

**COLLEGE SEXUAL ASSAULT PROGRAMS THAT HAVE BEEN EVALUATED: A REVIEW**

This review of eight college sexual assault prevention programs focused on programs that had been evaluated and published in peer reviewed journals. Detailed descriptions of each individual program that was reviewed can be found on pages 4-11 of this document. In addition, we tried to focus on the programs that were the most comprehensive in terms of goals and also length/depth of the intervention. Not surprisingly, most of the programs were a “one shot” presentation made to groups of college students that generally took between an hour and 90 minutes. Only one program which is reviewed was a semester long program (see Lonsway, et al., 1998, p.7). The following is a brief summary of the review that includes what the program objectives were, what the reported significant outcomes were, whether the format of the presentation (interactive or didactic) impacted the outcomes, and our recommendations for future research and evaluations.

*1. What are the curriculum/program objectives and how do these objectives translate into significant outcomes?*

<b>Curriculum/Objectives</b>	<b>Programs which include this objective</b>
Increase awareness of the pervasiveness of sexual assault	A.R.P.P. (see pg. 4 for program description), S.A.R.R.P. (see pg. 5) (S.A.E.P. (see pg. 6), C.A.R.E. (see pg. 7).
Dispel rape myths/ rape supportive attitudes	A.R.P.P., S.A.R.R.P, S.A.E.P., H.S.A.S., C.A.R.E. (see page 8)
Learn about a rape supportive environment	A.R.P.P. , S.A.R.R.P, S.A.E.P.
Alter dating behavior to decrease risk of rape	A.R.P.P., H.S.A.S. (see page 8)
Foster effective sexual communication	A.R.P.P.
Reduce the incidence of sexual assault	A.R.P.P.
Explore impact of past victimization on future victimization	S.A.R.R.P
Provide practical rape prevention strategies	S.A.R.R.P
Redefining rape (6 point strategy)	S.A.E.P.
Relationship between oppression/sexual assault	C.A.R.E.
Become aware of campus resources for rape survivors	C.A.R.E.
Training/facilitation skills to provide future workshops	C.A.R.E.
Build leadership skills	C.A.R.E.

Significant outcomes	Programs which report this outcome
Increase awareness/knowledge of the pervasiveness of sexual assault	A.R.P.P., S.A.E.P., C.A.R.E.
Reduced incidence of sexual assault among women who had not been previously victimized	A.R.P.P.
Alter dating behavior to decrease risk of rape	A.R.P.P., H.S.A.S., C.A.R.E.
Women with histories of sexual victimization report more risk related behaviors	S.A.R.R.P
Decrease in acceptance of rape myths	H.S.A.S., C.A.R.E.

As can be seen by comparing the two charts (objectives and reported significant outcomes) there are many more program objectives than there are significant outcomes. Why aren't these programs finding significant changes in program participants' knowledge, attitudes and reported behavior? It appears that one of the issues may be the depth of the intervention and the short time that presenters have to interact with the college student participants. For example, one study (S.A.E.P.--a 90 minute program) showed that there were no significant decreases in sexual assault during the 7 month follow up. On the other hand, the C.A.R.E. program, which ran for an entire semester demonstrated that participants were less accepting of rape myths than the control group 2 years after they had participated in this program. A question that program creators and program evaluators need to consider is whether a 60 or 90 minute presentation, no matter how interesting, can have a lasting impact on a participant's behavior surrounding dating violence/sexual assault?

### **Did the method of information dissemination make a difference in how college student's perceived the program?**

Three of the studies which were reviewed (Anderson, Stoelb, Duggan, Hieger, Kling, & Payne, 1998; Heppner, Humphrey, Hildebrand-Gunn, & De Bord, 1995; Heppner, Neville, Smith, Kivlinghan, & Gershuny, 1999) looked at whether there were differences between video/movie type presentations and more interactive programs. The results were as follows..

