AN ABSTRACT OF THE THESIS OF

Stephanie L. McClure for the degree of Master of Arts in Women, Gender, and Sexuality Studies presented on June 10, 2014.

Title: Voices within a Gray World: An Evaluation of Oregon State University's Sexual and Dating Violence Prevention Curriculum.

Abstract approved:

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Mehra A. Shirazi

With the reauthorization of the 2013 Violence Against Women Act all Title IV higher education institutions will now be required to provide "primary prevention and awareness programs for all incoming students." Yet, more research is needed to find prevention programs that are effective (White House Task Force to Protect Students From Sexual Assault 2014). This quasi-experimental study utilizes a mixed methods embedded design including both quantitative and qualitative measures to evaluate the effectiveness of the Oregon State University's anti-violence prevention curriculums, Every1 and One Act Bystander Intervention Program, on student violence attitudes and beliefs, skill confidence and self-efficacy, and behavioral change. Quantitative data was collected using a pretest-posttest survey. Qualitative data was collected through observations, and focus groups with participants. No significant difference was found between control and experimental groups. Five themes emerged from the focus group: the curriculum increased dialogue on dating and sexual violence among students; the curriculum increased community awareness of dating and sexual violence as well as community support for survivors; students feel there are many multilayered complex 'gray areas' around consent that inhibit their ability to assess potentially violent situations in order to safely intervene; students need more diverse experiences represented within prevention curriculum and would like the curriculum to speak to a wider range of identities; students feel there are many barriers to

reporting sexual or dating violence yet see Oregon State University as a influential and credible institution with the power to shape sexual and dating violence discourse and prevention efforts.

Voices within a Gray World: An Evaluation of Oregon State University's Sexual and
Dating Violence Prevention Curriculum

by
Stephanie L. McClure

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APPROVED:

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Major Professor, representing Women, Gender, & Sexuality Studies

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Director of the School of Language, Culture, and Society

_____

Dean of the Graduate School

I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

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Stephanie L. McClure, Author

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TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

LIST OF FIGURES

LIST OF TABLES

Voices within a Gray World: An Evaluation of Oregon State University's Sexual and Dating Violence Prevention Curriculum

Introduction

Within the last two decades dating and sexual violence has increasingly become visible as a serious social problem in the United States. Of the research that focuses on dating and sexual violence little examines best practices for prevention curriculum taught throughout our country's colleges and universities. Nevertheless, with the passage of the Violence Against Women Act, the Campus Sexual Violence Elimination Act (SaVE), and documents such as the White House Task Force to Protect Students from Sexual Assault Not Alone Report, colleges and universities are being required to provide student populations with prevention education to curb dating and sexual violence. Oregon State University (OSU) currently provides students with two prevention curriculums: Every1 and One Act. This thesis serves to evaluate OSU's comprehensive approach to violence prevention education through a mixed methods design.

Statement of the Problem

When I entered the Women, Gender, and Sexuality Studies program at Oregon State University, I came as a previous advocate and activist within the Corvallis community working to address issues of violence. Many of those I have collaborated with throughout my thesis work, are individuals that I had established relationships with either through my advocacy or activist work. This was very helpful in terms of creating partnerships to support the efforts of this study. While I knew at the start of this program that I wanted to focus my efforts on prevention, I did not come in knowing that I would be evaluating this program in particular. As an

advocate, I met many women who expressed to me the wish that they had been educated about what a healthy relationship looks like, that they had known warning signs to look for in a partner, and that they had known how to address these issues before they began. Often women expressed that they felt isolated and as if there was no community for them. At the time I attributed these comments to a deep need in society to teach our children healthy relationship skills; two years later, I realize that this is only partially correct. We also have a real need to create community around these issues, and in particular community accountability.

This realization was furthered after the series of stranger attacks on campus in 2013, and a town hall meeting was convened. A resounding call to action was made by the student population present for the OSU administration to provide students with education on tangible skills to help them address very real issues of violence in their lives. Additionally, many students expressed frustration around a lack of presence of resistance against various forms of violence. This lacking presence consisted of information regarding policies and resources that were centrally located and could easily be found, as well as larger movements be they from administration or students countering these issues. I noticed that students were expressing a need of education that could be applied directly to their lived experiences, and for the formation of a community of resistance. At this town hall Carrie Guise, the OSU Sexual Assault Prevention and Education Coordinator, discussed a new bystander intervention pilot program on campus, One Act, which was going to be added to the existing prevention curriculum Every1 to form a comprehensive approach to address issues of violence on campus.

From this town hall a series of meetings between Carrie Guise and myself occurred in which we discussed the challenges facing the university, and where a research project might best serve the various communities at the university as we worked toward addressing and preventing issues of violence. The One Act curriculum surfaced as a potential project. Previous to this curriculum the university tried to implement the Green Dot curriculum developed by Dorothy Edwards (2010); however, this curriculum was costly and required that educators wanting to implement the curriculum complete specific training through Green Dot, which cost additional money. Ultimately this program was dropped due to turnover in trained educators, and lack of funding to sustain the program. One Act was a free curriculum freshly developed through the collaboration of students and researchers at the University of North Carolina (UNC), and it included a peer educator component that aligned well with the existing peer educator program Every1 at OSU (which focuses on educating students about what healthy relationships look like, and how to help a friend if they experience violence). Since One Act was a new curriculum, there was no evidence of its effectiveness yet; however, UNC researchers had been utilizing a participatory activist research model and had already gone through multiple revisions of the curriculum as they collected feedback from the student population and peer educators, and they were in the process of an extensive two-year review. Yet, since that review was not complete, and because OSU consisted of different students in a different location than students at UNC, and OSU's prevention curriculum included the Every1 curriculum too, we concluded that it would be the most helpful to evaluate

the effectiveness of the overall comprehensive curriculum being provided to students

on our campus.

Purpose of Study

This research investigates the effectiveness of the Oregon State University

One Act Bystander Intervention and Every1 Program to equip Oregon State

University students who participate in the curriculum with the knowledge, skills, and

self-efficacy to help prevent and address dating and sexual violence in their

communities, as well as the effectiveness of the curriculum to increase students

bystander behaviors.

The central questions this study explores are:

1. What is the difference of change regarding attitudes and beliefs,

    confidence in executing a behavior, likelihood in engaging in a

    behavior, and behavior adoption for the experimental group after the

    intervention, compared to the control group?

2. What about the curriculum, if anything, did the experimental group

    find helpful to their efforts of preventing violence?

3. What about the curriculum, if anything, did the experimental group

    find not helpful to their efforts of preventing violence?

Audience

This study may be beneficial and valuable for multiple audiences: researchers

within the field of violence prevention, colleges universities and schools, as well as

administrators of these institutions that are looking for effective prevention curricula,

the University of North Carolina (UNC) One Act developers; non-profits that provide

community education addressing issues around dating violence and sexual assault that

are looking for tested prevention curricula; Oregon State University (OSU)

administration, OSU Student Health Services, and OSU student populations.

The original aim of this study was to produce an independent replication of

UNC's study #11-1390 "Evaluation of One Act Trainings for Interpersonal Violence

Prevention and Intervention;" however, exact replication was not possible as the

curriculum was modified by the OSU Student Health Services Sexual Assault

Prevention Coordinator and Every1 Peer Educators to meet the needs of students at

Oregon State University. The curriculum was reduced to a little less than 3 hours to

be delivered in 50-minute segments, as opposed to the original 4 hours. The format of

the curriculum also changed, components that referenced UNC history, events, and

culture were taken out. No information specific to OSU was added to the curriculum.

Even with these modifications this study is positioned to be of great benefit to the

UNC developers of One Act, as well as to other researchers within the field and

administers looking specifically for curriculum that has gone through both program

and evaluation replication, as more and more researchers are finding that it is

important to adhere to the needs of the audience when introducing curriculum

developed elsewhere (Banyard, Plante, and Moynihan, 2004).

Additionally, this research will assist Oregon State University Student Health

Services in assessing if they are meeting the needs of OSU students through the use

of this program, and in looking forward to further development and improvement of

comprehensive prevention curricula at OSU. Depending on the results of this study

OSU student populations at large may benefit by an increase in curriculum

availability. Finally participants within this study may gain new and or enhanced knowledge, skills, and self-efficacy around addressing issues of violence within their lives.

This study may benefit participants by increasing their knowledge about issues of sexual assault, and dating violence. Participants may gain new skills, and increase their self-efficacy to deal with issues of violence in their daily lives. Participants may share their knowledge and skills gained from this study with their peers and increase their peers knowledge, skills, and self-efficacy to address issues of violence. This study may help to decrease rates of sexual assault, and dating violence at OSU. Additionally, this research will help in the further development of the Every1 and One Act Bystander Intervention Program to further meet the needs of OSU students. This study will contribute to the limited body of research on bystander intervention programs as tools to prevent sexual assault and dating violence. This research may also help in validating the One Act Bystander Intervention Program as an effective program, which could be used at other universities around the country as a prevention effort of sexual assault and dating violence.

It is important to me to provide the results of this study to the OSU community. Therefore, all participants of this study, as well as OSU staff working on addressing issues of violence at Oregon State University will be invited to hear the results of this study. Additionally, I will be compiling an executive summary to accompany this thesis for OSU administration, Student Health Service, and UNC researchers.

Preview of Remaining Chapters

      This thesis is composed of six main chapters. The first chapter includes a review of the literature, first providing a review of the research regarding dating and sexual violence, and then situating this evaluation within the existing dialogue concerning dating and sexual violence prevention specifically. Next a theoretical framework will be explored in the second chapter. The third chapter introduces the methods of this study, and the research questions, design, and measurement instruments. The fourth chapter details the results and findings. The fifth chapter includes the discussion and recommendations. Finally the limitations and conclusions are presented in the sixth chapter.

Literature Review

      This literature review aims to explore the following: current dating violence literature covering dating and sexual violence prevalence, effects, and other pertinent subtopics; current relevant research regarding prevention curriculum as it is being taught throughout the country; effectiveness, limitations, and identified areas for further study regarding curriculum development and evaluation. The following details the findings of a literature review of dating and sexual violence and the evaluation of prevention programs taught throughout the United States. A variety of peer-reviewed literature was identified through database searches of Web of Science, Academic Search Premier, EBSCOhost, Thomson Reuters, ProQuest, and GoogleScholar. Subsequent searches focused on references within the identified literature to key studies, papers, journals, and authors. Seven areas materialized from the review:

defining dating and sexual violence, prevalence, alcohol, Greek life, help-seeking

practices, effects, and prevention.

Defining sexual and dating violence. In order to discuss current research on

sexual and dating violence and the evaluation of prevention programs developed to

address dating and sexual violence, it is important to define dating violence and

sexual violence. Similarly to discussions of intimate partner violence or domestic

violence, there unfortunately is no one set definition for either of these terms that are

used universally throughout the research community (Lewis, 2001, p. 106; Cornelius

& Resseguie, 2007, p. 365, Basile & Saltzman, 2002, p. 2). This lack of coherence

has hindered the completion of research that is of value, which can be used and

replicated in the future (Shorey, 2008, p. 186).

Broadly defined the CDC (2014) states sexual violence is "any sexual act that

is perpetrated against someone's will." In this definition a sexual action may be

completed, it may be attempted yet not completed, it may also include nonconsensual

sexual touching or contact, as well as sexual abuse that does not include contact such

as voyeurism, exposure, threats, etc. (CDC, 2014).

Of the early research on dating violence, most studies adopted the definition

established by Sugarman and Hotaling (1989), which defined dating violence as "the

use or threat of physical force or restraint carried out with the intent of causing pain

or injury to another" in a dating relationship (p. 5). However, this definition provides

a very narrow view of dating violence and does not include verbal, emotional, or

sexual abuse, all significant components within violent dating relationships. As more

and more researchers acknowledge the impact of these additional forms of abuse,

definitions of dating violence are beginning to include them within the language

(Hickman, Jaycox, & Aronoff, 2004, p. 124; Theriot, 2008, p. 225; Cornelius &

Resseguie, 2007, p. 365; Jackson, 1999, p. 233; Brown et al., 2007; Danis &

Anderson, 2008). This attempt to be more inclusive accurately reflects young adults'

perceptions of what dating violence means to them (Gallopin & Leigh 2009, p. 17;

Martin, Houston, Mmari, & Decker 2012, p. 959-960).

Even among researchers with a more inclusive definition of dating violence

there is no consensus on one definition. For example, Hickman's (2004) definition

includes: "a continuum of abuse, including homicide, minor and severe physical

assault, sexual assault, threats and harassment, robbery, property damage, kidnapping,

stalking, economic deprivation, animal abuse, and psychological coercion and

intimidation" (p. 123). Whereas Theriot (2008) points out that there has never been a

study that has measured the full range of dating violence behaviors and so therefore

prefers the definition: "any attempt to control or dominate another person physically,

sexually, or emotionally, causing some level of harm" (p. 224, 225).

This lack of consensus as to what constitutes sexual or dating violence is not

limited to researchers studying this phenomena, yet reaches "across cultures" to all

people, and is effected by experiences, and by identity "such as gender, sexual

orientation, family formation, geography, spirituality, immigration history, class and

race" (Brackley & Williams, 2007; Peterson del Mar, 2002; Herrenkohl, Aisenberg,

Herbert Williams, & Jenson, 2011). Yet, these differences in definition and

etymology are significant because they shape the way society understands violence,

the ways society identifies violence, and the ways in which society responds to

violence (Tolan, 2007 p. 5).

Prevalence. Prevalence rates of dating violence vary greatly due to multiple

factors including: a lack of agreement on what constitutes dating violence, differences

in methodology used by researchers, and differences in sample sizes and whom

researchers choose to include within the sample (Shorey et al, 2008, p. 186).

Historically, dating violence was seen to be an "insignificant or extremely rare"

problem, and so was not researched very much (Lewis, & Fremouw, 2001, p. 105;

Hickman, Jaycox, & Aronoff, 2004, p. 124). Yet the first study on the prevalence of

dating violence among college students specifically revealed that dating violence

affects one in five students, and this study only included physical violence, so did not

encompass issues of emotional or sexual violence (Makepeace, 1981, p.98). When

looking predominantly at studies regarding prevalence of physical dating violence

one finds ranges from 2% up to 59% of adolescents that are affected (Richards &

Branch, 2012, p. 1541, Weisz & Black, 2009 p.2; Jackson, 1999 p. 236). At the low

end of this estimate this issue affects roughly 420,000 teens in the Untied States. Yet

interestingly enough emotional or psychological violence is the most common form

of dating violence found with rates between 80-90% (White & Koss, 1991). Research

has also found that when sexual violence is included in dating violence studies

women report a much higher rate of victimization than do men (Makepeace, 1986;

Aizenman &Kelly, 1988, Sugarman & Hotaling, 1989; Burke, Stets, & Pirog-Good,

1988). When looking at race and ethnicity, Wekerle (2010) found that 14.3% of Black

teen students, 11.5% of Latino adolescents, and 8% of White adolescents experience

dating violence (p. 685). In 2012, researchers Jones and Raghavan found that 43.5%

LGBTQ college students had experienced dating violence within the last year.

Sexual violence is a common issue among college aged women and men

(Fisher, Cullen, Turner, & Leary, 2000; Koss, Gidycz, & Wisniewski, 1987). Rate

estimates of college female victimization range from 8-35% (Fisher, Daigle, Cullen,

& Turner, 2003). A study by Struckman-Johnson & Anderson (2003) found that 16%

of college men had been "forced to have sexual intercourse while on a date" (p. 76).

Very limited research has been done on the prevalence of sexual assault among

college minorities. An early study from Koss et al. (1987), found that 12% of Latina

women, and 40% of Native American women in college had experienced sexual

assault (p.166). Gross, Winslett, & Roberts (2006) found that 36% of African

American college women had experienced sexual assault (p.292).

Alcohol influence on sexual and dating violence. Numerous studies have

shown the connection between alcohol consumption, sexual assault, and dating

violence (Ullman, 2003; Shorey, Stuart, & Cornelius, 2011). Within dating

relationships it has been found that up to 50% of physically violent dating partners are

intoxicated when they perpetrate violent acts (Williams & Smith, 1994), and college

students have been found to be at an increased risk for victimization of dating

violence while intoxicated (Ullman, 2003). In a recent report from 2011 it was found

that for college students who reported a sexual assault, 75% of them had consumed

alcohol or other drugs prior to the assault (Core Alcohol and Drug Survey). Studies

have shown that particularly women are less likely to be able to fight back when

intoxicated (Davis, George, Norris, 2004). Cleveland, Koss, & Lyons (1999) found

that alcohol and violence are tools perpetrators use to be able to rape victims. Ullman,

Karabatsos, and Koss have argued that prevention efforts should include education

about the role of alcohol on many assaults (1999).

      Greek life in relation to sexual and dating violence. The Greek system has

been targeted by many prevention efforts (White House Task Force to Protect

Students From Sexual Assault, 2014, p. 10; Foubert, Garner, Thaxier, 2006;

Schwartz, Griffin, Russell, 2006; Cissner, 2009; Foubert & Newberry, 2006;

Moynihan, Banyard, Arnold, Eckstein, & Stapleon, 2011). There are multiple reasons

for this including the fact that fraternities have been found to be the number one place

where gang-rapes occur (O'Sullivan, 1991), fraternity brothers are more likely than

non-Greek male college students to utilize sexual coercion (Garrett-Gooding &

Senter, 1987), and fraternity brothers are also more likely to use alcohol as a tactic of

sexual coercion than non-Greek men (Boeringer, Shehan, & Akers, 1991). Sanday's

book Fraternity Gang Rape (2007) connected many of these practices to the

socialization of fraternity culture and the emphasis placed on establishing

brotherhood through taboo actions such as rape, assault, and coercion. In addition to

sexual violence, higher rates of dating violence have also been linked to fraternities

(Davis & Liddell, 2002; Kalof & Cargill, 1991). Researcher Hong (2000) has linked

violence in these instances with hegemonic masculinity, which has been found to be

more closely adhered to within Greek life as a whole (Davis & Liddell, 2002; Kalof,

1993; Kalof & Cargill, 1991; Lottes & Kuriloff, 1994; Robinson & Schwartz, 2004).

Additionally, researchers have found that sorority members are at an increased risk

for sexual assault than other college females, and specifically by living in a sorority

house women are at a higher risk of assault when alcohol is present (Copenhaver &

Grauerholz, 1991; Kalof, 1993; Mohler-Kuo, Dowdall, Koss, & Wechsler, 2004).

This is precisely because sorority women are more likely than non-sorority women to

interact with fraternity men who are more likely to drink and more likely to assault

(Mohler-Kuo, Dowdall, Koss, & Wechsler, 2004) Lastly, sorority women who date

fraternity men are also at an increased risk for experiencing dating violence (Norris,

Nurius, & Dimeff, 1996).

