7. **Videotape Viewing**
   National Association of Student Personnel Administrators (NASPA) Teleconference on Sexual Harassment
   Part I - 60 MINUTES
   Blue Ridge Room

2:30 - 2:45 **BREAK**
CONCURRENT SESSIONS B

2:45 - 3:45

1. **Sexual-Assault Programming for Diverse Populations**
   Rotunda A
   Andrea Parrot, Faculty Member, Cornell University
   Programming for diverse populations involves assessing the group's differences and how those differences impact the special educational needs of the group. The leader will discuss sexual assault program development, highlighting her work with the Zuni Indians in the Southwest.

2. **Recommendation #9 of the Governor's Task Force on Substance Abuse and Sexual Assault on College Campuses—The Plain English Piece**
   George Washington Room
   Tom Goodale, Vice President for Student Affairs, Virginia Polytechnic Institute and State University
   The institution's first response to a student who has been sexually assaulted is crucial. The leader of the session will discuss the plain English document developed by the Governor's Task Force on Substance Abuse and Sexual Assault to inform a student of the options that are available when she or he reports a sexual assault.

3. **Relationships and Men: The Challenges They Face**
   Thomas Jefferson Room
   Kurt Keppler, Associate Dean of Student Affairs; Eric Orrit, Counselor, Virginia Commonwealth University
   Men learn to be men in a culture that values power, strength, and dominance. How do these characteristics impact men's ability to respond to others in an intimate relationship?

4. **Self Defense: Should Institutions Offer Programs About It?**
   Gallery A
   Mike Sheffield, Chief, University of Virginia Police
   This program will discuss the advantages and disadvantages of providing self-defense training for students, and various training models.

5. **Point/Counterpoint: Legal Perspectives About Sexual Assault**
   Gallery B
   Bruce Morris, Commonwealth's Attorney, Harrisonburg
   Scott Goodman, Attorney, Charlottesville
   The two leaders will discuss a scenario of a typical campus rape and the legal ramifications from their two different perspectives.
6.  *Enhancing Relationships Between Women and Men* (Continuation of the two-hour session, A-6.)
   Gallery C

7.  Videotape Viewing
   National Association of Student Personnel Administrators (NASPA) Teleconference on Sexual Harassment
   Part 2 - 60 MINUTES
   Blue Ridge Room

3:45 - 4:00  BREAK

4:00 - 5:00  CONCURRENT SESSIONS C

1.  *Training a Judicial Board to Hear a Sexual Assault Case: What Do They Need to Know?*
   Rotunda A
   Anne Schroer-Lamont, Associate Dean of Students, Washington and Lee University
   The leader will discuss the three primary components of a model used to train a campus judicial board about sexual assault.

2.  *Accessing and Training Facilitators for Sexual-Assault Programming*
   George Washington Room
   Ginger Ambler, Assistant to the Vice President of Student Affairs; Donna Haygood, Counselor and Sexual Assault Resource Coordinator; and Lawrence Tucker, Associate Director of the Counseling Center, The College of William and Mary
   In fall 1992 The College of William and Mary conducted mandatory sexual assault programming for all first year residence hall students. This session will offer information about developing the programming and training campus personnel to conduct the small-group, 90-minute programs in the residence halls.

3.  *Educating Men About Sexual Assault*
   Thomas Jefferson Room
   Ron Cambell, Director of Residence Life, George Mason University
   What are the issues surrounding the education of men about sexual assault? The leader will discuss cultural concerns, obstacles, and models for developing education for men.
4. An Administrative Investigation of a Sexual Assault Charge: A discussion of Issues and Concerns
   Gallery A
   Tony Campbell, Dean of Students, Emory and Henry College

   It may be necessary at times for an administrator to conduct an investigation of a sexual assault report. This session will be an exploration and discussion of how to proceed.

5. Sexual Assault and the Roles We Play: Socialization and Cultural Factors
   Gallery B
   Deborah Ventis, Coordinator of Women’s Studies, The College of William and Mary
   Jody Wolford, Coordinator, Sexual-Assault-Free Environment, Old Dominion University

   Literature suggests that socialization places individuals into roles that influence behavior. The leaders will review socialization and cultural factors cited in the literature, and how these factors might influence programming.

6. International Students and Campus Sexual Assault
   Gallery C
   Adrienne Barna, Counselor; Kathy Dawson, International Student Advisor, George Mason University

   International students bring to campus a different culture—one that perhaps reacts differently to the issues surrounding sexual assault. How institutions respond to a campus sexual assault survivor from another culture is the topic of this informal discussion.

