

AN EVALUATION OF THE METHODS USED TO PREVENT
SEXUAL ASSAULT WITHIN COLLEGES

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Abstract

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The purpose of this study is to examine and evaluate the methods of sexual assault prevention and education being provided in colleges. Sexual violence is an umbrella term used to cover a number of crimes that are sexual in nature. According to the Wisconsin Coalition Against Sexual Assault (2000), examples of sexually violent crimes are sexual assault, date rape, incest, sexual harassment and sexual abuse.

This study will demonstrate that sexual assault is taking place on college campuses and that preventive measures need to be taken. Steps to setting up a sexual assault program are also provided to those wishing to set up a program on their campuses.

The method of this research was to interview two counselors from universities in western Wisconsin about the educational and preventative techniques used in their respective colleges. The researcher designed the survey used to complete this research. The results of this study demonstrate that the programs currently being implemented in two universities in western Wisconsin are based on a reaction to sexual assault instead of

pro-action. Furthermore, the counselors interviewed stated that the discussion on sexual assault increases after an assault allegedly takes place. The goal of this research is to increase awareness that sexual assault does take place on college campuses and preventive measures need to be taken.

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Chapter One: Introduction

This chapter will provide an overview of what sexual assault is and the effects it may have on the victim; a scenario of what people believe to be rape is demonstrated; the facts are then provided to increase the understanding that sexual assault is not a crime only committed by strangers; a more realistic picture of sexual assault prevalence is demonstrated through the use of definitions and statistics. The statistics provided show that sexual assault is taking place at alarming rates.

“A crazed stranger jumps out of the bushes and pulls a victim into an alley in the middle of the night. The perpetrator uses a weapon such as a knife or gun to gain compliance from his victim. The victim is severely battered and bruised because she fought back. After the rape she rushes to the hospital emergency room in a state of hysteria and immediately reports the crime to the police” (Parrot & Bechhofer, 1991, p.10). This is the scenario that many people think of when they hear words such as sexual assault or rape. According to Northam (1997) the after effects experienced by acquaintance rape victims are as traumatic as those experienced by stranger rape victims. Increased awareness of the true nature of the most common rape (acquaintance rape) is necessary to eliminate rape myths and to begin the prevention process in colleges.

According to the Wisconsin Coalition Against Sexual Assault [WCASA] (2000, p.1) “Sexual violence is any act (verbal or physical) which breaks a person’s trust and/or safety in a sexual nature.” The term “sexual violence” is a blanket term used to cover a number of crimes of a sexual nature. These crimes include sexual assault, rape, date/acquaintance rape, incest, child sexual assault, ritual abuse, marital or partner rape, sexual harassment, exposure and voyeurism.

A study done by Warshaw (1988) estimated that a woman is raped or assaulted every six minutes in the United States and that as many as one of four women may become a victim of rape during her lifetime. It is assumed that in almost all reported assaults, the victims were females and the perpetrator was a male, due to these assumptions these genders will be used in discussion.

In 1982, Beneke stated that rape is America's fastest growing violent crime, creating widespread violence altering the meaning of life for all women. The fear of rape victimizes women before the actual event takes place. Beneke also described rape as a "pseudosexual act, a pattern of sexual behavior that is concerned more with status, hostility, control and dominance than with sensual pleasure or sexual satisfaction" (p.16).

Beneke (1982) also stated that rape is primarily viewed as a physical wound, much like a cut that will heal given time. However, when deep cuts heal they leave scars reminding the victim of what happened to obtain the scar. This analogy applies well in cases of rape because every time the victim thinks about the scar, the pain and emotion come flooding back, reopening the wound. This can happen days or years later for the victim, but the memory is never gone. This memory can continue to victimize the survivor for a lifetime. An assault may also victimize the family and friends of the victim, heightening the awareness of the fear created by rape.

Parrot & Bechhofer (1991) stated that even those victims who admit to themselves they have been assaulted rarely tell anyone for fear of not being believed. Rape victims usually do not consider themselves legitimate crime victims and are less likely to report the crime, increasing the experience of emotional distress (Northam, 1997). Statistics and information such as this portray the reason the crimes of rape and

sexual assault seem to be invisible. This supports Warshaw's estimation that 3-10 sexual assaults happen for every one reported (1988).

