

## ABSTRACT

Title of Dissertation: PREDICTING UNIVERSITY FRESHMEN'S PERCEPTIONS OF THE OCCURRENCE OF DATE RAPE AS DEPICTED IN TWO VIDEOTAPED SCENARIOS

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The purpose of this study was to investigate the degree to which certain variables (social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, level of dating skills and social assertiveness, and perceived susceptibility related to date rape) predict university freshmen's perception of whether or not date rape occurred as depicted in two videotaped scenarios. Freshmen students enrolled in an orientation course (N = 232) during Fall semester 1993 completed a voluntary and anonymous pretest questionnaire. The questionnaire consisted of six scales developed to measure the variables listed above; in addition to, demographic variables and items related to sexual behavior. Within two class periods of completing the pre-test questionnaire, students viewed a 15-minute videotape depicting two potential date rape scenarios (one scenario presented the situation from the male character's point of view [MARK], the other scenario was from the female character's point of view [SUZANNE]). Immediately following the videotape, students completed a brief post-video questionnaire to assess their perceptions of the occurrence of date rape in the two scenarios.

Multivariate and univariate analyses of variance were completed to assess differences in independent measures based on perception of the occurrence of date rape. Of the variables explored, the only one which provided any consistent significant findings was gender. For both scenarios, females were more likely than males to perceive the situation as date rape. With regard to social context of drinking, some of the results hinted at a possible link between social context of drinking and the perceptions of the occurrence of date rape. Subjects who reported SUZANNE as being "date rape with some doubt" were more likely to use alcohol 1) to provide relief from external pressures; 2) in the context of close family members or friends; and 3) to conform to the norms of the group. Further analyses suggested that males who drink in certain social contexts reported more doubt regarding the occurrence of date rape for SUZANNE. This exploratory research study provides a broad foundation for future research related to predicting college students' perceptions of the occurrence of date rape.

PREDICTING UNIVERSITY FRESHMEN'S PERCEPTIONS OF  
THE OCCURRENCE OF DATE RAPE AS DEPICTED  
IN TWO VIDEOTAPED SCENARIOS

by

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Dissertation submitted to the Faculty of the Graduate School  
of The University of Maryland in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy  
1994

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## DEDICATION

To all graduate students -

We choose to pursue the completion of a graduate degree, but can only successfully accomplish our goal through perseverance, and support and encouragement from one another.

## ACKNOWLEDGMENTS

My sincere appreciation is extended to those people who assisted me in the completion of this project.

I could not have selected a better committee with which to work. I thank Dr. Robin G. Sawyer, Dr. Linda L. Alexander, Dr. Glen G. Gilbert, Dr. Margaret W. Bridwell, and Dr. Norman B. Epstein for their encouragement and support.

I would like to thank Dr. Kenneth H. Beck for directing this project. His continuous guidance is greatly appreciated. Additionally, I thank him for making this project a positive and enjoyable learning experience.

A special thanks to Dr. Sharon Desmond for her statistical expertise and moral support. Her willingness to assist me with this project was invaluable. Furthermore, I am grateful to her assuming the role of mentor for me - thank you.

Lastly, I would like to give a special thanks to Brian, and our parents, Clyde and Mary Lou Matthews, and Jim and Alice Wilkes. I sincerely thank each one of them for their unending patience, love, and support. My parents instilled in me the desire and discipline to take on and accomplish life's endless challenges - thank you with all of my heart. Brian was with me every step of the way - to help me, to listen to me, to give me a hug. Thank you for being there.

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## CHAPTER I

### INTRODUCTION

In the past decade the issue of acquaintance rape has received increasing attention. Sparked by the landmark study conducted by Koss in 1982 (Warsaw, 1988), which produced some of the most often cited figures regarding acquaintance rape, other researchers have further investigated the incidence and prevalence of date rape, the profile of assailants and victims, the effects on the victims, and factors that may contribute to the occurrence of acquaintance rape (Goodchilds, Zellman, Johnson & Giarrusso, 1988; Koss, 1989; Lundberg-Love & Geffner, 1989; Muehlenhard & Linton, 1987; Ward, Chapman, Cohn, White & Williams, 1991).

Rape, simply defined, is the occurrence of intercourse with a person, by force or threat of force, against the person's will and without consent of the person (Benson, Charlton, & Goodhart, 1992; Parrot, 1988; National Victim Center, 1992). Acquaintance rape diverges from the stereotypical rape involving 'the stranger behind the bushes' by occurring in a more social context in which the assailant and the victim know each other, and where consensual sex is a possibility (Bechhofer & Parrot, 1991). Although used interchangeably, the terms acquaintance rape and date rape do not have the same meaning. Date rape is considered one form of acquaintance rape. Parrot and Bechhofer (1991) defined acquaintance rape as nonconsensual sex between people who know each other, and defined date rape as nonconsensual sex between people who are dating or on a date. Although males and females can be

either assailants or victims of acquaintance rape, the occurrence seems to be predominately a heterosexual phenomena of female victim and male assailant (Benson, et al., 1992). The age group deemed most at risk for acquaintance rape are people aged 18 - 24, since they are experiencing the most active dating stage of their life, and dating frequency is one of the best predictors of involvement in sexual assault. Since college students typically fall within the age range of people most at risk for acquaintance rape, the majority of studies have utilized college students as subjects (Bechhofer & Parrot, 1991; Koss, 1985). However, the total population of 18 - 24 year olds may not be represented by the subgroup of college students.

Until the early 1980's, the phenomenon of date or acquaintance rape had barely been recognized. Then, in 1982, the research findings of Dr. Mary Koss were published in *Ms.* magazine. Results from this large national study revealed some startling facts about rape such as: 1) more than one in four college-aged women had been the victims of rape or attempted rape; 2) 84% of the victims knew their assailants; 3) 57% of the assaults occurred on dates; and 4) 73% of the assailants and 55% of the victims had used alcohol or other drugs prior to the assault (Parrot & Bechhofer, 1991; Warsaw, 1988).

A variety of studies have provided further information regarding the public's perception of acquaintance rape, and the occurrence of date and acquaintance rape. A study by Goodchilds, et al. (1988) found that adolescents seemed relatively accepting of forced sex in certain circumstances, such as when a woman has "led a man on," or when a

woman says she's going to have sex with a man then changes her mind. Additionally, Malamuth (1981) reported that 35 percent of the college men surveyed reported some likelihood that they would rape if they could be assured of not getting caught. Moreover, another study found that one in 12 college men admitted to committing acts that met the legal definition of rape (Koss, 1989), and Bechhofer and Parrot (1991) cited that the majority of rapes occurred in the victim's or perpetrator's place of residence.

Risk factors for acquaintance rape, factors that may contribute to the occurrence of date or acquaintance rape, have been investigated by many researchers (Bausell, Bausell & Siegel, 1991; Miller & Marshall, 1987; Muehlenhard, 1988; Muehlenhard & Linton, 1987; Mynatt & Allgeier, 1990; Ward, et al., 1991). For example, Ward, et al., (1991) found that incidents of unwanted sexual activity are associated with alcohol use by both the male and the female; in addition to being party-related, occurring at or after parties, and occurring in dorms or off-campus apartments. Mynatt and Allgeier (1990), in a study of women who reported experiencing sexual coercion, found that subjects who were less assertive, who had been coerced by someone they knew well, who had been coerced by less physical means, and who reported less physical injury, tended to report themselves as being more responsible for the sexually coercive incident, as opposed to the other person or the situation being responsible for the incident. Another study concerning responsibility attributions (Muehlenhard, 1988) found that male and female subjects, given a certain scenario, placed more responsibility on

the female when she asked the man out, went to his apartment or let him pay the dating expenses.

The present literature review found only one study which investigated observers' perception of whether rape occurred in a dating situation between a man and a woman, and further investigated differences between those who perceived date rape and those who did not perceive date rape (Shotland & Goodstein, 1983). Each subject (N = 287) was asked to read a scenario which graphically described a sexual act in the context of a date between a woman and a man, and to complete a questionnaire. Twelve versions of the scenario existed, varying in terms of the onset of protest by the victim, the type of protest, and the amount of force used by the man.

Results indicated that subjects were more likely to perceive the situation as rape when the woman protested verbally and physically, when onset of protest occurred early or in the middle of the scenario, and when at least moderate force was used by the man. Concerning differences between subjects who perceived date rape and subjects who did not perceive date rape, subjects with more egalitarian views related to sex role attitudes were more likely to perceive the situation as rape.

Many of the variables cited as risk factors for the occurrence of date/acquaintance rape have also been addressed in discussions regarding the prevention of acquaintance rape on college campuses (Ward, et al., , 1991; Parrot, 1990; Roark, 1989). Primary prevention suggestions have focused on educational programs which 1) help students assess their personal risk and vulnerability to an acquaintance

rape situation, 2) allow examination of their personal attitudes and values, and 3) build skills to avoid or escape risky situations (Roark, 1989). Other suggestions have included providing information which 1) dispels rape myths, 2) clearly associates the risks of acquaintance rape to the use of alcohol, and 3) advises clear communication of sexual desires or intent (Ward, et al., 1991; Parrot, 1990).

### Problem Statement

The study investigated the degree to which certain characteristics of university freshmen (social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, level of dating competence and social assertiveness, and perceived susceptibility related to date rape) predicted their perception of whether or not date rape occurred as depicted in two videotaped scenarios.

### Rationale

Although much research has been done in the area of acquaintance or date rape, one major void was identified. This void was the assessment of whether or not college students perceive the occurrence of date/acquaintance rape in a given situation, and the assessment of characteristic differences between those who perceive date rape and those who do not perceive date rape. No theoretical model or framework was identified for investigating differences in characteristics of college students based on their perception of the occurrence of date rape. Therefore, selected characteristics and behaviors of college students were identified and included in this study based on their link to the issue of date rape, as supported by the literature. The selected



characteristics and behaviors included: social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, level of dating skills and assertiveness, and perceived susceptibility related to date rape.

The relationship between alcohol consumption and acquaintance rape has been linked by a variety researchers (Bausell, et al., 1991; Koss & Dinero, 1989; Muehlenhard & Linton, 1987; and Ward et al., 1991). For example, Muehlenhard and Linton (1987), reported that 55% of male subjects who acknowledged committing sexual assault on a date were admittedly under the influence of alcohol at the time of the assault. In the same study, 53% of the females who reported experiencing sexual aggression on a date were under the influence of alcohol at the time of the assault. Koss and Dinero (1989) found that alcohol use at the time of the attack was one of the four strongest predictors of the likelihood of a college woman being raped. Furthermore, Bausell and colleagues (1991) reported that victims of date rape compared to victims of nonsexually related crimes reported more alcohol use in general, and were more likely to have used alcohol around the time of the crime incident.

Certainly the use of alcohol is only a contributing factor to the occurrence of acquaintance rape; however, it is a contributing factor for both females, as victims, and males, as perpetrators. For females, alcohol consumption can lead to poor sending and receiving of friendly or sexual cues, diminished coping responses, stereotypes of the drinking woman, and an increased sense of self-responsibility related to sexual activity. For males, alcohol consumption can lead to power and sex-related alcohol use expectancies, misperceptions of a woman's sexual

intent, and may be used as an excuse for socially unacceptable behavior (Abbey, 1991).