7. Videotape Viewing
   Playing the Game - 15 min.
   Rape is Not Just a Woman’s Problem - 15 min.
   Rape: An Act of Violence - 10 min.
   Blue Ridge Room

5:00 - 6:30 SOCIAL

6:30 - DINNER ON YOUR OWN
Thursday, February 11, 1993

7:15 - 8:45  FULL BREAKFAST BUFFET
            Rotunda A

8:00 - 12:00  REGISTRATION

8:45 - 9:45  CONCURRENT SESSIONS D

1.  Conducting a Mock Criminal Rape Trial
    Montdomaine Room
    Judith Landes, Associate Dean and Director of Counseling and Career Services, Shenandoah University

    In November 1992 the leader presented a mock rape trial on campus, using student actors and volunteer local judicial personnel. The session will offer details for presenting a mock trial on your campus.

2.  Using Curriculum Infusion to Address Student Life Issues
    George Washington Room
    Janice Scudder, Faculty member, Wytheville Community College

    Grant money is sometimes available for the development of curriculum that addresses student-life issues, such as sexual assault and substance abuse. The leader will discuss ways that these issues can be infused into the classroom curriculum.

3.  Friends Helping Friends: Sexual Assault and Secondary Victimization
    James Madison Room
    Pat Cheeks, Clinical Nurse Specialist

    Friends and acquaintances (campus personnel, for example) of sexual assault survivors often experience their own feelings of victimization related to the sexual assault. This session will explain secondary victimization and offer suggestions for dealing with it.

4.  $$ Dollars $$ to Address Campus Sexual Assault: State and Federal Legislation
    James Monroe Room
    Vicki Mistr, Sexual-Assault-Prevention Specialist, State Council of Higher Education for Virginia

    Recent state and federal legislation addresses campus sexual-assault issues. The leader will highlight the student bill of rights and ways to apply for grant money to address sexual assault on campus.
5. **Crime Prevention Through Environmental Design (CPTED)**
   Albemarle Room

   **Jay Malcan**, Criminal Justice Program Analyst, The Virginia Department of Criminal Justice Services

   CPTED involves planning physical facilities so that the design discourages crime. With the recent passage of the bond issue, institutions are planning new facilities. The leader will discuss ways campus personnel might influence facility design that aids crime prevention.

6. **Videotape viewing**
   - **Date Rape: A Video on Sexual Responsibility** - 48 min.
   Blue Ridge Room

9:45 - 10:00 **BREAK**

10:00 - 11:00 **CONCURRENT SESSIONS D**

1. **The Campus Security Act: An Update**
   Montdomaine Room

   **Paula Husselman**, U.S. Department of Education
   **Frank Johnstone**, Program Manager, Virginia Department of Criminal Justice Services

   Campuses are in the first year of crime reporting in response to the Campus Security Act. The speakers will provide an update on the methods used in collecting and reporting the crime data.

2. **Racism and Sexual Assault**
   George Washington Room

   **Ron Campbell**, Director of Residence Life, George Mason University

   Many sexual assaults are unreported, and assaults involving people of color are even more likely to go unreported. The leader will explore the reasons for this as well as other issues surrounding racism and sexual assault.

3. **Responding to Parents of Campus Sexual Assault Survivors**
   Thomas Jefferson Room

   **Dana Burnett**, Vice President of Student Services, Old Dominion University

   If a campus sexual assault survivor discloses her experience to parents, they may wish to meet with a student affairs administrator. The leader will discuss possible responses to this situation.
4. **Sexual Assault Programming for Community College Students**  
   James Madison Room  
   Janet Lester, Counselor, Mountain Empire Community College  
   The community college setting presents special challenges regarding sexual-assault education. This session will offer ideas for successful programming for community college students.

5. **Rape Trauma Syndrome Workshop**  
   (A two-hour session)  
   James Monroe Room  
   Faye Lee, Education Coordinator;  
   Ruth Varner, Treatment Coordinator;  
   Response Sexual Assault Support Services, Norfolk  
   This two-hour workshop will address the stages of rape trauma syndrome and discuss the issues various campus personnel must consider in addressing campus sexual assault.

6. **College Students and Family Violence**  
   Albemarle Room  
   Dick Jenkins, Dean of Student Services;  
   Mary Kay Mulligan, Director of Academic Division and Professor of Sociology; and  
   Gene Trent, Counselor, Eastern Shore Community College  
   College students experience family violence in various forms. How it impacts their academic lives and what can be done to assist the students will be the focus of this session.