- An **interactive drama** (where actors and the audience interact after the portrayal of a rape situation) when compared to a **didactic** video intervention, was more positively perceived by the audience and resulted in more issue-relevant thinking. In addition, participants in the interactive drama were more able to identify consent vs. coercion. However, the interactive drama did not lead to lasting attitudinal changes among participants (Heppner, Humphrey, Hildebrand-Gunn, & De Bord, 1995).
- Another study used three ways to present information about sexual assault to college students which included the following: a **cognitive change module**, an **affective change module**, and a **behavioral change module** (Heppner, Neville, Smith, Kivlinghan, & Gershuny, 1999). The focus of this intervention was looking at whether the inclusion of "**culturally relevant**" materials in the intervention differed from a "colorblind" condition.

- Racial/ethnic minorities found the culturally relevant interventions more relevant and reported being more engaged.
  - A group of men showed a significant decrease in rape supportive attitudes up to five months after the program was completed.
  - Another group showed a significant decrease in rape supportive attitudes immediately following the intervention, but these attitudes rebounded to pre intervention levels after five months.
  - Appears that there is a rebound pattern for some, but not all, participants.
  - Black men who were part of the “culturally relevant” group reported being more engaged than those in the colorblind condition.
- Another study (Anderson, Stoelb, Duggan, Hieger, Kling, & Payne, 1998) compared the effectiveness of a sexual assault prevention that used a **video intervention** (1 hour video followed by discussion) with an intervention which used a **talk show format**.
- Both interventions decreased rape supportive attitudes
  - No significant differences in attitude change between the video and talk show formats.

### Recommendations:

- 1) Similar to other relationship violence intervention/ prevention programs (e.g., dating violence), college sexual assault programs appear to be more effective in bringing about meaningful change over time if they are comprehensive (e.g., are more than just a one hour educational session). As an example please refer to Lonsway et al., 1998, pg. 7.
- 2) As can be seen in comparing the program objectives with the reported significant outcomes, there were far less significant outcomes than objectives. One reason may be the “one shot” nature of these programs which doesn’t appear to support lasting attitudinal or behavioral change. Future research should look at what program components are necessary to bring about lasting attitudinal and behavioral change, especially with regards to the comprehensiveness of the program.
- 3) The majority of these studies were conducted on student populations who were predominantly White (for an exception please refer to Heppener, et al., 1999, p. 10). The Heppener, et al., 1999 study highlights the importance that programs include culturally relevant material and that these evaluations include more students from racial/ethnic minority backgrounds.
- 4) A common issue with dating/relationship violence prevention programs appears to be the program developers evaluating their own program. It is important that impartial “outside” evaluators are utilized (who are not invested in the program’s success) in order to report both significant and non-significant findings...and learn more about why the program was successful in some areas and not in other areas.

5) The results from the studies which looked at the presentation format would suggest that the most effective rape/sexual assault prevention programs should make sure that they have culturally relevant material and that having something which is interactive (discussion format) is more effective than a didactic presentation where only information is provided without any meaningful discussion.

#### SUMMARIES OF THE SEXUAL ASSAULT PROGRAMS

<i>Program and Evaluator.</i>	<i>Brief description of Program Objectives</i>	<i>Research Study(ies)</i>	<i>Methods/subjects of evaluation</i>	<i>Reported results/outcomes</i>
<p><b>Acquaintance Rape Prevention Program (A.R.P.P)</b></p> <p><u>Evaluated by:</u> Kimberly Hanson and Christine Gidycz</p>	<p><b>Program objectives:</b></p> <ul style="list-style-type: none"> <li>• increase participants' awareness of the pervasiveness of sexual assault</li> <li>• dispel common myths about rape</li> <li>• discuss what a "rape-supportive" environment is</li> <li>• rape prevention education</li> <li>• alter dating behaviors to prevent acquaintance rape</li> <li>• foster effective sexual communication</li> <li>• reduce the incidence of sexual assault in a 9-week period.</li> </ul> <p><b>The program (60 minutes):</b></p> <ol style="list-style-type: none"> <li>a) rape myth debunking session</li> <li>b) video depicting an acquaintance rape scenario</li> <li>c) a video modeling protective behavior</li> <li>d) information on the prevention of acquaintance rape</li> <li>e) group discussion</li> </ol>	<p>Hanson, K. &amp; Gidycz, C. (1993). Evaluation of a sexual assault prevention program. <u>Journal of Consulting and Clinical Psychology</u>, 61, 1046-1052.</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• 360 college-aged women (same University)</li> <li>• 94% Caucasian</li> </ul> <p>Treatment group=181 Control group=165</p> <p><b>Measures:</b> Sexual Experiences Survey (SES), Dating Behavior Survey (DBS), Sexual Communication Survey (SCS), Sexual Assault Awareness Survey (SAAS).</p> <p><b>Procedure:</b> Pretest Treatment (program) Posttest (SES) 9 weeks post-program</p>	<p><b>Reported results:</b></p> <ul style="list-style-type: none"> <li>• The program was effective in reducing the incidence of sexual assault among women who had not been previously victimized.</li> <li>• Not effective in reducing sexual assault among women with a history of victimization.</li> <li>• Increase in subject's knowledge about sexual assault</li> <li>• reduction in dating behaviors associated with acquaintance rape.</li> </ul>