Since alcohol use by both genders limits cognitive processing, clear communication on both sides is prevented. More specifically, a females' use of alcohol may prevent her from realizing that her friendly behavior is being perceived as seduction; or prevent her from noticing her date's persistent attempts to get her into an isolated location or encourage her to consume even more alcohol. When a male uses alcohol, the interference of clear communication typically results from the misinterpretation of friendly cues as sexual cues; thus, leading men to behave as if sex is going to occur. In this case, the woman may view the situation as sexual assault, whereas the man may view it as simply a seduction, due to the misinterpretation or miscommunication (Abbey, 1991).

The link between alcohol use and poor sexual communication is evident by the research; however, what is not known is the role that alcohol plays in perceiving whether or not a situation is a potential date rape situation. It would be difficult, let alone unethical, to have college students consume varying amounts of alcohol and then view a possible date rape scenario to assess those who perceived the situation as date rape versus those who did not perceive the situation as date rape. A more appropriate method for investigating this may be to assess alcohol use intensity and its association with one's perception of the occurrence of date rape.

Another factor linked to the occurrence of date rape, and alcohol use, is the location, environment or milieu in which the activities take place. Ward, et al., (1991) asked female college students to provide characteristics of the most serious, unwanted sexual activity incident they reported experiencing. Alcohol use by males was reported in over 75% of all types of unwanted sexual activity, and by females in over half of all experiences. Concerning the occasion of the experience, the majority of all unwanted sexual activity incidents were considered party-related, occurring at or after parties. Bausell, et al., (1991) conducted a study linking the use of drugs and alcohol to the occurrence of college student crime or victimization therefrom. As part of the study, respondents were asked to provide a description of the most serious victimization that had befallen them. Analyses on date rape victimization compared to other, nonsexually-related victimizations found that date rape victims reported more alcohol use, in general, and were almost three times as likely to have used alcohol around the time of the incident. Furthermore, date rape was more likely to have occurred in association with some sort of partying activity. Specifically related to the milieu in which the crime occurred, alcohol use was significantly greater under partying conditions than it was for other conditions, and sexual crimes were most likely to occur as a function of dating, and very likely to occur in the context of a party environment. This study strongly linked the triangulation of a party environment, alcohol use, and the occurrence of date rape.

This contextual link between alcohol use and date rape supports further investigation of the context in which alcohol use occurs and its

association with the occurrence of date rape. However, a related issue that has not been explored is the relationship between the context in which college students use alcohol and their perception of the occurrence of date rape.

The context in which college students use alcohol has been researched utilizing the Social Context of Drinking scale (Thombs, Beck & Pleace, 1993). The construct, identified as "social context," explains the social psychological factors that influence alcohol use. More specifically, the construct describes an individual's immediate social environment in which intrapersonal variables (beliefs, expectancies, and mood) interact reciprocally with situational variables (time of day, location, and contact with peers) (Thombs, Beck, Mahoney, Bromley & Bexon, 1994).

Six factors or subscales for the social context of drinking were identified by the developers: Social Facilitation, Emotional Pain, Relaxation, Motor Vehicle, Communion, and Peer Acceptance. The Social Facilitation subscale was described as "the context in which young people are free to interact with one another in the absence of adult authority figures...in an environment of conviviality and fun" (Thombs, et al., 1993, pg. 65). The second subscale, Emotional Pain referred to the use of alcohol to help manage or correct negative affective states resulting from internal conflict (i.e., "to feel better about one's self", or "to gain a sense of well being"). The Relaxation subscale appeared to be linked to drinking for relief from external pressures (i.e., academic demands or work responsibilities). The Motor Vehicle subscale was focusing on the close relationship that alcohol use has with vehicular

travel such as drinking "while driving around". The fifth subscale, Communion, referred to drinking in a relatively intimate context with which alcohol is shared among close friends or family members. Lastly, the sixth subscale, Peer Acceptance, described drinking as being motivated by a desire to conform to the norms of the group. An investigation of the relationship between the social context of drinking and perception of the occurrence of date rape could provide a basis for identifying differences between those who perceive a given situation to be date rape and those who do not perceive the same situation to be date rape. It may be, for example, that persons who drink in the context of social facilitation or peer acceptance are less likely to perceive a given situation as date rape. If this is the case, these persons may be less likely to implement appropriate prevention techniques; thus, becoming involved with a potential date rape situation and not even recognize it. This speculation is supported by the link between alcohol use, a social environment, and the occurrence of date rape, as cited by Ward, et al. (1991) and Bausell, et al. (1991).

Several studies have focused on the issue of reported sexual victimization by women and of reported sexual aggression by men (Koss, Leonard, Beezley, & Oros, 1985; Aizenman & Kelley, 1988; and Koss & Dinero, 1989). However, the approach has been to dichotomize subjects based on their experience with sexually aggressive behavior (have experienced versus have not experienced), followed by the attempt to identify contributing factors for the behavior or the experience. No studies were found that assessed the relationship between subjects' experience

of sexually aggressive behavior and their perception of whether or not a given scenario was considered rape. Therefore, it is not known whether prior experience of sexually aggressive behavior influences one's perception of a potential date rape situation.

Concerning the issue of assertiveness, Mann, Hecht and Valentine (1988) stated that, even though certain sexual attitudes create a climate in which date rape can exist, it is the passivity and lack of assertiveness of individuals that often allows date rape to manifest itself. Mynatt and Allgeier (1990) touched on the area of assertion by identifying that women who were assessed as being less assertive seemed to report themselves as being more responsible for the occurrence of a sexually coercive incident. In addition, the development of assertiveness skills has been included in acquaintance rape prevention programs (Cummings, 1992; Ward, et al., 1991). As defined by Alberti and Emmons (1990, pg. 7), assertiveness is the "behavior which enables a person to act in his/her own best interests, to stand up for him/herself without undue anxiety, to express his/her honest feelings comfortably, or to exercise his/her own rights without denying the rights of others". Behaviorally, the primary focus of assertiveness training is to reduce the anxiety evoked from interpersonal relationships (Wolpe, 1969); thus, facilitating effective communication (Hollandsworth, 1977).

The issue of effective communication, or lack of, in sexual situations was discussed specifically in two studies (Sawyer, Desmond & Lucke, 1993; Muehlenhard & Hollabaugh, 1988). Muehlenhard and Hollabaugh (1988) reported that a substantial number of undergraduate



women (39% of 610) had, on at least one occasion, engaged in "token resistance", or saying "no" when they did not mean it. Suggested implications for token resistance included the discouragement of honest communication, the perpetuation of restrictive gender roles for women and the encouragement of men to ignore women's refusals. Sawyer, et al., (1993) investigated gender differences in communicating about sex, dating and social situations. Results from 543 college students indicated that females (61%), compared to males (33%), were more likely to disagree that women give misleading messages that can contribute to rape. This means that approximately 40% of the women, and almost 70% of the men, agreed that women do give misleading messages.

Collectively, the results of these studies illustrated that beliefs of traditional sexual scripts continue to exist and misleading messages are often communicated between people, thus exacerbating the potential for rape. Since the prevention of date rape focuses on clear communication, and assertiveness is a major factor in communicating clear messages, the inclusion in this study of the assessment of assertiveness in social situations seemed appropriate. Of particular interest was the investigation of whether level of students' own assertive behavior predicted their perception of the occurrence of date rape in a given situation.

Perceived susceptibility was recognized as an issue related to primary prevention of acquaintance rape when it was suggested that educational programs focus on helping students assess their personal risk and vulnerability to an acquaintance rape situation (Roark, 1989). As

defined by Maiman and Becker (1974), perceived susceptibility is a component of the Health Belief Model (HBM) which relates to an individual's subjective perception of the risk or vulnerability to a specific condition. Viewed as one of the major theoretical constructs for the examination of preventive health behavior, the HBM has been tested and supported in a variety of investigations. Additionally, the component of perceived susceptibility was determined to be a strong contributor to understanding a variety of preventive health behaviors, such as obtaining preventive medical checkups, participating in an inoculation program, and completing breast self-examinations (Janz & Becker, 1984). More recently, perceived susceptibility was deemed a contributing factor in predicting adolescents intentions to adopt safer sex behaviors (Petosa & Jackson, 1991).

For the present study, the specific condition related to perceived susceptibility was date rape. The risk for females was being date raped, while the risk for males was being accused of date rape. This situation was supported by the fact that the vast majority of acquaintance rapes occur in a heterosexual context in which the victim is female and the assailant is male (Benson, et al., 1992). Perceived susceptibility was included in this study to investigate whether college freshmen, who perceived themselves at risk of being involved with a date rape situation, reported a different perception of whether a situation was considered date rape than those who did not perceive themselves at risk.

Date rape is not a black and white issue, and many factors may influence the occurrence of date rape. For this reason it is vital to



understand what college students, those at risk of date rape, perceive to be a potential date rape situation. Furthermore, for health educators involved in the primary prevention of date rape, identifying common characteristics and behaviors of those who perceive a situation as date rape versus those who do not perceive the same situation as date rape may guide the development and implementation of effective date rape prevention programs.

#### Research Question and Predictive Hypotheses

In general, this research study addressed the following question: Do the selected independent variables (social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, dating and assertion skills, and perceived susceptibility related to date rape) predict university freshmen's perception of the occurrence of date rape as depicted in two viewed, videotaped scenarios? More specifically, the study addressed the following predictive hypotheses for each of the two videotaped scenarios:

- H1. The six subscales, representing the Social Context of Drinking, will be predictors of students' perception of the occurrence of date rape in a viewed, videotaped scenario.
- H2. Students' reported alcohol use intensity will predict their perception of the occurrence of date rape in a viewed, videotaped scenario.
- H3. Students' reported level of social assertiveness and dating competence will predict their perception of the occurrence of date rape in a viewed, videotaped scenario.

- H4. Students' reported level of experience with sexually aggressive behavior will predict their perception of the occurrence of date rape in a viewed, videotaped scenario.
- H5. Students' perceived susceptibility related to date rape will predict their perception of the occurrence of date rape in a viewed, videotaped scenario.
- H6. Students' demographic characteristics (age and race) and their reported sexual behavior (experience of sexual intercourse, number of sexual partners, status of current sexual relationship and length of current sexual relationship) will predict their perception of the occurrence of date rape in a viewed, videotaped scenario.

#### Delimitations of the Study

The delimitations of the study follow:

1. The study was restricted to freshmen students enrolled in an orientation course at the University of Maryland.
2. The questionnaires were administered during Fall 1993 semester.
3. The assessment of selected variables were delimited to those items addressed on the questionnaires.
4. Perceptions were delimited to the two scenarios portrayed in a viewed videotape.

#### Limitations of the Study

The study had limitations which follow:

1. Any generalizations of the findings of this study should be limited to freshman students enrolled at the University of Maryland.
2. Any generalizations regarding perceptions of the occurrence of date rape should be limited to perceptions based on the videotape that was used for this study.
3. The use of self-report measures may be prone to selective memory, distortion of the item, or social desirability of response.

#### Assumptions of the Study

Basic assumptions of the study follow:

1. Questionnaire administration and data collection procedures were appropriate and consistent.
2. Subjects accurately followed the instructions for completing the questionnaires.

#### Definitions

Acquaintance rape - nonconsensual sex between adults who know each other, or nonconsensual sex between adults who are not strangers to one another. The acquaintance relationship may be any one of a variety of acquaintanceships such as platonic, dating, marital, professional, academic, or familial (Bechhofer & Parrot, 1991).

