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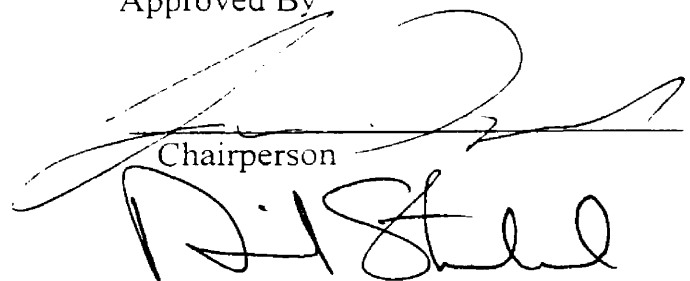
**Evaluation of a Rape-Prevention Program:  
Effects on Attitudes Toward Rape and Beliefs in Rape Myths  
Among Freshmen Dorm Residents at  
The University of Montana**

By Anne M. Lydiard  
B.A., the University of Montana, 1999  
Missoula, Montana

Presented in partial fulfillment of the requirements  
For the degree of  
Master of Science

Department of Health and Human Performance  
School of Education Graduate School  
The University of Montana  
May 18, 2001

Approved By



Chairperson

Dean, Graduate School

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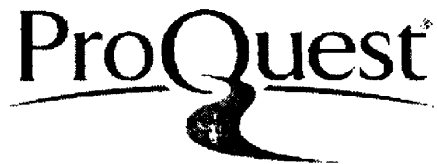


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## Thesis Abstract

Lydiard, Anne M., M.S., May 2001

Health & Human Performance

Evaluation of a Rape-Prevention Program: Effects on Attitudes Toward Rape and Beliefs in Rape Myths Among Freshmen Dorm Residents at The University of Montana.

Committee Chair: Laura Dybdal, Ph.D.



The purpose of this study was to evaluate the effectiveness of a sexual assault and rape prevention program titled "Drawing the Shades" on participants' beliefs and attitudes toward rape and rape myths. The target population of this study was freshmen students who attend The University of Montana and live in the dorms. The study explored if attending this prevention program was more effective in changing belief in rape myths and attitudes toward rape compared to a control group (Montana Tech of The University of Montana). It also examined the gender differences within the experimental group. Quantitative methods were used to gather data. The Burt Rape Myth Acceptance Scale and the Attitudes Towards Rape Scale was used to assess participants' belief in rape myths and attitudes toward rape. A total of 157 participants (experimental group= 95; control group= 62) completed both the pre-test and the post-test. Students were randomly selected to participate in this study and t-tests were run to explore the differences in participants' belief in rape myths and attitudes toward rape. No significant differences were found between the experimental and control groups. However, when assessing gender differences, statistical significance was found. "Drawing the Shades" was more effective in changing belief in rape myths among freshmen females.

## Acknowledgments

**When you come to the edge of all the light you know,  
and are about to step off into the darkness of the unknown,  
faith is knowing one or two things will happen:  
There will be something solid to stand on,  
or you will be taught how to fly.**

**-Barbara J. Winter**

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## Table of Contents

<b>Chapter I</b>	<b>Page</b>
Introduction to the Study.....	1
Statement of Purpose.....	5
Research Question.....	6
Hypotheses.....	6
Rational of Study.....	6
Delimitations & Limitations.....	7
Definition of Terms.....	8
 <b>Chapter II</b>	
Rape and the United States.....	10
Attitudes and Rape.....	11
Rape Myths.....	12
Rape Myths and Gender.....	13
Rape Myths and Age.....	14
Primary Prevention Efforts.....	15
Elaboration Likelihood Model (ELM).....	16
Workshops and Seminars.....	18
Videos.....	18
Lectures.....	19
Contemplated Exposure.....	20
Interactive Drama.....	21
Trigger Scripting.....	22
Measurement Instruments.....	23
Rape Prevention and The University of Montana.....	24
Sexual Assault and Rape Prevention Programming.....	26
“Drawing the Shades”.....	26
 <b>Chapter III</b>	
Methodology.....	28
Sample Selection.....	28
Instruments.....	29
Data Collection.....	30
Coding.....	30
Experimental Group.....	30
Pretest.....	30
Treatment.....	32
Post-test.....	33
Control Group.....	33
Pretest.....	33
Treatment.....	34
Post-test.....	35
Data Analysis.....	35



## Chapter IV

Results.....	36
Survey Results: Demographic Information.....	37
Experimental group.....	37
Gender .....	37
Age.....	37
Ethnicity.....	37
Control group.....	38
Gender .....	38
Age.....	38
Ethnicity.....	38
Survey Results: Descriptive Data.....	39
Rape Myths- Overall Results.....	39
Attitudes Toward Rape Overall.....	40
Rape Myths- Gender Differences.....	40
Experimental group.....	41
Control group.....	41
Attitudes Toward Rape- Gender Differences.....	42
Experimental group.....	42
Additional Findings.....	43
Additional Questions Summary.....	43

## Chapter V

Introduction.....	47
Summary of Findings.....	47
Discussion.....	49
Recommendations.....	51
Freshmen Males.....	52
Health Enhancement Office.....	53
Conclusion.....	54
Limitations of the Study.....	55
Future Research.....	56

<b>References.....</b>	<b>59</b>
------------------------	-----------

<b>Appendix A.....</b>	<b>63</b>
<b>Appendix B.....</b>	<b>64</b>
<b>Appendix C.....</b>	<b>65</b>
<b>Appendix D.....</b>	<b>66</b>
<b>Appendix E.....</b>	<b>67</b>
<b>Appendix F.....</b>	<b>68</b>

## List of Tables

Table 1a.	Number and proportion of students surveyed by gender.....	37
Table 1b.	Number and proportion of students surveyed by age.....	37
Table 1c.	Number and proportion of students surveyed by ethnicity.....	37
Table 2a.	Number and proportion of students surveyed by gender.....	38
Table 2b.	Number and proportion of students surveyed by age.....	38
Table 2c.	Number and proportion of students surveyed by ethnicity.....	38
Table 3:	Rape Myth Scale Results- Overall.....	39
Table 4:	Attitudes Toward Rape Scale Results- Overall.....	40
Table 5:	Rape Myth Scale Results- Males vs. Females.....	41
Table 6:	Attitudes Toward Rape Scale Results- Males vs. Females.....	42
Table 7:	Additional Experimental Group Survey Questions.....	46

## Chapter 1

### Introduction

The experience of going away to college is a rite of passage for many of today's youth. It is often the students' first time away from their parents, friends, and a familiar environment. As students try to adjust to a new way of life, they are faced with many new stressors. The pressure to make decisions for themselves and be held accountable is further accentuated by the atmosphere students find themselves.

Although younger and more educated people tend to exhibit less violent attitudes and less belief in rape myths (Burt, 1980), it has been reported that rape is the most prevalent and violent crime committed on college campuses (Adams & Abarbaner, 1988). In 1985, a survey was administered to 32 colleges consisting of 6,100 undergraduate women and men (Warshaw, 1994). It was found that 1 in 4 female respondents had been in a situation that met the legal definition of rape or attempted rape.

It is difficult to pinpoint a definition for rape that applies in every state because legal definitions for rape vary. Adams and Abarbanel (1988) provided a general definition of rape: "forced sexual intercourse that is perpetrated against the will of the victim" (pg. 7). This definition applies whether a victim is raped by a stranger or by an acquaintance.

Nationally, college students are more vulnerable to acquaintance rape than any other age group. Lonsway (1996) defines acquaintance rape as "rape that is committed by an individual known to the victim in some capacity: they could be friends, dates, lovers, former lovers or spouses, coworkers, neighbors, and so forth" (pg.230).

In the past, it was presumed that rape was a random attack among strangers. It is now known that the majority of sexual assaults that occur on college campuses are between acquaintances (Bohmer and Parrot, 1993). In the average community, 70% of rapes are acquaintance rapes; on college campuses the percentage increases to 90% (Warshaw, 1994).

The highest rate of rape victimization is between the ages 16 to 24 years old (Adams & Abarbaner, 1988). Some of the reported reasons for this include college students' new settings, new environmental stressors, and no parental supervision or support systems (Roark, 1987). In addition, coeducational dorms, the frequent discarding of curfews on college campuses, and the use of "ride boards" among college students contribute to college-aged students' vulnerability to acquaintance rape (Hauserman and Lansing, 1982).

The growing awareness regarding the problem of sexual assault and rape across the nation, particularly on college campuses, has prompted college administrators to implement mandatory sexual assault and rape prevention programs for new students. As a result of these programs being implemented, researchers have begun to examine the effectiveness of various types of sexual assault and rape-prevention programs.

The singular focus of sexual assault and rape prevention education programs has been based on evaluating attitude change (Lonsway Fitzgerald, 1994). However, behavioral change has been measured in only a few studies because it is more difficult to measure (Shchewe & O'Donohue, 1993). Attitude change, on the contrary, is easier to measure (Lonsway & Fitzgerald, 1994). Lonsway (1996) explained that the basis for many researchers' decisions to use attitude as their outcome is "based on the assumption

that changes in rape-related attitudes are directly related to changes in sexually aggressive behavior” (pg. 256).

Attitudes that support rape can take shape in many different ways. Some of the most common types of rape-supportive attitudes are beliefs in rape myths. Rape myths can be defined as prejudicial, stereotyped or false beliefs about rape, rape victims and rapists (Burt, 1980). Common rape myths include attitudes such as the victim’s responsible for the rape and that “no” really means “yes” (Newman & Colon, 1994). Burt (1980) discovered a correlation between rape-supportive attitudes and the acceptance of rape myths. If a person believes in rape myths, he or she is more likely to exhibit rape-supportive attitudes.

While most sexual assault and rape-prevention programs use attitudes to measure program effectiveness, various other types of programming take place on college campuses around the nation. It has been found that some of the most successful rape-education programs address a variety of issues including definitions, prevalence, incidence, and rape myths (Gary, 1994). The most common approach in conveying these issues in programs has been in the form of workshops and seminars (Harrison, Downes, & Williams, 1991).

There are many different components that workshops and seminars can encompass. Most programs have relied on lectures, videos, and brochures. The effectiveness of these programs on attitudes toward rape have had mixed results. While many programs have been successful in reducing the acceptance of rape myths among college students, the results have not been all favorable. After an unsuccessful attempt to change college students’ attitudes towards rape myths through a workshop (Borden, Karr,

& Caldwell-Colbert, 1988) that incorporated the components that Gary (1994) reported as effective in sexual assault and rape programs, Bordon et. al. felt that new strategies needed to be employed. Their recommendation for future programming included incorporating more dynamic and interactive strategies.

Sexual assault and rape programs have begun to move away from using knowledge based lectures, videos, and brochures. More and more, sexual assault and rape prevention programs have started using interactive strategies. Some of the new methods being evaluated are contemplated exposure, interactive drama, and trigger scripting. These new techniques appear to be having an effect in reducing college students' beliefs in rape myths (Ellis, O'Sullivan, & Sowards 1992; Heppner, Humphrey, & Hillenbrand-Gunn, 1995; Mann, Hecht, & Valentine, 1988). Researchers have agreed that the programs that appear to be most effective involve interactive participation (Barth, Derezotes, & Danforth, 1991).

In the early 1990's, The University of Montana selected a task force to decide a course of action concerning sexual assault and rape for this campus. The first major decision to come from this task force was the need to find out more information about the prevalence and incidence of sexual assault and rape on The University of Montana campus. During the 1991-1992 school year, Doyle and Burfeind (1994) conducted the University of Montana Sexual Victimization Survey. A total of 2,640 female University of Montana students responded to the survey. Survey results indicated that 6.6% of campus females reported experiencing at least one occasion of unwanted attempted sexual intercourse, 21% of the reported sexual assaults and rapes occurred in the dorms. an additional 4.2% experienced completed sexual intercourse, and nearly 50% of the

reported rape victims were between the ages of 18 and 19. The latter concurs with research done by Koss, Leonard, Beezley, & Oros (1985), which reported that collegiate victims of sexual assault are most likely to be first-year students.

In response to prevalence of rape on campus, The University of Montana Health Enhancement Office developed a sexual assault and rape education program targeting freshmen. Beginning in 1996, freshmen were required to attend a rape-awareness program titled "Drawing the Shades." This multimedia production addresses the issue of rape by incorporating drama, music, and a PowerPoint presentation to reveal the true stories of four rape survivors. Although "Drawing the Shades" has been performed since 1995, an evaluation of rape attitudes has not been conducted. It appears that this program has been well received by college freshmen, but there has been no evidence to support any changes in their attitudes and beliefs towards rape.

### **Statement of Purpose**

The purpose of this study was to evaluate the effectiveness of a sexual assault and rape-prevention program titled "Drawing the Shades" on participants' attitudes towards rape myths. The target population of this study was freshmen students who attend The University of Montana and live in the dorms. The results of this study will be used by The University of Montana's Curry Health Center Health Enhancement Office to determine the future use of "Drawing the Shades" with regards to sexual assault and rape-prevention programming for this campus.

## **Research Question**

What will the effects of an educational sexual assault and rape-prevention program be on attitudes toward sexual assault and rape and beliefs in rape myths among The University of Montana freshmen living in the dorms?

## **Hypotheses**

Null Hypotheses:

- 1) There will be no difference in program participants' attitudes toward rape and their belief in rape myths after attending the rape-prevention program "Drawing the Shades" compared to the control group.
- 2) There will be no difference between male and female participants in their attitudes toward rape and their belief in rape myths after attending the rape-prevention program "Drawing the Shades."

## **Rationale of Study**

Freshmen populations on college campuses are usually the targets for sexual assault and rape-prevention programming. Research has shown that first-year college students are in the most danger of being sexually assaulted or raped (Koss et. al., 1985). The incidence rate of sexual assault and rape among freshmen attending The University of Montana supports this research. For the past four years, University of Montana freshmen have been required to attend a sexual assault and rape-prevention program called "Drawing the Shades." However, no evaluation of "Drawing the Shades" has ever been conducted. With the knowledge that sexual assault and rape is a problem on college campuses across the nation, including The University of Montana, it is important to find the most effective form of programming.



## **Delimitations**

The delimitations of this study were:

1. The study was limited to freshmen living in the dorms attending The University of Montana.
2. The data were collected via survey.
3. The data were restricted to self-report of the participants.