In 1998, an estimated 6056 sexual assaults were reported to law enforcement agencies in the state of Wisconsin, a three percent increase from 1997. The Wisconsin Coalition Against Sexual Assault reported that of the identified sexual assault victims in 1998, 93% of the victims knew her perpetrator. This supports the notion that a woman's risk of being assaulted by someone she knows is four times higher than by a stranger (Warshaw, 1988).

Parrot and Bechhofer (1991) view the term "date rape" as an oxymoron. In a study done by *Ms. Magazine* in 1988, a woman has a four times higher rate of being assaulted between the ages of 16-24, the prime dating age span, than other age ranges. It was also found that 57% of these assaults happened on dates (Warshaw, 1988).

According to Northam (1997) acquaintance rape is less violent but occurs more often than stranger rape. Acquaintance rapists often gain the trust and confidence of their victims to gain access into the victim's personal feelings, thoughts and emotions, creating an emotional pain much deeper than a physical pain (Mandelblatt, 1998). This is in part because the motivation of a rapist is to dominate, control and humiliate the victim; it is not a desire for sex. In cases of acquaintance rape, sex is used as the weapon. That is why 84% of those found guilty of committing rape said what they did was definitely not rape because no weapon was used (Warshaw, 1988).

This study focuses on women ages 16-24 in a sample of two colleges located in western Wisconsin. The goal of this study is to examine and evaluate the programs used to prevent and educate students on sexual assault. This information will be obtained

through the use of a six-question interview in the form of an open-ended survey and acquiring copies of programs used.

For the purposes of this study, the researcher assumes that sexual assault prevention is being addressed at the college level.

Definition of Terms

In the past, traditional rape laws applied only to male-female forced vaginal intercourse. In the 1970's rape laws were revised to be more gender neutral and some states replaced the term rape with sexual assault and then separated it into degrees of seriousness (Bohmer & Parrot, 1993). It is impossible to give an exact legal definition of sexual assault because it is a general term describing all forms of unwanted sexual activity (Bohmer & Parrot, 1993). This study will focus on sexual assaults, acts of violence in which sex is used as a weapon.

ACQUAINTANCE RAPE: Nonconsensual sex between adults who know each other.

This crime can be perpetrated by anyone that is known to the victim (Parrot & Bechhofer, 1991; Bohmer & Parrot, 1993).

CONSENT: Based on choice to participate in an activity. Consent is active, not passive and is only possible when equal power exists. Giving in or going along with something because of fear is not considered consent to an activity (Adams, Fay & Loreen-Martin, 1984).

DATE RAPE: A form of acquaintance rape that takes place between people actively dating or on a date (Parrot & Bechhofer, 1991; Bohmer & Parrot, 1993).

PERPETRATOR: The person who violates the victim in a manner that causes trauma.

RAPE: Penetration of any bodily orifice, obtained against the victim's

will by using force or threat of force, or any part of the assailant's body or an object used by the assailant in the course of the assault (Parrot & Bechhofer, 1991; Johnson, 1994).

SEXUAL ASSAULT: Contact that is coerced through the use of psychological or physical force (Johnson, 1994).

VICTIM: The person who claims to have been assaulted in the traumatic event.

This research is limited due to the small sample population on which the research focuses. It is virtually impossible to generalize the information found to a national population.

Chapter Two: Review of Literature

This chapter will provide an overview of sexual assault as it is addressed in colleges located in western Wisconsin. It will also discuss prevention programs as well as how assault affects the victim. Myths will be exposed and their subsequent realities revealed. In addition, the role of societal justification of sexual assault will also be discussed.

History of Sexual Assault

According to Duggan (1998) in the 1930's the psychodynamic theory of rape believed perpetrators of sexual assault to be mentally ill or perverted, however, at the time it was believed rape was strictly an act of sex or to gain sexual gratification and not an act of violence. Early research supports this conclusion of rapists being mentally ill, however, the research was biased because the subjects were mostly imprisoned rapists who had been grouped together with other various sexual offenders. Duggan concluded the differences between rapists and other sexual offenders and the similarities between rapists and other violent offenders were primarily in terms of social functioning.