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<p><b>Sexual Assault Risk Reduction Program</b> <b>(S.A.R.R.P.)</b></p> <p><u>Evaluated by:</u> Kimberly H. Breitenbecher, and Christine Gidycz</p>	<p><b>Program objectives were to:</b></p> <ul style="list-style-type: none"> <li>• increase participants’ awareness of the pervasiveness of sexual assault and revictimization</li> <li>• educate participants regarding role of past sexual victimization experience as risk factor for future sexual victimization</li> <li>• dispel common myths about rape</li> <li>• educate participants regarding social forces that foster a rape supportive environment</li> <li>• educate participants regarding practical preventive strategies.</li> </ul> <p><b>The 90 minute Program provided:</b></p> <ol style="list-style-type: none"> <li>a) info on prevalence of sexual assault on college campuses</li> <li>b) rape myths and facts worksheet</li> <li>c) video depicting events leading to acquaintance rape</li> <li>d) group discussion on video</li> <li>e) group discussion on psychological effects of initial victimization putting women at increased risk for future victimization</li> <li>f) second video with same characters modeling protective behaviors</li> <li>g) risk reduction strategies sheet</li> </ol>	<p>Breitenbecher, K.H. &amp; Gidycz, C. (1998). An empirical evaluation of a program designed to reduce the risk of multiple sexual victimization. <u>Journal of Interpersonal Violence</u>, 13, 472-488.</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• 406 college women</li> <li>• 95% Caucasian</li> </ul> <p>Treatment group=195 Control group=211</p> <p><b>Measures:</b> Child Sexual Abuse Questionnaire (CSAQ), Sexual Experiences Survey (SES), Dating Behavior Survey (DBS), Sexual Communication Survey (SCS), Sexual Assault Awareness Survey (SAAS).</p> <p><b>Procedure:</b> Pre-test Program Intervention (90 minutes) Post-test (CSAQ was eliminated)</p>	<p><b>Reported results:</b></p> <ul style="list-style-type: none"> <li>• ineffective in reducing the incidence of sexual assault among participants</li> <li>• did not significantly affect dating behaviors, sexual communication, or knowledge about sexual assault</li> <li>• ineffectiveness of program appears completely unrelated to participant history of sexual victimization</li> <li>• Women with histories of sexual victimization report more risk-related dating behavior.</li> </ul>