## **Limitations**

The limitations of this study are as follows:

1. The results of this study depended on the participants' accuracy when responding to the survey.
2. The results of the study may be biased due to social desirability (McKenzie & Smeltzer, 1997). Since the items on the survey were sensitive in nature, participants may have wanted to please the researcher by rating the statements in a socially acceptable way.
3. Since participants completed the surveys on a voluntary basis, results may be biased due to who decides to participate in the study and those who choose not to participate in the study. Males have a tendency to have a higher acceptance rate of rape myths and more negative attitudes toward rape than females (Harrison, Downes, & Williams, 1991).
4. Since the participants completed a pretest and post-test, the possibility exists that they became familiar with the topic of rape or the format of the survey by the time the post-test was administered.

## Definition of Terms

**Rape:** "Sexual intercourse without consent and chiefly by force or deception" (Webster's Ninth New Collegiate Dictionary, 1989).

**Sexual Assault:** Any sexual contact without consent.

**Acquaintance Rape:** "Rape that is committed by an individual known to the victim in some capacity" (Lonsway, 1996).

**Rape Myths:** "Prejudicial, stereotyped or false belief about rape, rape victims, and rapists" (Burt, 1980).

**Attitudes:** "A mental position with regard to fact or state" (Webster's Ninth New Collegiate Dictionary, 1989).

**Beliefs:** "Acceptance of or confidence in an alleged fact or body of facts as true or right without positive knowledge or proof" (Simons-Morton, Greene, & Gottlieb, 1995).

**Unwanted Attempted Sexual Intercourse:** Attempted sexual intercourse without consent (Doyle & Burfeind, 1994).

**Unwanted Completed Sexual Intercourse:** Completed sexual intercourse without consent (Doyle & Burfeind, 1994).

**“Drawing the Shades”:** Multimedia production that addresses the issue of sexual violence by revealing the true stories of four survivors by incorporating drama, music, and a PowerPoint presentation.

## **Chapter II**

### **Review of Related Literature**

The purpose of this study was to examine the effects that a sexual assault educational program had on The University of Montana freshmen's attitudes about sexual assault, and their belief in rape myths.

The following literature review will include these areas. The incidence and prevalence of sexual assault and rape at the college level will be examined at the national level as well as The University of Montana campus. The attitudes that are associated with the problem of rape will be discussed along with the role that rape myths play in contributing to rape in our society. Sexual assault and rape-prevention programs that have been evaluated will be reviewed as well as the measurement tools that were utilized in these studies. Lastly, The University of Montana's sexual assault and rape-prevention program titled "Drawing the Shades" will be discussed.

### **Rape and the United States**

The occurrence of rape is a national problem. Over the years surveys and federal records have documented the incidence and prevalence of rape in our nation. In 1992, results of the National Women's Study, a longitudinal telephone survey of a national household sample of women over the age of 18, were released. The results indicated that approximately 683,000 women reported being the victim of rape each year (Kilpatrick, Edmunds, Seymour). In 1996, 71 rapes per 100,000 women were reported to law enforcement. This result comes only from the rapes that were reported to the police (Federal Bureau of Investigation, 1997).

In 1985, Ms. Magazine administered a survey to 32 college campuses consisting of 6,100 undergraduate men and women (Warshaw, 1994). It was found that 1 in 4 female respondents reported having been in a situation that met the legal definition of rape or attempted rape. In addition, out of the 3,187 female students questioned in the Ms Magazine survey, 15.3% reported having been raped and 11.8% reported having been victims of attempted rape. In addition, it was also reported that 1 in 4 women will be the victims of rape or attempted rape by the time they graduated college. Another national survey found that 27.7% of the college women surveyed reported being raped and 7.7% of the college men surveyed reported raping someone (Koss, Gidycz, & Wisniewski, 1987). There are many variables that are thought to be associated with the occurrence of sexual assault and rape.

### **Attitudes and Rape**

Attitudes can be defined as "a mental position with regard to fact or state" (Webster's Ninth New Collegiate Dictionary, 1989). Attitudes tend to be stable over a period of time and contain a series of beliefs that contribute to a person acting in a predictable fashion (Simons-Morton, Greene, & Gottlieb, 1995). After reviewing the research literature, Earle (1996) discovered that the most common predictors of rape looked at in men were: "power, anger, sexual frustration, hostility towards women, disinhibition, sexual experience, situational factors, and attitudes" (pg. 4). In addition, Earle (1996) found that previous studies have suggested that the strongest predictor for men's sexual aggression was their attitudes toward women.

In 1980, Burt conducted a study that looked at how cultural myths can contribute to the support of rape. She found that many of the attitudes that are accepted in our

western culture (sex-role stereotypes, distrust of the opposite sex, and acceptance of interpersonal violence) contribute to the prevalence of sexual violence. Many studies have rendered results that support Burt's research. Koss, Leonard, Beezley, & Oros (1985) found that there is a correlation between male college students' levels of sexual aggression and their attitudes condoning violence against women. As a result of the culture men are brought up in, many men may allow themselves to justify their beliefs that sexual assault is not wrong or even a problem (Berkowitz, 1992).

Rape-supportive attitudes can take form in many different ways. One of the most widespread ways rape-supportive attitudes take form is in the belief or rape myths. Burt (1980) discovered a correlation between rape-supportive attitudes and the acceptance of rape myths—the higher the belief of respondents in rape-supportive attitudes, the greater their acceptance in rape myths.

### **Rape Myths**

Rape myths can be defined as prejudicial, stereotyped or false beliefs about rape, rape victims, and rapists (Burt, 1980). Some of the most common rape myths include beliefs and attitudes such as “most rape claims are false,” “the victim provokes the rape and is responsible for what happened”, and/or “women act like they do not want sex, but they really do” (Newman & Colon, 1994).

Rape myths are said to serve several purposes. First, they allow people to minimize the problem of rape by convincing them that it is not nearly as big of an issue as it actually is. The second purpose rape myths serve is to allow people (especially women) to believe they are safe because they have done nothing viewed as foolish to warrant an attack. The third purpose is to keep women unequal to men, by making them

live in a world of fear, to depend on men, and to trap them in the “traditional” role of women (PROs Manual, 2000).

A number of studies have suggested that male college students who self-report that they would be likely to rape also express a consistent pattern of beliefs about rape such as acceptance of rape myths and traditional gender roles (Koss, Leonard, Beezley, & Oros, 1985; Malamuth & Check, 1980; Muehlenhard & Linton, 1987; Tieger, 1981).

When Burt (1980) conducted a survey on 598 randomly selected Minnesota adults, she found that over half of the participants agreed with statements that suggest women are responsible for being raped or that at least 50% of reported rapes are false. The perception of victim responsibility is a rape myth that could be paired with our society's toleration or acceptance of rape (Larson & Lang, 1988).

### **Rape Myths and Gender**

Many researchers have examined the differences between men and women and their beliefs and attitudes about rape myths (Harrison, Downes, & Williams, 1991; Lenihan, Rawlins, Eberly, Buckley, & Masters, 1992). The most prevalent finding is a consistent gender difference between men and women, regardless of the type of measurement instrument used. An instrument may measure beliefs in rape myths, attitudes toward rape, or attitudes toward women. Men consistently have higher beliefs in rape myths, exhibit a higher acceptance of rape, and have more traditional beliefs about women (Lenihan et al., 1992 & Schaeffer & Nelson, 1993).

Harrison et al., (1991) conducted a study that measured university students' perceptions of date and acquaintance rape before and after a program designed to change these attitudes. Results indicated that men had a much higher tendency to believe in rape

myths. The men in this study were most likely to believe that the blame for date and acquaintance rape belonged to women. Studies show that there is a significant difference between the genders on belief in rape myths, blaming the victim, agreeing with rape-supportive attitudes. Fonow, Richardson, and Wemmerus (1992) found women to be more knowledgeable about rape and less likely to believe in rape myths or gender roles. These findings coincide with the results of a study conducted by Muir, Lonsway, & Payne, (1996). Muir et al., (1996) examined the differences among Scottish and American college students in regards to their acceptance of rape myths. The results found that the male students in both countries exhibited a greater belief in rape myths than the female students.

### **Rape Myths and Age**

Most studies involving rape are done with college students. Although younger and more educated people tend to exhibit less violent attitudes and less belief in rape myths (Burt, 1980) nationally, college students are still more vulnerable to acquaintance rape than any other age group. It has been reported that rape is the most prevalent and violent crime committed on college campuses (Adams & Abarbaner, 1988). Studies have shown a correlation between rape myths and college men's willingness to rationalize rape (Berkowitz, 1992).

While college students endure the most risk, their attitudes and beliefs are formulated at a much earlier age (Boxley, Lawrance, and Gruchow, 1995 and Kershner, 1996). Children typically start dating in middle school and high school (Felty, Ainslie, & Geib, 1991). Boxley et al. (1995) conducted a study with eighth grade students that showed even at this young age, males were three times (30.4%) as likely as women



(10.1%) to report believing rape-myth statements about women. In 1994 and 1995 the Bureau of Justice statistics found that of the women who reported rape to the police, roughly 40% were under the age of 18 and 15% were younger than the age of 12 (Greenfield, 1997). This makes the task of altering students' attitudes and beliefs about rape more difficult because of the diverse backgrounds they came from.

This does not mean it is impossible. A study conducted in 1991 measured high school and college students' attitudes toward rape (Blumberg & Lester, 1991). Using the Burt Rape Myth Acceptance Scale to measure attitudes, Blumberg and Lester found that high school females and college females had similar beliefs in rape myths. They did not believe as highly in rape myths or in blaming the victim compared to high school and college males. On the other hand, high school males had stronger beliefs in rape myths than did college males. Blumberg and Lester (1991) suggested that the education and life experience a male might encounter in college could change rape attitudes. This gives hope to the fact that even though college is a time of transition, it might not be too late to change attitudes toward rape.

### **Primary Prevention Efforts**

Now that college administrators are starting to understand the severity of sexual assault and rape on campuses across the nation, it is now commonplace for rape prevention programs to be a requirement for new students. The most common types of preventative rape programs have been educational workshops (Lonsway, 1996). Lonsway (1996) proposed that an underlying presumption of these programs has been the idea that if people's supportive convictions of rape can be changed, then the actual incidence of sexual aggression will decrease.

The primary focus of rape prevention education programs has been almost entirely based on changing attitudes (Lonsway & Fitzgerald, 1994). This is partly because attitude change is easier to measure than any other factor. Another outcome that has been studied is behavioral change. However, behavioral change is not the target of more research efforts because it is more difficult to measure. It also takes more time, more money than is often allotted, and may possibly be an unattainable goal (Shchewe & O Donohue, 1993). On the other hand, attitude change is easier to measure. It is more realistic because results can be achieved immediately or shortly after the respective rape education program. Lonsway (1996) explained that this strategy is so widely used because it is, "based on the assumption that changes in rape- related attitudes are directly related to changes in sexually aggressive behavior" (pg. 256). For this reason a vast majority of the studies conducted use attitude as their outcome.

While most studies have measured attitude, there are various strategies being used for rape education programming occurring on college campuses around the nation. With the variety of programming taking place, researchers have become more inclined to evaluate the effectiveness of the different types of programming. Through evaluating sexual assault and rape prevention programming, researchers have found that certain types of programming are more effective in changing college students' attitudes toward rape than others.

### **Elaboration Likelihood Model (ELM)**

Although many programs have focused on changing attitudes, it is rare that any theoretical framework has been utilized to guide attitude change. Few programs have included the use of a theoretical model and each of these studies used the elaboration

likelihood model (Gilbert, Heesacker, & Gannon, 1991; Heppner, Good, Hillenbrand, Hawkins, Hacquard, Nichols, DeBord, & Brock, in press; Heppner, Hillenbrand-Gunn, & DeBord, 1995). The ELM concentrates on attitude change at two different levels. The two different levels this model focuses on are peripheral route processing and the central route processing of the persuasive message. This model concludes that if the participants are not interested in the message or they feel it is not at their level, then they are not likely to focus on the actual content of the message but the peripheral cues instead, therefore resulting in a short-lived change. On the contrary, central route processing is based on evaluating the message, deciding if the quality is good and it is at an appropriate level, if participants are feeling motivated to listen to the message, if they are thinking about something that is relevant to the issue, and consequently demonstrating more central attitude change. Therefore there is a longer lasting change (Petty & Cacioppo, 1986).

The ELM appears to be effective in changing students' attitudes about rape through central route processing. Studies have shown that the more interested a participant, the better he or she understood the program. Also, the more the participants could relate to the program, the less likely they were to believe in rape myths (Foubert & McEwen, 1998). However, this model runs into the same problem other prevention programs have faced. In the studies that measure long-term results in the decrease in men's rape myth acceptance, it has been found that it is not effective in creating an attitude change over time (Heppner et al., 1995).

The most effective rape prevention program found using the ELM was interactive drama (Heppner et al., 1995). The interactive drama consisted of a male and female

facilitator performing two dating situations using improvisational theater. The first scenario included a male and female going on a date that ended in rape. The participants were given a chance to ask the actors questions. The audience was then given the opportunity to rewrite the scene. In the second scenario, the actors used the audience's suggestions to avoid the scene ending in rape. Heppner et al. (1995) reported that both men and women reported a significant increase in the use of central route processing and a decrease in belief of rape myths immediately following the treatment.

### **Workshops and Seminars**

When rape-prevention programming was first being implemented, workshops were the most popular format. These workshops contained many different components. Most programs have relied on lecture, videos and brochures. While most researchers found various amounts of success in changing college students' attitudes toward rape, there have been mixed results on changing peoples' beliefs toward rape with these methods (Harrison, Downes, & Williams, 1991; Pinzone-Glover, Gidycz, & Jacobs, 1998; Bordon, Karr, Caldwell-Colbert, 1988).

### **Videos.**

Studies have shown that videos are effective in changing attitudes towards rape. Harrison et. al., (1991) conducted a study in which participants were either exposed to a video and discussion, a video, or no treatment at all. Participants in both video groups effectively changed their attitudes about rape, specifically about victim blaming and denial. The men in the groups that watched the video also improved the accuracy of knowing what was factual and nonfactual information on the post-test. However, there was no significant difference between the two groups.