      Help-seeking. Past literature suggests that overall adolescents rarely seek help

when they find themselves dealing with dating and sexual violence. In fact, a study in

2005 by Ashley and Foshee discovered "that 60% of the adolescents did not seek help

with dating violence victimization" (Black, Tolman, Callaha, Saunders, & Weisz,

2008, p.744). Young people who are in the most need for help typically do not seek

out help (Black et al. 2008, p. 743). Also, adolescents don't see their schools or

organizations that provide resources for this issue as feasible places to get help from,

due to worries about confidentiality and not being believed or blamed for what

happened (Black et al., 2008, p. 744; Martin et al., 2012, p. 962-963). This is

particularly true for survivors that had consumed alcohol or drugs before their assault

(Pitts, & Schwartz, 1993). Fisher, Daigle, Cullen& Turner (2003) found that as little

as 5% of survivors report to college administration, and even less report to the police

(p.24). Additionally, researchers have found a correlation between reporting and

feelings that reporting will end positively, so the less likely a person is to feeling that

the authorities have their best interests in mind, are supportive, will listen to them and

do something positively in response to the report, the less likely they are to report

(Fisher, Daigle, Cullen, Turner, 2003, p.9). This information is consistent with other

research that has found that minority populations have a decreased chance of

reporting to the police (Feldman-Summers & Ashworth, 1981). This is attributed to

the fact that minority populations do not always see the police or authorities as safe

options for help (Bograd, 2010; Smith, 2009; Incite!, 2006; Collins, 1998). Police

harassment and brutality has been documented for "Lesbian, Gay, Bisexual,

Transgendered, Two-spirit, and Intersex" communities (Incite!, 2006, p.225;

TransJustice, 2005, p.228). It has also been found within intimate partner violence

that "women of color, poor women, lesbians, sex workers, immigrant women, women

with disabilities, and other marginalized women" often become the target of police

arrest (Incite!, 2006, p.223), and that women of color in particular have experienced

rape, sexual assault, and many other forms of violence at the hands of law

enforcement (Ritchie, 2006, p. 139). All of these reasons undoubtedly contribute to a

lack of reporting by minority youth.

A 2008 study by Black et al., found that help seeking practices by youth are

influenced by characteristics of the particular youth, the kind of problem that the

youth is having, and the youths' perspective on what help is available to them (Black

et al., 2008, p. 742). Black and colleagues discovered that 67% of students report that

they did talk to someone about the violence they faced. Every student who stated that

they did talk to someone talked with a friend; this finding is consistent with multiple

other studies (Black et al., 2008, p. 749; Martin et al., 2012, p. 959; Ocampo, Shelley,

& Jaycox, 2007, p. 172; Wolfe, 2006, p. 47). Ocampo, Shelley, and Jaycox's (2007)

research showed that while friends are the first support systems students go to when

experiencing dating violence, they also are very conscious as to which friends to seek

help from because they worry about the information getting out (p. 179). Young

women are more likely to try to find help for problems than are young men (Black et

al, 2008, p. 743). In fact, Ocampo, Shelley, and Jaycox's (2007) research found that

even among friends who give support, none of them suggest their friends seek support

from others (p. 186). Black's study also found that the older the adolescent the less

likely they are to look for help outside of their peers (Black et al., 2008, p. 743).

Additionally, Black found that when the violence is witnessed by other peers it is

more likely to be addressed and discussed (Black et al., 2008, p. 752). Ocampo,

Shelley, and Jaycox (2007) found that for Latino adolescents, witnessing a violent

situation would elicit some sort of response to address the situation. However, only

half of the respondents stated they would try to intervene as the abuse was happening

(p. 184). This body of research points to the fact that prevention efforts need to be

directed at all young adults, not just the ones that are at high risk for dating violence

or who are actively dealing with dating violence. In particular this research points to

the need for bystander intervention curriculum to be included with other types of

prevention curriculum.

        Effects of sexual and dating violence. Those that are affected by sexual and

dating violence do worse in school and have more mental health concerns (Banyard

& Cross 2008, p. 1008). Both male and female adolescents affected by dating

violence have an increased risk for "depression, substance use, and negative views of

school" (Banyard & Cross 2008, p. 1009). Banyard & Cross's (2008) study found that

the more support students had around the issue of dating violence the better resiliency

outcomes they had around issues of depression, suicidal thoughts, substance abuse, and drop out rates from school (p. 1009-1010). This evidence points to the need to have both support services as well as prevention education for college students.

Preventing sexual and dating violence. An ecological approach to prevention has been suggested by a number of researchers to tackle this problem (Richards & Branch, 2012, p. 1556; Banyard & Cross, 2008, p. 1010; Theriot, 2008, p. 231). Curriculum should be aimed at all students, not just the ones most at risk (Richards & Branch, 2012, p. 1556). Curriculum should be taught in schools, but it also should be incorporated into community wide initiatives that involve parents, families, neighbors, and other community members (Richards & Branch, 2012, p. 1556; Banyard & Cross, 2008, p. 1010; Theriot, 2008, p. 231). This is especially important when trying to reach sexual, racial and ethnic, and immigrant minority youth (Gillum & Difulvio, 2012, p. 742; Edwards, Sylaska, 2013, p.1728; Lai, 2008 p.S49). Although it is important that programs "are sensitive to the norms and values" of culturally specific groups (Black, Chiodo, Weisz, Elias-Lambert, Kernsmith, Yoon, & Lewandowski, 2013). Additionally, due to the high number of adolescents who have expressed that they seek support and help from friends, Richards, Branch (2012) and Ocampo et al. (2007) call for the inclusion of peer educators and counselors within prevention strategies (p. 1554; p. 188).

Many researchers suggest that prevention strategies should incorporate the CDC's characteristics for healthy relationships into curriculum: "(a) belief in nonviolent conflict resolution; (b) effective communication skills; (c) ability to negotiate and adjust to stress; (d) belief in partner's right to autonomy; (e) shared

decision-making; and (f) trust" (Centers for Disease Control, 2008; Pepler, 2012, p.

407, 402; Langhinrichsen-Rohling, & Capaldi, 2012, p. 410). These strategies

presented by the CDC came out of several studies that identified risk factors for

partner violence (Centers for Disease Control, 2008, p.3-4). While the CDC did not

discuss these strategies as they relate to social location via gender, race, ethnicity,

class, or ability, they do point for a need to also focus on "reducing social and

economic disparities….[through] institutional practices" that have been shown to

increase risk for marginalized populations (Centers for Disease Control, 2008, p.5).

In addition to including characteristics of healthy relationships within

curriculum, Pepler (2012) posits that prevention education also needs to be

incorporated early into children's lives and be a topic that is consistently taught, so

that it can continually provide opportunities for healthy adolescent growth and

development (p. 407). This is a sentiment that is shared by many researchers; many of

who believe prevention education in schools should not be limited to one grade or

grades but should be taught throughout education (Banyard & Cross, 2008, p. 1011).

Sexual and dating violence prevention curriculum. It has been well

established within the research that some form of prevention work needs to be done to

address the very serious problem of sexual and dating violence. There have been

numerous curriculums created and implemented throughout our country aimed at this

objective. However, there lacks cohesiveness to these prevention programs. Duration

of programs span over broad ranges of time, aims and objectives of programs are

diverse, have dissimilar outcomes, instrumentation, and methods of evaluation

(Cornelius & Resseguie, 2007, p. 372). Prevention programs often focus on primary

prevention, which addresses individual attitudes and beliefs, and social norms that contribute to a culture of violence, secondary prevention, which aims at addressing violence as it is occurring, and/or tertiary prevention, which focuses on reducing violence after it has occurred (Cornelius & Resseguie, 2007 p. 366; Powell, 2011 p.8-9). Yet, the 2013 American College Health Association National College Health Assessment found that 57% of college students were receiving information about sexual assault and dating violence from their institution, but only 37% reported receiving any sort of violence prevention education at all (p.3). With the passing of the Campus SaVE act colleges and universities will now be required to include not just information about sexual assault and dating violence, or even secondary prevention and resources, but also primary prevention programming, and bystander intervention component (Violence against women reauthorization act of 2013).

Bystander intervention curriculum. Unlike comprehensive prevention education, bystander intervention programs focus on teaching skills and tools that enable individuals to intervene or help prevent violence (Gibbons, 2013, p. 5). The term bystander applies to an individual or individuals that witness an act of violence (Powell, 2011, p.8). Bystander intervention includes action by an individual or individuals witnessing the perpetration of violence to recognize and assess the violence, and to intervene (McMahon & Banyard, 2012, p. 7). Intervention can come in a variety of ways, curriculums often encourage bystanders to elicit help from others (from other bystanders, police, or other authority), create a distraction to diffuse and end the violence, or speak out against violence either to the perpetrator, victim, or to the authorities (Raker & Pleasants, 2013; Bowes-Sperry & O'Leary-Kelly, 2005).

The potential of this type of model is great in light of research that has found bystanders are present for almost a third of partner violence and over a quarter of sexual assaults (Planty, 2002).

The bystander model focuses on community responsibility to interrupt and prevent violence, as well as creating allies to survivors of violence (Banyard, Moynihan & Plante, 2007). Bystander intervention can be primary, secondary, and/or tertiary prevention depending on how it is used (Powell, 2011). At the primary prevention level individuals can use bystander intervention techniques to challenge societal and community violence perpetuation through victim blaming practices, rape culture, and social norms surrounding gender inequalities that contribute to the perpetuation of violence. At the secondary prevention level bystander intervention can be used to intervene when the violence is about to happen, or is happening. At the territory prevention level bystander intervention can be used to address violence after it has occurred in order to reduce long-term effects, this can be done through supporting survivors in accessing resources or reporting incidents (Powell, 2011 p.8-9).

The effectiveness of bystander intervention programs in the U.S. has not been evaluated thoroughly (Gibbons, 2013, p. 5; Casey & Lindhorst, 2009, p. 92). This is partially due to the fact that bystander prevention curriculums as well as test instruments to evaluate them are still being developed and evaluations of programs are not always published (Powell, 2011, p. 6). Additionally researchers Banyard, Plante, and Moynihan have noted that much of the current research has focused on "describing bystander behavior [rather] than on developing effective interventions to

promote it" (2004, p.69). Due to the fact that test instruments are still in the early

phases of development, there has not always been consistency in evaluation indicators

of effectiveness, and many early programs solely evaluated for attitudinal changes

(Anderson & Whiston, 2005, p.375). In 2005 researchers Anderson and Whiston

called for the addition of behavioral indicators within evaluations (p.381, 385). Since

this time intervention programs that have been evaluated for not just changes in

attitudes, but also efficacy, sense of community, intended behavior, and concrete

behavior of bystanders in their assessment (Gibbons, 2013, p. 5; Banyard, Moynihan,

& Plante, 2007; Banyard, Plante, & Moynihan, 2005). This indicates great strides

made within bystander prevention evaluation; however, according to researcher

Powell there is still "little consistency in terms of various measurement scales used to

measure bystander attitudes, intentions and behaviors pre- and post-intervention"

(2011, p.45).

Additional studies of various bystander intervention programs have shown

that while students who are exposed to longer curriculums did have better outcomes,

students who are exposed to shorter curriculums still showed significant improvement

in outcome measures (Gibbons, 2013, p. 5; Coker, Cook-Craig, Williams, Fisher,

Clear, Garcia, & Hegge, 2011). Research of bystander intervention programs have

also shown that effectiveness in not affected by and does not have a direct correlation

between gender identity of participants, and in fact, Anderson found that men

participating in mixed gender curriculum show "a larger effect size for behavioral

intentions" (Gibbons, 2013, p. 6; Anderson & Whiston, 2005, p.384).

One bystander intervention program that is seen as an effective program is titled Bringing in the Bystander, and is a program that was developed by researchers Banyard, Plante, and Moynihan at the University of New Hampshire. This program focuses on a community approach to change by increasing community members' sensitivity to violence and skill base to intervene. Bringing in the Bystander curriculum covers three sessions, utilizes peer education with combined female and male facilitators, and focuses on four main goals: "recognizing inappropriate behavior; skill building, requesting a commitment to intervene, and role modeling" (Banyard, Plante, & Moynihan, 2005, p. x). Evaluations show a decrease in rape myth acceptance, increases in "prosocial bystander attitudes, increased bystander efficacy, and increases in self-reported bystander behaviors" (Banyard, Plante, & Moynihan, 2005, p.xvii). At one-year follow-up participants still showed significant outcomes (Banyard, Plante, & Moynihan, 2005, p.xvii). I include this particular program because it was influential to the development of The University of North Carolina's One Act Bystander Intervention Program that was adopted by Oregon State University in 2013.

Many researchers believe that bystander intervention model is a useful base within a comprehensive approach to addressing sexual and dating violence (Ahrens, Rich & Ullman, 2011; Berkowitz, 2009). However, Banyard, Plante, and Moynihan have stressed the need to create prevention models that address the target populations needs, experiences, and lives (2004).

Theory

Theoretical Perspectives on Sexual and Dating Violence

There are a number of theories to explain why sexual and dating violence exist. Social learning theory as developed by Bandura, states that human behavior is learned by observing others and imitating their behavior, therefore violent action is learned (Shorey, Cornelius, & Bell, 2008, p. 188). In this way, interpersonal violence is learned from seeing violence displayed and perceiving that it "is potentially reinforcing and functional, insofar as it enables one to express dissatisfaction, solve problems, and control others (Shorey, Cornelius, & Bell, 2008, p. 188)." Attachment theory states that adolescents choose partners that model the relationships they had with their primary caregivers. This theory indicates that adolescents who had healthy relationships with their caregivers will have healthy dating relationships, while adolescents who did not have healthy relationships with their caregivers will continue to have romantic relationships that model unhealthy behavior like violence (Shorey et al., 2008, p. 189). Researcher Shorey (2008) discusses how contiguity theory a subset of behavioral theory is useful in thinking about the perpetuation of dating violence because it shows "that positive and negative reinforcement paradigms could be….potentially reinforcing for the perpetrator of violence and, thus, may increase the chances of future violence in the relationship" (p. 190). Finally, feminist theory has historically stated that intimate partner violence is the product of a patriarchal society that romanticizes the domination of men and female submission to men; this dichotomy enforces inequalities that perpetuate violent behaviors within romantic relationships (Shorey et al., 2008, p. 189).

Theorist Michele Bograd (2010) expanded feminist theory with a call to include the concept of intersectionality, to show the ways that women experience violence differently depending on their social location (p.25). In particular Bograd (2010) notes that the victims of violence often become further victimized by institutions and frequently face microagressions due to "racism, heterosexism, and classism" (p. 31). Andrea Smith (2010) supports Bograd's call for inclusion, by pointing out that "violence is not simply a tool of patriarchal control but also serves as a tool of racism, economic oppression, and colonialism" (p. 417). Smith goes on to argue that we cannot ignore the interconnectedness of systems of domination, and that in order to address gender based violence we must also look at the historically rooted structural violence as well (p.417).

Researchers concerned with developing bystander intervention and prevention curriculums have predominately looked to social psychology's diffusion of responsibility, theory of planned behavior, and social norm theory to inform their work. Diffusion of responsibility theory was developed by Darley and Latané in 1968, and posits that when people are in group-settings in which the need to intervene arises, the responsibly diffuses throughout the group in such a way that individuals are less likely to intervene believing others will do so. The theory of planned behavior posits that there are many factors that direct behavior including not just attitudes, but also social norms both real and perceived, intention, and perception of one's ability to act (Fishbein & Ajzen, 1975). Social norms theory focuses on how beliefs of acceptable behavior within society affect behavior, and particularly how peers influence normative belief and action of bystanders (Berkowitz, 2004; Perkins &

Berkowitz, 1986). All of these theories indicate a need to address all aspects of behavior in order to effectively induce individuals to engage in the prevention of violence (Powell, 2011, p. 15).

Theoretical Framework

This research synthesizes the social psychology theories of planned behavior and social norms with feminist theories focusing on the intersections between the individual and systems of oppression and the ways power influences behavior dependent on ones social location. Particularly social psychology theories informed my choice of survey test instrument, and feminist theories combine with these social psychology theories to inform the way in which I interpret the results of this test instrument. The ways in which I enter into dialogue with community partners and student participants, and the ways in which I approached collection and analysis of qualitative data were primarily informed by feminist theories. This is because as a feminist researcher I am interested not only in how to affect behavioral change in order to end violence (through social psychology theories), but I am also interested in interrogating the ways in which behavior is influenced, constructed, and performed vis-à-vis social location, identity, and power structures throughout society. Behavior in and of itself does not stand-alone; however, it is influenced buy a multitude of interlocking systems and social constructions. By looking at all of these variables together I believe prevention strategies will be more effective at actually eliminating violence from society.

Methods

This chapter outlines the methodological framework and methods used in this study. I will discuss the research design, methods of data collection, and data analysis.

Problems with the Literature

As a feminist researcher, it is important to me that research communities are part of the research process—that they are able to contribute to the direction of the research. Research should be for the communities being researched, and for the communities affected by the research. This study does seek to look at violence prevention strategies overall in order to contribute to the limited body of knowledge regarding prevention strategies, but it also seeks to look at violence prevention strategies at Oregon State University for Oregon State University's community of students specifically. For these reasons I choose to utilize Participatory Activism Research (PAR) methods within my research design. Researchers Hunter, Emerald, and Martin (2008) explain that participatory activism research is a part of action based research methods (p.1). PAR centers the voices of participants, and recognizes that research can be a site for transformation (p.7, 19). It works off of the idea of praxis first developed by Paulo Friere (2000) and further developed by other feminist and critical race scholars (hooks, 1994). Praxis is a cyclical process of theorizing and acting for social change (hooks, 1994, p.14). It is my hope that through this research will not end with this one study, but will continue as Oregon State University responds, changes, and improves prevention strategies for students. This research will outline strengths and weaknesses of current programming, but it will also look at

possible solutions and places for liberatory transformation so the next cycle of

understanding/planning, acting, observing, and reflecting is more successful (Hunter,

Emerald, Martin, 2008, p. 61).

In the study of bystander intervention and other comprehensive prevention

curricula, the literature has discussed participant knowledge, attitudes and beliefs,

efficacy and confidence, and behaviors, yet these studies have overwhelmingly been

quantitative investigations, which have not incorporated participant voices (Edwards,

Mattingly, Dixon, & Banyard 2014; Anderson, & Whiston, 2005; Gidycz, Orchowski,

& Berkowitz, 2011; McMaho, Postmus, & Koenick, 2011). Rather participants

indicate a level of agreement or disagreement with a test instrument that is frequently

not developed in collaboration with subject audiences. This means that participant

voices are relegated to numbers, and it is difficult to surmise anything other than

surface level information. Even if survey test instruments are created with the input of

the research target audience, quantitative research designs still generally lack

participant voices, and consequently the theories of the communities that are most

directly affected by dating violence and sexual assault. One issue that arises, then, is

that quantitative results are insufficient by themselves to assess and evaluate if

prevention curricula are meeting the needs of students utilizing them. It is for this

reason a mixed methods design was chosen for this study. I wanted to be able to say

that there was a significant or non-significant change between the control and

experimental group, but I also wanted this research to dig deeper and to utilize the

voices of the participants to find why there was a change or there wasn't a change.