Assertiveness - the "behavior which enables a person to act in his/her own best interests, to stand up for him/herself without undue anxiety, to express his/her honest feelings comfortably, or to exercise his/her own rights without denying the rights of others" (Alberti & Emmons,

1990, pg. 7). Level of assertiveness, related to social settings, was measured utilizing the assertion subscale of the Dating and Assertion Questionnaire (Levenson & Gottman, 1978).

Date rape - one form of acquaintance rape; however a narrower term referring to consensual sex between people who are dating or on a date (Bechhofer & Parrot, 1991).

Dating Competence - social competence in dating situations (Levenson & Gottman, 1978). Social competence has been defined as an individual's ability to communicate understanding, interest, or rapport to another person (Greenwald, 1977). Dating competence was measured utilizing the dating subscale of the Dating and Assertion Questionnaire (Levenson & Gottman, 1978).

Perceived susceptibility - a component of the Health Belief Model which relates to an individual's subjective perception of the risk or vulnerability to a specific condition (Maiman & Becker, 1974). Assessed by items developed by the researcher, items for male respondents assessed perceived susceptibility for being accused of date rape; items for female respondents assessed perceived susceptibility for being date raped.

Rape - engaging in intercourse with a person, by force or threat of force, against the victim's will and without the victim's consent (Benson, et al., 1992; Burt, 1991; National Victim Center, 1992).

Social context of drinking - a combination of intrapersonal motivations and immediate environmental variables which influence alcohol use. Assessed by a scale designed to measure the combined influence of

intrapersonal and social-environmental factors that operate on youthful drinking (Thombs, Beck, & Pleace, 1993).

### Summary

The purpose of the study was to investigate the degree to which certain variables (social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, dating competence and social assertiveness, and perceived susceptibility related to date rape) predicted university freshmen's perception of whether or not date rape occurred in two videotaped scenarios. The rationale for the study was based on the apparent void in the literature regarding college students' perceptions of the occurrence of date rape in a given scenario. Moreover, differences between those who perceive the occurrence of date rape versus those who do not perceive the occurrence of date rape have not been explored. Results from the investigation of the hypotheses may provide vital information for the development and implementation of effective date rape prevention programs.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The review of related literature, organized into sections considered vital to this study, provides information regarding acquaintance rape. Specific sections include information pertaining to the definition and occurrence of acquaintance or date rape, plus information pertaining to risk factors for acquaintance rape, observers' perception of the occurrence of acquaintance rape, and issues suggested for the prevention of acquaintance rape.

#### Acquaintance Rape

In the past decade the issue of acquaintance rape has received increasing attention. Sparked by the large, national study conducted by Koss in 1982 (Warsaw, 1988), which reported that approximately one in four women in the United States will be victims of rape or attempted rape by the time they reach their mid-twenties, and that over three quarters of those assaults will occur between people who know each other, other researchers have further investigated the incidence and prevalence of date rape, the profile of assailants and victims, the effects on the victims, and factors that may contribute to the occurrence of acquaintance rape (Goodchilds, et al., 1988; Koss, 1989; Lundberg-Love & Geffner, 1989; Muehlenhard & Linton, 1987; Ward, et al., 1991;).

Rape, simply defined, is the occurrence of intercourse with a person, by force or threat of force, against the person's will and without consent of the person (Benson, et al., 1992; National Victim Center, 1992;

Parrot, 1988). Acquaintance rape, diverges from the stereotypical or commonly perceived rape: the stranger lurking behind bushes, suddenly attacking an unsuspecting victim with the use of a weapon, and immediately afterwards a severely battered victim reports the crime to the police. Acquaintance rape occurs in a more social context in which the assailant and the victim know each other, and where consensual sex is a possibility (Bechhofer & Parrot, 1991).

The terms acquaintance rape and date rape are often used interchangeably; however, they do not have the same meaning. Date rape is considered one form of acquaintance rape. Broadly speaking, the term 'acquaintance' can describe anyone who is not a stranger to someone; furthermore, it can also describe a person who is known to someone, but not considered a close friend. Hence, a variety of acquaintance relationships are possible. Parrot and Bechhofer (1991) defined acquaintance rape as nonconsensual sex between people who know each other, and defined date rape as nonconsensual sex between people who are dating or on a date. Although males and females can be either assailants or victims of acquaintance rape, the occurrence seems to be predominately a heterosexual phenomena of female victim and male assailant (Benson, et al., 1992).

Until 1982, the phenomena of date or acquaintance rape had barely been recognized. At that time, based on the research findings of Dr. Mary Koss, *Ms.* magazine published an article about a form of sexual aggression referred to as "date rape" (Parrot & Bechhofer, 1991; Warsaw, 1988). Supported by a grant from the National Institute for Mental Health,



the project consisted of a self-report questionnaire distributed to more than 6,100 students (3,187 women, 2,972 men) enrolled at 32 institutions of higher education in the United States. Results from the study are the most-often cited figures regarding acquaintance rape, and revealed some startling facts about rape, such as 1) more than one in four college-aged women had been the victims of rape or attempted rape; 2) 84% of the victims knew their assailants; 3) 57% of the assaults occurred on dates; and 4) 73% of the assailants and 55% of the victims had used alcohol or other drugs prior to the assault. More recently, data from the National Women's Study, funded by the National Institute of Drug Abuse, indicated that approximately 22% of all forcible rapes occurred when the victim was age 18-24. Furthermore and supporting reports by Koss, the study indicated that 78% of the victims were assaulted by someone they had seen before or knew well (National Victim Center, 1992).

Additional results from Koss's study provided prevalence rates on the level of sexual victimization experienced by females and the level of sexual aggression exhibited by males. Data was collected utilizing the Sexual Experience Survey (SES) (Koss, 1989; Koss & Gidycz, 1985; Koss, Gidycz, & Wisniewski, 1987; Koss, Leonard, Beezly, & Oros, 1985). The two parallel versions, one for males and one for females, consist of 10 yes-no response items, worded to portray female victimization and male aggression. An example of the items follows: (female wording) "Have you had a man attempt sexual intercourse when you didn't want to by giving you alcohol or drugs, but intercourse did not occur?" Responses are based on the time period "since age 14". Scoring of the



SES involves classifying respondents according to the most severe sexual aggression or victimization reported. Subjects responding "no" to all items were categorized as nonvictimized (females) and non-sexually aggressive (males). The label "sexual contact" represented the group who reported engaging in or experiencing sexual behavior such as fondling or kissing that did not involve attempted intercourse subsequent to the use of verbal pressure, misuse of authority, threats of harm or actual physical force. The group labeled "sexual coercion" included subjects who reported experiencing sexual intercourse subsequent to the use of verbal pressure, or misuse of authority. The groups labeled "attempted rape" or "sexual abuse" and "rape" or "sexual assault" included individuals whose experiences met legal definitions of these crimes.

Based on the highest level of sexual victimization reported, 15.4% of females were classified as being a victim of rape or sexual assault, 12.1% a victim of attempted rape or sexual abuse, 11.9% a victim of sexual coercion, 14.4% experienced sexual contact, and 46.3% were classified as non-sexually victimized. Male data indicated that 74.8% of the men had engaged in no form of sexual aggression. The most extreme level of sexual aggression ever perpetrated was sexual contact for 10.2% of the males, sexual coercion for 7.2%, attempted rape or sexual abuse for 3.3%, and rape or sexual assault for 4.4%.

A variety of studies have provided further information regarding the occurrence of date and acquaintance rape, the public's perception of acquaintance rape, as well as its lack of being reported. In researching

the public's perception of acquaintance rape, Goodchilds, et al., (1988) found that many people considered forced sex to be acceptable. Malamuth's (1981) research indicated that 35% of college men reported some likelihood that they would rape if they could be assured of not getting caught. Moreover, another study found that one in 12 college men admitted to committing acts that met the legal definition of rape (Koss, 1988), and Lundberg-Love and Geffner (1989) cited that 45% of all alleged rapists who are arrested are individuals under age 25. In addition, Bechhofer and Parrot (1991) cited that the majority of rapes occurred in the victim's or perpetrator's place of residence. Much of this research has been supported by other researchers (Aizenman & Kelley, 1988; Berger, Searles, Salem, & Pierce, 1986; Muehlenhard & Linton, 1987). Unfortunately, it is estimated that less than one percent of acquaintance rapes are reported to the police (Burkhart, 1983). The misconception that acquaintance rape is not "real" rape and the lack of reporting have contributed to the invisibility of acquaintance rape or the viewing of acquaintance rape as the hidden crime (Parrot & Bechhofer, 1991).

College students have been the most studied population for acquaintance rape. One reason is the willingness and accessibility of college students to participate in research studies. Secondly, and more importantly, people aged 18-24 are most at risk for being involved with an acquaintance rape since they are in the most active dating stage of their life, and dating frequency is one of the best predictors of involvement in sexual assault (Bechhofer & Parrot, 1991; Koss, 1985). In 1990 it was

estimated that 29% of the population aged 18-24 was enrolled in an institution of higher education (U.S. Bureau of the Census, 1990; U.S. Department of Education, 1992); hence, by focusing on college students, the researchers have reached a substantial portion of the at-risk population (Bechhofer & Parrot, 1991).

#### Risk Factors for Acquaintance Rape

Several studies have investigated risk factors for acquaintance rape; factors that may contribute to the occurrence of date or acquaintance rape. Some of the risk factors highlighted in the literature include male acceptance of traditional sex roles, adversarial attitudes regarding relationships and rape, alcohol and drug use, miscommunication regarding sexual activity, as well as attributions of cause, responsibility and blame related to acquaintance rape. To identify risk factors associated with the occurrence of date rape, a variety of methodologies have been utilized, such as identifying common factors among women who had experienced sexual aggression, and among men who had reported the use of sexual aggression; assessing differences between women who had reported experiencing sexual aggression versus women who had not reported experiencing sexual aggression; or having subjects describe characteristics associated with their own experience of sexually aggressive behavior (Bausell, Bausell & Siegel, 1991; Miller & Marshall, 1987; Muehlenhard, 1988; Muehlenhard & Linton, 1987; Mynatt & Allgeier, 1990; Ward, et al., 1991).

In 1989 the Campus Violence Prevention Center of Towson State University conducted a national, mail survey study linking the use of

drugs and alcohol to the occurrence of student crime or victimization therefrom (Bausell, et al., 1991). Sixty thousand undergraduate students were randomly selected to participate in the study. Usable responses were obtained from 12,651 students. The survey instrument consisted of demographic information, academic information, perceptions regarding campus violence and drug use, drug use information, respondents' experiences with crime since enrollment, and selected information of the environment and circumstances surrounding what the respondent considered to be the most serious victimization and/or perpetration if applicable.

From the survey data, three groups were identified based on the students' experience with crime: 1) students who had not been personally involved in a crime of any sort (controls, N=7563, 60%); 2) students who had been victims of crime, but had never committed one (victims, N=3,957, 31%); and 3) persons who had committed at least one crime (perpetrators, N=1,151, 9%). With regard to drug/alcohol use, results indicated that the three groups differed significantly from one another with perpetrators reporting the heaviest drug usage followed by victims and controls respectively. To investigate the prediction of group membership based upon drug/alcohol usage, demographic and academic variables, two discriminant analyses were performed, one contrasting the victims versus controls and one contrasting perpetrators versus controls. Concerning victims versus controls there was a significant canonical correlation of .24 and a correct classification result of 60%. Alcohol, drug, and cigarette use were the most successful discriminating variables, with

victims being significantly more frequent users of all three substances. For perpetrators versus controls, approximately 78% of the cases were correctly classified, with a significant canonical correlation of .49. The strongest discriminator was total drug use, followed by gender, alcohol use, then cigarette use. Perpetrators were more likely to be male, and more likely to use all three substances.