More support for the effectiveness of changing attitudes toward rape and sexual assault was found for the use of video when a study was conducted on college men using pre-experimental debriefing films (Intons-Peterson, Roskos-Ewoldsen, Thomas, Shirly, & Blut, 1989). There were three groups participating in this study. The first group received a debriefing film that discussed myths, facts, and statistics on rape. The second group watched a film on the importance of consideration and respect in sexual situations. The final group did not receive a debriefing film at all. All three groups were then exposed to clips from commercials, movies, and newspaper articles that depicted sexual violence, sex with consent, or nature scenes. All of the participants watched a post-experimental film that discussed rape myths and consequences of pornographic materials. Results indicated that the two groups who received the pre-experimental films decreased their rape myth acceptance after the final film. They also viewed the victim of rape more favorably and the perpetrator as more to blame.

### **Lectures.**

Some of the more successful rape-education programs address a variety of issues including definitions, prevalence, incidence, and rape myths. A study was conducted at a moderate-sized Midwestern university to see if a rape-prevention program would be successful in changing college students' attitudes toward rape and attitudes toward women, perception of acquaintance-rape scenarios, and rape empathy (Pinzone-Glover, et. al., 1998). The experimental group went to an acquaintance-rape program that used a lecture format to discuss statistics concerning the prevalence of sexual assault and rape, address the myths and facts about rape and rapists, give insights to the behavioral characteristics and attitudes that are typical of a rapist, tell women how to increase

personal safety, tell men how to avoid situations that could lead to rape and to be able to identify places that help victims of sexual assault. A comparison group went to a sexually transmitted disease awareness program. The same format as the acquaintance-rape program was used. Both groups answered surveys involving rape-myth acceptance, rape empathy, and attitudes toward women. As hypothesized, participants who attended the acquaintance-rape program decreased their belief in rape myths compared to the participants in the sexually transmitted disease awareness program.

However, even if programs do address the key areas of sexual assault and rape, such as definitions, prevalence, and rape myths, success is not always a given. After an unsuccessful attempt to change college students attitudes through a 45-minute seminar including lectures on legal terms, descriptions of a “typical” rapist, rape trauma syndrome, prevention strategies, and available assistance following a rape, Borden et. al. (1988) felt that new strategies needed to be employed. They found didactic training was ineffective in changing attitudes and recommended incorporating more dynamic and interactive strategies to enhance attitude change. Other researchers have agreed that the programs with the greatest effectiveness are those that involve interactive participation (Barth et al., 1991).

### **Contemplated Exposure.**

Research has shown that men are more likely to believe in rape myths than women (Harrison et. al.; Lenihan et. al., 1992). Researchers have evaluated a variety of rape-prevention programming, such as contemplated exposure. Ellis, O’Sullivan, and Sowards (1992) questioned whether a participant’s attitude toward rape would change if the participant contemplated how she would react if a close friend or relative told them

she was raped. Ellis et. al., (1992) hypothesized that contemplation would decrease a participant's belief in rape myths. As expected on the pretest, women reported less acceptance of rape myths than the men. However the contemplation of a friend telling them they were raped had the opposite effect on men and women. Women tended to lower their belief in rape myths after contemplation, whereas men's beliefs in rape myths increased after contemplation. In addition, men tended to lower their sympathy for the victim as well as blame them for what happened.

### **Interactive Drama.**

It has been suggested that performance in social contexts helps students understand themselves and the environment better. It is also said to be helpful because they have the opportunity to learn from others or find solutions to problems (Valentine, 1986). It has become more common for educational programs to include some type of performance in their program format instead of focusing mainly on lecture.

An investigation was conducted on 258 students from a large Midwestern public university (Heppner, Humphrey, & Hillenbrand-Gunn, 1995). The goal of this study was to determine the most effective rape-prevention strategy on producing attitude change toward rape. The investigation had three groups: a didactic video, an interactive drama, and a control group. The didactic-video intervention was an educational program based on morals and instructions that included information about the prevalence and impact of rape, rape myths, statistics, and definitions of rape. It also included a video (Campus Rape), and a brief question and answer period. The interactive drama included male and female facilitators. The facilitators acted out two different dating situations for the participants. After the role-plays, the audience got to ask the facilitators, who stay in

character, questions. The participants then rewrote the script by giving suggestions to the actors about how they might change the situations. The control group went to a stress-management workshop. The results indicated that the interactive drama was the most effective prevention strategy in decreasing beliefs in rape myths immediately following the prevention program.

### **Trigger Scripting.**

Trigger scripting has been used in past research to change attitudes and knowledge about step parenting. Mann, Hecht, & Valentine (1988) sought to see if trigger scripting would be effective with other social issues. Trigger scripting is when the desired topic is introduced through some avenue (in this study a video). A study was conducted that examined the effects of trigger scripting on sexual attitudes. This study measured the effectiveness of trigger scripting on the participants' attitudes toward sexual behavior. Four conditions were measured: 1) trigger script + discussion, 2) trigger script, 3) discussion, 4) control group. The trigger script group plus discussion group watched a 15-minute performance entitled "Big Girls Don't Cry" followed by a 15-minute discussion facilitated by a male and a female. After receiving all of their treatment they were given a post-test. The trigger script group watched the 15-minute performance titled "Big Girls Don't Cry" and were given a post-test. A male and female facilitated the discussion group. The facilitators prompted discussion by asking questions pertaining to rape. After 15 minutes of discussion a post-test was given. The control group received no treatment; they just filled out a post-test. Overall, the results found that trigger scripting plus discussion was the most effective treatment in changing participants'



negative attitudes toward sexual behavior. However, trigger scripting without discussion also was successful in changing negative attitudes toward sexual behavior.

Researchers have been given the task to evaluate what makes some sexual assault and rape-prevention programs more effective than others. It has been found that the most effective sexual assault and rape prevention programs on changing attitudes toward rape require a focus on many different areas: definitions, incidences, prevalence, and strategies to reduce the risks of sexual assault and rape (Gary, 1994). Therefore, most sexual assault and rape-prevention programs incorporate these key areas. Over the years many instruments have been developed to measure the effectiveness of these prevention programs on attitudes towards rape myths.

### **Measurement Instruments**

As the number of researchers evaluating rape-prevention programs has increased, so has the number of available measurement tools. The most prevalent tools being used to evaluate rape-prevention programs are the: *Attitudes Towards Rape Scale (ATR)*, *Sexual Attitudes Towards Women Scale (SATW)*, *Attitudes Towards Women Scale (ATW)*, *Rape Empathy Scale (RES)*, and the *Burt Rape Myth Acceptance Scale (RMA)*. Barnett and Field developed the ATR scale in 1977. This scale includes 25 items that reflect a society's attitude toward rape. Benson and Vincent developed the SATW in 1980. The SATW was used to examine the attitudes toward women with regards to rape myths, feminist ideology, and their sexual experiences (Anderson & Cummings, 1993). The ATW was developed in the early 1970s to evaluate people's attitudes in regards to the rights and roles of women. Deitz and Byrnes developed the RES in 1981. This scale

was used to assess the level of empathy people felt toward rapists and rape victims (Pinzone-Glover et. al., 1998).

The majority of researchers have chosen to use the RMA (Foubert, 2000; Foubert & McEwen, 1998; Heppner et. al., 1995; Pinzone-Glover, Gidycz, & Jacobs, 1998; & Schaeffer, 1993). The RMA is a scale that measures to what extent a person believes in rape myths. Martha Burt created the RMA in 1980. The RMA has been proven to have internal consistency and be a valid instrument (Foubert & McEwen, 1998; Burt, 1980). In addition, many researchers have chosen this instrument because so many people have used it. It is seen as an advantage to be able to compare results with other rape-prevention studies that used the RMA.

### **Rape Prevention and The University of Montana**

The University of Montana is keeping in stride with the rest of the nation when it comes to realizing the problem of sexual assault on college campuses. In the early 1990s, The University of Montana selected a task force to decide what steps needed to be taken to address the problem of rape and sexual assault on this campus. One of the biggest decisions to come from the task force was the need to find out more information about the prevalence and incidence of sexual assault on The University of Montana's campus (Doyle & Burfeind, 1994).

During the 1991-1992 school year, Doyle and Burfeind conducted The University of Montana Victimization Survey (1994). The purpose of this survey was to get an accurate view of the sexual victimization of university female students. The survey was responded to by 2,640 female UM students. According to the results, 6.6% of the women surveyed reported experiencing at least one occasion of unwanted attempted sexual

intercourse and 4.2% reported experiencing at least one occasion of unwanted completed sexual intercourse.

The data also revealed that freshmen and sophomores were at greater risk for victimization: 18% of all freshmen and 13% of all sophomores reported they were assaulted. Nearly 50% of the victims were between the ages of 18 and 19. This corresponds with the research by Koss et al. (1985) that stated, "first-year college students are most likely to become the victims of sexual assault while in college".

Although nearly half of the reported assaults took place at a private residence (house or apartment), nearly 21% took place in a dorm room, usually belonging to the victim. Research shows that, contrary to popular belief, sexual assault by a stranger is an uncommon occurrence on the college campus (Meyer, 1985). The majority of sexual assaults and rapes that take place on the college campus are by an acquaintance of the victim (Bohmer & Parrot, 1993; Adams & Abarbanel, 1988). The University of Montana was no different from the rest of the nation with 83% of the victims reported being acquainted with their attacker.

Another source of The University of Montana rape and sexual assault statistics comes from the Student Assault Recovery Services (SARS). During the 1997 school year, 98 students sought help from SARS. The breakdown of the 98 students was as follows: 24 were survivors of rape, 21 were sexually assaulted, 30 were victims of relationship violence, 22 were victims of child sexual abuse, and 1 person came in for other reasons ("With Your Personal Safety in Mind... Campus Security & Alcohol & Drug Guidelines, 1998). It is important to note that the only information The University

of Montana has on sexual assault and rapes pertaining to its campus are incidence and prevalence rates.

### **Sexual Assault and Rape Prevention Programming**

Efforts have been made to provide sexual assault and rape prevention programming at The University of Montana. The University of Montana Curry Health Center fosters a program titled Peers Reaching Out (PROs). PROs are students trained to facilitate preventive health programming for University of Montana students. One of the topics addressed by PROs is sexual assault and rape. PROs are responsible for providing a sexual assault and rape-prevention program titled "Drawing the Shades."

#### **"Drawing the Shades."**

"Drawing the Shades" is a multimedia production that addresses the issue of rape by incorporating drama, music, and a PowerPoint presentation to reveal the true stories of four survivors. "Drawing the Shades" originated in Virginia. It was written by April L. Elliot in 1993. Elliot wrote the skit out of frustration. She felt that educators were going about the topic of sexual assault in the wrong way. Instead of scaring the students and putting men on the defensive, she wanted people to explore other areas involved with the occurrence of sexual assault.

The "Drawing the Shades" program is divided into three sections. The first portion is a 20-minute skit and addresses the true stories of four survivors. The second portion is a 20-minute PowerPoint presentation set to music that addresses definitions, statistics, objectification of women, and rape myths. The final portion of this program is a chance for the facilitator to pose questions to the audience and answer any questions they may have. This final portion is a new addition to "Drawing the Shades." It was

implemented for the first time in the fall of 2000. In the past, a discussion was held following the PowerPoint presentation and the students were encouraged to discuss what they had seen and ask questions.

"Drawing the Shades" was implemented on The University of Montana campus five years ago. During this period of time, an outcome evaluation of "Drawing the Shades" on rape attitudes in freshmen was not conducted. While no outcome evaluation has been done, process evaluation has taken place. Resident assistants requested PROs to come to their dorms and discuss the program at greater lengths to their freshmen residents. At the time, PROs received positive comments on "Drawing the Shades." Although it appears that the program has been well received, without an outcome evaluation no way exists to measure the program's effectiveness in changing attitudes towards rape among the freshmen who are required to attend. Until now this program has not been evaluated.

## **Chapter III**

### **Methodology**

The purpose of this study was to examine the effects that the sexual assault educational program titled “Drawing the Shades” had on The University of Montana’s freshmen’s attitudes about sexual assault and their belief in rape myths.

#### **Sample Selection**

The target population for this study was freshmen students living in the dorms at The University of Montana (N=1622) and Montana Tech of The University of Montana in Butte (N=181). The sample of this study included 95 of the freshmen living in the dorms at The University of Montana. The sample included 62 of the freshmen living in the dorms at Montana Tech of The University of Montana.

After receiving approval from the Institutional Review Board (IRB) to conduct the study (See Appendix A), the Residence Life office was contacted about receiving a list of addresses of all of the freshmen living in the dorms. Every freshman living in the dorms had an equal opportunity to be selected to take part in this experimental group. This was accomplished by using the random-numbers table (Christensen & Stoup, 1991). The control group was freshmen students living in the dorms at Montana Tech of The University of Montana. The Residence Life office at Montana Tech of The University of Montana was called to request a list of the freshmen living in the dorms. Every freshman living in the dorms on this campus had an equal opportunity of being selected to be a part of the control group. The random-numbers table was used with the control group as well. The program coordinator at Montana Tech of The University of Montana was called to

see what, if any, sexual assault and rape prevention program was being done on their campus and it was found that no programming was being done.

### **Instruments**

The instruments that were used for this study were the *Burt Rape Myths Acceptance Scale (RMA)* and the *Attitudes Towards Rape Scale* (Appendix B). Martha Burt developed this survey in 1980. This scale was utilized to assess the student's belief in rape myths. This survey contains 11 items and is measured on a scale of 11 to 55. The higher a person's score meant the greater his or her belief in rape myths.

It has been reported that the RMA has internal consistency shown by the Combat's alpha to be between .84 and .88 (Foubert & McEwen, 1998). The validity of the RMA is supported by research that shows that, "high scores correlate significantly with sexual conservatism ( $r = .39$ ), adversarial sexual beliefs ( $r = .40$ ), and acceptance of interpersonal violence ( $r = .50$ ) (Burt, 1980). Hamilton and Yee (1990) also reported that men who report they would rape tend to believe more in rape myths ( $r = .59$ ). Another reason many researchers have chosen this instrument is because so many people have used it. It is seen as an advantage to be able to compare results with the other studies that have used the RMA.

Nona Barnett and Hubert Field developed the Attitudes Towards Rape Scale in 1977. Barnett and Field completed a comprehensive review of literature. From this research they compiled a list of statements that were recognized to reflect a variety of attitudes that people might have towards rape. This scale includes 25 items based on statements about attitudes towards rape. This scale is scored on a 5-point range from "strongly agree" to "strongly disagree." A lower score on this survey would indicate "a

greater perceived responsibility for the rape on the part of the victim.” It was reported that the Attitudes Toward Rape contains eight separate factors. It has an estimated mean of .62 for reliability (Field, 1978).