Design

This mixed methods study evaluates the effectiveness of OSU's Every1 curricula developed at Oregon State University, and the One Act Bystander Intervention curricula, developed by the University of North Carolina and introduced at OSU as a pilot program, to equip students with the skills, confidence, and efficacy to help prevent violence. An embedded mixed methods design was used, a type of design in which different but complementary data was collected on the same topic. This research uses a pretest-posttest quasi-experimental design. The pretest and posttest survey instrument was used to evaluate if participation in Every1 and One Act will influence positively the attitudes and beliefs, confidence in executing a behavior, likelihood of engaging in a behavior, and actual behavior enacted compared to non-participation for Oregon State University students. Concurrent with this data collection, a qualitative focus group, and intervention observations explored student experiences and engagement with the curriculum in order to assess if the curriculum was meeting the needs of OSU students. This research draws on the strengths of both qualitative and quantitative research methods to complement data results.
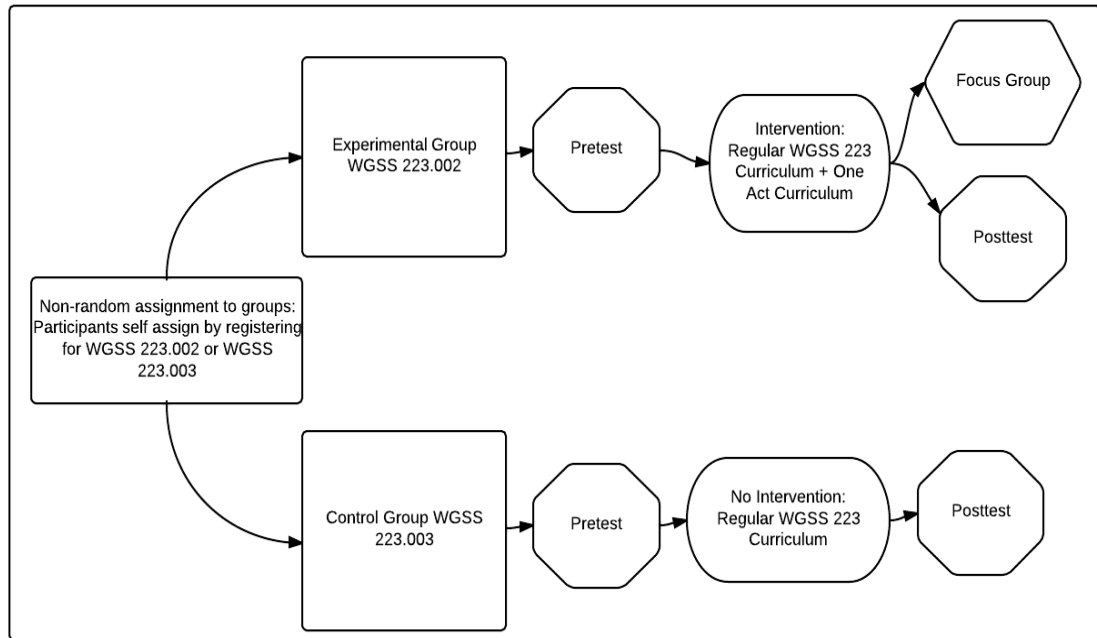
Figure 1. Quasi-Experimental Design Sketch

Participants

The pretest and posttest instruments were administered to two selected undergraduate level classes at Oregon State University. The sample was divided into a subset from the Women, Gender, & Sexuality Studies (WGSS) 223.002 Women: Self and Society Fall Term 2013 class volunteers (experimental group N=33 however, 7 participants dropped out resulting in N=26), and a subset from the WGSS 223.002 Women: Self and Society Fall Term 2013 class volunteers (control group N=44 however, 13 participants dropped out resulting in N=31). (It should be noted that participant drop out rates were due to students adding and dropping WGSS 223 as a course rather than participants simply no longer wanting to participate in this study.) A focus group was then administered with volunteers from the experimental group WGSS 223.002 (N=7). Due to the fact that Oregon State University's Every1 and One Act Bystander Intervention Program only presents workshops to students, student groups, student courses per request this study utilized the Student

Researcher's WGSS 223.002 fall term course as a site for curriculum facilitation.

Additionally the WGSS 223 course includes a section on gendered violence,

including issues such as sexual assault, dating violence, intimate partner violence, and

stalking, the WGSS 223 course is a good fit to bring in the Every1 and One Act

Bystander Intervention curriculum. Two sections of the same course WGSS 223.002

and WGSS 223.003 were chosen as the control and experimental groups. These

courses were taught during fall term of 2013. Participants were students who were

registered for either the WGSS 223.002 or WGSS 223.003 class, and who self

selected to participate in this research. As this is a between-group design with

multiple measurement points yet without random assignment, because it utilizes two

intact classes within the experiment, it is a quasi-experimental design.

Instruments

The pretest and posttest instruments were drawn from those developed by

researchers at the University of North Carolina (UNC) and used in the evaluation of

UNC's One Act: Trainings for Interpersonal Violence Prevention and Intervention

curriculum. Oregon State University adopted the One Act curriculum from UNC. The

survey instrument developed by UNC researchers Robert Pleasants, Ph.D., Mariana

Garrettson, MPH, Kei Alegria-Flores, MPH, and Kelli Raker, MA were modeled off

of previous scales developed and found to be reliable by Banyard, Plante, &

Moynihan, and Lanier & Elliott. Both UNC and OSU are public 4 year universities

located in small cities (Chapel Hill, NC with 58,424 residents and Corvallis with

54,998 residents). Student populations at the two universities are similar; 29,278

students were enrolled in 2012-2013 at UNC, and 27,925 in the fall of 2013 at OSU.

Demographics show that UNC's population is closely representative of OSU's

population. Additionally this instrument has been chosen because it reflects the

conceptualization of the phenomenon in a manner that is consistent with my

perspective; One Act was developed in collaboration with UNC students, and this

instrument was created to not only assess learning outcomes but also "to provide

continuous quality improvement of the trainings as well as understand the impact of

the program on the individuals involved" (Garrettson, & Martin, 2012).

Measurement Characteristics

Since UNC recently completed their study of One Act, and have not yet

published the results, there is no published documentation of the reliability, validity,

and structure of the measure that has been released at this time. UNC's instrument,

which measured date rape attitudes and behaviors, and bystanders' efficacy,

willingness to help, did so with the use of five scales that were based off of and

modified from previous scales found to be reliable and valid.

Both the pretest-posttest surveys consisted of the same set of measures

included in the assessment of College Date Rape Attitudes and Behaviors, Bystander

Efficacy, Willingness to Help, and Bystander Behavior. The survey instruments

consist of 74-items.

College date rape attitudes and behaviors scale. Items 1-18 assess College

Date Rape Attitudes and Behaviors, students indicated agreement or disagreement on

a 5-point interval scale, with (1) strongly agree, (2) agree, (3) neutral, (4) disagree,

and (5) strongly disagree. For example, "In most cases when a woman was raped, she

was asking for it." This scale was modeled off of Lanier, Elliott, Martin, & Kapadia's

College Date Rape Attitude Survey (CDRAS) (1998). CDRAS was created to look at date rape within heterosexual dating relationships, and looks for risk factors and attitudes that would support rape (Lanier, Elliott, Martin, & Kapadia, 1998). A higher score in this scale indicates stronger disagreement with date rape attitudes and behaviors.

Bystander efficacy scale. Items 19-34 assess Bystander Efficacy; this 15-question scale assesses student degree of confidence by recording 0-100% certainties in ability to enact a bystander behavior. For example, "Ask a stranger who looks very upset at a party if they are ok or need help." This scale was modeled off of Banyard, Plante, & Moynihan's (2005) scale of the same name. Banyard, Plante, & Moynihan's (2005) scale pulled from the larger body of literature regarding self-efficacy generally, and particularly was influenced by LaPlant's academic self-efficacy scale. This scale has been put forth by the White House Task Force to Protect Students from Sexual Assault in their April 2014 Not Alone report under their Optional Module 1: Sample Bystander Attitudes and Behaviors section (White House Task Force to Protect Students From Sexual Assault, 2014).

Willingness to help scale. Items 35-44 assess Willingness to Help; this 9-question scale asked participants to indicate their likelihood of engaging a behavior using a 5-point interval scale, with (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree. For example, "Enlist the help of others if an intoxicated acquaintance is being taken to a bedroom at a party." This scale was modeled off of Banyard, Plante, & Moynihan's (2005) scale Bystander Attitudes. The bystander behaviors in Banyard, Plante, and Moynihan's (2005) scale were pulled for

both published research that described bystander behaviors as well as from

conversations with experts in the field of sexual violence.

      Bystander Behaviors Scale. Items 45-75 assess Bystander Behavior;

participants were asked to indicate if within the last 2 months they had engaged in

bystander behaviors by responding yes, no, or N/A. For example, "I decided with my

friends in advance of going out whether or not I would leave with anyone other than

the person/people with whom I arrived." Yes, was defined as a behavior engaged in

the last 2 months. No, was defined as a behavior that the participant had an

opportunity to engage in but did not engage. Not applicable (N/A), was defined as not

having the opportunity so did not engage in the behavior. This scale was modeled off

of Banyard, Plante, & Moynihan's (2005) Bystander Behaviors scale, which outlines

the same behaviors as in the Bystander Attitudes scale, only asks participants to

indicate if they have actually engaged the behaviors.

      Finally, the last two items on the survey use an unstructured response format

asking participants to share bystander behaviors they have completed that were either

successful or not successful. Five items utilizing a 5-point Likert scale were deleted

from the test instrument developed by UNC, an example of these behavioral

questions includes: "I stop the first time my date says 'no' to sexual activity." See

Appendix A and B for the full measurement instrument.

Procedures

      Due to the fact that Oregon State University's One Act Bystander Intervention

Program only presents workshops to student groups and student courses per request

this study utilized the existing relationships between Student Health Services, and the

Women, Gender, & Sexuality Studies department to provide a site for curriculum

facilitation. Women, Gender, & Sexuality Studies 223: Women Self and Society, an

introductory class was found to be the best fit for this study. As this course fulfills

Oregon State University Baccalaureate Core Requirements it generally reaches a

broad range of OSU students. Additionally, WGSS 223 includes a section on

gendered violence, including issues such as sexual assault, dating violence, intimate

partner violence, and stalking, this made WGSS 223 course a good fit to bring in the

One Act Bystander Intervention curriculum. While participants were not randomly

assigned, they did self-select to register for the course without any prior knowledge of

this study. The WGSS 223.002: Women, Self, and Society Fall Term 2013 course

was chosen to be the research group due to the fact that I was co-teaching this section

with a fellow OSU WGSS graduate student, Aisha Khalil Ph.D.. Both Aisha and

myself supported the facilitation of this curriculum within the course. The WGSS

223.003: Women, Self, and Society Fall Term 2013 course was chosen as the control

group, and was taught by instructor Kryn Freehling-Burton who also granted

permission for this research. I complied and submitted my application for Institutional

Review Board (IRB) approval in the spring of 2013. Through this processes it was

decided that Mehra Shirazi the principle investigator would facilitate the focus group

to ensure students in the experimental group who were taking a course from myself,

did not feel pressure to respond in any particular way because of my involvement.

Interestingly enough, this study brought to IRB's attention that our university

guidance documents regarding university staff reporting requirements did not include

guidance for researchers. IRB working with the Office of Equity and Inclusion

updated the universities reporting policies. The study was approved by the

university's IRB in early Fall 2013.

First I recruited participants by going to each class and explaining the

research, clarifying, and/or answering any questions the potential participants had

about the research during the class period, and asking for students to volunteer for

this study. Potential participants were informed that participation was not a

requirement of the course, so was not a part of the course grading rubric, participation

was completely voluntary, and that at any time participants could elect to remove

themselves from the study.

Students were informed that participation in this study qualified as one of the

several ways students may be able to accrue a total of 3% in extra credit to go toward

their final grade in their WGSS 223 class. Completing both research surveys would

give them 1% extra credit and participating in the focus group would give them 2%

extra credit for a total of 3% extra credit for participating in this study.

After the recruitment of participants was complete, the second thing I did was

obtain consent from participants. This was done before study activities began.

Consent was obtained in the classroom setting. Written informed consent forms were

passed out to all potential participants and the students were given time to read the

consent form. Comprehension of consent was assessed through an open-ended

conversation involving participants and myself. I asked the students if they had any

questions regarding the consent form and the study. Then I also asked follow up

questions such as: What is this study asking of you? What personal risks and benefits

do you see in this study? Once all questions were answered, and it was clear

participants understood the study, they were asked to sign the consent forms if they

agreed to participate in the study. Then all students turned in their consent forms into

an envelop, no matter if potential participants filled out the consent form or not, in

order to protect participants privacy to the full extent possible.

After Consent was obtained, the third thing I did was administer the pretest

survey to both the experimental group as well as the control group. The pretest survey

was administered in class before the curriculum was presented. Non-participating

students were given the task of completing an alternative survey developed to assess

students' attitudes, views, and knowledge of basic feminist and social justice concepts

covered within the WGSS 223 course, this activity could be put toward the total 1%

extra credit given to participants who completed both surveys for this research.

After the pretest had been administered to both the experimental group and the

control group, the Every1 and One Act Bystander Intervention curriculum was

presented to the experimental group, and the standard curriculum on gendered

violence was presented to the control group. All students of WGSS 223.002 and

WGSS 223.003 were assigned readings related to the topic of gendered violence from

the course textbook, no matter the students' involvement in this study. Students in the

experimental group, WGSS 223.002, participated in the Every1 and One Act

Bystander Intervention curriculum, which focuses on building knowledge, confidence

and skills to address issues of violence. The intervention curriculum was presented to

the experimental group during scheduled class time. The curriculum was presented

through a PowerPoint presentation, class discussion, and group activities. It was

intended to present this material to students in 50-minute segments Monday,

Wednesday, and Friday of week six. However, due to a technological malfunction the

curriculum was presented to students Monday, Friday, and the following Monday

weeks six and seven in the regular class setting from 9:00 a.m. to 9:50 a.m. Carrie

Guise, OUS's Sexual Assault Prevention and Education Coordinator, and Kyla

Krueger, Every1 and One Act Peer Educator, taught the curriculum. WGSS 223.003

students participated in the standard 'Resisting Violence Against Women'

curriculum, which educates students about issues of violence.

After both groups received their respective curriculums the posttest survey

was administered to both the experimental group and the control group. The posttest

survey was administered during class, therefore students not participating in this

study were provided with an opportunity to also receive the total 1% extra credit by

completing an alternative survey aimed at evaluating changes in students attitudes,

views, and knowledge of basic feminist and social justice concepts covered within the

WGSS 223 course.

The experimental group, which completed the One Act Bystander Intervention

curriculum, participated in a focus group. The focus group cohort was selected first

by who was interested in participating in the focus group, and second by what

participants could make it to the determined date and time of the focus group. The

focus group took place on campus and lasted approximately one and a half hours. The

principle investigator of this study, Mehra Shirazi Ph.D., facilitated the focus group to

further ensure students knew that they would not be compromised in any way by

choosing to participate or not participate in this study with regards to the involvement

of myself as their instructor. The focus group was audio recorded. Participants were

asked not to take part in the focus group if they did not want to be recorded. The focus group utilized a semi-structured interview format including broad open-ended questions in order to elicit the most authentic responses as possible from participants. We asked the members of the focus group to maintain the confidentiality of comments made during the discussion. Please see appendix C for the focus group plan.

In addition to the survey and focus group, I also attended the curriculum intervention and did participant observation. With the permission of the participants, the intervention was audio recorded. I took notes of both the delivery of the curriculum, as well as participant interaction with the material throughout the intervention. Part of the curriculum asks participants to work in groups to answer three questions and then to report back to the larger group. The three questions were: what are components of a healthy relationship; what are components of an unhealthy relationship; what are bystander behaviors that can be used in multiple settings? The written results of these discussions were compiled and incorporated into the analysis of this study. Additionally, participants were asked to complete a free write about their experience of the curriculum two days after the intervention. These writings also were incorporated into the analysis.

The focus group audio recordings were transcribed, and along with the participant writings coded for emerging themes. After coding categories for themes preliminary results were shared with participants of the focus group so they had an opportunity to make clarifications and to verify that we had accurate data. No participants offered any corrections.

Findings

Power Analysis

By conducting a power analysis given large effects predicted of variables in the population, power of .80, and a level of significance or alpha level of .05, thirty-one participants per group are required for this study to be found significant. Each section of WGSS 223 allowed for up to 49 students to self-register for the course, so it was a good fit for this study; however, due to students dropping out of the course this study was not able to include enough participants to be found significant statistically. As strong justification was not found, this study does not propose that broad inferences can be made from these results. Therefore, the following analysis provides narrow inference. Yet, narrow inference has still been found to advance knowledge. As a pilot study, this study serves as the first demonstration of the effectiveness of this prevention curriculum (Mead 1988; Manly 2007). The results of this study will also serve to provide helpful feedback for further revisions of the curriculum and for future evaluations.

Overall, there were a few things about the data that effected both what tests were chosen to analyze data, and the results of the analysis. The test instruments themselves were expressed as ordinal data, and tests for normativity revealed that this data set did not pass the assumptions for a parametric test, therefore non-parametric tests, Mann-Whitney, Wilcoxon Signed Ranks, Chi Square, Fisher's, and Marginal Homogeneity, were used for analysis throughout.

Participant Demographics

Participants of this study predominantly were under the age of 21 and identified as female. Nearly two-thirds identified as heterosexual, although almost 20% identified as asexual. The majority of participants were white, and first year in state students. See Table 1 for statistics.

Characteristics of Participants	
Age	**%**
18	32.8%
19	20.7%
20	31.0%
21 and older	12.0%
Gender	**%**
Female	91.4%
Male	5.2%
Sexual Orientation	**%**
Asexual	19.0%
Bisexual	5.2%
Heterosexual	63.8%
Questioning	3.4%
Race & Ethnicity	%
Asian	5.2%
American Indian or Alaskan Native	1.7%
Bi-Racial or Multi-Racial	3.4%
Latino/a or Hispanic	10.3%
Middle Eastern	1.7%
White or Caucasian	74.1%
Years at Oregon State University	%
First year	58.6%
Second year	20.7%
Third year	13.8%
Residency	%
In state student	63.8%
Out of state students	27.6%
International students	5.2%

Table 1. Characteristics of Participants

The sample comprised of nearly half participants that lived on-campus (50.0%) and half that lived off-campus (46.6%). Of the 57 participants who disclosed their major of study, 25 different disciplines were represented.

Additionally, 13.8% of participants were members of an athletics team at Oregon State University; 13.8% of participants were member of or currently pledging a social fraternity or sorority; 1 participant was a member of or currently pledging a multicultural fraternity or sorority; and 1 participant was a member of or currently pledging a religious fraternity or sorority.

The focus group was comprised of seven female participants, six of which identified as white and one that identified as multi-racial (White and Middle-Eastern), ages ranged from 18-21 years old, 4 participants were a part of or pledging to sororities, five were heterosexual, one was asexual, and one was self identified as questioning/bisexual/lesbian.

Attitudes and Beliefs

A Mann-Whitney Test was performed to analyze the difference in change between attitudes and beliefs of the control and experimental groups. Therefore, the null hypothesis is that the mean of the answer in the control group equals the mean of the answer in the experimental group (Ho: $\mu1 = \mu2$), and the alternative hypothesis is that the mean of the control group does not equal the mean of the experimental group (H$_1$: $\mu1 \neq \mu2$). Based on the results of the Mann-Whitney test we must accept the null hypothesis as true, and reject the alternative hypothesis. There was no significant difference in the posttest scoring attitudes and beliefs between the experimental and control groups.