Findings for differences among types of student crime were based on the respondents' description of the most serious victimization that had befallen them and/or the most serious criminal act committed since becoming college students. The highest reported 'most serious' crime was theft (41%). Date/acquaintance rape was reported as the most serious crime by only 9.7% of the respondents, followed by "other sexual assault" (7.7%). Information was also obtained on characteristics of the victim, characteristics of the perpetrator, the environment in which the crime occurred, location of the crime, and use of drugs or alcohol by the respondent at the time of the crime. Concerning the milieu of the crime, respondents were asked to indicate whether or not the incident involved characteristics such as racial/ethnic problems, athletic partying, other partying, fraternity partying, dating, or anti-gay/lesbian problems.

Analyses on differences among types of victimizations included the following individual contrasts: rape vs. nonsexually motivated crimes and date rape vs. the same group. Forty respondents reported having been raped, and 378 respondents reported being raped by a date or an acquaintance. The researchers noted that for a rape to be classified as date/acquaintance rape, the respondent had to so identify it. Concerning

date/acquaintance rape compared to nonsexually related crimes, some of the more interesting findings included: 1) victims of date rape tended to be slightly younger, and have a lower grade point average; 2) victims of date rape reported more alcohol use, in general; 3) date rape victims were almost three times as likely to have used alcohol around the time of the incident; and 4) date rape was more likely to have occurred in association with some sort of partying activity (17% of which were reported as being associated with fraternity partying).

Although the milieu and location in which the crime occurred was included in the majority of analyses, the researchers deemed it important to conduct separate analyses on these variables as well. With regard to the most serious crime described by victims, findings concerning the environment in which the crime occurred included: alcohol use was significantly greater under partying conditions than it was for victimizations involving other conditions, and sexual crimes were most likely to occur as a function of dating, and very likely to occur in the context of a party environment.

Supplemental analyses explored the connection between crime involvement, membership to an athletic team or fraternity/sorority, and use of drugs and/or alcohol. Although some fascinating findings were revealed, the researchers strongly emphasized the caution with which the results were interpreted. Regarding male athletes vs. male non-athletes, an interesting alcohol use interaction occurred when investigating crime perpetration. The results indicated that it is not the participation in the athletic experience itself that induces greater criminal activity, but some



connection between alcohol use and either the athletic participation or some other intervening factor. With respect to fraternity members, among frequent drinkers, members were three times more likely to report committing date rape as nonfraternity members. Lastly, concerning sorority membership, alcohol use and risk of being a victim of date rape, the results suggested that sorority membership and alcohol use function as independent victimization risk factors.

Overall, this study supported the link between alcohol and drug use to the occurrence of crime, in general. Moreover, it provided strong support for the connection of date rape victimization/perpetration and alcohol use. The study also provided evidence strongly linking the occurrence of sexual victimization and alcohol use by the victim to a party environment.

Miller and Marshall (1987) conducted a study designed to examine the frequency of coercive sexual activity among college students and the types of physical and psychological pressures associated with coercive sex. Subjects consisted of 795 undergraduate and graduate students (472 males, 323 females). Data were collected using a survey developed by the researchers. The survey included items dealing with sexual experiences before attending college and while attending college, items about the use of psychological pressure and items about the use or threat of physical force to obtain sex. Psychological pressure items pertained to an individual threatening to end a relationship to obtain sex, pressuring another individual with continuing arguments, or saying things that the person does not mean.



Results indicated that the majority of students were sexually active (68% of women and 67% of men reported they had engaged in sexual intercourse). Concerning psychological factors, a small percentage of women (4%) reported having had sex when they did not want to because the man threatened to end the relationship; likewise, a small percentage of men (3%) reported threatening to end the relationship to obtain sex from a woman. A significantly higher percentage of women (17%) reported having intercourse when they did not want to because of a man's continuing arguments, compared to only 12% of men reporting the use of this type of psychological pressure. Results pertaining to the use or threat of physical force included more than 2% of women being threatened with physical force and more than 3% indicating that physical force had been used in at least one instance in which for some reason sexual intercourse did not occur. These types of incidents were reported by only about 1% of the men. Additional results indicated that over half of the women reported having used alcohol or other drugs at the time they had experienced psychological pressure or physical force that resulted in unwanted sexual intercourse. A higher percentage of men (70%) reported being under the influence of alcohol or other drugs when using psychological pressure or physical force to obtain sexual intercourse.

Based on these results, the researchers suggested that educational programs should address issues related to communication styles, assertiveness, and the effects of alcohol and drug use on sexual interactions. Particular emphasis should be placed on the possible impairment of judgment and ability to communicate assertively when

under the influence of such substances. Furthermore, students must learn to clearly state their sexual limits, and recognize that ambivalence can lead to undesirable outcomes.

Muehlenhard (1988) also investigated responsibility attributions among college students (272 females, 268 males). Subjects were presented with a questionnaire briefly describing 11 hypothetical dating situations for "John" and "Mary". The scenarios manipulated who initiated the date, where the couple went and who paid the dating expenses. Following each scenario, subjects were asked to respond to two questions using a 7-point scale ranging from "definitely not" to "definitely". Questions included "Given this information, do you think that Mary wants to have sexual intercourse with John?" (sex-willingness) and "If it turned out that Mary did not want to have intercourse with John, would John be justified in doing it against her wishes?" (rape-justifiability). Subjects also completed the Attitudes toward Women Scale which measures traditional versus nontraditional attitudes toward women and sex roles.

Results indicated that approximately 77% of the participants reported that it was never justifiable for John to have sex with Mary against her will; however, approximately 22 % thought that, under certain circumstances, it was justifiable. In general, male subjects were more likely to interpret Mary as wanting sex, no matter who initiated the date, who paid, or where the couple went. Moreover, the situations that were rated as most indicative that Mary wanted sex (when Mary asked John out, went to his apartment, or let him pay the dating expenses) were the same situations in which rape was rated as most justifiable. Concerning

traditionality of subjects, traditional persons, particularly traditional men, rated rape as significantly more justifiable than did nontraditional persons.

Muehlenhard and Linton (1987) examined the association between several factors and their relation to the reported experiencing of sexual aggression by college females, and the use of sexual aggression by college males. Over 700 college students were asked to describe their most recent date, providing details about the relationship with the person, characteristics of the date (i.e., who paid, where they went, did either person use drugs or alcohol, etc.), and involvement of sexual activity on the date. Respondents were then asked whether they had ever experienced unwanted sexual activity, defined as any sexual activity that the female indicated that she did not want to engage in, but the male does it anyway; ranging from kissing to sexual intercourse. If they reported involvement with unwanted sexual activity, respondents were asked to describe their worst experience.

Using specific scales, the following attitudes were also assessed: the traditionality of respondents' attitudes toward women and sex roles, the level of belief that male-female relationships are basically adversarial; the degree of acceptance of violence against women; and respondents' belief in rape myths. Data analysis included a comparison of 'recent date' and 'sexual aggression date' based on five characteristics: a) familiarity with the dating partner; b) the power differential between the two persons; c) miscommunication about sex; d) alcohol and drug use; and e) dating activity and location. Attitudinal comparisons were conducted using subject's gender and involvement with sexual aggression as independent

variables. Results from the study indicated that 77% of the women and 57% of the men reported being involved in a sexually aggressive situation. Furthermore, 55% of male subjects who acknowledged committing sexual assault on a date were admittedly under the influence of alcohol at the time of the assault, and 53% of the females who reported experiencing sexual aggression on a date were under the influence of alcohol at the time of the assault. Concerning miscommunication about sexual activity, men reported that women on sexually aggressive dates had wanted sexual contact more than had women on recent dates. Conversely, women reported that they had wanted sexual contact less on their sexually aggressive dates than on their recent dates. Moreover, although both men and women reported that the man had often felt led on during a sexually aggressive date, men were much more likely to report being intentionally led on. Additional variables identified as risk factors for date rape included the male's initiating and taking a dominant role during the date; "parking"; and males' acceptance of traditional sex roles, interpersonal violence, rape myths, and adversarial attitudes regarding relationships.

The study by Mynatt and Allgeier (1990) surveyed 125 college women about their experiences with sexual coercion in an attempt to identify characteristics that are associated with high levels of risk for sexual coercion, and to identify responsibility attributions for sexual coercion. Each subject completed a survey used to obtain data regarding demographic background, level of sexual activity, attitudes toward interpersonal violence and rape myths, assertiveness level, and

experience with sexual coercion. Results indicated that 16 % of the subjects reported a single unsuccessful attempt of forced sex, and 26 % reported at least one successful attempt. Of these reported cases, 92 % of the victims knew their assailant, 75 % had engaged in some degree of voluntary social contact with their assailants immediately prior to the assault, 62 % of the incidents occurred in either the victim's or the assailant's place of residence and only 6 % reported the incident to any authority.

Sexual coercion risk factors were analyzed via multiple regression. Results indicated that 21% of the variance between subjects who had reported being sexually coerced and subjects who reported not being sexually coerced was explained by demographic, sexual history, and personality characteristics (i.e., attitudes toward interpersonal violence, rape myth acceptance, assertiveness). Stepwise regression analysis indicated that three predictor variables were significantly ( $p < .05$ ) associated with experiencing sexual coercion; specifically, women who were more sexually active, attended religious services less often, and held more liberal political views were more likely to report sexual coercion than women who were less sexually active, attended religious services more often, and were politically conservative. The researchers did note that, although "sexual coercion" was explicitly defined, it is possible that sexually active, relatively nonreligious, liberal women perceived more incidents as involving sexual coercion than did sexually inactive, religious, conservative women.

Attributions of responsibility were measured by asking subjects to report on a 1 to 7 scale the extent to which 1) they thought they were responsible for the incident, 2) they thought the other person was responsible for the incident, and 3) they thought the situation was responsible for the incident. Predictor variables accounted for 52 % of the variance in respondents' attributions of responsibility for the incident. Four of the predictor variables were significantly ( $p < .05$ ) associated with the criterion variable. Results indicated that women who were less assertive, who had been coerced by less physical means, who had been coerced by someone they knew well, and who reported less physical injury made relatively internal attributions; in other words, reported themselves as being more responsible for the incident, as opposed to the other person or the situation being responsible for the incident.

The study by Ward and colleagues (1991) surveyed college students, via self-report questionnaire, about the amount of unwanted sexual contact, unwanted attempted sexual intercourse, and unwanted completed sexual intercourse the females had experienced and in which the males had participated. The sample size consisted of 524 women and 337 men. The researchers attempted to isolate experiences that occurred on campus from those that occurred elsewhere by explicitly restricting the time period covered to the current academic year.

Of the female respondents, 34% reported unwanted sexual contact, 20% reported unwanted attempted intercourse and 10% reported unwanted completed intercourse. Characteristics of the most serious incident were solicited from the female respondents. The majority of



incidents were considered party-related, occurring at or after parties; most commonly occurred in dorms or off-campus apartments; and involved the use of alcohol by the male in over 75% of all types of experiences, and by the female in over half of all experiences. The picture presented by male respondents was quite different. In reporting their experiences, as perpetrators, only 9% reported having sexual contact with a woman when she didn't want to; 9% reported attempting unwanted intercourse; and 3% reported incidents of unwanted completed sexual intercourse. This discrepancy between incidents reported by females and males is similar to that reported by Koss, et al., (1987).