## **Data Collection**

### **Coding**

Each survey had a codename written on the top of survey. Each participant selected the codenames. The participants were asked to choose a codename that they would remember. Having the participants choose a codename to write on the top of their surveys served a number of purposes. The first eliminated the use of names on the surveys. This helped ensure that participants would not be linked in any way to their answers. By having participants use codenames, participants’ pretests were easily matched with their post-tests.

To protect the anonymity of the students and their responses, the list of participants’ names were kept in a locked filing cabinet until the experiment was completed. The completed surveys were kept in a locked filing cabinet in a separate area. Once completed the list of names was destroyed.

### **Experimental Group**

#### **Pretest.**

The experimental group consisted of 95 randomly selected freshmen living in the dorms at The University of Montana. All of the students who participated did so on a voluntary basis. Once permission was received to conduct this research, trained peer health educators from the Curry Health Center hand-delivered the surveys to the selected students approximately one or two days before they received their treatment. In addition,



the peer health educators were also required by the NIH Office of Human Subjects Research to be certified to work with human subjects. To accomplish this, the peer health educators completed a computer-based training course on the Protection of Human Research Subjects. When peer health educators made contact with a selected student, they adhered to the following procedure:

- 1) The peer health educator explained that they were randomly selected to fill out a survey addressing attitudes towards rape.
- 2) Each student received a student informed consent form (See Appendix C) explaining the purpose of the surveys and gave them the option if they wished to continue their participation.
- 3) If the student wished to continue, they were given the survey and instructed to pick a codename that they would remember and write it on the top of their survey. They were then given an index card to write their codename on. The participants were then told to hold onto the card so they would have it when the time came to fill out the post-test.
- 4) The peer health educator then designated a time that they would be back to pick it up (approximately within an hour of dropping it off).
- 5) Peer health educators picked up the completed surveys and returned them to the Curry Health Center Health Enhancement Office.

Once the surveys were returned they were entered into in SPSS database and scored. After the scoring procedure was completed, the results were locked in a filing cabinet until the time came to analyze the data.

## **Treatment.**

Approximately one or two days after filling out the rape attitudes questionnaire, the participants in the experimental group took part in their treatment. At The University of Montana, freshmen are required to attend a one-hour program on sexual assault and rape during the fall semester in Urey Lecture Hall. The program the participants watched is titled "Drawing the Shades." A graduate student attending The University of Montana facilitated the first portion of the program. All of the students in the audience were given a disclaimer on the intensity of this program. The students were also given the option to leave if the program was too intense for them. There were Student Assault Recovery Services (SARS) advocates on hand in case any students needed to talk to them. The SARS advocates were introduced at this time as well.

The program began with four personal stories about being sexually assaulted and raped (See Appendix D). Peers that are students attending The University of Montana portrayed the four characters. Each of the four characters is diverse in nature and have all been raped under different circumstances. The next portion of the show was a PowerPoint presentation that addressed national and local statistics on rape, contributing factors to the rape society we live in, and options on what we can do to create change (See Appendix E). The PowerPoint presentation was set to music that is popular in our culture today. The same facilitator who opened the show led the final portion of the show. At this time closing thoughts and statements from the audience and facilitator were addressed.

### **Post-test.**

The post-test was administered one month after “Drawing the Shades” had taken place. The same students from the pretest were asked to fill out the survey again. Trained peer health educators adhered to the same procedures that were used in the pretest. Once the completed post-tests were returned to the Curry Health Center, the surveys were entered into an SPSS database and scored. After the surveys were scored they were locked in a filing cabinet. The surveys were locked up until the data was ready to be analyzed.

### **Control Group**

#### **Pretest.**

The control group consisted of 62 randomly selected freshmen living in the dorms at Montana Tech of The University of Montana. All students who participated did so on a voluntary basis. Once permission to continue with this research had been secured from this campus, peer health educators from The University of Montana went to the Montana Tech of The University of Montana campus. Once there, they sought out the students that were randomly selected to take part in this study. When a peer health educator made contact with a selected student they adhered to the following procedure:

- 1) The peer health educator explained that they were randomly selected to fill out a survey addressing attitudes towards rape.
- 2) Each student received a student-informed consent form explaining the purpose of the surveys and gave them the option if they wished to continue their participation.

- 3) If the student wished to continue they were given the survey and instructed to pick a codename that they would remember and write it on the top of their survey. They were then given an index card to write their codename on. The participants were told to hold onto the card so they would have it when the time came to fill out the post-test.
- 4) The peer health educator then designated a time that they would be back to pick it up (approximately within an hour of dropping it off).
- 5) Peer health educators picked up the completed surveys and returned them to the Curry Health Center Health Enhancement Office.

Once the surveys are returned they were brought back to Missoula and entered into an SPSS database and scored. After the scoring procedure was completed the results were locked in a filing cabinet until the time came to analyze the data. In addition to the surveys administered in person, 25 more surveys were mailed to students at Montana Tech of The University of Montana.

### **Treatment.**

Approximately one week after completing the pretest the control group were mailed a flyer from The University of Montana's Curry Health Center Health Enhancement Office addressing the area of stress and time management (See Appendix F). The control group received a flyer in between the pretest and the post-test so no amount of exposure would be given to the topic of sexual assault from The University of Montana campus.

### **Post-test.**

One month after the pretest had been administered, a graduate assistant at The University of Montana's Curry Health Center Health Enhancement Office mailed the post-test to Montana Tech of The University of Montana. The surveys were mailed to the same students who participated in the pretest. Once the completed surveys were mailed back to Missoula, they were entered into an SPSS database and scored. After the scoring procedure was completed, the results were locked in a filing cabinet until it was time to analyze the data.

### **Data Analysis**

Data analysis consisted of a series of a-priori planned comparisons. The planned comparisons that were made for this study were between the pretest/post-test, experimental group/control group, and males/females. The significance level was set at .05 level. The dependent pretest and post-test measure were the participants' responses on the survey. The independent variable was whether the participants attended the rape prevention program "Drawing the Shades." A database was established using SPSS (a statistical analysis program)

## Chapter IV

### Results

The purpose of this study was to examine the effects that a sexual assault educational program titled "Drawing the Shades" had on The University of Montana's freshmen attitudes about sexual assault and their belief in rape myths.

Freshmen students at The University of Montana in Missoula and Montana Tech of The University of Montana in Butte were surveyed to assess their attitudes about sexual assault and their belief in rape myths. The students were surveyed using the Burt Rape Myths Acceptance Scale and the Attitudes Towards Rape Scale. Students were asked to fill out the survey two times.

At The University of Montana, surveys were distributed one day to a week prior to attending a performance of "Drawing the Shades" and one month after attending a performance. Of the 157 pre-test surveys distributed to randomly selected freshmen dorm residents, 60.5% ( $n = 95$ ) of the post-test surveys came back valid.

On the campus of Montana Tech of The University of Montana, a total of 84 surveys were distributed. One month later post-test surveys were mailed to all of the participants. Of the 84 surveys mailed, 62 surveys were completed for a return rate of 73.8%.

## Survey Results: Demographic Information

### Experimental Group

The following information is demographics for the experimental group:

**Table 1a. Number and proportion of students surveyed by gender**

Gender:	%	#
Male	48.4%	46
Female	51.6%	49

**Table 1b. Number and proportion of students surveyed by age**

Age:	%	#
18 years old	66.3%	63
19 years old	30.5%	29
20 years +	3%	3

**Table 1c. Number and proportion of students surveyed by ethnicity**

Ethnicity:	%	#
Caucasian	95.8%	91
African American	0%	0
Native American/ AK Native	2.1%	2
Hispanic	2.1%	2
Asian/ Pacific Islands	0%	0
Other	0%	0

**Control Group**

The following information is demographics for the control group:

**Table 2a. Number and proportion of students surveyed by gender**

<b>Gender:</b>	<b>%</b>	<b>#</b>
Male	48.4%	30
Female	51.6%	32

**Table 2b. Number and proportion of students surveyed by age**

<b>Age:</b>	<b>%</b>	<b>#</b>
18 years old	56.5%	35
19years old	40.3%	25
20 years +	.3%	2

**Table 2c. Number and proportion of students surveyed by ethnicity**

<b>Ethnicity:</b>	<b>%</b>	<b>#</b>
Caucasian	95.2%	59
African American	0%	0
Native American/ AK Native	3.2%	2
Hispanic	0%	0
Asian/ Pacific Islands	0%	0
Other	1.6%	1



## Survey Results: Descriptive Data

### Rape Myths—Overall Results

The instruments that were used for this study were the *Burt Rape Myths Acceptance Scale (RMA)* and the *Attitudes Towards Rape Scale* (Appendix B). Martha Burt developed this survey in 1980. This scale was utilized to assess the student's belief in rape myths. This survey contains 11 items and is measured on a scale of 11 to 55. The higher a person's score meant the greater his or her belief in rape myths. The Attitudes Towards Rape Scale includes 25 items based on statements about attitudes towards rape. This scale is scored on a 5-point range from "strongly agree" to "strongly disagree." A lower score on this survey would indicate "a greater perceived responsibility for the rape on the part of the victim."

Students in both the experimental group and the control group answered eleven questions regarding their beliefs in rape myths. The results indicated that no significant differences were found. However, the results indicated that differences between the experimental and control groups approached significance (.055) for the group of questions on their beliefs in rape myths. Table 3 illustrates the results of the survey in regards to the overall scores of the eleven Beliefs in Rape Myths questions.

**Table 3. Rape Myth Scale Results—Overall**

Group	Test	N	M	SD	t	P
Experimental	Pre-test	95	45.13	5.05	1.93	.055
	Post-test	95	46.93	4.49		
Control	Pre-test	62	45.31	4.47		
	Post-test	62	45.42	5.20		

### Attitudes Toward Rape—Overall

Students in both the experimental group and the control group answered twenty-five questions regarding their attitudes toward rape. The results indicated that there were no significant differences. However, the results indicated that differences between the experimental and control groups approached significance (.074) for the group of questions on their attitudes toward rape. Table 4 illustrates the survey results in regards to the overall scores of the 25 Attitudes Toward Rape questions.

**Table 4. Attitudes Towards Rape Scale Results—Overall**

Group	Test	N	M	SD	t	P
Experimental	Pre-test	95	93.48	8.09	1.80	.074
	Post-test	95	94.79	8.34		
Control	Pre-test	62	92.24	8.59		
	Post-test	62	92.34	8.33		

### Rape Myths—Gender Differences

Students were asked to respond to 11 questions on the survey regarding beliefs in rape myths. They were asked to choose the response that best described their level of agreement with each statement. A 5-point Likert scale was used to measure their responses: 1 = strongly agree; 2 = somewhat agree; 3 = agree; 4 = somewhat disagree; and 5 = strongly disagree. Table 5 illustrates the results of the survey in regards to the experimental group and control groups' belief in rape myths. Males and females comprise the experimental and control groups' results. The data are summarized below.

### Experimental Group

The pretest and post-test survey results indicated that there was no significant difference (.244) for freshmen males in their belief in rape myths after attending the rape prevention program "Drawing the Shades." However, the pretest and post-test survey results indicated that there were significant differences (.000) for freshmen females in their belief in rape myths after attending the rape-prevention program "Drawing the Shades."

### Control Group

The survey results showed that there was no significant difference (.468) for freshmen males in their belief in rape myths in between taking the pre-test and the post-test. In addition, the survey results showed that there was no significant difference (.838) for freshmen females in their belief in rape myths in between taking the pretest and the post-test.

**Table 5. Rape Myth Scale Results—Gender Differences**

Group	Gender	Test	N	M	SD	t	P
Experimental	Males	Pre-test	46	43.98	6.34	1.18	.244
		Post-test	46	45.13	5.26		
	Females	Pre-test	49	46.20	3.12	6.09	.000*
		Post-test	49	48.61	2.74		
Control	Males	Pre-test	30	45.47	4.02	.73	.468
		Post-test	30	45.80	4.55		
	Females	Pre-test	32	45.16	4.91	-.20	.838
		Post-test	32	45.06	5.79		

\* Significance level set at .05

### **Attitudes Toward Rape—Gender Differences**

Students were asked to answer 25 questions on the survey regarding attitudes toward rape. They were asked to choose the response that best described their level of agreement with each statement. A 5-point Likert scale was used to measure their responses: 1= strongly agree; 2= somewhat agree; 3= agree; 4= somewhat disagree; and 5= strongly disagree.

Table 6 illustrates the results of the survey in regards to the experimental group and control groups' attitudes toward rape. Males and females comprise the experimental and control groups' results. The data is summarized below.

#### **Experimental Group**

The pretest and post-test survey results indicated that there was no significant difference (.702) for freshmen males in their attitudes toward rape after attending the rape prevention program "Drawing the Shades." The pretest and post-test survey results indicated that no significant differences were found for freshmen females. However, results indicated that freshmen female responses approached significance (.055) in differences in their attitudes toward rape after attending the rape prevention program "Drawing the Shades."

#### **Control Group**

The survey results showed that there was no significant difference found in freshmen males (.814) or freshmen females (.435) in their attitudes toward rape in between taking the pretest and the post-test.

**Table 6. Attitudes Toward Rape Scale Results—Gender Differences**

Group	Gender	Test	N	M	SD	t	P
Experimental	Males	Pre-test	46	91.48	9.15	.39	.702
		Post-test	46	92.06	8.76		
	Females	Pre-test	49	95.38	6.50	1.96	.055
		Post-test	49	97.35	7.11		
Control	Males	Pre-test	30	92.07	9.94	-.24	.814
		Post-test	30	91.77	9.19		
	Females	Pre-test	32	92.41	7.27	.79	.435
		Post-test	32	92.88	7.27		

### Additional Findings

In addition to the 11 Beliefs in Rape Myth questions and 25 Attitudes Toward Rape questions, six extra questions were asked on the experimental group's post-test. These questions were based on the Elaboration Likelihood Model (ELM). The purpose of these questions was to explore the differences between male and female participants and assess their perceptions of how they perceived the overall quality of the presentation. A 5-point Likert scale was used to measure their responses. Table 7 illustrates the results of the additional questions on the experimental groups post-test. The results were separated by gender. The data is summarized below.

### Additional Questions Summary

#### *How motivated were you to listen?*

Students were asked to rate how motivated they were to attend a presentation of "Drawing the Shades." They were asked to choose the response that best reflected their level of motivation; 1 = not motivated; 2 = a little motivated; 3 = motivated; 4 = somewhat motivated; and 5 = very motivated.