Figure 2. Control Group Attitudes and Beliefs Regarding the Statement: Women often lie about being raped to get back at their dates.
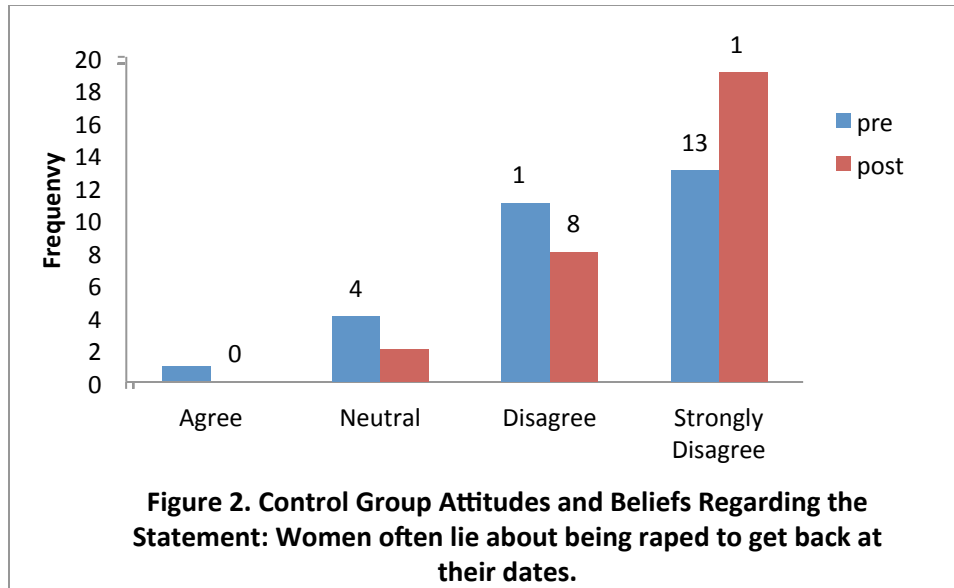
The Wilcoxon Signed Ranks Test was used to evaluate change between the mean of the answer of the pretest and mean of the answer of the posttest in the control group and experimental group respectively. Within the control group we found significance in change between the mean of the answer of the pretest and the mean of the answer of the posttest in regards to the statement: Women often lie about being raped to get back at their dates (p = 0.025).

Within the experimental group we found positive significance in change between the mean of the answer of the pretest and mean of the answer of the posttest in regards to three statements: Males and females should share the expenses of a date (p = 0.010) (see figure 3); A man can control his behavior no matter how sexually aroused he feels (p = 0.002) (see figure 4); When a woman asks her date back to her place, I expect that something sexual will take place (p = 0.007) (see figure 5).

Each of the measures within this scale was derived to identify supportive attitudes and beliefs for rape. Looking at the measure in figure 4 we can see that there are no more participants that hold strong disagreement with the belief that men cannot

control their behaviors if they are sexual aroused after the intervention, a belief that

contributes to victim blaming and decreased responsibility for perpetrators of rape.

Similarly with the measure in figure 5, over 25% of the participants agreed that if a

woman takes a man back to her place something sexual will occur, before the

intervention, yet only 7% of the participants agreed with this sentiment post

intervention. This change demonstrates that more students recognize that an invitation

to one's home does not mean one has consented to sexual activity.

Figure 3. Experimental Group Attitudes and Beliefs Regarding the Statement: Males and females should share the expense of a date.

Figure 4: Experimental Group Attitudes and Beliefs Regarding the Statement: A man can control his behavior no matter how sexually aroused he feels

Figure 5. Experimental Group Attitudes and Beliefs Regarding the Statement: When a woman asks her date back to her place, I expect that something sexual will take place.

Confidence

A Mann-Whitney Test was performed to analyze the difference in change between confidence to enact a preventative behavior of the control and experimental groups. Therefore, the null hypothesis is that the mean of answer in the control group equals the mean of the answer in the experimental group (Ho: $\mu1 = \mu2$), and the alternative hypothesis is that the mean of the answer in the control group does not equal the mean of the answer in the experimental group (H_1: $\mu1 \neq \mu2$). Based on the results of the Mann-Whitney test we must accept the null hypothesis as true, and reject the alternative hypothesis. There was no significant difference in the posttest scoring confidence to enact a preventative behavior between the experimental and control groups.

While no difference was found between the control and experimental groups change between confidences to enact a preventative behavior after intervention, significant change was found within each group respectively. Using the Wilcoxon Signed Ranks Test six questions within the control group revealed positive significance: Talk to a friend who I suspect is in an abusive relationship (p = 0.042);

Get help and resources for a friend who tells me they have been raped (p = 0.031);

Ask a stranger if they need to be walked home from a party (p = 0.004); Do

something if I see a woman who looks very uncomfortable surrounded by a group of

men at a party (p = 0.007); Do something if I see someone repeatedly physically

groping others at a party without their permission (p = 0.036); Speak up to someone

who is making excuses for using physical force in a relationship (p = 0.009).

Within the experimental group significant change was found in eight areas

using the Wilcoxon Signed Ranks Test: Talk to a friend who I suspect is in an abusive

relationship (p = 0.013) (see figure 6); Call for help (i.e. call 911) if I hear someone in

my dorm or apartment yelling "help" (p = 0.022) (see figure 7); Get help and

resources for a friend who tells me they have been raped (p = 0.020) (see figure 8);

Ask a stranger who looks very upset at a party if they are ok or need help (p = 0.041)

(see figure 9); Ask a stranger if they need to be walked home from a party (p = 0.002)

(see figure 10); Speak up in class if a professor is providing misinformation about

sexual assault (p = 0.005) (see figure 11); Challenge or criticize a friend who tells me

that they took advantage of someone sexually (p = 0.011) (see figure 12); Do

something if I see a woman who looks very uncomfortable surrounded by a group of

men at a party (p = 0.036) (see figure 13).

Figure 6. Experimental Group Confidence in Engaging the Behavior: Talk to a friend who I suspect is in an abusive relationship.

Figure 7. Experimental Group Confidence in Engaging the Behavior Call for hel   (i.e. call 911) if I hear someone in my dorm or apartment yelling "help."

Figure 8: Experimental Group Confidence in Engaging the Behavior Ge   help and resources for   friend who tell   me they have been raped.

Figure 9. Experimental Group Confidence in Engaging the Behavior: Ask a stranger who looks very upset at a party if they are ok or need help.

Figure 10. Experimental Group Confidence in Engaging the Behavior: Ask a stranger if they need to be walked home from a party.

Figure 11. Experimental Group Confidence in Engaging the Behavior: Speak up in class if a professor is providing misinformation about sexual assault.

Figure 12. Experimental Group Confidence in Engaging the Behavior: Challenge or criticize   friend wh   tells me that they took advantage of someone sexually.

Figure 13. Experimental Group Confidence in Engaging the Behavior: Do something if I see a woman who looks very uncomfortable surrounde   by a grou   of men at a party.

Likelihood of Adopting a Preventative Behavior

A Mann-Whitney Test was performed to analyze the difference in likelihood of adopting a preventative behavior between the control and experimental groups. Therefore, the null hypothesis is that the mean of the answer in the control group equals the mean of the answer in the experimental group (Ho: $\mu1 = \mu2$), and the alternative hypothesis is that the mean of the control group does not equal the mean of the experimental group (H$_1$: $\mu1 \neq \mu2$). Based on the results of the Mann-Whitney test we must accept the null hypothesis as true, and reject the alternative hypothesis.

There is no difference between the control and the experimental groups change in

likelihood of adopting a preventative behavior post intervention.

The Wilcoxon Signed Ranks Test was used to analyze the difference between

the pretest and posttest of the control group and experimental groups respectively.

This test revealed within the control group significant change in likelihood of

adopting the preventative behavior of indicating displeasure when hearing offensive

jokes being made (p = 0.008).

Figure 14. Experimental Group Likelihood of Adopting the Behavior: Think through the pros and cons of different ways might intervene if I see an instance of sexual violence.

Figure 15. Experimental Group Likelihood of Adopting the Behavior: If I saw a friend taking an intoxicated person back to their room I woul   intervene.
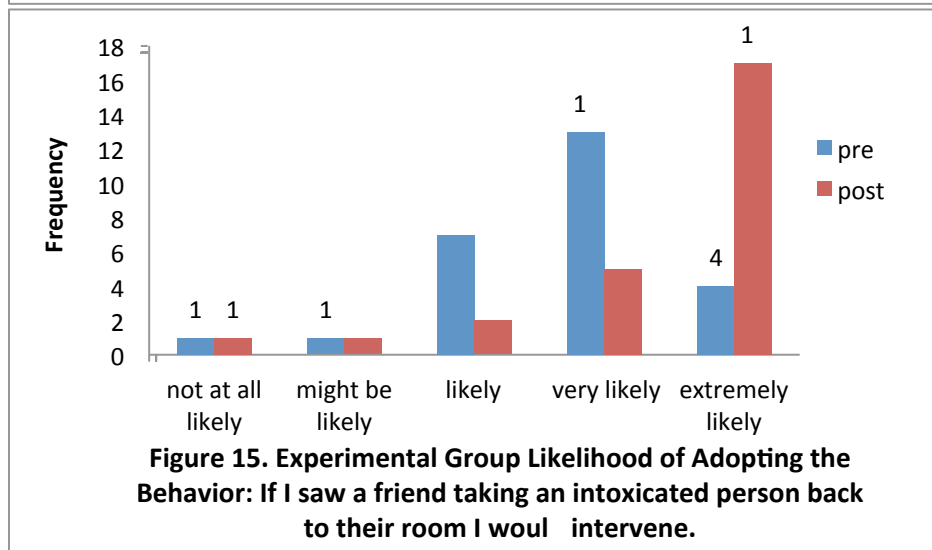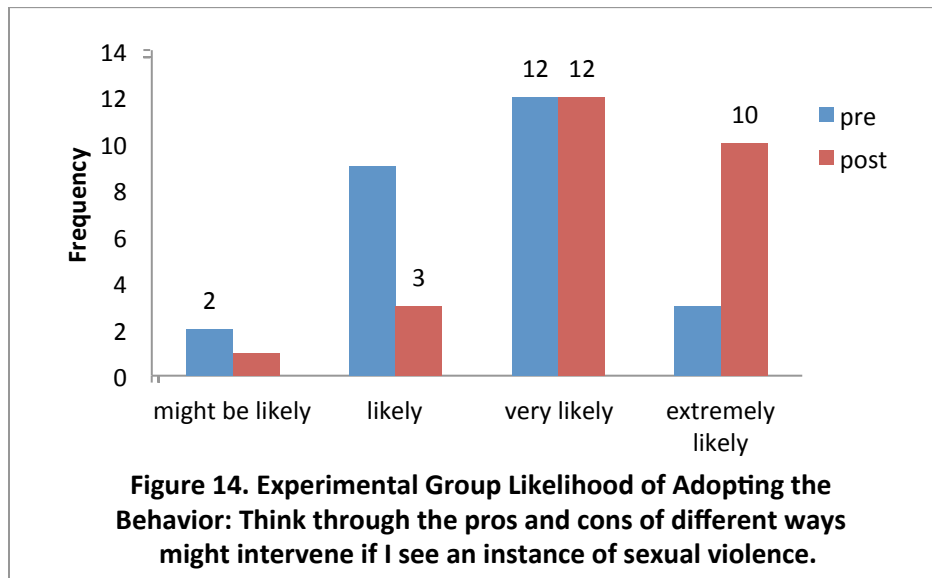
The Wilcoxon Signed Ranks Test indicated that there was significant change in likelihood of adopting both the behavior of thinking through the pros and cons of different ways to intervene if a participant were to see an instance of sexual violence (p = 0.018), and intervening if the participant saw a friend taking an intoxicated person back to their room (p = 0.003) for the experimental group.

Engaged Behavior

A Chi Square test of independence was performed to analyze the relationship of change between the enacted preventative behaviors of the control and experimental groups after intervention. As the sample size was quite small for this study, not all data met the third assumption of the Chi Square test, which states the data meets the minimum expectation of five occurrences in each category; therefore, in these instances the Fisher's exact test was completed. Based on the results of the Fisher's Exact test we found significance in the experimental group for the behavior: "Spoke up if I heard someone say 'she deserved to be raped'" (p = 0.047). The Chi Squares test and Fisher's Exact test showed that all other behavior questions accept the null hypothesis as true, and reject the alternative hypothesis, meaning there is no difference between the control and the experimental groups change in behavior for all other questions.

The Marginal Homogeneity test was used to compare the pre and post test answers within the control and experimental groups respectively for behavior. The control group showed a significant change in behavior on multiple points: I talked with my friends about watching each others' drinks (p = 0.035); I talked with friends about sexual and intimate partner violence as an issue for our community (p = 0.016); If a friend had too much to drink, I asked them if they needed to be walked home

from the party (p = 0.007); I talked with friends about what makes a relationship

abusive and what warning signs might be (p = 0.025).

Similarly the experimental group showed significant change in behavior

adoption after the intervention: I talked with my friends about watching each other's

drinks (p = 0.028). In this measure, as depicted in figure 16 below, more students

indicated after the intervention that they had the opportunity to discuss watching

friends drinks (only one participant indicated they had not had the opportunity within

the 2 months prior (N/A)) but did not take that opportunity (over 35% of participants

did not talk with their friends about watching their drinks even though they had the

opportunity to). The experimental group also saw significant change in behavior with

regard to the following statements: I talked with my friends about sexual and intimate

partner violence as an issue for our community (p = 0.019); I talked with friends

about what makes a relationship abusive and what warning signs might be (p =

0.034); I shared information and/or statistics with my friends about interpersonal

violence (p = 0.011). Roughly only 11% of participants had talked with their friends

about sexual and intimate partner violence as being an issue for their community

before the intervention, but 42% talked with their friends about this after the

intervention. No participants had talked with their friends about statistics or

information about intimate partner violence before the intervention, yet 42% talked

with their friends about this after the intervention.

Figure 16. Experimental Group Frequency of Engaging the Behavior: I talked with my friends about watching each others' drinks.

Figure 17. Experimental Group Frequency of Engaged Behavior: I talked with my friends about sexual and intimate partner violence as an issue for our community.

Figure 18. Experimental Group Frequency of Engaged Behavior: I talked with friends about what makes a relationship abusive and what warning signs might be.

Figure 19. Experimental Group Frequency of Engaged Behavior: I shared information and/or statistics with my friends about interpersonal violence.

Discussion/Interpretation

Five main themes emerged from the focus group: Increased Dialogue, Increased Community Awareness & Support, 'Gray Areas,' Diverse Experiences and Wider Reach, Reporting Barriers and Institutional Power.

Increased Dialogue

The first theme that emerged was increased dialogue. This curriculum provided students with a platform to listen and speak with each other about an issue that is often silenced. Students voiced that depending on ones social and cultural location sexual assault and dating violence is a taboo subject. If one grows up in a rural setting or a Christian home, they are less likely to engage in conversations surrounding issues of violence. When discussing the connection between social location and silence around the topic of violence two participants shared:

> I went to a private school and most of this stuff like air quote 'doesn't
>
> happen.' So it's like it doesn't really get discussed. So it's like I'm
>
> glad that I did change schools and get to see this.

I came from a very small private school when I was growing

up to and a very strong belief system of religion. I did not know a lot

about it cause it was not said, its stuff that is not heard, not said, not

known about. Cause you don't want to acknowledge that it exists….I

think it is really cool to be able to have like that broadened experience

of all the things that do exist out there, instead of being sheltered from

it.

This silence revolved around a pretext of protection and 'sheltering.' Several of the

other focus group participants agreed with this sentiment, and also remarked that they

felt it was influenced by their social location. These participants in particular

expressed that the curriculum "opened up a lot of information" to them that they had

not encountered before. This new found knowledge can be seen in the quantitative

results which showed that more students talked with their friends about sexual and

intimate partner violence being an issue for their community (see figure 17 in the

engaged behavior section) after they participated in the prevention curriculum.

Yet other participants who were raised in urban settings made a point to say

that these conversations did occur quite a bit as they were growing up. Even for these

participants who had previous knowledge about issues of sexual and dating violence,

the curriculum still offered opportunities to engage in peer-to-peer dialogue in

productive and useful ways. One student remarked that they had shared what they

learned with all of their "friends and loved ones." On a similar line another student

expressed that specifically because this curriculum was a part of a class they felt they

"could bring [the subject] up fairly easily" with their friends. This statement was

reflected in the survey results, which found a significant change in the number of

students who did actually talk with their friends about these issues in relation to their

community, particularly after the intervention (see Figure 20). While roughly 11% of

participants had discussed this issue with their friends before the intervention, 42%

discussed it with their friends after the intervention. However, I think it is important

to note that the control group also showed a significant increase on this measure even

though it was not quite as much as the experimental group (see Figure 21). This group

had about 16% talking with friends about sexual and dating violence at the time of the

pretest, and 38% of them were talking about this issue with their friends at the

posttest. Since both groups increased similarly, the data indicates that it might not

simply be the Every1 or One Act prevention curriculum itself that elicited the

behavior or discussion around this topic within the experimental group, but simply

the introduction of the subject of dating and sexual violence within the classroom

setting itself.

Figure 20. Experimental Group Frequency of Engaged Behavior: I talked with my friends about sexual and intimate partner violence as an issue for our community.