Additionally, Duggan stated that the psychodynamic theory of rape was maintained until the 1970's when the feminist movement began. During the time of the feminist movement, a primary focus was the idea that rape and sexual assault were ways in which traditional gender roles of female suppression and male dominance were maintained within society. It was at this time that many new ideas were formed about gender roles. These ideas were put into action and changes began to take place.

In 1972, the first rape crisis center was opened in Washington D.C., the central place of the feminist movement. The idea was for rape crisis centers to provide education

so women did not have to live in fear of the threat of rape, hence being victimized by this fear prior to ever being attacked (Duggan, 1998).

According to WCASA (2000) sexual assault is occurring at an alarming rate. In 1988, Robin Warshaw published a book entitled I never called it rape. This book was based on a national research effort and interviews with 150 sexual assault survivors. It was published to help eliminate the myth that only strangers assault women because 70-80% of sexual assaults are perpetrated by someone that is known to the victim.

To reduce the incidence of acquaintance rape, the problem must be attacked simultaneously at several levels. Education needs to increase in junior high, high schools and colleges as a part of the prevention process. According to Warshaw (1988) women within the age range of 16-24 are the women at the highest risk due to dating.

Sexual Assault and College Campuses

According to Warshaw (1988) date rape is the most unreported of all crimes, especially on college campuses. Rates of sexual assault are typically higher on college campuses. In fact, it has been seen that sexual assaults on college campuses rise in the fall. Traditional female college students fall within the 16-24 age range creating an added risk of victimization to these young women. Freshmen are at the highest risk given their new freedom of being away from home for the first time and they often portray an invincible attitude. This attitude compounded with the increased opportunity to date and to attend parties, raises the possibility of peer pressure to use alcohol and drugs, creating a very dangerous situation for these young women (Duggan, 1998; Warshaw, 1988).

Prevention Programs

According to Duggan (1998) there are numerous benefits of participation in sexual assault awareness programs, such as increased awareness of school and community resources and services. Additionally, they also inform students of legal, medical and professional counseling resources. Duggan (1998) also stated these programs may decrease resistance to seeking medical and/or legal help and increase the likelihood of reporting the traumatic event. These programs also increase student awareness of the causes and education of prevention strategies of sexual assault as well as the consequences of sexual assault (Parrot & Bechhofer, 1991).

Northam (1997) describes rape prevention programs as maintaining three general assumptions.

1. Men who have rape supportive attitudes or who hold adversarial sexual beliefs about women are apt to change.
2. Education will change attitudes.
3. Education will reduce sexual assault by changing the attitudes that create sexual aggression.

Prevention programs should target these assumptions. Warshaw (1998) stated that programs should also target and attempt to change the attitudes and beliefs that accept sexually aggressive behavior toward women. Colleges and universities should use rape prevention programs in addition to teaching women to use escort services or learn self-defense.

According to Bohmer and Parrot (1993) administration needs to acknowledge that rapes and assaults do happen on their campuses. Only after acknowledgement takes

place can policies be implemented to address issues regarding identification of exactly what behaviors are considered inappropriate. The next step is to condemn those behaviors and provide a plan of action for dealing with sexual assault cases. Some colleges are determining their existing policies and procedures regarding sexual assault are terribly inadequate. However, this inadequacy is recognized after a sexual assault has occurred. The authors contend this problem lies both in the failure to take the steps needed to prevent rape and sexual assault and the mishandling of cases when they do occur.

It is important to develop a policy regarding acceptable and unacceptable sexual behavior so students are aware of what is considered right and wrong. Once a policy about sexual assault has been developed, it should be given to all students (Bohmer & Parrot, 1993). Policies and information should be distributed in both traditional (i.e. flyers) and non-traditional forms (i.e. electronic mail) (Parrot & Bechhofer, 1991). If a policy has been placed in effect and serious sanctions have been carried out, students learn that rape and sexual assault behaviors will not be tolerated on their campuses (Bohmer & Parrot, 1993).

The goal of prevention programs should be to alter the behavior to reduce vulnerability to sexual assault. Providing information about who is victimized and how to avoid being victimized may have little impact if students do not see themselves as vulnerable or at a serious risk. It is obvious that educators must do more than disseminate information if they wish to alter behavior (Gray, Lesser, Quinn & Bounds, 1990).