The results of this survey indicated a significant difference (.002) in males and females motivation to listen. Females attending the program were more motivated to listen than the males attending the program to listen.

***How much effort would you say you gave to evaluating the information presented in the presentation?***

Students were asked to rate how much time they put into evaluating the presentations information. They were asked to choose the response that best reflected their level of effort; 1 = no effort; 2 = a little effort; 3 = average effort; 4 = above average effort; and 5 = a lot of effort.

The results of this survey indicated a significant difference (.044) between males and females in the amount of effort given to evaluating the information presented in the presentation. Females attending the presentation put more effort into evaluating the information than the males did.

***How difficult was the program to understand?***

Students were asked to rate how difficult the program was to understand. They were asked to choose the response that best reflected their thoughts on the difficulty of understanding the program; 1 = not difficult; 2 = a little difficult; 3 = difficult; 4 = somewhat difficult; and 5 = very difficult.

The results of this survey indicated no significant difference (.302) between males and females in rating the difficulty of the program.

***Was there enough time in the presentation to think about the topic?***

Students were asked to rate if enough time was given to think about the topic during the presentation. They were asked to choose the response that best reflected their

thoughts; 1 = strongly agree; 2 = somewhat agree; 3 = agree; 4 = somewhat disagree; and 5 = strongly disagree.

The results of this survey indicated no significant difference (.305) between males and females in rating if there was enough time in the presentation to think about the topic.

***Did the presentation made good points about the topic?***

The same 5-point Likert scale used in the previous question was used to measure the student's responses about whether the presentation made good points about the topic. The results of this survey indicated no significant difference (.433) between males and females in regards to whether the presentation made good points about the topic.

***How would you rate the quality of the presentations?***

Students were asked to rate the quality of the presentation by picking the response that best described their own opinion; 1 = poor; 2 = below average; 3 = average; 4 = good; and 5 = excellent.

The results of this survey indicated that there was a significant difference (.004) between males and females. Females rated the quality of the presentation's information higher than the males did.

**Table 7. Additional Experimental Group Survey Questions**

Group	Gender	n	M	SD	T	P
How motivated were you to listen?	Males	46	3.26	1.24	-3.21	.002*
	Females	49	4.02	1.07		
How much effort would you say you gave to evaluating the information provided in the presentation?	Males	46	3.80	.88	-2.05	.044*
	Females	49	4.16	.83		
How difficult to understand was the program?	Males	46	1.35	.77	1.04	.302
	Females	49	1.20	.58		
There was enough time in the presentation to think about the topic.	Males	46	2.04	1.13	-1.03	.305
	Females	49	2.29	1.15		
The presentation made good points about the topic.	Males	46	2.02	1.14	.79	.433
	Females	49	1.84	1.14		
How would you rate the quality of the program?	Males	46	3.96	.89	-2.97	.004*
	Females	49	4.43	.65		

\*Significance level set at .05



## **Chapter V**

### **Introduction**

The purpose of this study was to examine the effects that the sexual assault educational program titled “Drawing the Shades” had on The University of Montana’s freshmen’s attitudes about sexual assault and their belief in rape myths. The following chapter consists of a summary of the findings, recommendations, conclusions, limitations of the study, and suggestions for future research.

### **Summary of Findings**

The findings of this study demonstrate the need for more effective sexual violence education with regards to lowering the belief in rape myths and changing attitudes toward rape on The University of Montana Campus. The results of the study indicated no significant differences were found between the experimental and control group in regards to their belief in rape myths and their attitudes toward rape. However, the results indicated that differences between the experimental and control groups approached significance for the group of questions on their beliefs in rape myths (.055) and in their attitudes toward rape (.074).

However, when the experimental group survey results were separated by gender, significant differences occurred. Past research (Lenihan et al., 1992 & Schaeffer & Nelson, 1993) has shown that men consistently have higher beliefs in rape myths, exhibit a higher acceptance of rape, and have more traditional beliefs about women. In accordance with this past research, the males from the University of Montana who completed both the pretest and post-test portions of this study had a higher belief in rape

myths than the females did and the males tended to place a higher level of blame and responsibility on women who were sexually assaulted or raped than the females who completed pretests and post-tests.

In contrast, the male and female participants from Montana Tech of The University of Montana had little difference between them in how they scored on their belief in rape myths and their attitudes toward rape after both the pre-test and post-test. Baseline results indicated males at Montana Tech The University of Montana believed less in rape myths and had less negative attitudes toward rape than the males from The University of Montana.

After attending a performance of “Drawing the Shades” and completing the post-test the males in the experimental group showed slight improvement. While there was no significant change in the males score on their belief in rape myths, their post-test scores improved to near the baseline scores of the males in the control group. The scores for the males in the experimental group improved slightly in their attitudes toward rape, whereas the males the males in the control groups’ score declined. The females in the experimental group had better baseline and post-test scores in both their belief in rape myths and their attitudes toward rape compared to the baseline and post-test scores of the women in the control group.

When the experimental group was separated by gender, attending a performance of “Drawing the Shades” had different levels of impact. There was a significant difference in female participants and their belief in rape myths when compared to male participants. Although there was no significant difference in the females’ attitudes toward rape, they were approaching significance. In addition, no significant differences

were found in males and their belief in rape myths or in their attitudes toward rape when compared to female participants.

Although it has been rarely documented that a theoretical framework has been applied when measuring attitude change for sexual assault education programs, several studies have used the Elaboration Likelihood Model (ELM). This model notes the importance of using central route processing. The model states that if one wants attitude change to occur over a long duration of time the people need to be motivated to listen, the quality of the program has to be good and not difficult to understand, and the program is relevant to the participants. The experimental group answered six additional questions on their post-test regarding the principles of the ELM. The results indicated women were significantly more motivated to attend a performance of "Drawing the Shades", put more effort in evaluating the information provided in the presentation, and rated the quality of the program better than the males did. Overall, "Drawing the Shades" was more effective in changing attitudes among female dorm residents at The University of Montana than the male residents.

### **Discussion**

College campuses are a prime place for sexual assault and rape-education programming due to the fact that, nationally, college students are more vulnerable to acquaintance rape than any other age group (Lonsway, 1996). Raising awareness and educating students about sexual assault and rape has been a focus for The University of Montana's Curry Health Center Health Enhancement Office for several years.

Thus far, the primary prevention strategy that has been utilized to accomplish this task thus far has been the use of a sexual assault and rape-prevention program titled “Drawing the Shades.” The primary target audience for this presentation has traditionally been freshmen dorm residents for the purpose of providing this education within the first 1-2 months of reaching this campus. Until now, the effectiveness of this program has not been evaluated.

Numerous types of programs have been utilized to try and educate college students about sexual assault and rape. The most common types of rape programs are workshops, seminars, videos, and lecture (Intons-Peterson et al., 1989; Harrison et al., 1991; Pinzone-Glover et al., 1998). In the past several years, it has become more commonplace for sexual assault and rape programs to include interactive drama. Studies have shown that interactive drama is effective in decreasing college student’s beliefs in rape myths (Hepner et al., 1995). However, most of the sexual assault and rape-prevention programs are not tailored to meet the needs of specific groups, specifically males.

Previous research indicated that there are differences between genders in their belief in rape myths and attitudes toward rape. Males tend to have a higher belief in rape attitudes as well more negative attitudes toward rape than women (Lenihan et al., 1992 & Schaeffer & Nelson, 1993). Results from this study indicated The University of Montana campus followed this trend. Although the gender differences are well documented in this area, programs on college campuses are not taking these differences into account.

“Drawing the Shades” has been performed on this campus since 1994. The results of this study illustrate that this program is not as effective with freshmen males

compared to freshmen females. There are a number of plausible reasons why this program might not be as effective with men. One reason might be that a woman wrote the skit and the audience is made aware of this fact in the opening statement. In addition, this program might not have been as effective with men because it was mandatory for them to be there. Their opinions may have been influenced negatively before they saw the performance. When male students were given the pretest and told by a peer health educator (PRO) about the sexual violence performance they were required to attend, it was observed that their reactions were more defensive than the female participants. Males might have come into the performance already on the defense due to the nature of the presentation. If the ELM is correct with placing an emphasis on the importance of motivation as a key factor to successful attitude change and male participants were already defensive before the presentation began, their lack of motivation to attend might have resulted in "Drawing the Shades" lower level of effectiveness in them than in the females.

The results of this study showed that there is a need for sexual assault and rape education on The University of Montana campus. However, instead of targeting all freshmen with the same presentation, different programs tailored to meet the needs of males and females could be employed.

### **Recommendations**

The results of this study suggest that The University of Montana is in need of more tailored sexual assault and rape prevention programs for freshmen males. This study was conducted through the Curry Health Center Health Enhancement Office.

These recommendations are directed toward this office and their future endeavors with sexual assault and rape-prevention education.

### **Freshmen Males**

University of Montana freshmen males have higher beliefs in rape myths as well as less favorable attitudes toward rape than females. The results of this study indicate the current programming being provided for freshmen males, "Drawing the Shades," was not effective in decreasing their belief in rape myths and improving their attitudes toward rape. Discussed below are some recommendations for improving the effectiveness of sexual assault and rape prevention education programs on this campus.

- Conduct an assessment of what males know about the topic, what they want to know about the topic, and most importantly, how they feel the information would be best conveyed to them.
- Create an individual program exclusively for males. Research has shown that sexual assault and rape-prevention programs targeting males have been successful in changing attitudes toward rape (Feltz et al., 1991; Gilbert et al., 1991). Males might feel less threatened and defensive if they are at a sexual assault and rape-presentation with only men. If they are not feeling prejudged and threatened, they might be more willing to listen and participate in the program.
- If possible, it might help to have male facilitators at the presentation. Male participants might feel less threatened and defensive if females are not in charge. Having males leading the program might also enable participants to feel more

comfortable to disclose opinions and views. They may perceive the environment as less threatening.

Avoid using the word mandatory. Instead, try and work with the Resident Assistants to increase voluntary attendance among residents. Some suggestions might be associating attending this program with a floor activity (i.e. a floor snack). Also, facilitators could provide food so as to offer further incentive to attend the program.

For the past five years the performances of “Drawing the Shades” for freshmen students in Urey Lecture Hall has taken place toward the end of October. Moving the performances up to the first or second week of school might increase attendance. This might be due to the fact that during students’ first couple of weeks in a new environment, they might be more willing to attend programs to meet people.

### **Health Enhancement Office**

The Curry Health Center Health Enhancement Office at The University of Montana currently fosters a program titled Peers Reaching Out (PROs). PROs are students trained to facilitate preventive health programming for University of Montana students. The majority of sexual assault education and rape education that occurs on this campus is done by the PROs. The majority of current PROs are not trained to give presentations on this topic. Another issue that hinders PROs from doing effective sexual assault and rape programming with men is that the majority of PROs are women.

Research has shown that different types of programs are effective with different groups

of people. Listed below are some recommendations on how to broaden the Health Enhancement Offices options:

- Train current PROs how to create and facilitate different types of sexual assault and rape-education programs.
- Recruit more males to become PROs.
- Begin creating sexual assault and rape-education programs that are based on a theoretical framework.

### **Conclusion**

Successfully educating freshmen dorm residents on the issue of sexual assault and rape is not an easy task. It requires time, energy, and research. Aside from a limited number of programs based on the ELM, there is no theory behind current sexual assault and rape-education programs. Evaluating future programs of this nature would be simplified if a theoretical framework was applied to new programs being implemented. The program evaluated in the study, “Drawing the Shades,” was not developed from a theoretical framework.

This study found that “Drawing the Shades” did have impact on freshmen females living in the dorms. However, the females’ belief in rape myths and attitudes toward rape were lower than the males at baseline. The females on this campus are not the primary population that needs to be targeted. In order to successfully change belief in rape myths and attitudes toward rape, the appropriate population (males) needs to be targeted. Likewise, for programs to be successful one needs to target the appropriate population in an effective way.



As mentioned previously, sexual assault presentations that are tailored for a male audience and have male facilitators are more successful in changing attitudes toward rape than mixed-audience presentations. This poses some problems for our campus because the majority of sexual assault and rape education programming that occurs on this campus comes from the PROs. The majority of PROs are women. This fact has not permitted the Curry Health Center Health Enhancement Office to incorporate male-facilitated strategies. Another setback is that the majority of PROs are not currently trained to give presentations on sexual assault and rape. This hampers the ability to try any new type of programming. Nevertheless, this evaluation of a sexual assault and rape-educational program titled "Drawing the Shades" showed that this program had no significant impact on the overall group. The overall group did approach significance as well as being effective in changing females' beliefs in rape myths and improving their attitudes toward rape.

### **Limitations of the Study**

This study used a random sample. This provided the advantage being able to generalize the results. However, there were a number of limitations to this study. This next section will attempt to recognize these limitations.

1. Social desirability may have influenced how some participants responded to items on the survey. Due to the sensitive nature of the survey, they may have felt pressured to pick an "acceptable" item.

2. Although the survey was reliable and valid, some of the questions were dated by some of the terms and situations that were used and described. This may have taken away from the seriousness and believability of the survey.
3. Surveys are not the only methods that could have been used to evaluate the effectiveness of "Drawing the Shades." Focus groups could have been conducted. For example, focus groups containing males could have been conducted to assess their reaction to the actual performance. More information could have been gained by asking focus group participants what their perceptions about rape are, what they believe is fact and what they believe is myth, and what they want to know more about. Personal interviews could have also been done to gather more information. It is possible that this would produce more ideas on how to address the topic of sexual assault and rape. Using different methods would compliment the information received from the surveys.

### **Future Research**

The importance of evaluating sexual assault and rape-education programs cannot be overlooked. Unfortunately for many years the area of sexual assault and rape was ignored due to the sensitivity of the topic. The literature indicated that the evaluation of these types of programs is increasing. More research and evaluations of current programs need to be done before more effective methods attempting to change attitudes can be implemented.

This study evaluated the effectiveness of "Drawing the Shades" on freshmen dorm residents. Perhaps this type of presentation would be more effective for older

students because of the development of maturity that occurs between the first and last years of college. A study could be done evaluating the effectiveness of this program on the entire dorm residence population as well as students living in different environments such as fraternities or sororities. These groups may respond differently to this type of program. The same could be said about the athletic teams and other student groups on this campus.