Figure 21. Control Group Frequency of Engaged Behavior: I talked with my friends about sexual and intimate partner violence a   an issue for our community.
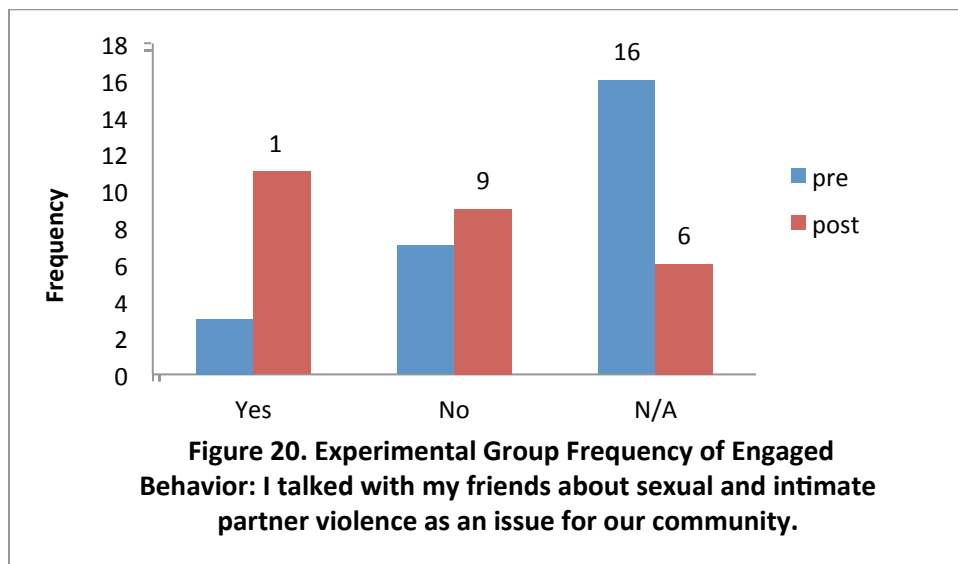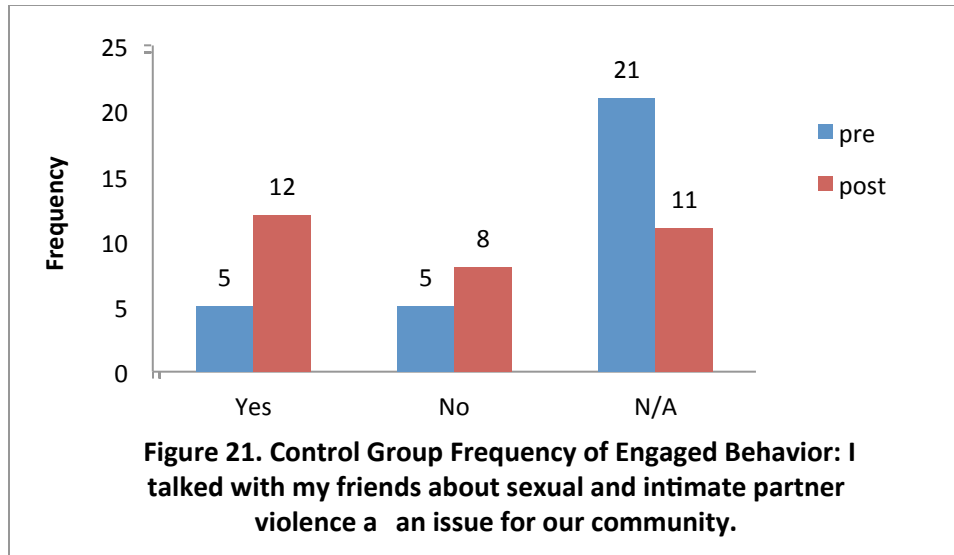
What seems significant about the focus group comments and the survey results is that social location and upbringing are important to the development of students conceptualization, attitudes, beliefs surrounding this topic, and that students bring these attitudes and beliefs with them to Oregon State University. This contributes to campus community dialogue concerning these issues. However, part of these students location is also the fact that they belong to the Oregon State University community itself. This is a social location where students have the opportunity to enter into dialogue regarding topics such as dating and sexual violence in significant ways. Again when looking at the survey results we can see that even before taking any sort of prevention curriculum the students who are talking about dating and sexual violence are doing so in relation to community. Community as it relates to social location and student identity connects to my findings that I will further discuss later on regarding institutional power to shape discourse around sexual and dating violence on college campuses. By introducing and supporting curriculum regarding

dating and sexual violence OSU not only generated a space for discussion and learning within these particular classroom sites but also in other sites as well.

This institutional influence also relates to how and what particularly students talk about with relation to dating and sexual violence. Interestingly, pre-intervention almost 70% of students in the experimental group indicated that they had talked with their friends about watching each others drinks in the past two months, yet post-intervention only 58% of students indicated that they had talked with their friends about watching drinks. Additionally, 38% of the experimental group indicated post-intervention that they explicitly were given the opportunity to discuss watching their friend's drinks but chose not to (see figure 22). This may be because within the Every1 and One Act curriculum students were informed that alcohol itself is the number one date rape drug used. This may have caused the students to feel they didn't need to be watching each other's drinks anymore because there was less of a chance of potential perpetrators slipping drugs into drinks. When dispelling myths around perpetrator tactics it needs to be made clear to students why if there is a decreased chance of a drug getting put into their or their friend's drinks students would still need to consider keeping track of each other's drinks.

Figure 22. Experimental Group Frequency of Engaging the Behavior: I talked with my friends about watching each others' drinks.
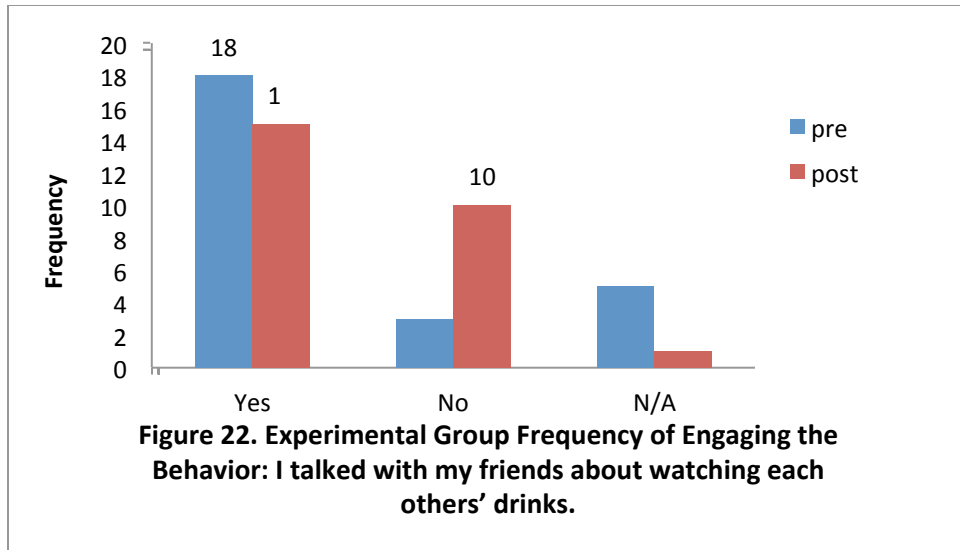
This prevention curriculum also, allowed for students to discuss with each other "awkward" situations, and sometimes through peer discussion they successfully devise strategies to address these situations. In fact, one participant utilized the focus group itself to engage their peers in a conversation to assess a situation they were unsure of. These examples illustrate the importance of peer educators and peer engagement within prevention curriculum as discussed in the literature. They also help to illustrate how students can also contribute to the production of knowledge, and how lived experience can be a source of knowledge construction.

Increased Community Awareness & Support

The second significant theme that emerged from the focus group was that the curriculum gave participants tools to support each other more, and instilled in students a more acute awareness of their surroundings. Students indicated that they felt more confident about providing resources to their friends who may have experienced sexual or dating violence. This observation was verified in the survey, which found significant change in the experimental group with regards to confidence

of the measure: "Get help and resources for a friend who tells me they have been

raped" (p = 0.020).

Most of the participants talked about making sure the survivor or the friend

was able to make their own decisions, without pressuring the survivor or friend "in

any way." Multiple participants evoked the image of someone with "open arms," and

one student talked about standing by their friend both figuratively and literally as

their friend navigated their next steps forward. However, some students' use of

language when discussing these response behaviors indicated that they still were

struggling with victim blaming attitudes. One participant described what she would

do to response to a disclosure of sexual or dating violence by stating:

> …being able to get them resources and the help they need, and just
>
> also the support from yourself that shows them, that, I mean, it may
>
> not have been their fault. You want the person to feel ok, especially if
>
> something like that has happened.

While this participant recognized the need to provide affirming support, their use of

"I mean" to clarify that "it may not have been their fault" rather than finishing their

introductory clause with an affirmation of no fault, indicates a struggle with victim

blaming attitudes even while simultaneously resisting these normative scripts in order

to provide support.

In addition to confidence in providing support to friends who experience

violence, students also indicated a significant change in their awareness of themselves

and others in social settings. Some students had not previously "paid that much

attention…to other people" at parties, clubs, and other social events, and the

curriculum caused them to think about their surroundings differently. Students

indicated that they check in with their friends more often, and that they pay attention

more to where their friends are throughout their social endeavors.

> I feel that when we go out to parties…more um starting to pay
>
> attention to my friends and what they are doing at certain times. Like
>
> just keeping tabs on like, oh they went there ok, where did this friend
>
> go? Or like you just try to more like protect them, not protect them, but
>
> just keeping eyes on the situation and try to just making sure they are
>
> safe, and like make sure you leave with them instead of being like oh
>
> they will be fine going with so and so. But actually being like, no do
>
> they want to be with so and so?

This participant's comments about making sure that their friends are wanting

to be going somewhere with another individual can also be seen in the survey results

as well. The survey instrument found that for students who were already likely before

participating in the prevention curriculum to intervene if they saw a friend taking an

intoxicated person back to their room, they were much more likely after the

intervention to do so (see figure23).

Figure 23. Experimental Group Likelihood of Engaging the Behavior: If I saw a friend taking an intoxicated person back
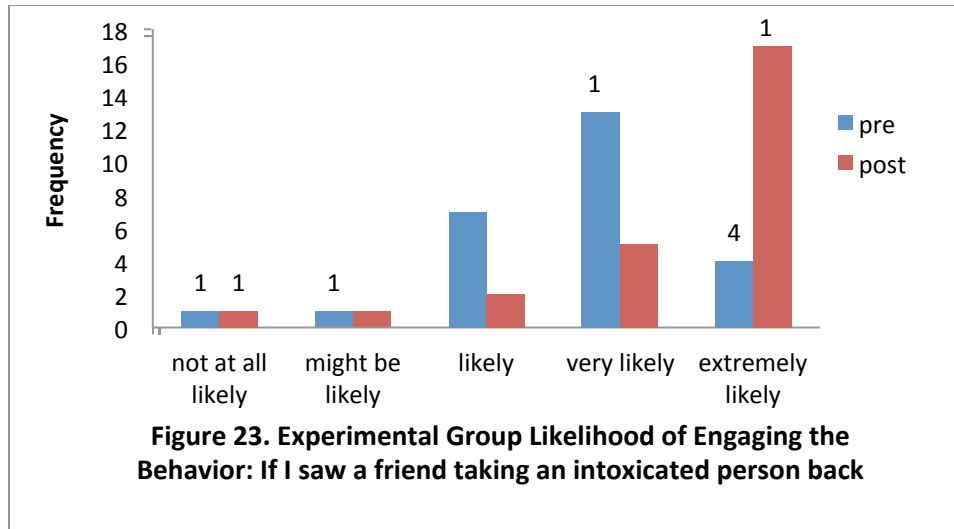
These changes in awareness and likelihood of intervention are positive, but it should be noted that they are not unique to this program. The survey illustrated that the control group who received only basic education about sexual and dating violence also resulted in a significant change in awareness and supportive intervention, where students reported noticing if friends "had too much to drink" and asking them "if they needed to be walked home from the party." Additionally, student participants of this study indicated that with this newfound awareness came a large struggle with knowing how to assess diverse situations for potential violence or unwanted sexual conduct.

I think personally, the curriculum was based more on, like what would you do in this situation, but I know a few of us talked about in class that it doesn't really tell you how to assess a situation properly. And so, um the curriculum that is taught is usually…well it was -- very stereotypical in a relationship or at a party and I don't think that is usually how it happens. So I think it would be important to maybe give different situations of assessing a situation correctly. Cause I know

personally I wouldn't want to get involved in something that may,

reflect poorly on my decision because I did not assess the situation

properly.

In this quote we can see that being able to know how to assess diverse

situations is necessary for students to be able to engage any sort of prevention

behavior, and if students are not confident in their ability to assess a situation then

assessment becomes a barrier to action.

'Gray Areas'

What was called assessing a 'gray area' comprises the third theme, and it is

particularly interesting due to the fact that the survey found a significant difference in

likelihood of thinking through the pros and cons of different ways to intervene if

observing an instance of sexual violence ($p = 0.018$).

Figure 24. Experimental Group Likelihood of Engaging the Behavior: Think through the pros and cons of different ways I might intervene if I see an instance of sexual violence.
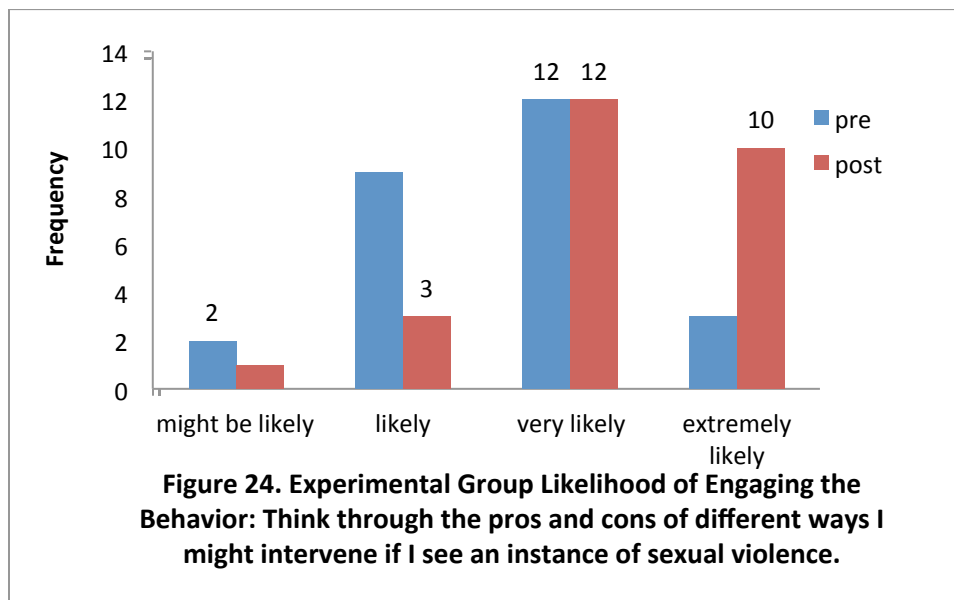
This increase in thinking through different ways to intervene may be exactly where

participants are stumbling. I would argue that the lack of confidence in assessment

that came out in the focus group is a direct consequence of students beginning to pay

attention more to their surroundings, noticing what they refer to as 'gray areas,' and

trying to think through ways to respond but not having enough information to draw

from (in terms of a diverse set of examples and experiences discussed and presented

during the curriculum) to actually feel confident enough to properly assess. If we

apply the Oxford English Dictionary's definition of the verb assess, we can see that

students need to be able to evaluate either a particular situation or a person or persons

in order to "gauge or judge" the value or stakes of that situation (OED, 2014). There

are a lot of steps to assessment, students need to be able to see what is happening but

also interpret the meaning of what is happening. The survey revealed that there were

a number of examples in which students demonstrated significant increase in

confidence surrounding particular actions or behaviors when there was for the most

part a very cut and dry situation presented to them. In most of these examples

students were provided with the information that someone had indeed been assaulted

or was being assaulted. In fact only two examples depicted situations where a clear

assault was not provided: Ask a stranger who looks very upset at a party if they are ok

or need help (p = 0.041); Do something if I see a woman who looks very

uncomfortable surrounded by a group of men at a party (p = 0.036). However, in both

instances the student knows that this person looks as if they are very upset, which

would indicate non-consent. Assessment here requires that students are able to infer

from the situation presented and the key words 'upset,' 'very uncomfortable,' and

'surrounded,' that something is wrong. These are pretty cut and dry cases, and not

what students expressed having difficulty with.

The lack of confidence in assessing various different situations especially in what students referred to as 'gray areas' and knowledge regarding issues of consent was by far the leading concern of participants in this study. One participant summed this conundrum up succinctly when they stated "I felt inadequately informed about how to 'judge' situations where an assault may occur…we live in a gray world." Every focus group participant echoed this sentiment. To illustrate what students meant by 'gray areas' one student explained:

> It was too black and white…. something she even said was like if someone offered you a pill you wouldn't just be like, oh sure. But it someone offers you a drink you would. And it's kind of the same concept, where if you see someone going upstairs there is something in your head, even if you hadn't been in this curriculum I would think you'd be like, that is a little weird they are going to go do something. But if someone was just like dancing with someone else, and it was getting a little handsy, I don't think you'd necessarily be as alarmed by that behavior. Because society and just in general like that is kind of how people act. If they talked more about how to assess like those gray area situations I would have gotten more out of it than if it was it was just like black and white automatic red flag situations.

In particular students discussed dancing situations in which people are regularly very close and moving in sexualized ways. Students spoke of men fondling women on the dance floor, but not being able to properly assess whether or not this activity was consensual. This discussion is extremely interesting in light of the survey

results regarding efficacy in the statement "Do something if I see someone repeatedly

physically groping others at a party without their permission," which revealed a

somewhat positive change for the experimental group but not a significant one. The

focus group discussion revealed that this result might be due to a lack of

understanding of how to assess for consent or 'permission.' To give context students

expressed that it is often 'implied' and 'expected' that if one attends a party with

dancing, or goes out to a club they are in essence consenting to grinding, groping, dry

humping, and as another student put it: "your almost there." This unspoken cultural

norm illustrates what students are referring to when they discuss a gray world or a

'gray area.' On one end of the spectrum they indicated because of the inherent

expectations that attendees of these events should "know what they are getting

into…so if you deny that then it's like, well then why are you down here?" This

sentiment feeds into a culture in which survivors of violence are responsible for the

assault(s) they are subject to just by attending a dance party or going to a dance club.

Another comment made by a participant referencing men reaching under

women's skirts and fondling them on the dance floor helped to illuminate these 'gray

areas' even more. She tells us:

> Personally I've never had that happen cause I'd freak out. But I've
>
> seen it on the dance floor and I don't know if the girls are ok with that
>
> but it's like publicly announcing they are not doing anything about it.

Here again the responsibility is placed on the female to put a stop to the fondling, and

not on the dance partner doing the fondling to gain consent before engaging in this

behavior. Yet there is a definite 'gray area' presented where consent has not been

explicitly given, and from the outside it is difficult to ascertain anything other than compliance. This becomes clear when later within the focus group this same participant comments on this situation again.

> I think there is like, a very like gray line of consent, because well I was just going to touch on the dancing thing, um because if a guy did get a little too handsy in that situation then I'd be asking myself if that's my fault, because I was, like, I was dancing with him. Like was I asking for that? Like did I give off that impression?

Here we see that 'gray areas' these students are speaking of are multidimensional and further complicated by internalized victim blaming sentiments. This commentary illustrates the struggle students have with identifying what consent actually is. Is consent dictated by being preset in a particular location, by not "freaking out" when someone touches you without asking, or by simply engaging in one behavior with another individual such as dancing?

Researchers such as Beres (2007) have discussed the various conceptualizations of consent in terms of behavioral consent vs. communicative consent vs. psychological consent or the combination of behavioral and communicative. However, in this instance we also see that physical space can play a role in the ways students navigate consent. These nuanced ways that students conceptualize consent need to be addressed in future programing.

The subject of consent was included in the intervention and is apart of the existing prevention curriculum provided to OSU students. In fact the topic of consent was discussed multiple times throughout the curriculum. Within the first 5 minutes of

the intervention the Every1 and One Act educators stated "the first thing we need to

do is to not just understand reporting but know what consent is." They then proceeded

to outline what consent is and what consent is not. They explained that persons who

are intoxicated cannot give consent, they explained that silence is not consent, they

explained that pressure or repetitive asking is not consent but coercion, they

explained that using power to get sex is not consent, they explained that consent is

freely given without fear of consequence, that consent is clear and sober, that consent

is happy and affirming.

