



# Literature Review

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Sexual Assault Preventative Education

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# Standard Prevention Program

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- Definitions
- Statistics
- Rape Myths
- Scenarios

# Definitions

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- Rape Supported Beliefs – umbrella term for attitudes
  - rape myth acceptance
  - attitudes toward women
  - comprehension of consent
  - behavior-indicator attitudes

# In High School Participants

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- Results indicated that students:
  - correctly believe that date and acquaintance rape can happen to anyone;
  - continue to endorse the myth the rape is a sexual crime;
  - exhibit confusion about who should be help responsible when alcohol is involved in sexual situations.
- Rape myth acceptance scores decreased following the prevention message.
- Recommendations:
  - provide sexual assault prevention education early and throughout socialization as children develop and mature;
  - provide sexual assault education to both men and women.

*Mandelblatt, Andrea Lee; Dissertation Abstracts International Section A: Humanities & Social Sciences. Vol 60(5-A), Dec (1999). (pp 1451).*

# Lasting Effects?

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- Sample = 300 college students
- Students had many positive changes in their attitudes toward:
  - rape-acceptance myths,
  - attitudes toward perpetrators and victims.
- Improvements were not sustained after two months had passed.
  - other studies indicate that this timeframe maybe as short as 4 weeks.

*Duggan, Lisa M.; Dissertation Abstracts International: Section B: The Science & Engineering. Vol 59(6-B), Dec (1998). (pp. 3119)*

# Victim Acknowledgement

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- Researchers divided participants evaluations into acknowledged victims and unacknowledged victims.
- Acknowledged victims tend to have greater manifestation of post-traumatic symptomatology
- Unacknowledged victims tend report learning more, yet finding the program less applicable to them.

*Layman-Guadalupe, Melissa Jan; Dissertation Abstracts International Section B: The Science & Engineering. Vol 57(8-B), Feb (1997). (pp 5332).*

# Reducing Sexual Assault

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- The traditional goal of preventative education is to reduce the rates of sexual assault
- In a study of college students, participants rated the program very interesting and learning a lot of information about sexual assault
- At a 12 week follow-up, the rate of sexual assault remained constant.

*Layman-Guadalupe, Melissa Jan; Dissertation Abstracts International Section B: The Science & Engineering. Vol 57(8-B), Feb (1997). (pp 5332).*

*Breitenbecher, Kiberly; Scarce, Michael.; Journal of Interpersonal Violence. Vol 14(5), May (1999). (pp. 459-478)*

# Education and Men

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- Men are often portrayed as
  - perpetrators
  - potential victims
  - protectors
- Men tend to rate the applicability of rape prevention programs very low in posttest analysis.
- Men rate programs more effective and more applicable when they are portrayed as allies and support to rape survivors

Breitenbecher, K., Scarce, M. (1999). *A longitudinal evaluation of the effectiveness of a sexual assault education program. Journal of Interpersonal Violence, 14*, 459-478.

Scheel, E.D., Johnson, E.J., Schneider, M., Smith, B., (2001). *Making rape education meaningful for men: The case for eliminating the emphasis on men as perpetrators, protectors, or victims. Sociological Practice, 3*, 257-278

# Direct Counter Arguments (DCA)

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- Designed to give direct counter arguments to commonly held rape myths.
- At a four week follow-up, DCA participants subscribed to fewer rape supported beliefs than participants of a standard program.
- This suggests that DCA-type presentations are more effective than a standard program.

# Campus Education

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- Some universities have set up an elective, semester long class to train peer educators/victim advocates.
- The participants of this program held fewer rape supported beliefs at a two year follow-up

*Lonsway, Kimberly; Klaw, Elana; Berg, Dianne; Waldo, Craig; Kothari, Chevron; Mazurek, Christopher; Hegeman, Kurt; Journal of Interpersonal Violence. Vol 13(1). Feb (1998). (pp. 73-92).*

# Summary

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- What is preventative education?
- Who is our audience?
- What is our goal?