Comparisons could be done evaluating the effectiveness of sexual assault prevention programs targeting specific groups such as males' only, females only, and mixed audiences. There are many variations that could be implemented and evaluated such as the format of the program (i.e. lecture, video, interactive drama) and the gender of a programs facilitator. This research would assess which format of programming is most effective for each gender and if a certain type of program is effective for mixed audiences.

It would also be beneficial to have a long-term evaluation of this program. For example, participants filled out the survey used in this study 1-2 days prior and one month after the attending a performance of "Drawing the Shades." It would be interesting to measure the effectiveness of this program six months after and one year after participants received their intervention.

Students' beliefs and attitudes are formulated long before they reach a college campus (Boxley et al., 1995; Kershner, 1996). While it is not impossible to change college student's attitudes, it is a more difficult process than changing attitudes that were not formed years earlier. Knowing this, it makes sense that education should start occurring at a younger age. This is a sensitive issue that most administrations choose to

shy away from, even at the high school level. Despite these barriers, students would benefit from sexual assault education at an earlier age and that should be a primary objective of educators.

Finally, there is a lot to learn from evaluations that have already taken place on college campuses in the area of sexual assault and rape. Researching programs that have been implemented and evaluated on other campuses is a good place to start when deciding what type of programming would be most effective on certain campuses and is helpful in gaining knowledge on how to evaluate a program.

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## **Appendix A**

For Internal Use Only

Form RA-108 (Rev. 7/00)

The University of Montana 124-00  
INSTITUTIONAL REVIEW BOARD (IRB)  
CHECKLIST

Submit one completed copy of this Checklist, including any required attachments, for each course involving human subjects. The IRB meets monthly to evaluate proposals, and approval is granted for one academic year. See IRB Guidelines and Procedures for details.

Project Director: SARAH MART  
Phone: 243-2801

Dept.: HEALTH ENHANCEMENT

Signature: *Sarah Mart*

Date: 9.27.00

Co-Director(s): Anne Lydiard  
Phone: 243-6958

Dept.: CHC - Health Enhancement office

Project Title: Evaluation of a campus presentation on Sexual Violence Prevention

Project Description: (in nontechnical language) Attitudes towards rape will be measured through a pretest/posttest survey. After participants attend a sexual violence prevention program, results will be compared to see if the program had any effect on their attitudes towards rape.

All investigators on this project must complete the NIH self-study course on protection of human research subjects.

Certification: I/We have completed the course - (Use additional page if necessary)

Signature	Date	Signature	Date
<i>Anne M. Lydiard</i>	<i>9/27/00</i>	_____	_____
_____	_____	_____	_____

Students Only:

Faculty Supervisor:

Dept.:

Phone:

Signature:

(My signature confirms that I have read the IRB Checklist and attachments and agree that it accurately represents the planned research and that I will supervise this research project.)

For IRB Use Only

IRB Determination:

Approved Exemption from Review

Approved by Administrative Review

Full IRB Determination:

Approved

Conditional Approval (see attached memo)

Resubmit Proposal (see attached memo)

Disapproved (see attached memo)

Signature IRB Chair:

*Jane Smith*

Date: *Oct 2, 2000*  
(over)



The University of  
**Montana**

Research Administration  
University Hall 116  
243-6670  
FAX 243-6330

**Date: October 17, 2000**

**To: Anne Lydiard and Sarah Mart, Curry Health Center**

**From: J. A. Rudbach, IRB Chair**

**RE: Meeting conditions on your proposal titled "Evaluation of a Campus Presentation on Sexual Violence Prevention".**

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With the modification to the Informed Consent Form and the changes in your procedure for maintaining anonymity, your study has been approved. Approval for this study is granted as of the date of this memo and continues for one year; if the study runs more than one year a continuation must be requested. Also, you are required to notify the IRB if there are any significant changes in the study or if unanticipated or adverse events occur during the study. Please use the "dated" Informed Consent Form (enclosed) as masters for preparing copies for the studies.

Jon A. Rudbach, IRB Chair

attachments

## **Appendix B**

## Rape Attitudes Questionnaire

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1) A women who goes home to the home or the apartment of a man on their first date implies that she is willing to have sex.	1	2	3	4 5
2) Any female can get raped.	1	2	3	4 5
3)One reason that women falsely report a rape is that they frequently have a need to call attention to themselves.	1	2	3	4 5
4) Any healthy women can successfully resist a rapist if she really wants to.	1	2	3	4 5
5) When women go around braless or wearing short skirts and tight tops, they are just asking for trouble.	1	2	3	4 5
6) In the majority of rapes, the victim is promiscuous or has a bad reputation.	1	2	3	4 5
7) If a girl engages in necking or touching and she lets things get out of hand, it is her own fault if her partner forces sex on her.	1	2	3	4 5
8) Women who get raped while they are hitchhiking get what they deserve.	1	2	3	4 5
9) A woman who is stuck-up and thinks she is too good to talk guys on the street deserves to be taught a lesson.	1	2	3	4 5
10) Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are they are likely to be attacked.	1	2	3	4 5

	Strongly Agree	Agree	Strongly Disagree		
11) If a person gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.	1	2	3	4	5
12) In most cases when a woman was raped, she was asking for it.	1	2	3	4	5
13) A woman cannot be raped against her will.	1	2	3	4	5
14) If a woman is going to be raped, she might as well relax and enjoy it.	1	2	3	4	5
15) Most women secretly desire to be raped.	1	2	3	4	5
16) During a rape, a woman should do everything she can do to resist.	1	2	3	4	5
17) Women provoke rape by their appearances or behavior.	1	2	3	4	5
18) Rape is a sex crime.	1	2	3	4	5
19) Rapists are sexually frustrated individuals.	1	2	3	4	5
20) All rape is a male exercise in power over women.	1	2	3	4	5
21) Rape provides the opportunity for many rapists to show their manhood.	1	2	3	4	5
22) Women are trained by society to be rape victims.	1	2	3	4	5
23) Rape of a woman by a man she knows can be as a "woman who changed her mind afterward."	1	2	3	4	5
24) Rape is the worst crime that can be committed.	1	2	3	4	5
25) All rapists are mentally sick.	1	2	3	4	5
26) A man who has committed rape should be given no less than 30 years of imprisonment.	1	2	3	4	5
27) The reason most rapists commit rape is for sex.	1	2	3	4	5

	Strongly Agree	Agree	Strongly Disagree		
28) A woman should be responsible for preventing her victimization in a rape.	1	2	3	4	5
29) In forcible rape, the victim always causes the crime.	1	2	3	4	5
30) A raped woman is a less desirable woman.	1	2	3	4	5
31) The degree of a woman's resistance should be the major factor in determining if a rape has occurred.	1	2	3	4	5
32) "Nice" women do not get raped.	1	2	3	4	5
33) A charge of rape two days after the act has occurred is probably not rape.	1	2	3	4	5
34) Rape is a humiliating experience for a woman.	1	2	3	4	5
35) In order to protect the male, it should be difficult to prove that a rape occurred.	1	2	3	4	5
36) It would do some women some good to get raped.	1	2	3	4	5
37) Did you attend Drawing the Shades?	YES		NO		
	Not motivated	Motivated	Very motivated		
38) How motivated were you to listen to the presentation?	1	2	3	4	5
	No effort	Average effort	A lot of effort		
39) How much effort would you say you gave to evaluating the information provided in the presentation?	1	2	3	4	5
	Not difficult	Difficult	Very difficult		
40) How difficult to understand was the program?	1	2	3	4	5

	Strongly Agree	2	3	4	Strongly Disagree
41) There was enough time in the presentation to think about the topic?	1	2	3	4	5
42) The presentation made good points about the topic.	1	2	3	4	5
	Poor	Average		Excellent	
43) How would you rate the quality of the presentations information?	1	2	3	4	5

Please Check The One That Applies To You.

1. I am:

- Male
- Female

2. I am:

- A freshman
- Other

3. I am:

- Caucasian
- African American
- Native American/AK Native
- Hispanic
- Asian/Pacific Islands
- Other

4. I am:

Years old.

Additional Comments:



## **Appendix C**

## **Subject Information And Consent Form**

**Title:** Evaluating the Effectiveness of a Rape Prevention Program

**Study Directors:** Sarah Mart: 243-2801; 634 Eddy St. Missoula, MT 59812  
Anne Lydiard: 243-6958; 634 Eddy St. Missoula, MT 59812

This consent form may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

### **Purpose**

You have been chosen to participate in this study through a random selection. The purpose of this study is to evaluate the effectiveness of a rape prevention program. Information gathered from this study will be made available to the Curry Health Center, Health Enhancement, Residence Life, as well as Student Affairs directors on campus.

### **Procedures**

If you agree to participate in this research study you will be asked to fill out a pretest and posttest questionnaire concerning your attitudes about rape. You may fill out the survey in a place you are comfortable. It will take about 15 minutes to complete this survey.

### **Risks/Discomforts**

Some questions may trigger very strong emotions and may disturb you. Attached to your copy of this form is a list of resources that are available to you if you would like to talk with someone about your feelings.

### **Benefits**

Your help with this study may determine if the rape prevention program taking place on the U of M campus is effective.

### **Confidentiality**

Because the surveys may bring up some issues that may be sensitive to some subjects, the following steps will be taken to minimize potential risks:

- 1) All reported information will remain confidential
- 2) Subject's identities will remain anonymous and will not be associated with research findings in any way.
- 3) At the conclusion of the study, the list of subjects' names and any information pertaining to subjects' identities will be destroyed.

### **Compensation for Injury**

Although we believe that the risk of taking part in this study is minimal, the following liability statement is required in all University of Montana consent forms:

In the event that you are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University

or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim of such injury, further information may be obtained from the University's claims Representative or University Legal Counsel.

**Volunteer Participation/Withdrawal**

Your decision to take part in this research study is entirely voluntary. You may withdraw from this study for any reason.

**Questions**

If you have any questions about the research now or during the study contact: Anne Lydiard 243-6958.

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all of my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I am at least 18 years old. I understand I will receive a copy of this consent form.

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**Printed Name of Subject**

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**Subject's Signature**

---

**Date**

## Resources

Student Assault Recovery Services (SARS)	
24-hour support and advocacy	243-6559
business phone	243-5244
Counseling & Psychological Services (CAPS)	243-4711
(24-hours)	
YWCA Pathways	542-1944
24-hour shelter & crisis line	

**Montana Domestic Violence & Sexual Assault Hotline 800-655-7867**

## **Appendix D**

## DRAWING THE SHADES

By April L. Elliott

- Purpose:** The author intends to show that rape is a very serious crime, and unfortunately, that it can happen to anyone. Almost every college student goes through a rape prevention program, however, this knowledge is very seldom applied to one's own life. And the sad fact is that people so rarely see the pain of another until the tears are in front of them. This skit is the tears.
- Warning:** This skit is not intended to be used by itself at a presentation. The skit itself carries no statistics, no information on the crime of rape/acquaintance rape/sexual assault or rape trauma syndrome. The skit can be a versatile tool for faculty, staff, counselors, and peers. But it must be used in conjunction with an information session afterwards.
- Props:** None. All attention should be on the actors, and nothing else. No props, furniture, or backdrop. And blocking can be left to individual directors. All that is necessary is to remember is that the actors do not interact with each other on a physical level. Their gaze is to the audience, not to each other.

**ATTENTION:** The subject matter in this skit is intended for a mature audience only. These survivors have donated their stories in the hopes that it would help another person from being attacked; and the author does not intend to sugar coat their traumatic experience. Viewer discretion is advised, as well as a few Kleenex.

**DRAMATIS PERSONAE:**     Man 1  
   Man 2  
   Female 1  
   Female 2

**THE SCENE:** The skit takes place in a kind of void... there is no setting, just the story, the tragic story that encompasses all. The four actors are alone in their own experience: yet they are all together in the experience. Their lines

will overlap as some of their feelings or experiences do. The skit is meant to have a haunting feeling to it, as the speech flows together. But this flowing is not meant to be soothing; by all means, be loud and soft alternately, slow and fast, introverted and extroverted all at the same time.

*(The four actors walk onto the stage, 2 from each opposite side, coverage in the middle, and hold hands, facing the audience.)*

Chorus: The stories in the skit you're about to see are all true.

Female 1: These stories were donated to the author by University students in the hopes that they

Man 2: would prevent someone else from being attacked, or at least to let

Man 1: a fellow victim know that

CHORUS: THEY ARE NOT ALONE

Female 2: in what they have experienced as a rape survivor.

Man 2:

Female 1: We know that saying no sometimes isn't enough.

Female 2: Sometimes crying out isn't enough.

Man 1: And sometimes, you just can't cry out.

Man 2: Please,

Female 2:

Man 2: open your hearts

Female 2:

Man 2:

Man 1: and free your minds

Chorus: and help us to end the violence

Man 2: and the pain

Female 2: and the anger

Female 1: and the insensitivity

Man 1: and the fear.

*(Actors release each other's hands and move to Beat 1 positions. A moment of silence and then begin.)*

## **BEAT 1**

Man 1: Looking back on it now, I wonder what I was thinking. I had some time to kill before I went to bed, so I was just hanging around on the computer. That's where I met HIM. We started talking and we just hit it off. I'd just come to terms with my bisexuality...and he was very exciting.

Man 1:

Man 2: And I was having a lot of fun flirting.

Man 2: She was so... incredible. I don't know... maybe it was in the way she moved, or the way the water dripped off of her, or maybe it was the Jacuzzi or the alcohol,... or the look in her eyes when I knew she was checking me out. And you know what I mean too.

Man 2:

Female 2: She was just giving me this LOOK...

Female 2: And I could tell she was ready to go. I finished up my drink, gave her hand a little squeeze and smiled. She was just never into the bar scene. I kinda liked it. I liked taking her out and buying her dinner.

Female 2:

Female 1: I liked the way people looked at us.

Female 1: I was kinda proud too. I know it sounds weird, but I was really worried that I wasn't going to be able to make any new friends when I got to college. And it just turned out we were sitting next to each other at New Student Orientation. He was really nice.

Female 1:

Man 1: It felt very... comfortable to be together.

Man 1: Over time,



Female 1: we got to be

Man 1:

Female 1: better and closer friends.

Female 1: And then one day,

Man 1: he told me he loved me.

Female 1: (troubled) And it felt really weird...

Man 1: (freaked out, but happy)... to hear him say that. I mean, no man had ever said that to me before. Not even my own father. And that blew me away. So we kept on writing to each other, and he called me every other day. I was really excited about meeting him.

Man 1:

Female 2: It was really incredible.