According to Parrot and Bechhofer (1991) planning of prevention programs should involve both genders instead of targeting one gender. Sexual assault prevention programs should address a variety of topics including:

1. Sexual assertiveness
2. Communication
3. Power and dynamics in a relationship
4. Consequences
5. Prevention strategies.

It may also be important to make women aware of what to avoid in a relationship. In her 1988 study, Warshaw states that if a female identifies a male displaying any of the following characteristics, it may warrant the possibility of a potential date rape. She states that women should run, not walk from anyone possessing these characteristics. These characteristics include: emotionally abusing her with insults, belittling comments, ignoring opinions, acting sulky or angry; choosing her friends or clothing; or attempting to control other elements of her life or friendships. Warshaw states there are other characteristics to watch for in men including: negatively talking about women; getting jealous for no apparent reason; drinking or using drugs and attempting to pressure others into using; berating women for not wanting to get drunk, get high, have sex or accompany them to an isolated place; or becoming physically violent, intimidating or being cruel to animals, children or people he views as inferior to him.

According to Page (1996) it may also be important to teach verbal resistance (yelling, screaming) and physical resistance (struggling, biting, pushing) in sexual assault prevention programs. The more resistance that is used, the higher chance the victim has

of avoiding the assault. Ongoing program evaluations are needed to improve the program and to aid in making campuses safer. Programs should be provided at different levels so they take place in subsequent years, not just in the first year.

Sexual assault prevention programs will help to increase awareness, thus lowering the number of victims, in turn reducing the number of cases of post-traumatic stress disorder (PTSD) in relation to sexual assault. According to Wallace and Goldstein (1994) PTSD is the syndrome of physical and psychological symptoms that appears to be a delayed response to a distressing event. Many sufferers of PTSD attempt to block the event from their mind, thoughts, images or feelings by refusing to talk about it and trying to avoid all reminders (e.g. clothing, places, smells, etc.) of the trauma (Schiraldi, 2000).

A future direction of prevention programs should be to incorporate those elements that are proven effective and then further develop and change the elements that do not appear to work in reducing the rates of sexual assault for women who report a prior history of sexual victimization (Yeater & O'Donohue, 1999).

Prevention Programs: College

Most colleges and universities react to sexual assaults after they happen with advocacy and counseling. However, they should be proactive about providing education to attempt to prevent sexual assault from taking place.

Breitenbecher (2000) reported that key features of prevention programs are to provide information regarding the prevalence of sexual assault among college students; attempting to reduce belief in rape myths, facilitate a discussion or open forum of social stereotypes, educate students to identify risk-related dating behaviors, and work to create and maintain empathy for survivors among students. It may also be beneficial to provide

on going lecture meetings and group discussions on topics of rape myths, risk factors and rape prevention techniques (Shultz, S., Scherman, A., & Marshall, L. 2000).

According to Yeater & O'Donohue (1999) and Shultz, et.al. (2000) colleges and universities can make a powerful societal contribution in the lives of their students by taking an active approach to change the attitudes and beliefs that help to create and support the incidence of sexual assault on campus. Past sexual assault prevention programs have usually addressed stranger assault rather than acquaintance assault. The focus of these programs is primarily on changing attitudes about sexual assault and rarely focus on reducing the actual prevalence of sexual assault.

The promotion of acquaintance rape awareness programs on college campuses appears to be a step toward increasing education. Another factor that plays a role in program effectiveness is the way material is presented and by whom (Warshaw, 1988). Parrot and Bechhofer (1991) found that students attended programs sponsored by student organizations, such as, fraternities, sororities or athletic teams, at a higher rate than programs sponsored by faculty and staff.

Parrot and Bechhofer (1991) provided the following ideas to incorporate into prevention programs to increase the impact of sexual assault education. These campus crime statistics should be included in a letter sent to parents of incoming freshman stating that date and acquaintance rape is a problem on all campuses and urging them to speak to their students about it.