     While several students noted after the intervention that these definitions were

very helpful they still were not entirely sure what constituted sexual assault and

unable to assess the gray areas. The Every1 and One Act educators stated: "when we

are talking about sexual violence, we are talking about all non-consensual acts." I

highlight this particular statement and part of the curriculum not because I believe

there is anything wrong or false with including all non-consensual acts part of the

definition of sexual violence, but because it may give us insight into another

component of the gray area. Recently there has been broad social discussion around

universities using the term 'non-consensual sex' in place of 'rape' or 'sexual assault'

as they outline sexual assault policy. The debate around this change is that this new

language encourages universities and students to see different 'degrees of rape' –

basically supporting the idea that there is 'gray rape' and in fact this gray rape is less

significant than 'rape.' Particularly at Yale this distinction between non-consensual

sex and rape was meant to allow the university to hold more perpetrators accountable

when there was not a preponderance of evidence to get a rape charge to stick (Hua,

2013; Spangler, 2013). However, language matters and makes an impact on the ways in which students conceptualize rape and sexual assault. Through this distinction some argue that universities are unknowingly or unintentionally participating in perpetuating ideas of blurred lines, gray rape, and a hierarchy of assault (Gordon, 2014; Baker, 2013). As I will discuss further in a later section universities hold a lot of power when it comes to influencing the ways in which students understand and make sense of violence. We live in a time where top music hits are titled "Blurred Lines," where students express they struggle with defining what consent is, where they feel their experiences are not violent enough to warrant being reported or labeled sexual assault or rape due to the ways in which discourse is shaped throughout society on these issues. These are issues in which we as educators must consider as we work towards prevention efforts.

   Alcohol and Greek life. 'Gray areas' were also associated with the three sub-themes alcohol, Greek life, and consent. Students expressed that the consumption of alcohol added to the complexities of 'gray areas,' and in fact may be the ultimate 'gray area.' Even though the curriculum spoke of alcohol quite a bit, and discussed the fact that legally speaking in Oregon an individual who is "mentally incapacitated," including under the influence of alcohol or drugs, cannot consent to sexual intercourse, students were still confused when it came to sex, consent, and alcohol. Some students expressed concern that while they had felt they gave their consent freely in situations when they had been intoxicated, this legal definition caused them to worry that they had in fact had nonconsensual sex.

But I didn't even know… that it is legally not consensual if one party

or both were drunk, or even if alcohol was involved. And then I

questioned myself and I know I've been in that situation. I don't know

about you guys, but that made me question my actions and be like,

well technically in court would this not be consensual? If something

were to happen would I be in trouble because of that. I'm not saying

that I…I don't know.

Other students were confused as to if individuals had given consent while sober and then became intoxicated if the consent was still valid. One student shared: "I wish they did cover the alcohol or like other sorts of things with what is consensual more. Cause I've definitely had friends that get drunk so they can make their move." Multiple students indicated an awareness of alcohol being used as a tactic of coercion, particularly within fraternities on campus. When discussing this topic one student expressed that even if someone were to question those using alcohol as a tactic "…they are just like yeah we got you drunk. That was that, happens all the time." Here we can see that the utilization of alcohol as a coercive tactic that fits within the 'gray area,' is so normative that it no longer is something to even be challenged. One student shared their experience with this when she stated: "I think when alcohol is involved especially in Greek life, it's really like blurred. Like people seem to not to care when alcohol is involved." This dismissal of the importance of consent when alcohol is involved was concerning to students who expressed multiple times throughout the focus group a need for prevention curriculum to be provided to fraternities.

Diverse Experiences and Wider Reach

The fourth theme that came up was a need for the curriculum to include a more diverse set of experiences, and to reach a wider audience while simultaneously keeping participant groups small. First, students called for an inclusion of explicit strategies to address violence for the targets of that violence. Unfortunately, the survey did not ask any specific questions regarding if the student taking the survey themselves were the target of violence, with the exception of the questions regarding making plans to go home with the same people one arrives with at a party or watching friends' drinks at parties, and these questions were framed in a way that students may not have considered themselves as targets. The results of these questions also showed that there was no significant change in making plans to go home with the same people one arrives with at parties, and that students were significantly less likely to talk with friends about watching drinks.

Students did express in the focus group that they "felt more confident in addressing" some situations involving their friends however, were still lacking information that would help them navigate a similar situation in which they were the target.

> I think I might add, I'm not really so sure if it would work out so well
> but, what to do if you are the victim in a situation. Cause sometimes
> you know you don't have your phone on you or your not completely
> coherent so how to defend yourself a little bit. Cause some girls don't
> feel like they have the power to actually defend themselves in some

situations. And so bring a little bit of knowledge to that would help a

little bit.

Yeah, Like setting an example of how that would happen. Um,

you know if you are being pressured or being touched inappropriately

or something like that. Um, and you don't really know what to do and

there aren't really any people around. You know no one is noticing,

you know how to defend yourself that way.

These instances elicited feelings of powerlessness, and students asked for

advice on how to defend themselves. While self-defense courses have been

controversial approaches to addressing issues of violence, and certainly are not

comprehensive by any means nor what I would consider primary prevention,

researcher Rozee (2011) and others have pointed out, society is not going to change

overnight and students will never loose if they are gaining new skills that may help

them fight back during an attempted rape or sexual assault. Additionally, Senn and

Rich have discussed the need to disrupt the ways gender norms work to restrict

agency, self-defense courses that work to illuminate these systems and teach

participants how to resist them can go a long way (as cited in Rozee, 2011). This

sentiment resonated with one student in particular who wrote after the intervention:

"tell girls it's okay to fight back. This is knowledge I didn't know till it was too late."

Providing woman and girls with opportunities for knowledge and skill development

to fight back does not necessarily have to be done in a victim blaming way, and it

may make a difference.

What is important is how this skill development opportunity is presented to students. Many feminists have objected to including self-defense classes in prevention efforts due to the fact that these offerings perpetuate victim blaming, and removes responsibility from the perpetrator (Hollander, 2009). Often this is a legitimate concern when there has been a history of self-defense courses taught from a fear-based perspective (as well as frequently taught by police or ex military), which focuses on what to do if the man from behind the bushes attacks (Thompson, 2014). However, there are alternatives to this framework that have been developed utilizing empowerment models (see the National Coalition Against Sexual Assault's guidelines for a review) and they have been shown to be effective (Thompson, 2014). In Corvallis specifically, there is a women's self defense course offered by Golden Naga Martial Arts Center that is explicitly non-fear based, which incorporates training on projecting confidence and awareness and developing verbal self-defense skills, in addition to the traditional physical self-defense style training.

In particular students felt a strong need to reach out to more men, and include them in prevention efforts. This is because participants viewed men as the primary perpetrators of violence. Students were hesitant to label men as potential perpetrators, "I know that usually, I don't want to say usually, but usually, that is the only word I can use, but it's the man doing the situation." Yet once participants were able to name the fact that the primary offenders of violence were men they had quite a bit to say about not just including them in curriculum participation but targeting them for prevention efforts specifically. They also asked that "if it would be possible to really emphasize [prevention efforts] to the fraternities." One very insightful comment by a

focus group participant backed up Foubert, Garner, and Thaxier's (2006) study that found it is more effective to mix fraternity members from different houses when delivering prevention curriculum, so that an entire house is specifically not taking it together (p. 307). She stated, "I feel like if they are not in their friend group that they'll take it seriously and maybe understand it better, try to implement it in their actions." Foubert, Garner, and Thaxier's study found exactly this; prevention efforts provided to a mix of brothers from different houses helps to "focus on an in-group fraternity dialogue, without the dynamics of trying to gain and keep the attention of a chapter with all of their social norms, inside jokes, and jovial attitudes that could impede the efficacy of receiving a program's message" (p.370).

In addition to bringing more men into prevention efforts, students commented throughout the focus group about the lack of diversity in examples and that they "wish[ed] it as more of a broad curriculum" overall. They also spoke to a need to include a "broader range of people" and their experiences into the curriculum as well. Several focus group participants stated that the curriculum currently "was too black and white." While there is a definite party culture, which includes Greek life, on Oregon State University's campus students who do not or seldom participate in this culture felt the curriculum wasn't really relevant to their lives. One student wrote that the: "majority of [the curriculum] included situations with parties and drinking, which aren't applicable to me personally." Another student reflected, "I highly doubt that most of college student age rape happens within the walls of a frat house." According to the latest 2014 Winter OSU Greek Census Results report Greek students make up only 12.9% of the undergraduate student body at Oregon State University. While the

research shows that many assaults occur within Greek contexts, student feedback indicates that curriculum should not solely focus on this culture and population. Students would like a "broad curriculum," one that allows for diverse experiences and identities to be represented and identifiable.

While the One Act tool for addressing dating and sexual violence (A: ask for help, C: create a distraction, T: talk directly) provided to students during the intervention could be applied to a diverse set of experiences students seemed to have a hard time thinking outside of the example scenarios provided to them during the intervention. This indicates that at a basic level, and if this curriculum is going to be continued to be used at OSU, it may be useful in future programming to brainstorm with students alternative scenarios or 'gray area' situations and then show how the ACT tool could be applied. It may be helpful to start with more clear-cut examples such as the measure: Do something if I see a woman who looks very uncomfortable surrounded by a group of men at a party. Then alter the example to be more gray, say the student sees a woman surrounded by a group of men at a party but is unsure whether or not the woman is uncomfortable. Strategies to include more experiences and identities need to be further developed.

This theme of a need for diversity in particular highlights potential limitations of current public health models in curriculum design, which often rely on essentializing a diverse range of human experiences into a neat package that can marketed to the 'general' public, but this 'general' curriculum is created with white middle class citizens in mind (Acoca, 1999; Kumpfer et al., 2002; Herrenkohl, Aisenberg, Williams, & Jenson, 2011, p. 153, 177). However, I would challenge

educators to consider who we are speaking of when we say curriculum is aimed at the

general public? Who is not included; who is left out (Crenshaw 1991)?

Banyard, Plante, and Moynihan have stressed the need to create prevention

models that address the target populations needs, experiences, and lives (2004). I

would argue that the target audience in fact is the entire OSU student population, not

just those who make up the traditionally targeted populations such as students in the

Greek system, student athletes, or regular partygoers (Richards & Branch, 2012, p.

1556). Curriculum should also speak to experiences that fall outside those who fit into

the 'mythical norm.' Audre Lorde (1984) describes this concept as the assumption

that all individuals fit within the dominant group, which comprises of intersecting

identities that hold power: white, heterosexual, able-bodied, middle-class. Students

who do not fit within this norm, are typically not represented within 'general'

prevention curriculum and therefore are unable to see their lived experiences within

curriculum (Adrienne Rich, 1986). New legislation under the Campus SaVE act calls

for colleges and universities "To develop or adapt and provide developmental,

culturally appropriate, and linguistically accessible print or electronic materials to

address both prevention and intervention" (Violence Against Women Reauthorization

Act, 2013). This new legislation is supported by research that has found that

prevention efforts "that are guided by a clear and culturally informed theory, model,

or cultural framework…make the strongest contribution to prevention science"

(Gonzalez Castro, Barrera, & Martinez, 2004, p. 44). This means that curriculum

needs to not just be made culturally appropriate by simply changing names, genders,

races, but leaving the curriculum the same, rather culturally appropriate curriculum

should include "core values, beliefs, norms, and other more significant aspects of [a] cultural group's world views and lifestyles" (Gonzalez Castro, Barrera, & Martinez, 2004, p. 43; Smith, 2010, p.418). Moreover, this study shows that efforts to increase the identities and experiences within prevention efforts is supported and wanted by Oregon State University students.

Reporting Barriers and Institutional Power

Reporting and institutional power emerged as the fifth theme. Students expressed many concerns about reporting both during the curriculum intervention, through free writes after the curriculum, and in the focus group. One participant remarked that calling 911 "seems risky and overbearing. There are too many potential consequences to this happening." Recognizing that the 85% of participants were under the age of 21 it makes sense that students do not feel the police are a viable option for help, especially if an incident occurs at a party where underage drinking is occurring. During the intervention students blatantly stated they would never call the police if they suspected violence, because they wouldn't risk underage partygoers from getting Minor in Possession charges. The survey results indicated that many students felt confident in calling the police and reporting an incident before the intervention and that number increased significantly after the intervention (see figure 25), so efficacy in performing the action itself is not the barrier, rather the barrier it seems is that students don't see reporting as viable, safe, and worthwhile.

Figure 25. Experimental Group Confidence in Engaging the Behavior: Call for help (i.e. call 911) if I hear someone i   my dorm or apartment yelling "help."
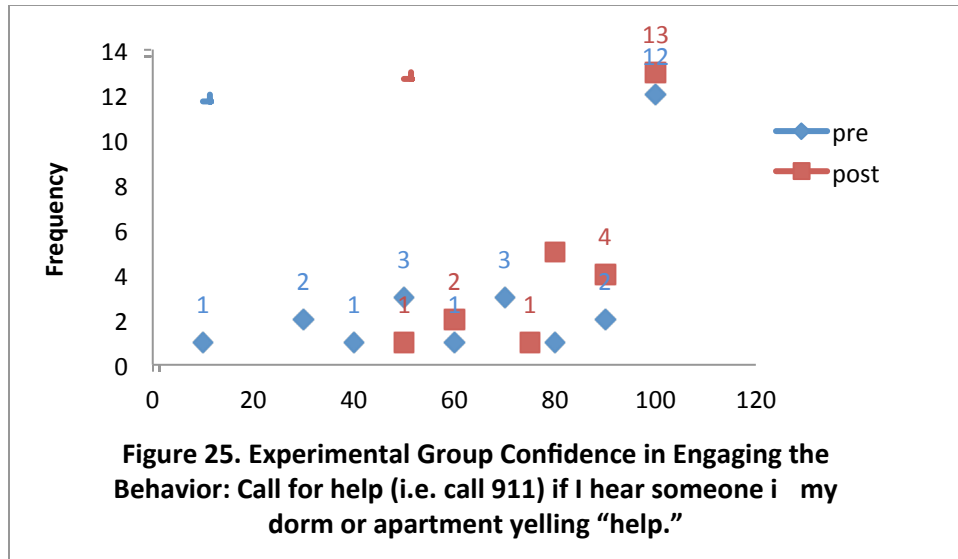
In addition to reporting being a barrier for underage students, many scholars have also pointed out that for marginalized populations law enforcement is not seen as a safe option to seek help from (Bograd, 2010; Smith, 2010; Incite!, 2006; Collins, 1998; Hlavka, 2013). This is due to the history of police brutality, and revictimization that marginalized populations face within state systems that were built to instill structures of violence in order to control certain populations (Smith, 2010). Tjaden & Thoennes (2000) found that most victims do not report to the police or other authorities. Additionally, the National Crime Victimization Survey shows that rape and sexual assault are the most underreported crimes in the US (U.S. Department of Justice, 2008-2012). Only 5% of rape survivors made a formal report to the police in a study conducted by Koss et. al in 1987, and a follow up study in 2000 by Fisher, Cullen & Turner found that less than 5% of completed or attempted rape among college students were reported to law enforcement. Even within the limited number students who are willing to report most marginalized populations are not included. Hart and Rennison (2003) found that **"**for every white woman that reports her rape, at

least 5 white women do not report theirs; and yet, for every African-American woman that reports her rape, at least 15 African-American women do not report theirs" (as reported in NCASA, 2011). For other minorities populations reporting rates are similarly lower than for white populations, and often minorities are dealing with additional systems of violence and arguably need access to more resources than do their white, able-bodied, heterosexual, middle class counterparts. Participant comments within this study backed up the low reporting statistics through their express discomfort with contacting law enforcement both due to the fact that many students are under the age of 21 and assault frequently occurs in locations where there is underage drinking going on; these barriers were brought up by participants during the intervention itself, and again during the focus group. However, the worry of getting cited for underage drinking was not the only deterrent for reporting.

 A few participants shared that their friends did not report because they didn't think the assault was "serious enough to report." Once again this connects to what students refer to as the 'gray area.' The student expressed that society depicts assault as a huge thing, meaning that we often only hear about the extreme forms of assault and rape that we teach about, the black and white situations.

> I've also had a few of my friends think it was not serious enough to report, because we make it such a huge thing, so even if a little thing happens that is not ok they don't feel it's big enough to go to someone. Because it is stuff that happens all the time. And so I think the fact that we do make it such a big deal, then it has to be a big deal to be able to report this kind of situation.

Researcher Hlavka's (2014) work has illustrated how the normalization of sexual

harassment, assault, and rape has influenced survivors to not report their experiences.

Hlavka explains that this is a direct result of heteronormativity, in which male

sexuality is interconnected with "dominance, aggression, and desire" that does not

need to be accounted for (Hlavka, p.3; Butler 1999). This social construct causes

survivors to discount and normalize their experiences to something that women just

have to deal with. One participant in Hlavka's study shared that she was threatened to

be raped if she didn't perform oral sex on her perpetrator, yet this participant did not

see her experience itself as 'real rape' because it didn't fit into the narrow confines

society tells us rape is (p.10). Add confusion around what consent actually is, the

normalization of the use of alcohol as a coercive tactic, and rape culture attitudes that

surround students it becomes clear why survivors don't feel their experiences are

"serious enough to report."

Another focus group participant expressed that the seriousness of the

experience was not the barrier to reporting for her friends; rather survivors are fearful

of reporting incidents of sexual violence to those of authority because of what might

happen once they do report.

> I feel like a lot of people don't report it because they are in fear of the
>
> repercussions of them getting caught reporting it. So, say like the guys
>
> in the bedroom and she realizes it but the guy doesn't realize that she
>
> knows it, and then she goes and reports it and they like, oh hey, it's
>
> that person, so then he is going to threaten her. I feel like they are

terrified to actually report abuse because they don't want repercussions

because they feel unsafe.

This statement is very similar to many of the things I frequently would hear

from the young women I worked with when I was an advocate at my local DV

shelter. While reporting is frequently thought of as the way to provide safety to

survivors by holding abusers accountable for their actions, it does not guarantee

safety. In fact getting police involved or getting a protection order has been found to

increase survivors' of intimate partner violence risk of retaliation or further

victimization (Weisz, Tolman, & Saunders, 2000). Survivors and students of this

study recognize this fact.

Clearly, it is important to educate students on the resources available to them

through our community as well as through the university itself. The curriculum

currently gives students contact information about student health services, sexual

assault support services, and Oregon state police, but it does not actually speak to all

the services that students have access to in case they are victimized, such as

emergency housing or a protection order for on campus. Additionally, while the

contact information is provided, a more thorough explanation of services may help

student see the benefit of these services. If students don't know what services they

have access to through Student Health Services often at no cost, they may think they

can only access these services if they sustain an injury or if they want a rape kit done.

While students are encouraged to report victimization they are not educated as

to what that in fact means. The curriculum does not explain the reporting process, and

what happens once a report has been made. Therefore students must surmise what

will happen if they report. With the multitude of reporting barriers that survivors face, and the negative connotations that surround reporting it makes sense that reporting rates stay low, and student participants still did not see reporting as a viable option after the intervention. It is for these reasons that I therefore recommend future curriculum provide students with clear direction on reporting policies and multiple options for help seeking (see recommendations based off of a recent study from Students Active For Ending Rape, 2014, and recommendations from the Pennsylvania Coalition Against Rape & National Sexual Violence Resource Center, 2014).

I would also recommend that the university consider making it easier for students to access support services if they do not want to report. For example students who live in the dorms have access to emergency housing, yet in order to gain access to this housing students have to report at least to the university. It is unclear even to myself as the researcher whether or not this means that a full investigation is opened in these cases. Often reporting means that students loose control over what is to happen next, which can lead to further victimization of survivors. It is possible that students who indicate that reporting to police does not seem like a viable option, also do not see reporting to the university as a viable option. If this is true then reporting itself becomes a barrier for students who need emergency housing. Shifting the focus from policing to supporting may help in this regard. Supporting the survivor in creating a safety plan which includes safe housing first, and letting the survivor speak for themselves on what steps they would like to move forward with or not with aids in the process of healing. It also may aid in less survivors feeling as if their university has failed them in addressing issues of assault and violence.