Female 2: We'd been dating for about 2 months, and I'd never been happier. She knew me better than anyone else... we shared everything... hell, we even moved in together.

## **BEAT 2**

Chorus: (sad, bitter) And I don't think I'll ever feel that way about anyone again.

Female 2: Who's gonna trust me? Who's gonna be their for me? No one.

Man 1: I couldn't date again I just couldn't. Who's to say it just won't happen again?

Female 2: It's a crock of shit.

Man 2: Women... who needs 'em. Not me. **shakes head** Not me.

Female 1: I'm better off just forgetting about it. Just move on, just forget it.

## **BEAT 3**

Man 2:

Female 1: Like I'm going to jump in the sack with you just because  
you tell me you love me. Give me a break. Love would keep you from

pressuring me, I said. Don't give me this love stuff. And don't think I was being mean- I was nice to him for WEEKS after he told me this. It was when he wouldn't listen to me when I told him I just wanted to keep our friendship that things got rough between us. Men.

Female 1:

Man 2: Sometimes they just don't listen, you know?

Man 2: I mean, I had thought, anyway, that I was pretty clear that I wasn't interested in sex. I'm just not like that. I like to get to know a woman better before I have sex with her. I mean, come on... just because I'm a guy doesn't mean I'm testosterone factory 24-7.

Man 2:

Female 2: Sometimes I get so sick of being treated like a piece of meat just because of who I am.

Female 2: Straight men are the worst. They think that just because you're a lesbian you and your girlfriend want to tag team them. Get a

LIFE. I mean, I'm used to getting a little harassment coming out of a gay bar... for some odd reason, I seem to always pick the nights when the gay-bashing rednecks crawl out of their cave to go to bars. But you want to know something? It's not just the ignorant anymore. We've had college guys and their dates throw trash at us. I don't get it.

Female 2:

Man 2: You can't be a college student these days and honestly think that sort of thing is right.

Man 2: I mean, you just CAN'T. No means no... right? I mean, ever since you hit the campus... there's posters everywhere. We go to PROGRAMS about it, taught by WOMEN. And there she is sticking her hand down my pants, and not taking no for an answer.

Man 2:

Man 1: Kissing is great, yes, but since when was putting your tongue in my mouth an engraved invitation to throw me down and do me?

Man 1: And I told him that first night, when he made it to my parents house, from Spokane, that I was too nervous to do anything. I mean, we'd ever met each other. How can people meet and then just jump in the sack? And even though we got along great over

the computer, and in letters, and over the phone... I just...

Man 1:

Female 1: I just felt really weird... it just felt really wrong.

Female 1: And all I could remember was the skit they did at NSO, "Leave a situation if it feels unsafe." So I ended the friendship. It was really getting too painful. He'd become like a stranger to me. He never listened to me... and at times, he was downright mean. I don't understand being mean.

Female 1:

Man 1: Maybe I'm just too much of a wimp.

Man 1: But I just couldn't bring myself to mention that I'd never done anything with a guy before. I was ashamed of my... virginity, I guess you could call it. And he just seemed so sure of himself.

But he seemed understanding, even though he was a little disappointed. When we went to sleep in my brother's room he was more than happy to sleep on the floor. I wish we could have stayed in my room, but grandma was over, and my brother was out of town.

Man 1:

Female 2: So basically we had no choice.

Female 2: We ignored them. What else could we do? Beat them up? Not likely... the two women against the three angry men. It was college guys this time. No date, drunk as hell, and loud. Hey, DYKE!!" they call, "Let me show you a real man!" We don't look. We're quite sure he's trying to impress with some gesture of masculinity. They usually do. "Hey, MUFF-DIVER," they call... and we're almost to my car now.

Female 2:

Female 1: And I think, in just a minute, I'll be home again, and this'll all just be a bad memory.

Female 1: There he is, in the cafeteria, with all of his friends, shouting out all the things he's going to do to me. Shouting! In the Food Zoo! And not everyone can hear him, in fact a lot of people are ignoring him... like me... but still. In front of everyone! And I feel like everyone is watching me, like I'm some kind of slut. Like I'm getting off on this... this... nightmare.

Female 1:

Female 2: And I just feel their eyes boring into me as I turn away.

#### BEAT 4

Chorus: And even though nothing is happening, even though I'm perfectly safe... There's that feeling of discomfort.

Man 1: That feeling of nausea, like even though I haven't...

Female 1: And it's like I can't breathe, and I just don't know...

Female 2: My heart, you know my heart is just beating WILD. and I hold her hand tighter...

Man 2: And I just feel this (voice strong) RAGE building inside me, (pause voice weaker) this quiet impotent, powerless... anger. I can't hit her – and all she's doing is hitting on me. A lot of guys would kill for this. What's wrong with me? I'm in a hot tub with a beautiful woman, who's naked, and we're both drunk, and I don't want to have sex.

She stands up as I'm thinking all of this, she asks for a towel. I tell her it's upstairs in my room, in the closet. She leans forward, she asks me to show her where it is. So I get out, follow her upstairs. What the hell, right?

And that's when she makes the play. That's when she closes and locks the door, shutting out the party downstairs. I'm hearing the music, and I'm hearing the whispers and the giggles outside our door. And I feel the dull anger again.

Man 1:

Man 2: And I think, damn. I should have known... Why didn't I see it coming?

Female 1: He warned me, he told me what he was going to do...

Female 2: I'm not stupid, I could smell the trouble, and the beer, and the hatred...

Man 1: And then you ask yourself... WHY? It's like everything's making sense and then it isn't. I knew he was disappointed that I wasn't going to have sex with him. I KNEW. (sighs)

But I went to sleep... and I woke up to him kissing me. Which wasn't bad, only it didn't stop there, and I'd already told him twice

that I didn't feel ready to do anything more. So I took his hand out of my pants and told him NO. I was really nervous. Nothing was going at all like I hoped. And you want to know the stupidest part? I felt guilty. I felt like it was ME that was ruining things. (shakes head)

Man 1:

Female 2: Nothing was going at all like I'd planned.

Female 2: But then how do you plan for a rape? And the REALLY stupid part is, I didn't even think that that was what they wanted. I thought they might just beat the shit out of us and then it would be over. I wonder if they planned for a rape?

All I know is that I was trying to find my keys in my purse, and that's when they grabbed us. It took two of them just to get lil ol me into the alley. 115 pounds of sheer fury. That's me. And you know what? I screamed the whole way.

Female 2:

Female 1: How could I stay silent?

Female 1: It's like, even before it happened, I never had a voice. I sat through all the abuse in the lunchroom without a word. And there he was. At my door. I can't BELIEVE I opened the door. But how could I have known. We had no peephole, and my roommate always forgot her keys.

I tried to shut the door, shut him out... but it was too late. He had his foot in the door, and he was coming in. It was like there was nothing... nothing I could do. And even though my roommate was right next door, I never screamed. He shut the door, and the verbal abuse started.

Female 1:

Man 1: And the next thing I knew I was pinned down.

**BEAT 5** (slow)

Man 1: This is... this is (nervous) really hard for me. I mean I try not to think about it. He, uh, was sitting on my chest. And he had my arms pinned down with his knees. I'm not a little guy. I'm not. But I couldn't move. I was... stuck...

Chorus: I... I never thought anything like that could ever happen to me.

Female 2: The thing that amazed me the most was I really think they planned it, I really do. They took her first, they just held me, made me watch. Do you know what it's like to see the person you love being beaten and then raped... and not being able to do anything about it?? After that nothing mattered.

Chorus: I was just so... numb. It didn't matter. I was trapped.

Man 2: (sigh) What could I do? She had me, and she knew it. I know a lot of guys would say they don't care about their image, but that's all bullshit. And it really made me mad too. She was pulling off my bathing suit, licking my chest, after I had told her no 3 times. You don't hit women.

Chorus: There was nothing I could do.

Female 1: And the worst part was that I couldn't scream, couldn't move. He forced his way in the room, shut the door, locked it, and all the time I was trying to push him out. And it was like I wasn't even there. He was like marble. He was like ice. He was cruel and mean and just wanted what he wanted.

### **BEAT 6 (fast)**

Man 1: He forced me into oral sex...

Female 2: One of them held me while the other 2 beat and raped my girlfriend...

Female 1: He threw me on the bed once he acknowledged I was there and ripped open my robe...

Man 2: I told her NO one more time, and she got real catty, hissing and spitting, and climbing on top of me...

Female 2: One took one end, the other took the other. She was gagging and crying as they hit her...

Man 1: I couldn't yell with my mom and my grandmother in the house

Female 1: He yanked down my panties and when I tried to fight back he hit me and then put his hands on my throat...

Man 2: She made me doubt myself and I wanted to kill her...

Man 1: I thought I was going to choke to death...

Female 1: I thought he was going to choke me to death...

Female 2: And I kept waiting for the knife at my throat...

Chorus: And most of me wished I was dead.

## BEAT 7

Man 1: I think the worst part about it, is that you realize it's happening. And then there's that horror, that thought, like "Oh my god, I'm being raped and there's nothing I can do about it." And you think that's the worst thing that ever happened to you. But it's. Because what comes next is always worse than what came before.

Man 1:

Female 2: And you find that suddenly you're to horrified to cry. So you scream, if you can, you scream and scream and scream. I did. And the people around me, they were shutting their windows, drawing the blinds closed. That's the image that's always in my nightmares. They pretended it wasn't happening, they didn't call the police. They were drawing the shades.

Female 2:

Female 1: No one helped me.

Female 1: And I blame myself. No could have known. MY roommate was right in the next room, with friends, studying and listening to the radio. And there he was, on top of me, entering me, raping me. And it hurt. It felt like I was being ripped in two. And it wasn't just once. HE did it over and over. For about an hour...

Female 1:

Man 2: It felt like forever...

Man 2: I know it sounds stupid, but it's like my life ended that night, and another one began. When I think about my life, it's divided into two parts, before the and after the rape. There is nothing else. It's like before there was sunshine... and now, just clouds. No, that sounds stupid. Nevermind. I need a drink. I'm messed up.

## BEAT 8

Chorus: Ok, I guess I should finish this.

*(pause. sigh. discomfort. denial. fatigue. pause.)*

BEAT 9

Female 2: They didn't kill me, though. They knocked her unconscious and then did me. It was a little different though. I had a lot more "How do you feel" statements. "How do you like this . bitch?" and things like that. Poor guys. They didn't get the benefit of terrorizing me. I was too numb, too angry to feel anymore violated than I already had been. When they knocked me out after they were all done, it was like a blessing.

Female 2:

Female 1: Finally, I thought, it's over.

Female 1: After an hour, he left. I think it was 5 or 6 times he did what he did to me. I don't know. All I know is that I wanted to sleep. Just close my eyes and sleep. And I did. I didn't get up for a week. Just stayed in my bed. I had to heal up before I could deal with being alive, you know? All I wanted to do was forget about it...

Female 1:

Man 2: You just get to the point where you want everything to stop.

Man 2: But funny thing, it doesn't. So she puts herself down on top of me and starts getting' busy, and I lose my woody. And I am embarrassed, can you believe it. Here I am being raped by this girl and I'm embarrassed I can't perform! So I use my hands to... do what's gotta be done I guess, you know- finish this thing. And then she kisses my cheek and falls asleep.

Man 2:

Man 1: And it's over.

Man 1: I ran to the bathroom and got sick everywhere. Oh, I almost forgot, when he finished, he said, "Thanks, that was great." And then rolled over. And I'm in the bathroom, and my mother wakes up and asks what was wrong, and I just tell I ate something bad. How could I tell her?

Chorus: How could I tell anyone?

BEAT 10

Female 2: When I came to, I was alone. Mostly naked, very bruised and



without keys or purse. They took everything. They slashed my tires too. So I did what I had to do. I called the cops. I filed a report. I took an ambulance to the emergency room. I got the RAPE kit done. I did everything by the book. And then I went home. And You wouldn't believe what happened there...

Female 2:

Man 1: You wouldn't believe it... it just wouldn't STOP.

Man 1: I came down in the morning, after spending the night in the bathroom, to find my mother and my grandmother talking to him, feeding him breakfast, and telling me what a nice friend I have. They love him. To this day they still ask me why I don't bring him home anymore. How he's doing.

Man 1:

Female 1: Why me?

Female 1: I took the first shower a week later. I asked my roommate for Advil, Midol on a regular basis. But I didn't tell anyone. Why?...why...

And don't think I never saw him again. I still saw him. We both lived on campus... of course I saw him. And he would make obscene gestures at me in front of his friends, tell them things, they would laugh. I was waiting for the end of the semester. Waiting for the end.

Female 1:

Man 2: I just didn't care anymore.

Man 2: I haven't been able to have an erection since. You laugh and I'll kill you. I don't like women anyway. Kill myself? That's a loser move... screw that. Just gimme a bottle of tequila, and let me be. I don't want anything, just leave me alone. Just go away. (shouting) GO AWAY!

Man 2:

Female 2: leave....just leave....

Female 2: She left me. All of her furniture was gone, and there was just a note. She left me. I've only talked to her twice since then. Once to tell her to press charges, once to tell her I love her. Poor thing. She just can't handle it. She blames me. And so did the court. The bastards never went to jail, and I still don't know why. Damn lawyers. I would've gone to court. But no one cared.

Female 2:

Female 1: So I moved.

Female 1: (tired) I went back to my parents, I told them college wasn't for me. They were so disappointed. And I cried. I hated hurting them. But there's no way I'm going back.

Female 1:

Man 2: Never.

Man 2: Never gonna go out again. To hell with it, I don't need it anyway.

Man 2:

Man 1: Do you hear me?!

Man 1: It won't happen again. I work out. Yeah, whatever.

Man 2:

Female 2: Like it matters.

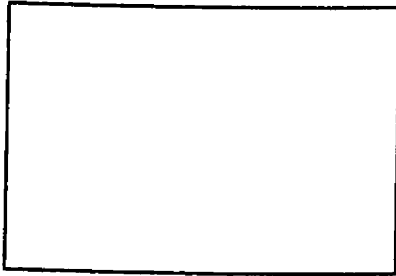
Female 1:

Man 2: Like I care.

Chorus: (thundering) DO YOU HEAR ME?

**Finis**  
**Written by April L. Elliott, Dec. 1993**

## **Appendix E**



# DRAWING THE SHADES

Brought to you by...  
Peers Reaching Out (PROs)  
Health Enhancement Office  
Curry Health Center  
University Council on Sexual Assault  
Student Assault Recovery Service  
The University of Montana

Dedicated to K. B. B. A,  
the 25 others interviewed,  
and the countless survivors  
whose stories  
remain unknown

For those who  
had the courage  
to share...

what they hid  
from everyone  
else.