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<p><b>Sexual Assault Education Program</b></p> <p>(S.A.E.P.)</p> <p><u>Evaluated by:</u> Kimberly H. Breitenbecher, and Michael Scarce</p>	<p><b>Program objectives were:</b></p> <ul style="list-style-type: none"> <li>intended to reduce risk for sexual victimization</li> </ul> <p><b>The Program:</b></p> <ul style="list-style-type: none"> <li>1 hour sexual assault education program (groups of 30 students)</li> <li>lecture-style presentation and group discussion which centered around <ul style="list-style-type: none"> <li>the prevalence of sexual assault among college populations</li> <li>rape myths</li> <li>sex role socialization practices promoting a rape-supportive environment</li> </ul> </li> <li>six-point redefinition of rape (act of violence and power, humiliating and degrading, community issue for men and women)</li> </ul>	<p>Breitenbecher, K.H. and Scarce, M. (1999). A longitudinal evaluation of the effectiveness of a sexual assault education program. <u>Journal of Interpersonal Violence, 14</u>, 459-478.</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>275 college women</li> <li>224 returned for follow-up session 7 months later.</li> <li>84% Caucasian</li> </ul> <p>Treatment group: 132 Control group: 143</p> <p><b>Measures:</b> Child Sexual Abuse Questionnaire (CSAQ), Modified Sexual Experiences Survey (MSES) Sexual Assault Knowledge Survey (SAKS)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Pretest</li> <li>2) Treatment (program)</li> <li>3) Post-test (7 months post program)</li> </ol>	<p><b>Reported results:</b></p> <ul style="list-style-type: none"> <li>Treatment group demonstrated greater knowledge of sexual assault at 7 month follow up.</li> <li>Not successful in decreasing incidences of sexual assault during the 7 month follow-up period.</li> </ul>

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<p><b>Campus Acquaintance Rape Education (C.A.R.E.)</b></p> <p><u>Developed by</u> Kimberly Lonsway (American Bar Foundation)</p> <p><u>Evaluated by:</u> Kimberly Lonsway, Elena Klaw, Dianne Berg, Craig Waldo, Chvon Kothari, Chris Mazurek, &amp; Kurt Hegeman</p> <p><u>Partially funded by:</u> an NSF-grad fellowship</p>	<p><b>Program summary:</b></p> <p>The CARE program is a semester long, comprehensive University course that trains undergrads to facilitate peer workshops on rape education.</p> <p><b>Program Objectives for peer educators:</b></p> <p>a) explore societal foundations that make acquaintance rape a reality  b) increase understanding of the relationship between oppression and sexual assault/abuse  c) become familiar with facts about sexual victimization  d) confront cultural myths about rape  e) become familiar with campus resources for survivors of rape and their significant others.  f) foster team building and cooperation  g) acquire facilitation skills to provide workshops and other presentations  h) build leadership skills</p>	<p>Lonsway, K., Klaw, E., Berg, D., Waldo, C., Kothari, C., Mazurek, C., &amp; Hegeman, K. (1998). Beyond “no means no”: Outcomes of an intensive program to train peer facilitators for campus acquaintance rape education. <u>Journal of Interpersonal Violence</u>, 13, 73-92.</p>	<p><b>Subjects:</b></p> <p>74 undergraduates (53 female/ 21 Male).</p> <p>control group: 96 students in a human sexuality course</p> <p>(reported lack of racial/ethnic diversity in sample)</p> <p><b>Measures:</b></p> <p>Illinois Rape Myth Acceptance Scale (IRMAS); Adversarial Heterosexual Beliefs Scale (AHBS); Attitudes Towards Feminism Scale (ATFS).</p> <p><b>Qualitative Assessment:</b></p> <p>Videos were shown and students were asked to write down what they would do or say in particular situations.</p> <p><b>Procedure:</b></p> <p>Pre-course  Post-course  Follow-up (2 years later)</p>	<p><b>Reported results:</b></p> <p><b>Quantitative:</b></p> <ul style="list-style-type: none"> <li>• CARE group experienced changes on a number of rape related beliefs and attitudes. Control group did not.</li> <li>• CARE students were less accepting of cultural rape myths than the control group at 2 year follow up.</li> </ul> <p><b>Qualitative:</b></p> <ul style="list-style-type: none"> <li>• Both men and women increased their sexual communication skills.</li> </ul>