#### Prevention of Acquaintance Rape

Data from the literature indicates that coercive sex is a significant problem on college and university campuses. Additionally, as cited in the literature, a multitude of studies have linked a variety of variables to the issue of acquaintance or date rape, including prior experiences of sexually aggressive behavior, use of alcohol, level of assertiveness, belief in traditionality of sex roles, acceptance of violence toward women, and belief in rape myths (Miller & Marshall, 1987; Muehlenhard, 1988; Muehlenhard & Linton, 1987 ; Mynatt & Allgeier, 1990; Ward, et al., 1991). Furthermore, some of these variables have been addressed in discussions regarding the prevention of acquaintance rape on college campuses ( Miller & Marshall, 1987; Parrot, 1990; Roark, 1989; Ward, et al., 1991).

As suggested by Roark (1989), a college or university's primary prevention against the occurrence of acquaintance rape should include



educational programs which 1) help students assess their personal risk and vulnerability to an acquaintance rape situation, 2) allow examination of their personal attitudes and values, and 3) build skills to avoid or escape risky situations. Other suggestions have included providing information which 1) dispels rape myths, 2) clearly associates the risks of acquaintance rape to the use of alcohol, and 3) advises clear communication of sexual desires or intent (Ward, et al., 1991; Parrot, 1990). Miller and Marshall (1987) also emphasized the need for programs designed to provide education about the effects of alcohol and drug use on sexual interactions, focusing on the impairment of judgment and ability to communicate assertively when under the influence of these substances. The goal of their focus on clear and effective communication is to reduce the ambivalence that can lead to undesirable outcomes.

One can assume that date rape is considered an undesirable outcome and that it is also not an easily defined issue of "this is date rape and this is not date rape". For this reason it is vital to understand college students' perceptions of the occurrence of date rape based on viewing a potential date rape scenario. In addition, assessing differences between those who perceive the occurrence of date rape versus those who do not perceive the occurrence of date rape may guide the development and implementation of date rape prevention programs. Factors linked to the risk, occurrence, or prevention of date rape have included: prior experience of sexually aggressive behavior; level of assertiveness; belief in traditionality of sex roles; belief in rape myths; acceptance of violence toward women; perceived personal risk and vulnerability; and alcohol use

including the intensity of alcohol use and the milieu in which alcohol was used (Bausell, et al., 1991; Miller & Marshall, 1987; Muehlenhard, 1988; Muehlenhard and Linton, 1987; Mynatt and Allgeier, 1990; Roark, 1989; Ward, et al., 1991). Moreover, these factors appear worthy of further investigation in assessing differences among college students based on their perception of the occurrence of date rape.

#### Observer's Perception of the Occurrence of Date Rape

Only one study was found which investigated observers' perceptions of whether rape occurred in a dating situation between a man and a woman (Shotland & Goodstein, 1983). This study was designed, in part, to investigate factors which affect observer's perceptions of a man and a woman involved in forced sexual intimacy in a dating situation, as well as to develop a model of rape attribution. It was proposed that three factors would contribute to the subject's perceptions of the actors and their willingness to label the situation as rape. The researchers hypothesized that a combination of verbal and physical protest would be more effective in causing the subjects to define the situation as rape, rather than verbal protest alone. Secondly, the onset of protest would affect subjects' perceptions of the actors and their assessment of whether date rape occurred. Lastly, the degree of force used by the man would contribute to subjects' perceptions of the actors and their decision that the situation was indeed rape. Subjects' gender, gender identification and sex role attitudes were also investigated as to their influence on perceptions of an incident of forced intercourse on a date. In addition, variables relating to subjects' perceptions of the victim and of the degree

of violence used in the scenario were also included in the study to identify underlying factors observers used in their decisions concerning the occurrence of rape.

Subjects consisted of 287 college students (146 females, 141 males). Subjects were provided a questionnaire entitled "Sexual Behavior in a Dating Situation" which included a scenario of a graphically described sexual act in the context of a date between a woman (Diane) and a man (Lee). Each subject was presented with one of twelve versions of the scenario which varied in terms of the onset of protest by the victim (early vs. middle vs. late), the type of protest (verbal vs. verbal and physical), and the amount of force used by the man (low vs. moderate). After reading the scenario, subjects completed the Victim Blame/Responsibility scale, the Victim's Desire for Sex scale, an item regarding the extent of the man's violence in the scenario, and a perception item of whether rape had occurred. Gender identification and sex role stereotyping were measured via the Attitudes Toward Women scale, the Masculinity scale, the Femininity scale, and an androgynous traits scale.

Regarding the subject's perception of whether rape occurred, subjects were more likely to perceive the situation as rape when Diane protested verbally and physically, when onset of protest occurred early or in the middle of the scenario, and when at least moderate force was used by Lee. The covariate 'attitude toward women' was also significantly related to the perception of rape with egalitarian subjects more likely to perceive the situation as rape ( $r = .20$ ). Additionally, subjects scoring

higher on the masculinity scale were significantly more likely to perceive the situation as rape ( $r = .12$ ). The researchers suggested that a person scoring higher on the masculinity scale may be categorized as a decisive person, and in this case may have been more likely to agree with the occurrence of rape rather than report a response of being unsure.

Some puzzling aspects of the data regarding perceptions of rape were noted by the researchers. Only one-third of the subjects agreed that the situation was rape in the 'low force by Lee, late onset of verbal protest by Diane' condition. However, two-thirds of these same subjects thought that what Lee did was wrong, and seven-eighths felt that Diane had a right to stop Lee from having intercourse with her. Furthermore, considering the varying degrees of force and levels of protest, subjects exhibited the lowest level of agreement when asked whether rape occurred compared to being asked whether what Lee did was wrong or whether Diane had a right to stop Lee's advances. This discrepancy, as stated by the researchers, suggested that a state of limbo exists where the man's behavior is considered wrong, but the situation is not defined as rape.

Via path analysis, the researchers examined whether the individual difference factors of attitudes toward women and masculinity would directly or indirectly affect subjects' perceptions of violence, desire, and rape. Additionally, the influence of the independent variables (onset, force, and protest) was examined to determine whether there was a direct cause on perception of desire, violence and rape, or if there was an indirect cause on perception of rape through desire and violence. Path

coefficients between independent variables and perception of rape were very small. The covariate, attitude toward women, proved to be a significant factor in the perception of rape, violence and desire, directly and indirectly. The results illustrated that the perception of rape is related to egalitarian attitudes toward women, and that people are more certain that rape has occurred when an increasing degree of violence is employed and a decreasing desire for sex by the woman is exhibited.

As stated, other than the preceding study (Shotland & Goodstein, 1983), no studies were found which assessed differences in observers based on their perception of the occurrence of date rape. Furthermore, the stimulus for the preceding study and other studies (Johnson & Jackson, 1988; Margolin, Miller & Moran, 1989) has simply been a narrative description of an event for subjects to read. The study by Margolin et al., (1989) instructed subjects to read a three-line vignette describing a dating situation in which a man and a woman were watching a movie. During the movie, the male attempts to kiss the female. Although the female indicated she did not wish to be kissed, he kissed her anyway. Based on the three-line vignette, subjects were asked to evaluate the actions of the man and the woman in the date situation. These responses were later correlated with responses to a rape myth acceptance scale. Johnson and Jackson (1988) asked subjects to read a passage portraying a male and a female preparing a class project at her home. The male makes sexual advances toward the female, she protests the advances, but he proceeds to force her to have intercourse despite her lack of consent. The scenarios are varied based on level of attraction

between the two characters and the amount of protest by the female. After reading the passage, the subjects answered several questions that assessed their perception of the rape, primarily perceptions of the female's responsibility for the incident, and perceptions of the male's responsibility for the incident.

No studies were found which utilized a videotaped scenario as the stimulus for the study. It is possible that the use of a videotaped scenario would provide less of an opportunity for subjects to speculate about certain characteristics of the situation, such as how the characters are dressed, the amount of alcohol being consumed, the verbal and nonverbal communication between the characters, and the general environment being portrayed in the scenarios. Furthermore, utilization of a videotape portraying realistic scenarios may allow for a more accurate assessment of perceptions of the occurrence of date rape.

### Summary

The literature review was developed to provide information regarding acquaintance rape. Specific sections were chosen to elucidate information pertaining to the incidence and prevalence of acquaintance and date rape, the risk factors associated with acquaintance rape, and suggestions for the prevention of acquaintance. More importantly, the chapter identified the void in the research regarding college students' perceptions of the occurrence of date rape. Although variables such as social context of drinking, alcohol use intensity, level of dating skills and assertiveness, experience with sexually aggressive behavior, and perceived susceptibility related to date rape have been identified as risk

factors for the occurrence of date rape, or been associated with the prevention of date rape, it remains unknown whether or not these variables are predictive of perceptions of the occurrence of date rape. The need to fill this void is vital to the development and implementation of effective date rape prevention programs; hence the purpose for the present study. If persons who are less likely to view a given situation as date rape can be identified, based on a common characteristic, then date rape prevention programs can be developed, specific to their needs, to assist these persons in gaining a more accurate perception of the occurrence of date rape.



### CHAPTER III

#### RESEARCH METHODOLOGY

##### Study Overview

This study explored whether selected variables (social context of drinking, alcohol use intensity, level of dating competence and social assertiveness, experience with sexually aggressive behavior, and perceived susceptibility related to date rape, gender, race and reported sexual behavior) predicted university freshmen's perception of the occurrence of date rape in two separate videotaped scenarios.

##### Research Design

This research study was descriptive in nature. All subjects completed a pre-test questionnaire, viewed the videotape entitled "Playing the Game," followed by completion of an immediate post-test questionnaire. Relationships among the variables were explored, and predictions about the perception of the occurrence of date rape were made based on relationships found (Thomas & Nelson, 1985). Appropriate multivariate and correlational statistical tests were selected for data analysis.

##### Sample Description

The subjects in this study consisted of first semester, freshmen students attending the University of Maryland, College Park campus, who were enrolled in a Department of Educational Counseling and Personnel Services course entitled "College and Career Advancement: Concepts and Skills: the Student in the University" (EDCP 1080), during the Fall semester, 1993. This one-credit course is intended to provide new

students with the opportunity of being indoctrinated to the university and university life. Students enrolled in this course were selected as the research population for purely logistical reasons. During Fall semester, 1993, forty-two sections of the course, with a maximum of twenty students per section, were offered. Many students selected the course section according to their intended major. The number of sections offered for various majors or groups is provided below:

- 15 sections - Open to students from  
all colleges
- 6 sections - College of Engineering
- 4 sections - College of Life Sciences
- 4 sections - Division of Letters & Sciences
- 2 sections - College of Behavioral  
and Social Sciences
- 2 sections - College of Business  
and Management
- 2 sections - For Asian-American students
- 1 section - College of Agriculture
- 1 section - College of Computer,  
Math & Physical Sciences
- 1 section - College of Education

Four sections were offered to transfer students. So as not to confound the data, the transfer student sections were excluded from the subject pool.