Because they  
believed

...it might save  
someone.

What are  
**sexual  
assault**  
and **rape?**

## SEXUAL ASSAULT

any sexual or intimate physical  
contact without consent

UNWANTED KISSING AND TOUCHING

## RAPE

SEXUAL INTERCOURSE  
WITHOUT CONSENT

any penetration of the vulva, anus or  
mouth by any body part or object  
manipulated by another person

What about  
**CONSENT?**

WITHOUT  
CONSENT

means the victim  
was:

*Compelled to submit by  
force or threat of force*

OR

*Incapable of giving consent  
for reasons such as:  
mental disability  
intoxication  
physical helplessness*

WITHOUT  
consent,  
you have  
**RAPE.**

Consent is given  
when two  
people have  
**EQUAL POWER**  
in any given  
situation.

*Consent*  
is freely giving your  
permission without  
fear or pain.

WITH  
consent,  
you have  
**RESPECT.**

Rape is not  
somebody else's  
problem.

IT DOES NOT MATTER  
how you're dressed,  
where you are,  
or who you're with...

IT DOES NOT MATTER  
if you're  
male, female,  
gay, straight,  
young or old.

NOTHING YOU  
DO IS A  
RAPEABLE  
OFFENSE

Forget  
the law.

Forget what you  
think you've  
learned in the  
past.

Sexual violence is  
loneliness  
traumatic sad  
unnecessary pain  
anger unforgettable  
bitterness  
violating

"I never thought  
anything like this  
could happen to me."

Women aged 16-24 are the  
population at highest risk of  
being raped.

"You can't be a college student these days and honestly think that sort of thing is right."

No two survivors react the same way to a rape experience.

Reactions can include:  
depression  
apathy  
insomnia  
anger  
shame.

"I didn't get up for a week. I had to heal up before I could deal with being alive..."

The healing process is individual.  
Only offer advice when asked.

Support a friend without self-sacrifice.

If you or a friend need support call...

**UM Student Assault Recovery Service**  
243-6559  
24 hour crisis line  
Located in the Curry Health Center

**YWCA PATHWAYS PROGRAM  
24-HOUR CRISIS LINE**  
542-1944  
available to survivors and supporters of survivors

WAIT  
A  
MINUTE!

HOW  
Does  
**THIS**  
HAPPEN?

MYTHS & ATTITUDES

Power, aggressiveness,  
and getting what you want  
are part of being a man  
in our society.  
**Attitude**

Women say "no"  
when what they really mean is  
"maybe" or "yes"  
**MYTH**

Once a man is sexually  
aroused it is unfair to deny  
him sex.  
**MYTH**

If an individual spends a lot of  
money on a date, that person  
deserves sex in return.  
**Attitude**

Women report rapes to get  
even with men or to protect  
their reputations.  
**MYTH**

Saying yes to intimacy is  
saying yes to sexual  
intercourse.  
**Attitude**



These myths and attitudes lead to:

ANGER

PAIN

SEXISM

HATE

VIOLENCE

and

RAPE

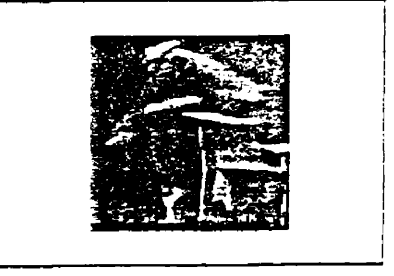
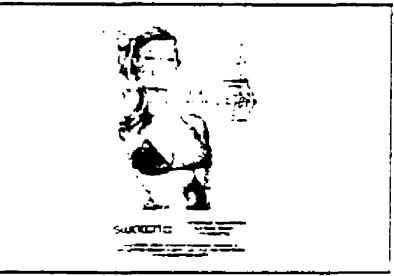
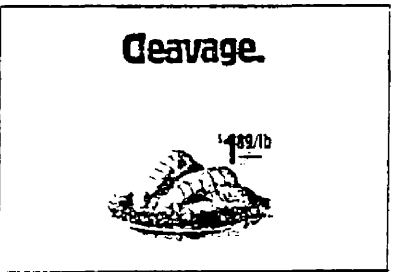
All of these myths & attitudes contribute to rape being an acceptable or excusable form of sexual behavior in our society.

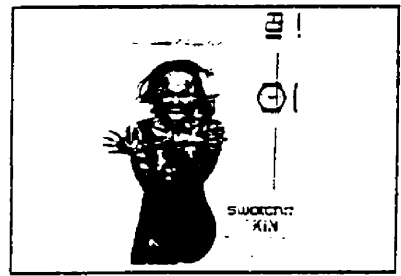
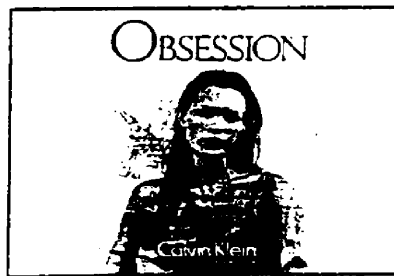
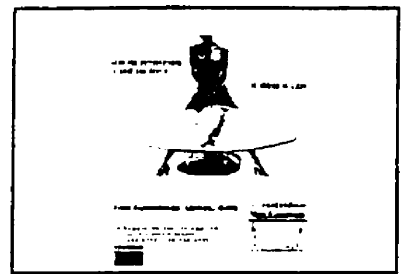
RAPE CULTURE

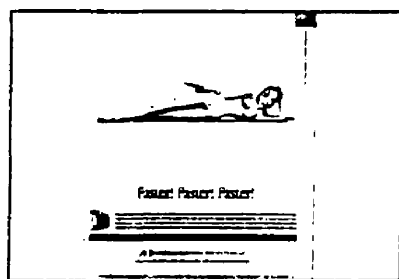
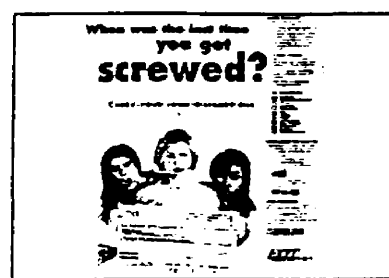
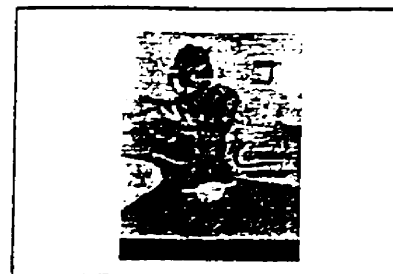
**RAPE CONTINUUM**  
 Sexist jokes/magazines/movies  
 Sexual objectification  
 Emotional withdrawal  
 Believe submission is consent  
 Sexual harassment  
 Threats and violence  
 Sexual assault  
 Rape

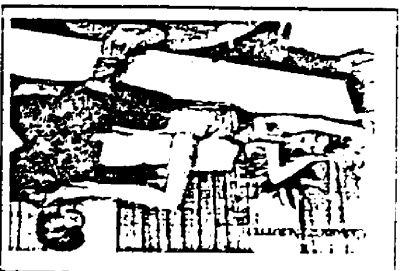
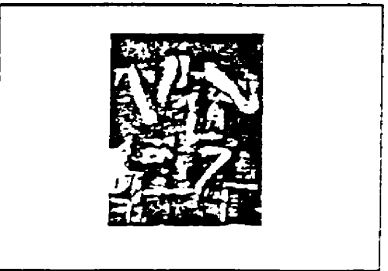
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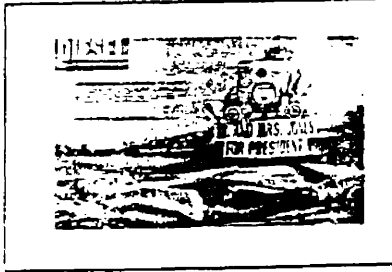
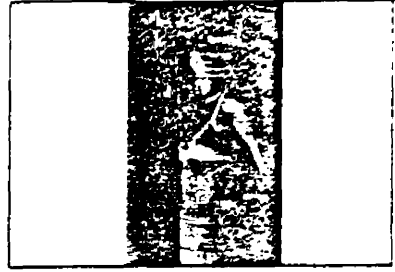
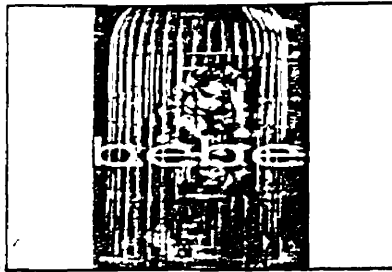
What???

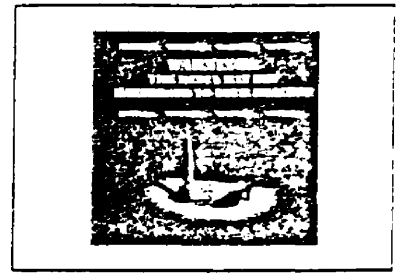
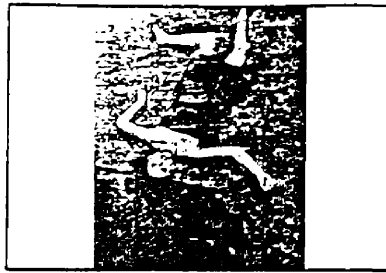












What can YOU do?

Pay attention!  
to the images  
the messages  
you get everyday.

Talk with others  
about the rape  
culture we live in.

Inform  
yourself.

Actively challenge  
sexist assumptions,  
myths and attitudes  
about women and men.

Only YES  
Mean: YES

Speak directly about  
sex with your partner

Only YES  
Means YES

Don't expect  
sexual  
partners to  
read your  
mind

Only YES  
Means YES

Trust your gut-level feelings

Only YES  
Means YES

Take no  
for an answer.

Only YES  
Means YES

Make a personal pledge  
never to commit, condone,  
or remain silent about  
sexual violence.



Take action to  
make your  
pledge come  
true.

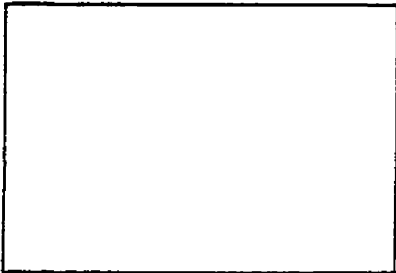
**REACH  
OUT**

Resources for Change:  
Peers Reaching Out 243-2809  
Women's Center 243-4153  
Lambda Alliance 243-5922  
Multicultural Alliance 243-5776

Don't be afraid  
to get involved.

Recognize and interrupt  
sexual assault.  
Don't stay silent.

"Do you hear me?"



## **Appendix F**

# HOW TO EASE THE STRESS OF STUDYING

## CHOOSE A QUIET STUDY PLACE

Studying demands all of your attention. Choose a study place that's as free as possible of noise and other distractions — friends, stereo, telephone, etc. The library is often the best place to study.



## LEARN TO MANAGE YOUR TIME

Make and follow a daily schedule that includes time for classes, reading and writing assignments, exam preparation, meals, exercise, a job, social activities, etc. As a general rule, plan to spend 2 hours studying for each hour you spend in class.



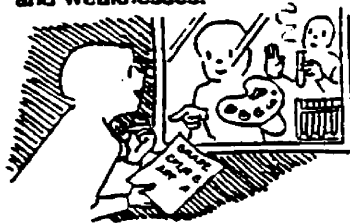
## TAKE BREAKS

After each hour of studying, your mind and body are ready for a short break. Loosen tense muscles by getting up, stretching and walking around. (A break can also serve as a small "reward" for finishing a particular part of your work.)



## RECOGNIZE YOUR LIMITATIONS

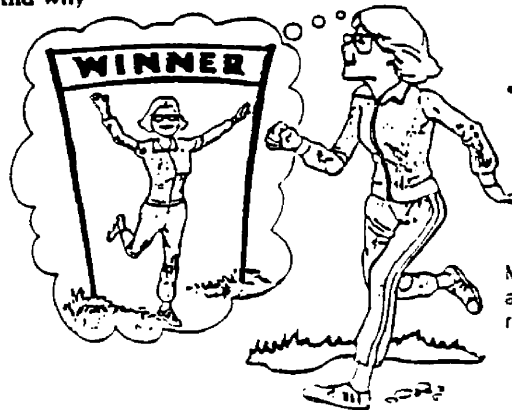
Though you'd like all your grades to be "A's" and "B's," don't be devastated if they're not. Everyone has strengths and weaknesses.



## Positive Attitude and Lifestyle

A positive attitude and lifestyle are key elements of stress management. Since stress is both an emotional and physical reaction to change, the better you feel—in body and mind—the better you'll be able to deal with the stress in your life. When you learn to think positively, exercise, eat well, and rest regularly, you'll be taking care of the most important person you know—you. And why not? You can be a winner!

It's the way your mind and body react to any situation that's new, threatening, or exciting.



## BE OPTIMISTIC

- Encourage yourself with positive thinking. ("I can do well on this test." "I can compete with these people," etc.)
- Don't allow a disappointing past performance to affect your attitude toward the test at hand.

Stress prepares you to act.

## BE PREPARED

To get ready for an exam you should:

- ASK the instructor what information the exam will cover and whether it will be an objective or essay exam.
- REVIEW all lecture and reading notes.
- KEEP rereading of texts to a minimum.
- CHECK your recall of facts by reciting them aloud.
- TRY to predict and answer possible test questions.

## MASTER TEST-TAKING SKILLS

Knowing how to take tests can help to reduce stress. Be sure to:

- READ all directions carefully.
- SURVEY the test. Will certain sections count more? Will certain questions take more time?
- BUDGET your time.
- OUTLINE answers for essays.
- WORK on only one question at a time.
- MARK difficult items and return to them later.
- CONCENTRATE only on what you're doing.

## USE RELAXATION TECHNIQUES

They can be helpful before a test and in many other stressful situations.

- ENJOY 10-15 minutes of peace and quiet. Sit in a comfortable chair and think about a favorite place or object. If your thoughts stray, guide them back.
- TIGHTEN, THEN RELAX muscle groups. Clench your fist and arm tightly; relax those muscles. Follow the same procedures for muscles in your shoulders, neck, chest, abdomen, legs, etc.

Many schools offer stress management programs that teach relaxation techniques.

# Wellness..