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<p><b>“How to Help a Sexual Assault Survivor”</b></p> <p><b>(H.S.A.S)</b></p> <p><u>Evaluated by:</u> John D. Foubert and Kenneth A. Marriott</p>	<p><b>Program Objectives were to:</b></p> <ul style="list-style-type: none"> <li>• decrease rape myth acceptance</li> <li>• decrease in men reporting that they would use force against a woman in a sexual encounter</li> </ul> <p><b>The Program:</b> “How to Help a Sexual Assault Survivor.”</p> <ul style="list-style-type: none"> <li>• A one-hour peer education program</li> <li>• male undergrad peer educators spoke to all-male audiences</li> <li>• rape is defined</li> <li>• video depicting man being raped graphically described</li> <li>• discussed connections between male victim’s experience and women’s common rape experience</li> <li>• discussed how to help sexual assault survivor</li> <li>• encouraged men to improve communication during sexual encounters</li> <li>• urged men to confront rape jokes, sexism, abuse of women.</li> </ul>	<p>Foubert, J.D. and Marriott, K.A. (1997). Effects of a sexual assault peer education program on men’s belief in rape myths. <u>Sex Roles, 36</u> 259-268.</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• all MALE</li> <li>• Experimental Group: Three fraternity pledge classes (n=76)</li> <li>• Control Group: Two fraternity pledge classes (n=38)</li> <li>• Predominantly Caucasian sample (over 90%)</li> </ul> <p><b>Measures:</b> Burt Rape Myth Acceptance Scale (BRMAS).</p> <p><b>Procedure:</b> BRMAS completed before and after the program with a 2-month post-program follow up.</p>	<p><b>Reported results:</b></p> <ul style="list-style-type: none"> <li>• Program successful in decreasing rape myth acceptance.</li> <li>• 59% of men report they are less likely to be sexually coercive.</li> </ul>

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<p><u>Evaluated by:</u> Mary J. Heppner, Carolyn F. Humphrey, Theresa L. Hillenbrand-Gunn, Kurt A. DeBord</p>	<p><b>Program objectives were to expand on previous research by:</b></p> <ul style="list-style-type: none"> <li>• using experimental design that assesses differential impact of two substantive rape prevention treatments versus a control group</li> <li>• using multiple outcome measures to assess not only attitude change but also change in knowledge or behavior</li> </ul> <p><b>The Programs:</b> <i>Interactive Drama:</i> First scene portrays date situation between a man and woman which ends in rape. Participants then ask questions of the actors who remain in character, then are invited to rewrite script to try and change the situation. Actors incorporate the suggestions in a subsequent scene.</p> <p><i>Didactic Video Intervention:</i> Standard, prototypical rape prevention program. Consisted of information on the prevalence and impact of rape, rape myths, rape stats, gender socialization, definitions of rape and campus resources, a nationally available video depicting stranger and acquaintance rape survivors, brief Q&amp;A.</p>	<p>Heppner, M.J., Humphrey C.F., Hillenbrand-Gunn, T.L., and DeBord, K. A. (1995). The differential effects of rape prevention programming on attitudes, behavior and knowledge. <u>Journal of Counseling Psychology</u>, 42 (508-518).</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• 258 participants</li> <li>• 50/50 men and women</li> <li>• 93% Caucasian</li> </ul> <p>Experimental (drama): 85 Experimental (video): 79 Control: 94</p> <p><b>Measures:</b> The Burt Rape Myth Acceptance Scale (RMA), the Elaboration Likelihood Model Questionnaire (ELMQ), the Thought Listing Form (TL), the Comprehension of Consent/Coercion Measure (CCC), the Socially Desirable Response Set-5 (SDRS-5), the Counselor Rating Form (CRF).</p> <p><b>Procedure:</b> Data collection at 5 points</p> <ol style="list-style-type: none"> <li>1) pretest</li> <li>2) 5-7 days following pretest</li> <li>3) 5 weeks following pretest</li> <li>4) 4 months “ “</li> <li>5) 5 months “ “</li> </ol>	<p><b>Reported results:</b></p> <p><u>Interactive drama participants reported:</u></p> <ul style="list-style-type: none"> <li>• higher motivation to hear the message</li> <li>• higher quality of information</li> <li>• more issue relevant thinking (than the didactic or control groups)</li> <li>• they were more able to identify consent versus coercion</li> </ul> <ul style="list-style-type: none"> <li>• Interactive drama did not lead to lasting attitudinal changes among participants.</li> </ul>