#### Procedure Outline

The stimulus for this study was the videotape entitled "Playing the Game" (Sawyer & Nelson, 1991), which was designed to prompt constructive and meaningful discussion about sexuality, communication and date rape. Reasons for the selection of this videotape included: 1) the videotape is nonjudgemental concerning the responsibility attribution of date rape; 2) the videotape clearly depicts the same scenario from the separate view points of the two main characters, and with varying

degree of ambiguity concerning the occurrence of date rape; and 3) the videotape emphasizes the link between alcohol use, poor communication, and the occurrence of date rape. A detailed description of the videotape is provided under the section entitled "Research Stimulus", page 48.

Viewing the videotape is an integral part of a peer education program offered through the University's Health Center. The peer program, referred to as the S.A.F.E.R. Program (Student Advocates for the Education about Rape) is offered to many campus groups in various campus settings (i.e., classrooms, dorms, fraternity or sorority houses). In the past, many instructors of the EDCP 108O course have requested the S.A.F.E.R. peer program for their classes. For this reason, the researcher felt that it was appropriate to request the involvement of the EDCP 108O course for this study. In addition, approval for their involvement was received from the Director of Orientation.

During the end of Spring semester, 1993, the researcher contacted all identifiable instructors (N = 28) of the EDCP 108O course by letter, requesting their participation in this research project. Throughout the summer, the researcher received notification of the instructors' willingness to participate. In August, 1993, a follow-up letter was sent to all interested participants, providing instructions for scheduling the S.A.F.E.R. Peer Education program presentation. Appendix A provides a copy of these letters. Throughout the Fall 1993 semester, interested instructors continued to schedule the S.A.F.E.R. Program through contact with the program coordinator. The instructors for 22 sections of EDCP

1080 agreed to participate in the study. Listed by major are the participating sections:

- 8 sections - Open to students from all colleges
- 3 sections - College of Engineering
- 3 sections - Division of Letters & Sciences
- 2 sections - College of Business and Management
- 1 section - Asian American students
- 1 section - College of Agriculture
- 1 section - College of Behavioral and Social Science
- 1 section - College of Education
- 1 section - College of Journalism
- 1 section - College of Life Science

To increase the sample size, students enrolled in an undergraduate drug education class were also asked to participate. Only data from in-coming freshman students was included in the analyses.

The 30-minute, anonymous pre-test survey was administered within 2 class periods prior to the S.A.F.E.R. Peer Education program. To ensure consistency of data collection, the researcher administered the pre-test survey to all participating classes. Prior to completion of the questionnaire, all subjects were given a brief explanation about the project and its voluntary aspects. Additionally, the students were informed that some items on the questionnaire may prompt unpleasant thoughts and memories. For this reason, a list of on-campus and off-campus resources was attached to the back of the questionnaire and all students were encouraged to take that page for their personal use. Students were then asked to complete the voluntary and anonymous pretest questionnaire (see Appendix B).

Within the following two class periods, the students received the S.A.F.E.R. peer program and viewed the videotape "Playing the Game". The program begins with a brief 5 minute introduction of the male and

female peer facilitator and of the program, followed by the videotape. The introduction was considered benign; it did not include any information that would influence the students' perception of the occurrence of date rape. At a designated point in the videotape, the peers stopped the videotape and asked each student to complete a 6-item post-video survey which assessed 1) the student's perception of the occurrence of date rape in each of the two scenarios presented (primary dependent measures), 2) the student's perception of the usefulness of the videotape, realism of the scenarios in the videotape, and whether the students had previously seen the video (auxiliary measures), and 3) the students' likelihood of reporting the situation had they been in the female character's situation (auxiliary measure) (see Appendix C). Instructions for administration of the questionnaire were provided by the researcher (also in Appendix C). After completion of the survey, the remainder of the videotape was viewed and the S.A.F.E.R. presentation continued as planned: an in-depth discussion of the video and factors related to sexuality, communication, and date rape, followed by a standard evaluation of the program (see Appendix D for a complete description of the S.A.F.E.R. Peer Education program). The S.A.F.E.R. peers were informed of the research study and given instructions regarding the study during their training program. All completed surveys were returned to a designated location for the researcher to collect.

For the purpose of matching each individual's pretest and post-test responses, the participants were asked to complete a special code section on their response sheets. The code, represented by the subject's

last four digits of their phone number, month of birth, and last two digits of their social security number, allowed the researcher to match individual responses, while ensuring subject anonymity. Regarding class attendance, none of the subjects were informed ahead of time that a questionnaire was going to be administered; therefore, class attendance for either survey was not influenced by the survey.

### Research Stimulus

The stimulus for the study was the videotape "Playing the Game," which was designed as an integral part of an education program to promote discussion about sexuality, communication and date rape. Designed for college peer education programs about date rape (Sawyer and Nelson, 1991), the 15-minute video is left "open-ended" in an effort to challenge the audience to actively participate in processing what they have seen. Currently this videotape is used in over 350 universities and colleges in the United States, Canada, and Great Britain, such as College of William and Mary, Dartmouth College, Georgetown University, and Indiana State University. The videotape is also used in approximately 120 public school systems. Furthermore, "Playing the Game" as received several recognizable awards, including the Golden Eagle Award (first place) in the CINE Film Competition, Washington D. C., 1992, and third place in the CINDY Film Competition, Los Angeles, CA, 1992.

The videotape depicts two characters' (Mark and Suzanne) recollection of what occurred at a party. The story was constructed to represent two ends of the continuum regarding sexuality and communication. Common factors between the stories with respect to the



incident include 1) both characters are attracted to each other; 2) large amounts of alcohol are consumed at a party, in a relatively short time period; 3) the characters kiss and dance together; and 4) the characters engage in sexual intercourse. Although these commonalities are evident, they occur at varying degrees in each story, and the interpretation of the events is also very different for each character. Differences between the two versions focus on the character's perception of what happened at the party. Mark's perception leads him to believe that Suzanne is very interested in him and that she reciprocates his romantic advances; moreover, indicating that sexual intercourse is a definite possibility. Suzanne's perception demonstrates much less overt pursuit of Mark. Although she appears very interested in Mark, she does not reflect the desire to have sex with Mark. As stated by the writer/producer of the videotape (Sawyer, 1993), Suzannes' version of what occurred is presented as being more likely to be perceived as date rape; thus, less variability among students' perceptions is anticipated. Mark's version is deliberately more ambiguous concerning whether or not date rape occurred. For this reason, it is anticipated that more variability among students' perceptions will be assessed.

The videotape also depicts two friends for each main character. Mark's friends are Rob and Jason. Jason typifies the male chauvinist by subscribing to many of the male-perpetuated concepts of women and sex. Jason's comments illustrate his theory of how women "play the game"; gradually giving in to male sexual advances when pursued. Rob is less supportive of the traditional male views, and more sensitive to the



concerns of the issue. Suzanne's friends are Amy and Kate. Amy, who has dated Mark, insinuates that Suzanne's situation may have been self-induced, while Kate is very sympathetic and supportive of Suzanne.

The videotape's opening segment shows Suzanne running down a rainy street at night and fades into Suzanne crying in bed the next morning. Suzanne is then visited by Kate who recognizes something is wrong and begins to question Suzanne about the previous night's events. The direction then changes to Mark's room where he is being probed by his friends about what happened at the party with Suzanne. Alternately, the two stories of what occurred the previous night are told. In both cases it is recognized that Mark and Suzanne engaged in sexual intercourse. The closing segment of the video involves a knock at Mark's door. When Jason answers the door, a police officer asks "Does Mark Henson live here?". The story ends, followed by a postscript explaining that both stories may meet the legal definition of rape, and that prevention of this situation is based on clear communication between women and men.

For this study, the videotape was stopped when the knock at the door occurs. A colorbar appeared on screen, prompting the peer educators to stop the videotape and administer the post-video survey. After all surveys were collected the remainder of the video was viewed. The purpose of stopping the videotape at this point was to reduce the implication of guilt that may be portrayed by seeing the police officer at Mark's door. This alteration did not appear to have any effect on the remainder of the S.A.F.E.R. program, specifically the discussion and processing of the video.

### Pilot Test of the Pretest Instrument

In addition to demographic data and information related to sexual experience, five scales were included in the questionnaire to gather data for the independent measures of alcohol use, dating competence and social assertiveness, experience of sexually aggressive behavior, and perceived susceptibility related to date rape. Four of the five scales were pilot tested during Summer Session II, 1993. The Sexual Experience Survey was not included in the pilot test since the literature provided sufficient evidence regarding the validity and reliability of the instrument. The pilot test sample comprised of approximately 100 undergraduate students attending various health education courses. The collected data was analyzed for reliability, using Cronbach's alpha. Only the perceived susceptibility items, developed by the researcher, were further analyzed using a 7-day test-retest method. In addition to reliability analysis, the pilot test allowed the researcher to determine that it took students approximately 30 minutes to complete the instrument. Pilot test respondents were also asked to provide written feedback regarding the clarity of the questionnaire items and instructions; the appearance of the instrument related to font size and spacing of items, the level of comfort for completing the survey in relation to confidence in anonymity; and the wording of items related to being nonoffensive or ambiguous. Changes in the survey due to respondents' suggestions included increasing the font size, grouping male and female items, stating more clearly that no assumptions are being made related to experience of sexually aggressive behavior, and re-emphasizing anonymity of responses.

The following is a description of each of the five instruments: Social Context of Drinking scale; Alcohol Use Intensity scale; Dating and Assertion scale; Sexual Experiences Survey; and perceived susceptibility items.

#### Alcohol Scales

Social Context of Drinking. The Social Context of Drinking scale (Thombs, Beck & Pleace, 1993) was designed to measure the combined influence of intrapersonal and social environmental factors that operate on youthful drinking. The scale consists of 51 items prompted by the stem "how often do you drink alcohol:". Examples of the 51 items include "as part of a drinking game", "to blow-off steam", and "to be part of a group". Responses are given using a four point Likert scale (never = 0, seldom = 1, occasionally = 2, frequently = 3).

Six factors or subscales for the social context of drinking were identified by the developers. These subscales comprised a total of 32 items. The six subscales were labelled Social Facilitation, Emotional Pain, Relaxation, Motor Vehicle, Communion, and Peer Acceptance.

The Social Facilitation subscale, consisting of 11 items (items 1, 2, 7, 10, 15, 16, 18, 23, 26, 31, & 32 in Appendix B), was described as "the context in which young people are free to interact with one another in the absence of adult authority figures. It is used to facilitate the development of social competencies (i.e., interpersonal skills) in an environment of conviviality and fun" (Thombs, et al., 1993, pg. 65). Items included, among others, "at a bar", "to have a good time", and "to celebrate a victory or special achievement". The second subscale, Emotional Pain

was comprised of 4 items (items 4, 6, 8, & 9 in Appendix B), and referred to the use of alcohol to help manage or correct negative affective states resulting from internal conflict (i.e., "to feel better about one's self", or "to gain a sense of well being"). The Relaxation subscale, comprised of 4 items (items 22, 28, 29, & 30 in Appendix B), appeared to be linked to drinking for relief from external pressures (i.e., academic demands or work responsibilities). The Motor Vehicle subscale was comprised of 3 items (items 11, 12, & 13 in Appendix B) focusing on the close relationship that alcohol use has with vehicular travel such as drinking "while driving around". The fifth subscale, comprised of 5 items (items 3, 5, 14, 17, & 19 in Appendix B), referred to drinking in a relatively intimate context with which alcohol is shared among close friends or family members. This subscale was labeled Communion. Finally the sixth subscale was identified as Peer Acceptance. These 5 items (items 20, 21, 24, 25, & 27 in Appendix B) described drinking as being motivated by a desire to conform to the norms of the group.