Parrot and Bechhofer (1991) also stated that it may be especially important for colleges and universities to coordinate a response team to react to a sexual assault. The team should exist of people from the following offices on campus:

1. Office of student services
2. Residence life
3. Campus police
4. Student health center
5. Counseling center
6. Faculty
7. Students

It is important to coordinate response efforts with the community police regarding reporting the crime and gathering evidence (Bohmer & Parrot, 1993). In addition to working with counselors, it is important to train university medical personnel on how to use a rape kit and in how to meet the physical and psychological needs of victims. All schools should provide a list of resources to those in contact with students and train all faculty and staff (e.g. resident assistants, counselors) to deal with the reports of acquaintance rape.

Rape Myths

According to Parrot and Bechhofer (1991) rape myths are prejudicial, stereotyped or false beliefs about rape, rape victims or rapists. Rape myths may be able to be laid to rest through the use of prevention programs. These programs can begin changing attitudes of the participants with the hope of the domino effect taking place and the knowledge being shared with others. Warshaw (1988) defines the following as rape myths and provides the subsequent realities.

- **Myth:** Rape is committed by strangers.

Reality: Most rapes are committed by acquaintances.

- **Myth:** A woman deserves to be raped, especially if she goes to his house or in his car.

Reality: No one deserves to be raped, going in a car or house does not give permission.

- **Myth:** Women who don't fight back haven't been raped.

Reality: Rape is sex forced against one's will regardless of whether they fight back.

- **Myth:** If there is not a weapon involved, the victim was not raped.

Reality: It is rape regardless of the source of intimidation.

- **Myth:** It is not rape if the victim was not a virgin.

Reality: Rape is rape, regardless if the victim has had sex before, even with the attacker.

- **Myth:** If a man pays for a date the woman owes him sex.

Reality: No one owes sex as a payment for anything.

- **Myth:** Making out and petting must lead to sex.

Reality: Everyone has the right to say "no" at anytime and be respected.

- **Myth:** Men whom are sexually aroused must have sex and cannot help themselves from forcing a woman.

Reality: There is no physical need to have sex after becoming aroused, men should still control themselves.

- **Myth:** Women lie about being raped, especially when they accuse someone that they date.

Reality: Rape really happens, to people that you know by people that you know.

Parrot and Bechhofer offer a different view of rape myths in the 1991 book entitled Acquaintance Rape. The rape views are set up in four sections: Nothing happened; No harm was done; She wanted it; and She deserved it. The group that believes nothing happened also believes women falsely accuse men of rape and that rape claims are made in fantasy or wishful thinking. The group of people that believe no harm was done view rape as just being sex and if the victim is not a virgin it is not rape. The victim experiences the humiliation of realizing the assailant does not care about her rights. This is in part the thrill for the assailant, having the ability to control another person. This group of people also fosters the belief that only bad girls get raped. Those who believe she wanted it believe the victim wanted it, liked it or invited it. This group also views women as never meaning “no” and that she must have done something because there is no such thing as rape. The groups of people who believe she deserved it also believe she did something to provoke her attacker. Usually the attacker will admit he used force but will blame his behavior on the female’s prior actions, supporting the idea that she provoked him. These attitudes inhibit the victim from being believed, making the legal process more difficult. Many rape myths are supported by the written media, on television, in movies and on the radio.

According to Parrot and Bechhofer (1991) American society is being desensitized to sexually aggressive behavior due to media influence, thus making sexual aggression more accepted. Sexual assault prevention programs can help educate participants and help them to see that sexual aggression is not acceptable and no one should have to deal with it. As a culture, we need to radically alter the way future generations are socialized.

Parrot & Bechhofer (1991) also found that all types of media help to reinforce the idea that violence and oppression of women is acceptable. Movies and films teach young women that sex is likely to be violent, causing them to accept being sexually assaulted as “normal.” Television portrays the victimization of rape but the prevention techniques and strategies have yet to be dramatized. Even books and magazine advertisements are becoming sexually explicit and helping to increase the oppression of women.

Survivors of sexual violence often feel re-victimized and further oppressed by police officers and the legal system (Duggan, 1998). Part of the feeling of re-victimization comes from having to tell the story of the attack repeatedly and publicly. However, another aspect of re-victimization comes when the perpetrator is charged with a crime and then plea-bargains for a lesser charge. This often happens in court because victims of date or acquaintance rape and sexual assault rarely show bruises or external marks, typical indicators of force that are necessary for a criminal conviction. This may leave the survivor feeling that justice was not served.