While participants indicated a strong aversion to reporting to authorities, their conversations regarding timely warnings indicated that the university as an institution has a lot of power to shape discourse on college campuses regarding issues of sexual assault and dating violence. Students discussed similar changes such as talking about issues surrounding violence, being aware of their surroundings more, keeping track of their friends, walking in pairs to and from campus after the timely warnings as they noticed after finishing the prevention curriculum. However, this heightened sense of awareness faded over time, although the Clery Report indicated that multiple assaults occurred throughout the year (twelve forcible sexual offenses were reported to OSU, but only eight forcible sexual offenses were counted in the 2013 Clery Report), which were reported, and it is probably safe to say there are countless more that were never reported. The problem of dating and sexual violence is that it hasn't gone away but it is nowhere to be found within the community discourse on campus, unless one is willing to dig for it. Students are interested in learning about prevalence of violence on OSU's campus, and strategies to navigate this violence. Ultimately, the university itself has the power to shape this conversation.

With new legislative requirements taking effect, universities nation wide will be required to provide college students with primary prevention curriculum to address sexual and dating violence. Participants of this study overwhelmingly agreed that curriculum should be provided to and heavily targeted at students in their first year at OSU, so that students are "exposed to it early." However, how the institution presents the curriculum to students was of great concern to participants of the study. Students insisted that the curriculum be provided in small groups, arguing "if we have it in a

large group setting everyone is going to make a joke of it, and you're not going to get

the participation or the results that you would like." Participants felt this was

especially true for students who are apart of the Greek community, citing a Greek

event fall of 2013. All fraternities and sororities met in Milum to discuss alcohol

safety and a portion of One Act was presented, yet this event was incredibly

ineffectual due to the sheer number of people present in the hall and particularly

fraternity men making fun of the curriculum. In addition to small group settings,

participants emphasized that the university needs to have a streamlined approach to

the presentation of prevention curriculum. Particularly, making sure that the same

exact curriculum not be presented in multiple settings where students are required to

attend, because it becomes repetitive especially because students are not gaining new

information. If curriculum varied or built upon a set foundation this repetition could

be avoided and students indicated they would still be interested and engaged.

Research from the CDC shows that shorter programs, and particularly one session

programs, do not work to significantly change attitudes, beliefs, efficacy, or behavior

(a finding that this evaluation itself has confirmed). Students need to have longer

interactions with this sort of curriculum to get the full benefits (White House Task

Force to Protect Students From Sexual Assault, 2014; DeGue, Fowler, & Randal,

2014). So it's important to consider a multilayered comprehensive curriculum

strategy that is not repetitive and continues to engage students.

Limitations

There are a number of limitations to this study. Primarily as this is a pilot

program and has not yet been provided to a large subset of the OSU student

population the sample size is quite small. The small and non-random sample size limits the generalizability of the findings.

While the survey test instrument was modeled off of instruments that have been found to have sound validity and reliability, many questions' scoring scale was found to have a ceiling effect. That is to say that on many questions participants scored themselves on the highest end of the scale both for the pretest and the posttest, limiting the measurement from being able to show any change higher than the already reported end of the scale. This means the only measurable change through the test instrument for a high number of participants would be a decrease of the scale.

For example, students were asked to indicate agreement or disagreement on a 5-point interval scale, with (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree to the statement: "A man is entitled to intercourse if his partner had agreed to it but at the last moment changed her mind." Forty-three of the fifty-seven participants (about 75%) of this study indicated strong disagreement with the statement both at the time of the pretest and again at the time of the posttest. While I would argue this result is positive in that it shows participants do not adhere to the particular victim blaming statement, this test question seems to be not a particularly great one to measure change of date rape attitudes and beliefs. More importantly though and the reason for this example, is that this question illustrates the ceiling effect that was found in many instances throughout the test instrument. Of the 43 participants who answer strongly disagree at the pretest, the only measurement that could be captured for change at the posttest was strongly disagree or less than

strongly disagree. There was no way to assess if students disagreed to a higher extent after the intervention.

Overall, there was no significant difference between the control and experimental groups for any of the scales; therefore, it may be relevant to consider this ceiling effect. Future studies may consider further modification of the test instrument, specifically to reflect the language and experiences of OSU students, which possibly could influence whether we see the ceiling effect again. However, it is important to note that the benefit of a mixed methods design is that the qualitative data collected through the focus group, interviews, and observations help to corroborate the results of quantitative data. In this research we find both qualitative and quantitative data to be consistent throughout the results. While we cannot generalize these results, the combination of the survey instrument and the focus groups add to the significance of the study in context of OSU's population specifically.

As this research was conducted in two different sections of the same introductory women studies course it could be, and as illustrated in the a few questions within control group survey results, that both control and experimental groups attitudes and beliefs, confidence, likelihood, and behavior could have changed over the course of the experiment due to the additional social justice curriculum students were receiving via the course itself. Certainly, we can see that the control group indicated some significant changes between the pretest and posttest as well and it could be said this is due to the overall WGSS 223 course content. This is important to the outcomes and objectives of WGSS 223 itself; it as well shows that general

social justice curriculum and education has the potential to create change among

student's attitudes and perceptions of power and violence. Significance found within

the control group may also show that the experimental group had to improve at a

higher rate for significant change to take place between the two groups. Further the

change in the control group, points to an analysis of the instructors of both courses.

The control group was taught by Kryn Freeling-Burton who has been teaching this

course for 6 years, while the experimental group was taught by Aisha Khalil Ph.D.

and myself both graduate students who were teaching this course for the first time.

   Another limitation of this study is that the presenters of the intervention were

not all peer educators; we only had one peer educator presenting the curriculum in

conjunction with the director of the program, an OSU faculty member. Therefore it

may be that the students did not have the same level of trust for this person as for the

peer educator, and it may be that the students did not feel completely comfortable

talking with this person as they would have if this curriculum was presented by just

peer educators.

   The focus group and the post survey were given to students within a week of

receiving the curriculum, and due to time constraints we did not do an additional

follow up survey two months later as UNC has done with their evaluation. This could

mean that students may not have had enough time to process the material before

being asked to reflect on their experiences and how they have incorporated the

material into their lives. It could also mean that students did not have enough time

between the intervention and the posttest to use their new skills and engage in

bystander behaviors. A two-month follow-up may have found that more students did

engage in bystander behaviors than students who engaged in them within a week of learning about the behaviors.

Finally, the curriculum Every1 and One Act were not developed through rigorous evaluation for OSU's population specifically. While Every1 was developed by staff in conjunction with a few students at Oregon State University, it has never been evaluated before. One Act was developed by a different institution for a different population. In the process for adopting this curriculum for OSU many changes took place including decreasing the time of program and deleting example scenarios that were specific to the University of North Carolina (that were not replaced with scenarios at Oregon State University). If focus groups and surveys were done before the adoption of this curriculum there may have been opportunities to identify where modification was best suited and where not.

Recommendations and Conclusion

This study illuminated the following recommendations for future prevention programming at Oregon State University:

- Students suggest that prevention programming be introduced during students 1st year**,** that there be follow up to it after the first year.

- Students believe prevention programming is most effective and should be presented in small groups.

- Prevention curriculum should speak to diverse experiences (beyond just party situations) and intersecting identities (beyond mainly white heterosexual identities). Additionally, students request that prevention curriculum particularly engage men.

- Students suggest that prevention curriculum include a component on ways to resist violence when one is the target of that violence.

- Prevention curriculum needs to spend more time focusing on what consent is, and building skills to engage in consent dialogue with potential sexual partners.

- Students request that curriculum focus on building skills to assess diverse situations in which violence may occur, but that may seem unclear or "gray."

- Prevention curriculum should continue to focus on ways to build community accountability, and to engage dialogue outside classroom sites to the larger OSU community.

- Services addressing sexual and dating violence should be made clear to students, and should be survivor focused.

- Students who do not wish to report should not be met with additional barriers to access support services.

- Currently there is no budget for prevention programming at OSU. I would recommend that the University provide financial support to prevention efforts. Funds should be utilized to further develop, and evaluate current curriculum to fit the needs of OSU students, or to research, locate, and adopt/modify other prevention curriculum for the OSU student community. Additionally, it would be useful to have funds that would enable the establishment of an ongoing peer educator program to ensure that OSU has enough peer educators to present prevention curriculum to students every year. Funds could also be used to move toward a more ecological approach to prevention programming,

through the development of media campaigns, and outreach to student

families, and the Corvallis community and it's organizations.

It is clear that while there are some limited benefits of the Every1 and One

Act programs such as increased dialogue, knowledge of resources, and confidence in

responding to clear instances of violence after the violence has occurred, this study

showed that these results do not adequately cover the complexities of violence within

students lives. In fact this study revealed that the curriculum as it stands now is not

able to speak to the experiences of students who themselves may even fit within the

'mythical norm' of being white, heterosexual, able-bodied, and middle-class and

therefore the target audience for a generalized prevention curriculum such as this one.

It is for this reason that I conclude this thesis with a call to action.

With the recent verbal attacks against various marginalized communities at

Oregon State University, it is clear that there are multiple layers of violence that

students are coming into contact with and are needing tools to address. Sexual and

dating violence cannot be isolated from other forms of violence (Bierria, Liebenthal,

Incite!, 2007). In the latest campus wide email the university stated that OSU's

"common values are grounded in justice, civility and respect" and that OSU looks "to

our diversity as a source of enrichment and strength." Let us capitalize on these

shared values and work together to address the structures that exist within our

community that perpetuate violence, and allocate our resources to finding effective

ways to prevent violence on Oregon State's campus. Since OSU as an institution

values diversity and envisions a community of inclusion, it should consider adopting

a violence prevention model in which the questions that are asked are not just what

would it take to prevent sexual and dating violence from a 'general' audience of

college students. But also asks: what would it take to prevent sexual and dating

violence against students of color? What would it take to prevent sexual and dating

violence against trans, queer, and gender non-conforming students? What would it

take to prevent sexual and dating violence against international students? What would

it take to prevent sexual and dating violence against students with disabilities? What

would it take to prevent sexual and dating violence against students living in poverty?

(Smith, 2010, p. 418).

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Appendices

Appendix A: Pretest Survey Instrument

As a reminder, by completing this survey, you consent to participating in this research. If you have questions about this research or need an additional copy of the fact sheet presented to you at the One Act training, please contact Stephanie McClure (mcclures@onid.orst.edu), or Mehra Shirazi (Mehra.Shirazi@oregonstate.edu).
Please provide the first letter in your LAST name and the — — — — —
last four digits of your OSU ID.
Prior to today, have you attended the trainings: *One Act* Yes No

Yes No

EveryOne
Researchers commonly ask similar questions repeatedly to make a survey as rigorous as possible. When we ask similar questions about the same topics repeatedly here, please know that we are not trying to trick you. Please also keep in mind that there are no right or wrong answers to any of these questions. Your honest response to these questions will help us to evaluate how well One Act is working here at OSU. Again, thank you for taking time to complete this survey.

Please indicate your agreement with the following statements along **a scale of 1 to 5, with (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree.** Please think about your own personal attitudes and beliefs when answering these questions.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Males and females should share the expenses of a date.	1	2	3	4	5
2. I believe that talking about sex destroys the romance of that particular moment.	1	2	3	4	5
3. If a woman dresses in a sexy dress she is asking for sex.	1	2	3	4	5
4. If a woman asks a man out on a date then she is definitely interested in having sex.	1	2	3	4	5
5. In the majority of date rapes the victim is promiscuous or has a bad reputation.	1	2	3	4	5
6. A man is entitled to intercourse if his partner had agreed to it but at the last moment changed her mind.	1	2	3	4	5
7. Many women pretend they don't want to have sex because they don't want to appear "easy."	1	2	3	4	5
8. A man can control his behavior no matter how sexually aroused he feels.	1	2	3	4	5
11. The degree of a woman's resistance should be a major factor in determining if a rape has occurred.	1	2	3	4	5
12. When a woman says "no" to sex what she really means is "maybe."	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. If a woman lets a man buy her dinner or pay for a movie or drinks, she owes him sex.	1	2	3	4	5
14. Women provoke rape by their behavior.	1	2	3	4	5
15. Women often lie about being raped to get back at their dates.	1	2	3	4	5
16. It is okay to pressure a date to drink alcohol in order to improve one's chances of getting one's date to have sex.	1	2	3	4	5
17. When a woman asks her date back to her place, I expect that something sexual will take place.	1	2	3	4	5
18. Date rapists are usually motivated by overwhelming, unfulfilled sexual desire.	1	2	3	4	5
19. In most cases when a woman was raped, she was asking for it.	1	2	3	4	5
20. When a woman fondles a man's genitals, it means she has consented to sexual intercourse.	1	2	3	4	5

For the next three sections of questions, please keep in mind the following definitions:
Sexual assault – by sexual assault we are referring to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance (ie. harassment), persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, vaginal penetration.
Abusive relationships – by abusive relationships we are referring to a range of behaviors that involve the use of physical force or threats of force against an intimate partner including slapping, punching, throwing objects, threatening with weapons or threatening physical harm as well as emotional abuse (manipulation, coercion, isolation).
Acquaintances – people you know a little but not enough to consider them friends. For example, you have been in class with them or members of the same organization.
Strangers – people you may recognize by sight from campus or may not have met before but people you haven't really had any formal contact with before.
Intervene or Do Something – acting in some way to prevent a problematic situation. May include asking for help, creating a distraction, talking directly, or other preventative action.

Section I
Please read each of the following behaviors. Indicate in the column *Confidence* how confident you are that you could do them. Rate your degree of confidence by recording a whole number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100

can't   quite   moderately
very
do   uncertain   certain
certain

Confidence

	Confidence
1. Express my discomfort if someone says that rape victims are to blame for being raped	_____%
2. Call for help (i.e. call 911) if I hear someone in my dorm or apartment yelling "help."	_____%
3. Talk to a friend who I suspect is in an abusive relationship.	_____%
4. Get help and resources for a friend who tells me they have been raped.	_____%
5. Ask a stranger who looks very upset at a party if they are ok or need help.	_____%
6. Ask a friend if they need to be walked home from a party.	_____%
7. Ask a stranger if they need to be walked home from a party.	_____%
8. Speak up in class if a professor is providing misinformation about sexual assault.	_____%
9. Challenge or criticize a friend who tells me that they took advantage of someone sexually.	_____%
10. Challenge or criticize a friend who tells me that they had sex with someone who was passed out or too drunk to give consent	_____%
11. Do something to prevent someone from taking a very drunk person upstairs at party if I suspected they might take sexual advantage of them.	_____%
12. Do something if I see a woman who looks very uncomfortable surrounded by a group of men at a party.	_____%
13. Do something if I see someone repeatedly physically groping others at a party without their permission.	_____%
14. Speak up to someone who is making excuses for using physical force in relationship.	_____%
15. Speak up to someone who is calling their partner names or swearing at them.	_____%

Section II.
Keeping in mind the previous definitions, please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale: (1) Not at all likely through (5) Extremely likely

1.	Think through the pros and cons of different ways I might intervene if I see an instance of sexual violence.	1	2	3	4	5
2.	Express concern to a friend if I see their partner exhibiting very jealous behavior and trying to control my friend.	1	2	3	4	5
3.	If an acquaintance has had too much to drink, I ask them if they need to be walked home from the party	1	2	3	4	5
4.	Indicate my displeasure when I hear offensive jokes being made.	1	2	3	4	5

5.	If an acquaintance is being yelled at or shoved by their partner, I ask if they need help.	1	2	3	4	5
6.	Express disagreement with a friend who says forcing someone to have sex is okay.	1	2	3	4	5
7.	If I saw a friend taking an intoxicated person back to their room I would intervene.	1	2	3	4	5
8.	Go with my friend to talk with someone (e.g. police, counselor, crisis center, resident advisor) about an unwanted sexual experience.	1	2	3	4	5
9.	Enlist the help of others if an intoxicated acquaintance is being taken to a bedroom at a party.	1	2	3	4	5

Section III.
Keeping in mind the previous definitions, now please read the list below and circle yes for all the items indicating behaviors in which you have actually engaged <u>IN THE LAST 2 MONTHS.</u>
If you have <u>not</u> engaged in these behaviors, please indicate that no you have not engaged in them but *did* have the opportunity to do so ("No"), or no you have not engaged in them because you *did not* have an opportunity to do so (Not applicable or "N/A").

1.	Thought through the pros and cons of different ways I might intervene when I saw an instance of sexual violence.	Yes	No	N/A
2.	Spoke up if I heard someone say "she deserved to be raped."	Yes	No	N/A
3.	Asked for verbal consent when I was intimate with my partner, even if we are in a long-term relationship.	Yes	No	N/A
4.	Made sure I left the party with the same people I came with.	Yes	No	N/A
5.	I talked with my friends about going to parties together and staying together and leaving together.	Yes	No	N/A
6.	I talked with my friends about watching each others' drinks.	Yes	No	N/A
7.	I talked with my friends about sexual and intimate partner violence as an issue for our community.	Yes	No	N/A
8.	I expressed concern to a friend if I see their partner exhibiting very jealous behavior and trying to control my friend.	Yes	No	N/A
9.	If a friend had too much to drink, I asked them if they needed to be walked home from the party.	Yes	No	N/A
10.	I told a friend if I thought their drink may have been spiked with a drug.	Yes	No	N/A
11.	I talked with friends about what makes a relationship abusive and what warning signs might be.	Yes	No	N/A
12.	I saw a man talking to a female friend. He was sitting very close to her and by the look on her face I saw she was uncomfortable. I intervened.	Yes	No	N/A
13.	I stopped and checked in with my friend who looked very intoxicated when he/she was being taken upstairs at a party.	Yes	No	N/A
14.	Asked a friend who seemed upset if they are okay or need help.	Yes	No	N/A
15.	Approached a friend if I thought they were in an abusive relationship and let them know that I'm here to help.	Yes	No	N/A

16.	Expressed disagreement with a friend who says having sex with someone who is passed out or very intoxicated is okay.	Yes	No	N/A
17.	Indicated my displeasure when I heard sexist jokes or comments.	Yes	No	N/A
18.	Indicated my displeasure when I heard racist jokes or comments.	Yes	No	N/A
19.	Indicated my displeasure when I heard homophobic jokes or comments.	Yes	No	N/A
20.	Indicated my displeasure when I heard catcalls.	Yes	No	N/A
21.	If I heard a friend insulting their partner I said something to them.	Yes	No	N/A
22.	Walked a friend home from a party who had too much to drink	Yes	No	N/A
23.	Watched my friends' drinks at parties.	Yes	No	N/A
24.	Made sure friends left the party with the same people they came with.	Yes	No	N/A
25.	Went with my friend to talk with someone (e.g. police, counselor, crisis center, resident advisor) about an unwanted sexual experience or physical violence in their relationship	Yes	No	N/A
26.	Talked to my friends or acquaintances to make sure we don't leave an intoxicated friend behind at a party.	Yes	No	N/A
27.	If I noticed someone has a large bruise, I asked how he/she was hurt.	Yes	No	N/A
28.	If I heard someone say "that test raped me," I explained how using the word rape in everyday situations is inappropriate.	Yes	No	N/A
29.	I shared information and/or statistics with my friends about interpersonal violence.	Yes	No	N/A
30.	I decided with my friends in advance of going out whether or not I would leave with anyone other than the person/people with whom I arrived.	Yes	No	N/A

Which bystander behaviors that you have done have been most successful and why?