Reliability assessment for the Social Context of Drinking scale was conducted using 18-22 year old drinkers attending either a western New York public university or a public east coast university ( $n = 519$ ). The Social Facilitation subscale was found to be highly reliable ( $\alpha = .92$ ), while four of the subscales possessed moderate internal consistency (Emotional Pain - .71; Relaxation - .76; Peer Acceptance - .72, Communion - .70), and one was only marginal (Motor Vehicle - .68). These results were strongly supported by the pilot test results for this study: highly reliable - Social Facilitation - .94; moderate internal

consistency - Emotional Pain - .77, Relaxation - .81, Peer Acceptance - .70, Communion - .78; and marginal - Motor Vehicle - .59.

Alcohol Use Intensity. As discussed by Thombs, et al. (1993), summed responses to three items provided a composite score reflecting a respondent's alcohol use intensity (items 59, 60 & 61 in Appendix B). The three items, answered only by respondents indicating that they had taken a drink in the past twelve months, consisted of: 1) frequency of drinking, ranging from "less than once a month" (scored as 0) to "every day or nearly every day" (scored as 5); 2) quantity of drinking, on a typical occasion, ranging from "less than one whole drink" (scored as 0) to "9 or more drinks" (scored as 5); and 3) frequency of drunkenness, ranging from "never" (scored as 0) to "always" (scored as 4). The possible range of summated scores was 0-14. Utilizing the same sample of 18-22 year old drinkers, the internal consistency of the Alcohol Use Intensity scale was .82 (Thombs, et al., 1993). This was supported by the pilot test for the current research project ( $\alpha = .80$ ).

#### Experience of Sexually Aggressive Behavior

The amount of sexual contact and the amount of aggression associated with the sexual experience was assessed utilizing the Sexual Experience Survey (Beere, 1990; Koss, Gidycz, & Wisniewski, 1987; Koss & Gidycz, 1985; Koss, Leonard, Beezly, & Oros, 1985). The two parallel versions, one for males (items 80 through 89 in Appendix B) and one for females (items 94 through 103 in Appendix B), consist of 10 yes-no response items, worded to portray female victimization and male aggression. An example of the items follows: (female wording) "Have you

had a man attempt sexual intercourse when you didn't want to by giving you alcohol or drugs, but intercourse did not occur?" Responses are based on the time period "since age 14". Although not specifically developed for college students, the developers provided appropriate justification for utilization of this survey with college students. Internal consistency reliability was calculated from the responses of 448 college students (305 females, 143 males). The alpha coefficient for women was .74 and .89 for men. The mean item agreement for two administrations, a week apart, was 93 percent. The sample consisted of 71 females and 67 males (Koss & Gidycz, 1985).

To examine the veracity of the self-reported survey, several hundred students completed the survey on two separate occasions and completed a standardized interview regarding their reported experiences. A same-sex, post-master's level psychologist administered the second survey and conducted the interview. For women, the Pearson correlation between self-reported level of victimization on the survey and the level of victimization based on the interview was .73. For men the correlation between level of sexual aggression expressed on the survey and the level of sexual aggression based on the interview was .61 (Koss & Gidycz, 1985). As stated previously, this survey was not included in the pilot test due to the literature providing sufficient evidence of the validity and reliability of the instrument.

Scoring of the Sexual Experiences Survey (SES) involves classifying respondents according to the most severe sexual aggression or victimization reported. Subjects responding "no" to all items were



categorized as nonvictimized (females) and non-sexually aggressive (males). The label "sexual contact" represented the group who responded "yes" to the first, second or third item on the SES, but not to any higher numbered item. These individuals had engaged in or experienced sexual behavior such as fondling or kissing that did not involve attempted intercourse subsequent to the use of verbal pressure, misuse of authority, threats of harm or actual physical force. The group labeled "sexual coercion" ("yes" responses to the sixth or seventh item, but not to any higher numbered items) included subjects who reported experiencing sexual intercourse subsequent to the use of verbal pressure, or misuse of authority. The groups labeled "attempted rape" or "sexual abuse" ("yes" responses to the fourth or fifth item, but not to any higher numbered items) and "rape" or "sexual assault" ("yes" responses to the eighth, ninth or tenth item, and any lower numbered items) included individuals whose experiences met legal definitions of these crimes.

#### Dating and Assertion

The Dating and Assertion Questionnaire, consisting of two 9-item sections, assesses social competence in regard to dating and assertiveness (Levenson & Gottman, 1978). The first part (items 62 through 70 in Appendix B) contains a list of nine behaviors rated on a 4-point scale ranging from "I never do this" (score of 1) to "I do this almost always" (score of 4). Four items reflect assertiveness and five items are related to dating. An example of an assertive item is "stand up for your rights", and of a dating behavior is "get a second date with someone you have dated once".



The second part of the questionnaire (items 71 through 79 in Appendix B) contains descriptions of nine situations, each ending with a statement of something the respondent would like to say or do in response to the situation. Respondents are instructed to use a 5-point scale to rate their response to the situation, ranging from "I would be so uncomfortable and so unable to handle this situation that I would avoid it if possible" (score of 1) to "I would feel very comfortable and able to handle this situation very well" (score of 5). An example from this part is "You have enjoyed this date and would like to see your date again. The evening is coming to a close and you decide to say something". Five situations are related to assertiveness and 4 items relate to dating. Separate summed scores are obtained for dating competence and social assertiveness. Higher scores reflect greater comfort and competence. Assertiveness scores range between 9 and 41, and Dating scores range between 9 and 40.

Reliability was assessed using 161 college students (Beere, 1990; Levenson & Gottman, 1978). Internal consistency for the Dating Competence subscale was .92 and .85 for the Social Assertiveness subscale. Test-retest reliability over a two-week period for 28 college students was .71 for the Dating Competence subscale and .71 for the Social Assertiveness subscale. For "political correctness", the researcher of this study changed the phrase "member of the opposite sex" to "someone you are attracted to". Pilot test results supported the moderate level of internal consistency (dating competence,  $\alpha = .80$ ; social assertiveness,  $\alpha = .79$ ).

### Perceived Susceptibility

No instrument could be found which assessed perceived susceptibility related to date rape; specifically, a male's perceived susceptibility for being accused of date rape, and a female's perceived susceptibility for being date raped. For this reason, the assessment tool that was utilized was developed by the researcher. Based on a review of the related literature for acquaintance and date rape, and for perceived susceptibility, nine items for both males and females were developed. Results from the pilot test yielded a low internal reliability for male items ( $\alpha = .46$ ), but a relatively high internal reliability for female items ( $\alpha = .80$ ). Test-retest reliability was assessed with a sub-sample (27 males, 35 females) of the pilot test population. Stability of items over a 1 week period was low for male items ( $r = .49$ ) and only moderate for female items ( $r = .65$ ).

Although the overall reliability results were marginal, investigation of this variable was still of interest to the researcher. For this reason a closer examination of the items was done. Comments from pilot test subjects identified some items as possibly not being valid. Additionally, the corrected item-total correlation indicated that several items contributed very little to the overall correlation of the items. Based on this information, two items were removed from the female section, yielding a total of seven items (items 105 through 111 in Appendix B); and, the original nine male items were reduced to four items (items 90 through 93 in Appendix B). Alpha coefficients recalculated for these items did increase slightly (.53 for male items and .82 for female items). For the

four male perceived susceptibility items, items 91 and 92 had an inter-item correlation of .79, but item 90 did not correlate well with either of the other items. Additionally, if item 90 was removed, an alpha of .88 would have been achieved. However, instead of removing item 90, it was reworded to state a less extreme condition of perceived susceptibility ("It is likely that I would be accused of date rape" as opposed to "It is very likely that I would be accused of date rape"). The researcher anticipated that the new item would more accurately assess perceived susceptibility and would correlate well with the other items. Time constraints prevented further pilot testing of these items. Summed scores were obtained for final data analysis. The possible range of summated scores for females was 7 - 35, and for males was 4 - 20. Higher scores represent a perceived higher risk of being date raped (females) or being accused of date rape (males).

#### Description of the Post-test Instrument

The post-test or "post-video" instrument (Appendix C) consisted of subjects completing a special identification code and responding to six items on a self-report questionnaire. Two items assessed the dependent variable of the extent to which the student perceives each of the scenarios depicted in the videotape as date rape. Item 1 read "How would you classify what took place in Suzanne's version of the event?" and item 2 read "How would you classify what took place in Mark's version of the event?". Items were scored on a 7-point scale (1 = "date rape definitely did not occur"; 7 = "date rape definitely occurred"). Items 3 through 5 were also scored utilizing 7-point scales. Item 3 assessed the

likelihood of a student reporting the situation to the authorities, had the student been in the female character's situation and believed to have been raped. Items 4 and 5 assessed the student's perception of the usefulness of the videotape ("Up to this point in the video, how useful do you feel this video is as a tool in preparing you to discuss the issue of date rape?") and the student's perception of the realism of the scenarios in the videotape ("Up to this point in the video, to what degree do you feel the scenes are realistic of college situations?"). Lastly, the students were asked whether they had previously seen the videotape.

#### Data Analysis

Pretest questionnaires were computer scored, and post-test data were manually entered by researcher. Primary statistical analysis consisted of multiple regression to determine how much of the variance in students' perceptions was accounted for by the various independent and demographic variables. Where appropriate, multivariate or univariate analyses of variance were completed to assess differences in independent measures based on perception of the occurrence of date rape. Differences in perception related to demographic differences was also assessed. Due to prior research indicating gender differences for some of the variables, interaction effects with gender as well as main effects were assessed. In addition, subjects were described based on frequencies calculated for each independent variable and each demographic variable. Frequency analysis for auxiliary variables were also conducted to provide quantitative feedback regarding the videotape.

## Summary

This chapter provided information regarding the research design and methodology utilized in this study. Specific sections included a description of the subjects, a detailed discussion of the research procedures and instrumentation, followed by a description of data collection and data analysis procedures.

First semester college freshman students enrolled in an orientation course were asked to complete a pretest survey, view a 15-minute videotape, and complete a brief post-video questionnaire. The pretest survey was a compilation of five instruments including: the Social Context of Drinking scale, the Alcohol Use Intensity scale; the Dating and Assertion scale; the Sexual Experiences Survey; and perceived susceptibility items. Additionally, there were demographic items, and items about sexual behavior. The stimulus for the study was a 15-minute videotape which depicted a date rape scenario from the vantage point of the lead male and female characters. Immediately following the videotape, subjects were asked to complete a six item post-video questionnaire. The primary items assessed the extent to which the subjects perceived each of the two versions of the situation depicted in the videotape as date rape. A variety of statistical analyses were completed in an attempt to explain differences in perceptions of the occurrence of date rape based on data from the pretest variables.