Each topic discussed in this section was directly related to sexual assault from the point of the victim, counselor or the perpetrator. The use of sexual assault prevention programs will aid in increasing awareness. Sexual assault prevention programs may also help to eliminate rape myths and to change attitudes, beliefs and the portrayal of women in the media.

Chapter Three: Methodology

This is a qualitative study with the purpose of gaining information of what is being done on college campuses to prevent sexual assault from taking place. This study will examine the opinions held by counselors at two western Wisconsin universities concerning sexual assault. The participants were chosen based on recommendations of the respective counseling center directors. The universities will be identified as University A and University B. It is hypothesized by this researcher that education and prevention are taking place on college campuses only after an alleged assault takes place.

The process taken by this researcher was as follows. The first step was for the researcher to design a survey to be used during the college interviews. The interview questions were drawn from the information read during the completion of the review of literature. Once the survey was finalized it was submitted to the Institutional Review Board for the Protection of Human Subjects in Research to gain approval. The second step was to complete the required forms to gain the approval necessary to commence the study.

After approval from the Institutional Review Board was gained, calls were placed to the directors of the prospective university counseling centers. The third step was to contact the two universities in western Wisconsin to obtain permission to speak with the counselors. The goal of this research was explained and information was provided for the counseling center directors to determine if they were willing to participate in the study.

The fourth step was to obtain names of college counselors from the respective university counseling center directors. During the conversation with the counseling center

directors, they were asked which counselor on their respective staffs would be most appropriate to speak with on this topic.

The fifth step was to make initial contact with the counselors that were recommended and arrange a meeting time. At those meetings, the sixth step was completed. The counselors answered the questions on the surveys via person-to-person conversations. Upon completion of the interviews to answer the surveys, this researcher compiled the data that was obtained, forming it into paragraph forms following each question on the survey.

Chapter Four: Results

It was found that there is no set curriculum being used at the two universities chosen for this study. The following are the results from two surveys completed by counselors at separate universities in western Wisconsin.

1. What type of methods do you use to raise awareness of sexual assault?

A counselor at University A reported that they do outreach programming. For example, in the fall of 2000 a panel discussion took place in the residence halls in collaboration with the university counseling center, campus police and student health services. The panel discussed date rape and sexual assault prevention and the link that alcohol plays in campus sexual assaults.

University A also provides information on the counseling center website link. The page is often changed and updated. The counseling center also provides self-help materials such as books and brochures.

University B uses similar strategies to convey their sexual assault messages. Poster displays focusing on topics such as date rape drugs and the link of alcohol and sexual assault are used. Many times brochures accompany these posters. Outreach is also done in the residence halls. Recently, a program was done after two sexual assaults took place on campus. This program was done in collaboration with residence life and campus police.

University B previously had a committee that presented a program on sexual assault for freshman during orientation. This program has not been implemented in five to six years.

2. Do you feel that these are effective?

University A found that sexual assault programs are only as effective as the effort put into obtaining and practicing the information provided. It was rumored on the University A campus that a sexual assault may have taken place this past fall. This alleged assault triggered the university into increasing awareness and education.

The counselor at University B felt the programs were not effective and that they do not even begin to scratch the surface of the necessary information and programming.

3. What other types of programs do you implement that may touch on sexual assault?

University A offers a First Offenders program for students that have received their first offense alcohol citation. During the course alcohol moderation skills are taught, as well as drug actions and interactions. Sexual assault and date rape drugs are discussed at that time.

This past fall at University B sexual assault was discussed in a stress management seminar and in the Alcohol Moderation Skills course. The main discussion is in reference to alcohol use and abuse and sexual assault. The Alcohol Moderation Skills course is the program the First Offenders program is based on.

The survey done to gain statistical information related to alcohol use at University B also asks about forced sexual intercourse and these statistics are provided to the campus community. This is beneficial to help raise community

awareness. For example, four percent of the women at University B stated they had been forced to have intercourse. That means 160 women on that campus have been sexually assaulted.