Which bystander behaviors that you have done have been least successful and why?

Please complete the following demographic information.

How old are you?
___ 18
___ 19
___ 20
___ 21
___ 22
___ 23
___ 24
___ 25 or older

With which gender do you identify?
(check all that apply)
___ Male

___ Female
___ Gender-queer or Agender
___ Transgender
___ Intersex
___ Self-Identify: _____

Are you an undergraduate or graduate student?
___ Undergraduate student
___ Graduate student or Professional student

How many years you have been a student at OSU?
___ 1
___ 2
___ 3
___ 4
___ 5 or more

What is your classification?
___ in-state student
___ out-of-state student
___ international student

Do you live on or off campus?
___ on-campus
___ off campus
Are you a member of an athletics team?
Yes   No
Are you a transfer student?   Yes
No

What is your sexual orientation?
(*check all that apply*)
___ Asexual
___ Bisexual
___ Gay
___ Fluid
___ Heterosexual
___ Lesbian
___ Nonidentified
___ Omnisexual
___ Pansexual
___ Queer
___ Questioning
___ Prefer not to disclose
___ Self-Identify: _____

What is your major or double-major? (Circle one or two)

With which race/ethnicity do you identify?
(*check all that apply*)
___ Asian
___ American Indian or Alaskan Native
___ Bi or multi-racial:
       _____
___ Black or African American
___ Latino/a or Hispanic
___ Middle Eastern
___ Native Hawaiian or other Pacific
       Islander
___ White or Caucasian
___ Self-Identify: _____

Are you a member of or currently pledging a social fraternity or sorority?
Yes   No

Are you a member of or currently pledging a multicultural fraternity or sorority?   Yes   No
Are you a member of or currently pledging a religious fraternity or sorority?   Yes   No

Accounting

Agricultural Business
          Management

American Studies

Animal Sciences

Anthropology

Apparel Design

Applied Visual Arts

Art

Athletic Training

Biochemistry and
          Biophysics

Bioengineering

Biology

Bioresource Research

Botany

Business
          Administratio
          n

Business Information
          Systems

Chemical Engineering

Chemistry

Civil Engineering

Civil
          Engineering/F
          orest
          Engineering

Computational Physics

Computer Science

Construction
          Engineering
          Management

Crop Science and Soil
          Science

Digital Communication
          Arts

Earth Science

Ecological Engineering

Economics

Education (Double
          Degree)

Electrical and
          Computer
          Engineering

English

Environmental
          Economics
          and Policy

Environmental
          Engineering

Environmental Science

Ethnic Studies

Exercise and Sport
          Science

Finance

Fisheries and Wildlife
          Science

Food Science and
          Technology

Forest Engineering

Forest
          Engineering/C
          ivil
          Engineering

Forest Management

Forest Operations
          Management

French

General Agriculture

General
          Engineering(F
          reshman Only)

General Science

Graphic Design

German

Health Management
          and Policy

Health Promotion and
          Health
          Behavior

History

Horticulture

Housing Studies

Human Development
          and Family
          Sciences

Industrial Engineering

Interior Design

International Studies

Liberal Studies

Management

Manufacturing
          Engineering

Marketing

Mathematical Sciences

Mathematics

Mechanical
          Engineering

Merchandising
          Management

Microbiology

Music

Natural Resources

New Media
          Communicatio
          n

Nuclear Engineering

Nutrition

Outdoor Recreation
          Leadership
          and Tourism

Philosophy

Physics

Political Science

Pre-Pharmacy

Psychology

Radiation Health
          Physics

Rangeland Ecology and
          Management

Recreation Resource
          Management

Renewable Materials

Sociology

Spanish

Speech Communication

Women, Gender, &
          Sexuality
          Studies

Zoology

Appendix B: Posttest Survey Instrument

As a reminder, by completing this survey, you consent to participating in this research. If you have questions about this research or need an additional copy of the fact sheet presented to you at the One Act training, please contact Stephanie McClure (mcclures@onid.orst.edu), or Mehra Shirazi (Mehra.Shirazi@oregonstate.edu).

Please provide the first letter in your LAST name and the last four digits of your OSU ID. — — — — —

Please respond to the following regarding One Act training:

1. **Did you complete the entire three-hour training?**   Yes   No

2. **Did you sign the One Act pledge at the end of the training?**   Yes   No   Not Applicable

3. **Did you complete your 48-hour One Act you pledged to do at the end of the training?**   Yes   No   Not Applicable

Researchers commonly ask similar questions repeatedly to make a survey as rigorous as possible. When we ask similar questions about the same topics repeatedly here, please know that we are <u>not</u> trying to trick you. Please also keep in mind that there are no right or wrong answers to any of these questions. Your honest response to these questions will help us to evaluate how well One Act is working here at OSU. Again, thank you for taking time to complete this survey.

Please indicate your agreement with the following statements along **a scale of 1 to 5, with (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree.** Please think about your own personal attitudes and beliefs when answering these questions.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Males and females should share the expenses of a date.	1	2	3	4	5
2. I believe that talking about sex destroys the romance of that particular moment.	1	2	3	4	5
3. If a woman dresses in a sexy dress she is asking for sex.	1	2	3	4	5
4. If a woman asks a man out on a date then she is definitely interested in having sex.	1	2	3	4	5
5. In the majority of date rapes the victim is promiscuous or has a bad reputation.	1	2	3	4	5
6. A man is entitled to intercourse if his partner had agreed to it but at the last moment changed her mind.	1	2	3	4	5
7. Many women pretend they don't want to have sex because they don't want to appear "easy."	1	2	3	4	5
8. A man can control his behavior no matter how sexually aroused he feels.	1	2	3	4	5
11. The degree of a woman's resistance should be a major factor in determining if a rape has occurred.	1	2	3	4	5
12. When a woman says "no" to sex what she really means is "maybe."	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. If a woman lets a man buy her dinner or pay for a movie or drinks, she owes him sex.	1	2	3	4	5
14. Women provoke rape by their behavior.	1	2	3	4	5
15. Women often lie about being raped to get back at their dates.	1	2	3	4	5
16. It is okay to pressure a date to drink alcohol in order to improve one's chances of getting one's date to have sex.	1	2	3	4	5
17. When a woman asks her date back to her place, I expect that something sexual will take place.	1	2	3	4	5
18. Date rapists are usually motivated by overwhelming, unfulfilled sexual desire.	1	2	3	4	5
19. In most cases when a woman was raped, she was asking for it.	1	2	3	4	5
20. When a woman fondles a man's genitals, it means she has consented to sexual intercourse.	1	2	3	4	5

For the next three sections of questions, please keep in mind the following definitions:
Sexual assault – by sexual assault we are referring to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance (ie. harassment), persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, vaginal penetration.
Abusive relationships – by abusive relationships we are referring to a range of behaviors that involve the use of physical force or threats of force against an intimate partner including slapping, punching, throwing objects, threatening with weapons or threatening physical harm as well as emotional abuse (manipulation, coercion, isolation).
Acquaintances – people you know a little but not enough to consider them friends. For example, you have been in class with them or members of the same organization.
Strangers – people you may recognize by sight from campus or may not have met before but people you haven't really had any formal contact with before.
Intervene or Do Something – acting in some way to prevent a problematic situation. May include asking for help, creating a distraction, talking directly, or other preventative action.

Section I
Please read each of the following behaviors. Indicate in the column *Confidence* how confident you are that you could do them. Rate your degree of confidence by recording a whole number from 0 to 100 using the scale given below:

0		10	20	30	40	50	60	70	80	90	100

can't
very
do   uncertain   certain
certain

quite   moderately

Confidence	
1. Express my discomfort if someone says that rape victims are to blame for being raped	_____%
2. Call for help (i.e. call 911) if I hear someone in my dorm or apartment yelling "help."	_____%
3. Talk to a friend who I suspect is in an abusive relationship.	_____%
4. Get help and resources for a friend who tells me they have been raped.	_____%
5. Ask a stranger who looks very upset at a party if they are ok or need help.	_____%
6. Ask a friend if they need to be walked home from a party.	_____%
7. Ask a stranger if they need to be walked home from a party.	_____%
8. Speak up in class if a professor is providing misinformation about sexual assault.	_____%
9. Challenge or criticize a friend who tells me that they took advantage of someone sexually.	_____%
10. Challenge or criticize a friend who tells me that they had sex with someone who was passed out or too drunk to give consent	_____%
11. Do something to prevent someone from taking a very drunk person upstairs at party if I suspected they might take sexual advantage of them.	_____%
12. Do something if I see a woman who looks very uncomfortable surrounded by a group of men at a party.	_____%
13. Do something if I see someone repeatedly physically groping others at a party without their permission.	_____%
14. Speak up to someone who is making excuses for using physical force in relationship.	_____%
15. Speak up to someone who is calling their partner names or swearing at them.	_____%

Section II.
Keeping in mind the previous definitions, please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale: (1) Not at all likely through (5) Extremely likely

1.	Think through the pros and cons of different ways I might intervene if I see an instance of sexual violence.	1	2	3	4	5
2.	Express concern to a friend if I see their partner exhibiting very jealous behavior and trying to control my friend.	1	2	3	4	5
3.	If an acquaintance has had too much to drink, I ask them if they need to be walked home from the party	1	2	3	4	5
4.	Indicate my displeasure when I hear offensive jokes being made.	1	2	3	4	5
5.	If an acquaintance is being yelled at or shoved by their partner, I ask if they need help.	1	2	3	4	5
6.	Express disagreement with a friend who says	1	2	3	4	5

	forcing someone to have sex is okay.					
7.	If I saw a friend taking an intoxicated person back to their room I would intervene.	1	2	3	4	5
8.	Go with my friend to talk with someone (e.g. police, counselor, crisis center, resident advisor) about an unwanted sexual experience.	1	2	3	4	5
9.	Enlist the help of others if an intoxicated acquaintance is being taken to a bedroom at a party.	1	2	3	4	5

Section III.

Keeping in mind the previous definitions, now please read the list below and circle yes for all the items indicating behaviors in which you have actually engaged IN THE LAST 2 MONTHS.

If you have not engaged in these behaviors, please indicate that no you have not engaged in them but *did* have the opportunity to do so ("No"), or no you have not engaged in them because you *did not* have an opportunity to do so (Not applicable or "N/A").

1.	Thought through the pros and cons of different ways I might intervene when I saw an instance of sexual violence.	Yes	No	N/A
2.	Spoke up if I heard someone say "she deserved to be raped."	Yes	No	N/A
3.	Asked for verbal consent when I was intimate with my partner, even if we are in a long-term relationship.	Yes	No	N/A
4.	Made sure I left the party with the same people I came with.	Yes	No	N/A
5.	I talked with my friends about going to parties together and staying together and leaving together.	Yes	No	N/A
6.	I talked with my friends about watching each others' drinks.	Yes	No	N/A
7.	I talked with my friends about sexual and intimate partner violence as an issue for our community.	Yes	No	N/A
8.	I expressed concern to a friend if I see their partner exhibiting very jealous behavior and trying to control my friend.	Yes	No	N/A
9.	If a friend had too much to drink, I asked them if they needed to be walked home from the party.	Yes	No	N/A
10.	I told a friend if I thought their drink may have been spiked with a drug.	Yes	No	N/A
11.	I talked with friends about what makes a relationship abusive and what warning signs might be.	Yes	No	N/A
12.	I saw a man talking to a female friend. He was sitting very close to her and by the look on her face I saw she was uncomfortable. I intervened.	Yes	No	N/A
13.	I stopped and checked in with my friend who looked very intoxicated when he/she was being taken upstairs at a party.	Yes	No	N/A
14.	Asked a friend who seemed upset if they are okay or need help.	Yes	No	N/A
15.	Approached a friend if I thought they were in an abusive relationship and let them know that I'm here to help.	Yes	No	N/A
16.	Expressed disagreement with a friend who says having sex with someone who is passed out or very intoxicated is okay.	Yes	No	N/A

17.	Indicated my displeasure when I heard sexist jokes or comments.	Yes	No	N/A
18.	Indicated my displeasure when I heard racist jokes or comments.	Yes	No	N/A
19.	Indicated my displeasure when I heard homophobic jokes or comments.	Yes	No	N/A
20.	Indicated my displeasure when I heard catcalls.	Yes	No	N/A

21.	If I heard a friend insulting their partner I said something to them.	Yes	No	N/A
22.	Walked a friend home from a party who had too much to drink	Yes	No	N/A
23.	Watched my friends' drinks at parties.	Yes	No	N/A
24.	Made sure friends left the party with the same people they came with.	Yes	No	N/A
25.	Went with my friend to talk with someone (e.g. police, counselor, crisis center, resident advisor) about an unwanted sexual experience or physical violence in their relationship	Yes	No	N/A
26.	Talked to my friends or acquaintances to make sure we don't leave an intoxicated friend behind at a party.	Yes	No	N/A
27.	If I noticed someone has a large bruise, I asked how he/she was hurt.	Yes	No	N/A
28.	If I heard someone say "that test raped me," I explained how using the word rape in everyday situations is inappropriate.	Yes	No	N/A
29.	I shared information and/or statistics with my friends about interpersonal violence.	Yes	No	N/A
30.	I decided with my friends in advance of going out whether or not I would leave with anyone other than the person/people with whom I arrived.	Yes	No	N/A

Which bystander behaviors that you have done have been most successful and why?

Which bystander behaviors that you have done have been least successful and why?

Is there anything else you want to tell us about your experience at OSU as an active bystander?
        Yes (please explain)
        No

Appendix C: Focus Group Plan

Welcome and Overview (3 minutes)

Hello, my name is Mehra Shirazi and I'm with the OSU Women, Gender, & Sexuality Studies Department. Thank you for taking the time to participate in a focus group on the effectiveness of OSU's One Act Bystander Intervention Program. This focus group is part of a larger research project that is being conducted to learn about the effectiveness of the One Act Bystander Intervention Program in giving participants knowledge and skills that will be useful to them in combating sexual assault and dating violence. This research also hopes to discover the needs in the OSU Student community and how to best tailor programming to fit those needs.

You are a group of people who attend college here and are taking WGSS 223, which has implemented the One Act Bystander Intervention curriculum. We would like to hear from you about the ways in which this curriculum has or has not met your needs, and also the changes you would suggest so that this program could better meet your needs.

During this focus group I will ask questions and facilitate a conversation about how OSU's One Act Bystander Intervention Program might be able to help you increase your knowledge and skill base to confidently address issues of sexual and dating violence. Please keep in mind that there are no "right" or "wrong" answers to any of the questions I will ask. The purpose is to stimulate conversation and hear the opinions of everyone in the room. I hope you will be comfortable speaking honestly and sharing your ideas with us.

Mandatory Reporting (5 minutes)

Please note that this session will be recorded to ensure we adequately capture your ideas during the conversation. However, the comments from the focus group will remain confidential and your name will not be attached to any comments you make, with three exceptions. The first exception is if you disclose any information regarding child abuse. Under Oregon law, researchers are required to report to the appropriate authorities any information concerning child abuse or neglect. The second exception is if you disclose sexual harassment or violence when either an OSU student, staff, or faculty member is alleged to have perpetrated the act, or the act occurred on OSU property or during an OSU activity, and the act has created continuing effects for the survivor in the educational setting. As the researchers of this study are employees of OSU we are required to consult with OSU Office of Equity and Inclusion on these disclosures. The last exception is if there are any threats of harm to self or to others disclosed, which also must be reported to the appropriate authorities.

Does anyone have any questions about these three exceptions? Can anyone repeat them all to me?

OK, those are the three exceptions. All other comments will be kept confidential and your name will not be attached to any comments you make.

Ground Rules (5 minutes)

OK to ensure that we have a productive focus group and everyone gets equal opportunity to share with the group let's go over some group agreements, these are sometimes called "ground rules" or "useful practices." We ask that you keep these agreements in mind during the discussion.

1. Listen to understand: Listen carefully to the other speakers and to your own reactions;

2. Respect: Accept the validity of another viewpoint even if you disagree, and wait until someone is done speaking before offering your opinion;

3. Speak up: Share your views thoroughly and honestly with everyone;

4. Suspend judgment: consider the possibility that others may be right or have an approach that you had not considered.

5. Participate fully: we are here to hear about everyone's experience and elicit the wisdom each of you has. You all are the experts and we ask that you all participate to the best of your ability.

6. Please keep everything we hear today private, and do not share any of the information discussed within this focus group outside this focus group.

7. Lastly, we ask that you state your pseudonym each time before you talk. This is so we can tell when different people are speaking when we listen to the recording.

Do you have any questions or concerns to discuss before we begin?

Consent Form (10 minutes)

Now let's go over the consent form *(pass the consent form out to the participants, and read the form)*. Does anyone have any questions about the consent form? Can anyone tell me what this study is asking of you? *(If no questions pass around pens and have participants sign the form, if questions answer them and then have participants sign the form)*.

Introductions and Opening (5 minutes)

Ok now we would ask that you all put your pseudonym or name on the nametags provided.
*   Let's do a quick round of introductions. Can each of you tell the group your name or pseudonym, why you are taking the WGSS 223 course, if you've done any training like the One Act Bystander Intervention Program before, and your favorite activity to do when not doing schoolwork?

Facilitator Note: the following questions are here to help guide discussion and are not meant to be read verbatim.

Assessment of the curriculum (15 minutes)
*   What aspect of the curriculum did you feel was most effective?
*   What aspect of the curriculum do you feel could be changed?
    o Why?
*   What aspect of the curriculum do you feel could be improved?
    o What did you feel was lacking?

Curriculum audience (10 minutes)
*   If you were to recommend this curriculum to other students what kinds of students or student groups would you recommend it to?
*   Do you feel other students at OSU should receive this curriculum? Please explain your reasoning.
*   Do you think that this curriculum should be mandatory for OSU students to participate in (or certain populations of OSU students)?
    o If so how would you suggest OSU make sure all students receive this curriculum (examples include: DPD courses, orientation, a specific class dedicated to it)?

Curriculum promotion (10 minutes)
*   What do you think would be the most effective way to get OSU students interested in participating in this curriculum?

Curriculum experience (20 minutes)
*   Tell me about your experience participating in the One Act Bystander Intervention curriculum?
*   How has this curriculum impacted your life?

- In what ways do you feel more or less confident in your ability to address issues of violence in a safe way?

Summary and Wrap UP (10 minutes)
Facilitator Note: Give a 2-3 minute summary of what has been said.
- Did I accurately sum up what was said?
- Is there anything else you'd like to say?
- Did we miss anything?

Thank you all for participating in this focus group and for expressing your opinions here today. We learned a lot about your experiences and got a lot of really great ideas from you all. This information will be extremely helpful in shaping OSU's One Act Bystander Intervention Program to meet the needs of OSU students like you! To ensure that we accurately captured your words, views and opinions we will provide you with an opportunity to look over our notes once they have been fully transcribed. If you do not want us to contact you with a transcript of your comments please just let us know.

Thank you so much for your time!