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<p><u>Evaluated by:</u> Mary Heppner, Helen Neville, Kendra Smith, Dennis Kivlighan, and Beth Gershuny</p> <p><u>Funded in part by:</u> The Research Board of the University of Missouri.</p>	<p><b>The Programs:</b> Three 90 minute interventions which had a different focus.</p> <p>1) <b>Cognitive Change Module:</b> a) myths and facts quiz b) facilitators use the responses to present rape facts and statistics c) showing a video on campus rape</p> <p>2) <b>Affective Change Module:</b> a) a panel of rape survivors b) male allies who had helped rape victims</p> <p>3) <b>Behavioral change module:</b> a) 1st role playing scenario (coercive dating situation). b) Scenes are recreated based on audience feedback c) 2<sup>nd</sup> role playing scenario (a situation where woman has been raped). d) The hope was to help participants understand the emotional needs of rape victims.</p> <p>Culture-specific inclusion of culturally relevant material were included in each of the 3 models.</p>	<p>Heppner, M.J., Neville, K.S., Kivlighan, D.M., &amp; Gershuny, B.S. (1999). Examining immediate and long- term efficacy of rape prevention programming with racially diverse college men. <u>Journal of Counseling Psychology</u>, 46, 16- 26.</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• 119 college aged men</li> <li>• 64% White</li> <li>• 28% Black</li> <li>• 8% Other</li> </ul> <p><b>Measures:</b> Rape Myth Acceptance Scale (RMA), Scale for the Identification of Acquaintance Rape Attitudes (SIARA), Sexual Experience Survey (SES), Behavioral Indices of Change (BIC), Sexual Violence Subscale of the Severity of Violence Against Women Scale (SVAWS- SV), Elaboration Likelihood Model Questionnaire (ELMQ)</p> <p><b>Procedure:</b> Pre test Post test Follow up test (5 months)</p> <p><b>Limitations:</b> half the original sample did not complete all three assessments.</p>	<p><b>Reported results:</b></p> <ul style="list-style-type: none"> <li>• Racial/ethnic minorities found culture specific intervention more relevant</li> <li>• A group of men showed a significant decrease (rape supportive attitudes) immediately following the intervention and 5 months after the program.</li> <li>• Another group of men showed a significant decrease in RSA immediately following the intervention but whose attitudes rebounded to pre-intervention levels at 5 months.</li> <li>• A rebound pattern seems to be there for some, but not all of the participants.</li> <li>• Black men in the culturally relevant group reported being more engaged than those in the “colorblind” condition.</li> </ul>

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<p><u>Evaluated by:</u> Linda Anderson, Matthew Stoelb, Peter Duggan, Brad Hieger, Kathleen Kling, &amp; June Payne</p>	<p><b>Program summary:</b> A comparison of two types of rape prevention programs aimed at changing college student's <u>rape supportive attitudes</u>.</p> <p>1. <b>A video intervention:</b> a 1 hour video depicting acquaintance rape followed by a discussion</p> <p>OR</p> <p>2. <b>Talk show intervention:</b> A 1 hour mock talk show where a panel discussed a case of acquaintance rape.</p> <p>OR</p> <p>3. <b>Control group</b></p>	<p>Anderson, L., Stoelb, M., Duggan, P., Hieger, B., Kling, K., &amp; Payne, J. (1998). The effectiveness of two types of rape prevention programs in changing the rape-supportive attitudes of college students. <u>Journal of College Student Development</u>, 39, 131-142.</p>	<p><b>Subjects:</b></p> <ul style="list-style-type: none"> <li>• 215 undergraduate students</li> <li>• 90% Caucasian.</li> </ul> <p><b>Measures:</b></p> <p>Rape Myth Acceptance Scale (RMA), Attitudes Towards Rape Scale-Revised (ATR-R).</p> <p><b>Procedure:</b> <u>Pre-test</u> : 4 weeks prior to intervention <u>Post-test</u>: Immediately following intervention <u>Follow-up</u>: 7 weeks after intervention</p>	<p><b>Reported results:</b></p> <ul style="list-style-type: none"> <li>• Both interventions were effective in reducing rape-supportive attitudes</li> <li>• No significant differences in attitude change between the video and talk show formats.</li> <li>• Both groups experienced a “rebound effect” at the follow up where their scores were consistent with the control group.</li> <li>• There were significant differences between men and women on RSA (females significantly lower).</li> </ul>

**References:**

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