4. How often is this discussed? Awareness raised?

University A stated that sexual assault has a considerable amount of ambiguity surrounding it and is not openly discussed due to the sensitivity of the topic. Many different university departments and officials discuss sexual assault awareness, education and prevalence. From these discussions stemmed the idea of the website with links for victims or friends of victims and a brochure from the Dean of Students. The brochure provides information on the definition of sexual assault, facts, myths, the link of alcohol and assault, protecting oneself, date rape drugs, prevention measures, body language, what to do if an assault takes place, placing blame and numbers to call in a crisis.

At University B sexual assault is often discussed on campus at this time as three assaults have taken place this fall. These assaults have caused the campus to buzz with rumors. These rumors have created a fear among the students, stimulating calls from the parents of these students. This is causing campus officials to deal with the aftermath.

Recently there was a meeting with 200-250 students at University B. These students were informed of how to handle the rumors about sexual assault. The counselor that was interviewed felt it was a lost opportunity to convey information to a large group on behavior that may lead to an assault taking place

and the consequences of it. The education was not straightforward in the views of that counselor.

5. What steps do you take to deal with a sexual assault on you campus?

The Dean of Students at University A refers students to the counseling center. Students are made aware of the risks involved in reporting. Each situation depends on the victim. If she wants to report she will be referred to the police and appropriate steps will be taken from there.

When a student presents at the counseling center of University B wanting to report a sexual assault, the student is informed of the risks that are possible with the public announcement of a sexual assault. Other information gathered includes when, where, how, and the status of the medical procedures that need to be taken.

Despite the client's decision to report or not to report the crime to police, it needs to be reported to the Dean of Students. This anonymous report needs to take place to ensure that the university is in full compliance with the Annual Criminal Report required of all college campuses.

6. Other comments

The counselor at University B viewed sexual assault as a highly under reported problem. The same counselor also shared that the university has attempted to make the campus safer by providing emergency phones around campus and increased lighting on campus walkways. Just this year an escort service was implemented to attempt to curb individuals from walking alone.

Chapter Five: Discussion, Conclusion and Implications

The study demonstrates that the counselors interviewed do not believe the programs currently being implemented are adequate. However, based on the research interviews, the current programming on sexual assault will continue because their institutions are lacking the ability to provide programming due to inadequate information and/or people willing to present the topic. Findings also indicate that administrators at the two institutions and students are discussing sexual assault at the college level, though these discussions are taking place independently. According to the counselor at University A, administration is not conveying their views or policies to the students prior to an assault taking place. Students are not expressing their thoughts to administration, helping to create considerable miscommunication. According to the counselor at University A it appears the discussion between students and administration takes place as a reaction to an assault.

The study indicates to this researcher that while institutions are attempting to address sexual assault and related issues, they lack numerous resources in doing so. It is the opinion of this researcher that in order to provide programs that are more beneficial to students, the schools need to look at the programs currently being used by other schools and implement the key points and ideas administrators feel would be of most benefit to the students.

It is obvious that educators must do more than disseminate information if they wish to alter behavior (Gray, Lesser, Quinn & Bounds, 1990). Increasing awareness will help the public to gain new knowledge about ways to prevent sexual assault and resources available if an assault takes place.

Based on the information cited in the literature and in the interviews, it is the assumption of this researcher that sexual assault educators are difficult to find. Thus, persons holding an interest in sexual assault should alert colleagues and co-workers. An expressed interest will enable counselors and educators to gain more knowledge in this area in order to provide appropriate education to the students. Until society recognizes sexual assault as a crime, it will be an uphill battle to increase knowledge to all age groups, ranging from children to the elderly. However, once the knowledge of prevention is increased, the amount of fear and victimization should in turn decrease, aiding in creating a better society.

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Appendix A

The following group of questions are for counselors on college campuses regarding the methods used on their campus to provide education about sexual assault and to increase sexual assault awareness among students.

1. What type of methods do you use to raise awareness of sexual assault?
2. Do you feel that these are effective?
3. What other types of programs do you implement that may touch on sexual assault?
4. How often is this discussed? Awareness raised?
5. What steps do you take to deal with a sexual assault on your campus? Legal & to prevent problems?
6. Additional Comments