7. **Videotape Viewing**  
   Heart on A Chain True About Date Violence - 20 min.  
   No Means NO! Avoiding Date Abuse - 19 min.  
   Blue Ridge Room

11:00 - 11:15 BREAK
CONCURRENT SESSIONS F

1. **Multiple Victimization: What Are Some of the Causes?**
   Montdomaine Room
   Betty Jones, Substance Abuse and Sexual Assault Educator, Radford University
   It is not unusual for victims of childhood sexual assault to become adult victims of abuse or even sexual assault. The leader will discuss possible causes for this pattern.

2. **HIV, STDs, Pregnancy and Sexual Assault**
   George Washington Room
   Tania Israel
   The leader will discuss the impact of sexually transmitted diseases and pregnancy for a survivor of sexual assault.

3. **Making Sexual-Assault Programs and Services Available to Disabled Students**
   Thomas Jefferson Room
   Claire Kaplan, Sexual-Assault-Education Coordinator, University of Virginia
   Reina Marshall, Student, Gallaudet University
   Jody Sacks, Student, University of Virginia
   Lisa Wendolski, Student, University of Virginia
   This panel discussion will focus on meeting the sexual-assault program and service needs of disabled students.

4. **Sexual Harassment and the College Student**
   James Madison Room
   Robert Alotta, Staff member, The Catholic University of America
   Through role play this session will heighten awareness of campus sexual harassment and the roles various campus personnel should have in addressing the problem.

5. **Rape Trauma Syndrome**
   (Continuation of the two-hour session, E-5)
   James Monroe Room

6. **Impairment & Sexual Assault: The Role of Alcohol**
   Albemarle Room
   Mary Crozier, Alcohol Educator, The College of William and Mary
   Lawrence Tucker, Assistant Director, Counseling Center, The College of William and Mary
   The leaders will present a decision tree for considering the role of alcohol in judicial cases of sexual assault and contrast this with personal risks and considerations associated with alcohol impairment. Educational and judicial recommendations will be offered.
7. **Videotape Viewing**  
*Dreamworlds: Desire/Sex/Power in Rock Videos* - 55 min.  
*Blue Ridge Room*

12:15 - 12:30 **BREAK**

12:30 - 2:00 **AWARDS LUNCHEON**  
*Rotunda A*

**Welcome**  
Ira A. Andrews, III, Dean of Students,  
Randolph-Macon College

**Address**  
Margaret A. Miller, Associate Director for Academic Affairs,  
State Council of Higher Education for Virginia

**Presentation of Award**  
Vicki Mistr, Sexual-Assault-Prevention Specialist, State Council  
of Higher Education for Virginia
Autobiographical Statement

The writer of this dissertation was born Mary Jodine Wolford on January 26, 1957 in Lafayette, Indiana. She earned a Master of Arts degree in Humanities, Ethics and Economic Justice concentration, at Old Dominion University, Norfolk, Virginia, in December, 1984. She earned a Bachelor of Arts degree in Sociology, Social Work concentration, at Purdue University, West Lafayette, Indiana, in May, 1979. Additional graduate work has included a practicum in Early Childhood Education at the Old Dominion University Child Study Center and an internship at the Wellesley College Center for Research on Women in Wellesley, Massachusetts.

At the time of this writing, she is in her fifth year as Graduate Assistant at the Women's Center on the Old Dominion University campus, four of which have been almost exclusively devoted to coordinating the campus Sexual Assault Free Environment (S.A.F.E.) program. Additional work on the issue of sexual assault includes membership on the State Council of Higher Education for Virginia Task Force on Campus Sexual Assault and serving as a trained rape crisis counselor for RESPONSE, the local sexual assault support services agency. Her efforts on sexual assault education have been recognized through conferment of the following awards: a Class Act Award presented by the Old Dominion University Vice President for Student
Services/Dean of Students for coordination of Sexual Assault Awareness Week, 1992; Honorary Membership in Order of Omega for service to the Old Dominion University Greek community, 1992; and to the Old Dominion University S.A.F.E. program, the RESPONSE Award for Outstanding Educational Efforts on Sexual Assault, 1991. In addition, the writer was awarded the Peggy Woofter Hull Scholarship for Education Doctoral Studies during 1988, 1989, and 1990.

The writer offers numerous presentations on the subject of sexual assault to diverse audiences, both within the campus community and beyond. In addition, she teaches a Continuing Education course titled "Developing a Non-sexist Approach to Children."

Previous work experience has included teaching in Early Childhood Education programs and social work.