## CHAPTER IV

### RESULTS

#### Introduction

The following chapter provides the results of the study which investigated university freshman students' perceptions of the occurrence of date rape and further explored a variety of variables in predicting perceptions of the occurrence of date rape. Tables 1a and 1b provide an overview of the primary measures, including the number of items for each survey subscale and alpha coefficients for internal reliability. Where appropriate, possible range of scores, actual range of scores, mean scores, standard deviations or category classifications are provided. The pretest survey consisted of 11 survey scales, two of which had separate versions for males and females; in addition to, demographic items and items about sexual behavior. Five of the survey scales had a relatively high level of internal consistency (Social Facilitation,  $\alpha=.96$ ; Alcohol Use Intensity,  $\alpha=.85$ ; Peer Acceptance,  $\alpha=.84$ ; Assertiveness,  $\alpha=.83$ ; Relaxation,  $\alpha=.82$ ); six had a moderate level of internal consistency (Dating Skills,  $\alpha=.77$ ; Females' Perceived Susceptibility of Being Date Raped,  $\alpha=.75$ ; Communion,  $\alpha=.75$ ; Emotional Pain,  $\alpha=.71$ ; Motor Vehicle,  $\alpha=.70$ ; Female Sexual Experience, victimization,  $\alpha=.65$ ); the remaining two scales had a relatively low level of internal consistency (Male Sexual Experience, sexual aggression,  $\alpha=.54$ ; Males' Perceived Susceptibility of Being Accused of Date Rape,  $\alpha=.40$ ). The lack of variance in responses may have contributed to the low reliability.

Table 1a.  
Principle Measures: Subscales

Survey Scales	# of items	Possible Range	Actual Range	Mean Score	SD	Alpha*
Social Context of Drinking:						
Social Facilitation	11	0 - 33	0 - 32	17.82	8.40	.96
Emotional Pain	4	0 - 12	0 - 9	1.66	1.91	.71
Relaxation	4	0 - 12	0 - 12	1.92	2.27	.82
Motor Vehicle	3	0 - 9	0 - 7	1.07	1.45	.70
Communion	5	0 - 15	0 - 12	4.23	2.68	.75
Peer Acceptance	5	0 - 15	0 - 11	1.61	2.21	.84
Alcohol Use Intensity	3	0 - 14	0 - 12	5.95	3.28	.85
Dating & Assertion Questionnaire:						
Dating Competence	9	9 - 40	11 - 40	27.65	5.34	.77
Social Assertiveness	9	9 - 41	14 - 39	29.69	4.91	.83
Perceived Susceptibility:						
Female's Risk of Being Date Raped	7	7 - 35	7 - 33	17.29	5.24	.75
Male's Risk of Being Accused of Date Rape	4	4 - 20	4 - 12	5.23	2.09	.40

\* Standardized alpha.

Note: N=232



Table 1b.  
Principle Measures: Individual Variables

Survey Scales	# of items	Highest Numbered "Yes" Response**	Category †	N	%	Alpha*
Sexual Experience Survey:						
Males: Sexual Aggression (N=116)	10	Zero "yes" responses	Non Sexually Aggressive	107	95	.54
		"Yes" item 80, 81 or 82	Sexual Contact	6	5	
		"Yes" item 83 or 84	Sexually Coercive	2	2	
		"Yes" item 85 or 86	Sexually Abusive	0	0	
		"Yes" item 87, 88 or 89	Sexually Assaultive	1	1	
Females: Sexual Victimization (N=115)	10	Zero "yes" responses	Non Sexually Victimized	50	43	.68
		"Yes" item 94, 95 or 96	Sexual Contact	16	14	
		"Yes" item 97 or 98	Sexually Coerced	17	15	
		"Yes" item 99 or 100	Sexually Abused	18	16	
		"Yes" item 101, 102 or 103	Sexually Assaulted	14	12	

\* Standardized alpha.

\*\* Questionnaire items are in Appendix B.

† Category Definitions (based on victimization):

Non Sexually Victimized - responded "no" to all items.

Sexual Contact - engaged in or experienced unwanted sexual behavior such as fondling or kissing that did not involve attempted intercourse subsequent to the use of verbal pressure, misuse of authority, threats of harm or actual physical force.

Sexually Coerced - experienced unwanted sexual intercourse subsequent to the use of verbal pressure or misuse of authority.

Sexually Abused - experienced unwanted attempted sexual intercourse subsequent to being forced, being threatened with the use of force, or being given drugs or alcohol.

Sexually Assaulted - experienced unwanted sexual intercourse (vaginal, anal or oral, or penetration by objects other than the penis) subsequent to being forced, being threatened with the use of force, or being given drugs or alcohol.

### Demographic Data

As described in Chapter 3, the sample was comprised of in-coming freshman students who were enrolled in an orientation course during Fall 1993, and who received the S.A.F.E.R. Peer Education program on acquaintance rape. Usable pretest questionnaires were provided by 298 subjects; 330 usable post-test questionnaires were provided. The final sample consisted of 232 subjects with matched pre and post-test data. The researcher collected all pretest data, and the S.A.F.E.R. peer presenters collected the post-test data. No subjects outrightly refused to complete either questionnaire. It is unknown whether or not subjects provided bogus responses; however, subjects appeared to follow all instructions, reading each item carefully and providing accurate and honest responses. Among the 232 subjects, the median age category was 18 years old or less, with 98% of the sample being 19 years old or less. Table 2 presents additional demographic data of the sample compared to the university freshman class (data provided by the Department of Institutional Studies, University of Maryland at College Park, Fall 1993).

Regarding gender, the sample group was fairly representative of the population. Males accounted for 50.2 % of the sample, and females 49.8% (0.4 % missing), compared with 53% males and 47% females for the university freshman class. In regard to race/ethnicity, the sample was consistent with the freshman class for Hispanics (4.8% compared with 4.4%), but was under representative of Asians (10.4% compared to 15.9%), Blacks (8.3% compared to 15%), and Other (0.9% compared to

4.3%). The sample was over represented for Whites (75.7% compared to 60.2%).

**Table 2.**  
**Demographic Characteristics of the UMCP In-coming, Full-time Freshman Class and the Sample Group for Fall 1993.**

Demographics	1993 In-coming, Full-time Freshman Class (N=3283)		Sample Group (N=231)*	
	N	%	N	%
Gender				
Male	1727	53.0	116	50.2
Female	1556	47.0	115	49.8
Race				
Asian	525	15.9	24	10.4
Black	495	15	19	8.3
Hispanic	143	4.4	11	4.8
White	1977	60.2	174	75.7
Other	143	4.3	2	0.9
College				
Agriculture	59	1.80	9	3.9
Architecture	52	1.58	6	2.6
Arts & Humanities	128	3.90	3	1.3
Behavioral & Social Sciences	271	8.25	29	12.5
Business and Management	430	13.10	32	13.8
Computer, Mathematical & Physical Sciences	151	4.60	1	0.4
Education	87	2.65	9	3.9
Engineering	442	13.46	40	17.2
Health & Human Performance	27		23	9.9
Journalism	133	4.05	9	3.9
Library & Information Services	0	0	1	0.4
Life Sciences	374	11.39	16	6.9
School of Public Affairs	0	0	0	0
Undergraduate Studies	1129	34.39	29	12.5
Undecided	Not listed	0	25	10.8
Place of Residence				
Residence Hall	2131	64.91	198	86.1
At Home	**		27	11.7
Other Off-Campus	**		5	2.2

\* Differences in "N" due to missing data.

\*\* Numbers unavailable from Office of Institutional Studies.

The majority (81.6%) of the sample reported their place of residence as a "residence hall," which was over representative of the population (64.9%). Additional comparison information for the population regarding place of residence was unavailable from the Office of

Institutional Studies (see Table 2). Regarding reported college of major of the subjects, the largest group (23.3%) was classified as "undergraduate studies" or "undecided." In comparison to the study population the following colleges were over represented: agriculture; architecture; behavioral and social sciences; computer, mathematical and physical sciences; health and human performance; and life sciences. Furthermore, the colleges of arts and humanities; education, and engineering were under represented (see Table 2).

#### Sexual Orientation and Behavior of Subjects

Item 116 on the pretest (Appendix B) asked subjects to self-identify their sexual orientation on a five point continuum ("Using the scale below, fill-in the number that best describes your sexual orientation."). Modified from Kinsey's (1953) scale, a score of 1 represented "exclusively heterosexual," 5 represented "exclusively homosexual," with points 2, 3, and 4 representing interim stages on the continuum. An overwhelming majority of subjects reported their sexual orientation to be exclusively heterosexual (96.9%, N=222), with 1.3 % (N=3) indicating point number 2, 0.4% (N=1) point number 3, and 1.3% (N=3) reported their sexual orientation to be exclusively homosexual. Three subjects (1.3%) failed to respond to this item.

Four items on the pretest instrument assessed information regarding sexual behaviors of the subjects (items 112, 113, 114, and 115, Appendix B). With respect to the sexual activity of the sample, 68% (N=155) reported having experienced sexual intercourse, with 32% (N=75) reporting never having had intercourse (see Table 3). This item

was limited to the time period of "since age 14". Of the subjects reporting having experienced intercourse, 21% (N=28) reported having had 5 or more sexual partners, 40.7% (N=72) reported having 2-4 sexual partners, and 38.4% (N=55) reported having had only 1 sexual partner.

Approximately 55% (N=86) of the sexually active group reported being currently involved in a relationship that included sexual intercourse. Of the subjects in a sexual relationship, 25.6% (N=22) had been involved in their current relationship for 3 months or less, 39.6% (N=34) for 4 months to 1 year, and 34.9 (N=30) for longer than one year. The other 45% of the sexually active group were not currently involved in a relationship that included sexual intercourse.

**Table 3.**  
**Sexual Behaviors of the Sample Group\*.**

Sexual Behaviors	Response	Males		Females		Total	
		N	%	N	%	N	%
Have you ever had sexual intercourse? (N=228)*	Yes	69	60.0	86	76.1	155	68.0
	No	46	40.0	27	23.9	73	32.0
If "yes" to the previous question:							
How many sexual partners have you had since age 14? (N=155)	1	22	31.9	33	38.4	55	38.4
	2	20	29.0	22	25.6	42	25.6
	3-4	17	24.6	13	15.1	30	15.1
	5-6	3	4.3	12	14.0	15	14.0
	7 or more	7	10.1	6	7.0	13	7.0
Are you currently in a relationship in which you are having sexual intercourse? (N=154)	Yes	27	39.1	59	69.4	86	55.8
	No	42	60.9	26	30.6	68	44.2
If "yes" to the previous question:							
How long have you been in this relationship? (N=86)	< 1 month	3	11.1	5	8.5	8	9.3
	1-3 months	6	22.2	8	13.6	14	16.3
	4-6 months	3	11.1	9	15.3	12	14.0
	7 mos.-1 yr.	6	22.2	16	27.1	22	25.6
	> 1 year	9	33.3	21	35.6	30	34.9

\* Differences in "N" due to missing data or due to items not being applicable.

### Alcohol Use Behaviors of Subjects

For subjects reporting having had 1 or more drinks of alcohol in the past 12 months (N=192, 83.1%), three items assessed the intensity of alcohol use (items 59, 60, and 61 in Appendix B) (see Table 4).

**Table 4.**  
**Alcohol Use Behaviors of the Sample Group\*.**

Alcohol Behavior:	Response	Males		Females		Total	
		N	%	N	%	N	%
During the past 12 months, have you had one or more drinks of alcohol? (N=231*)	Yes	94	81.0	98	85.2	192	83.1
	No	22	19.0	17	14.8	39	16.9
If "yes" to the previous question:							
On average, how often do you drink? (N=191)	< 1x/month	18	19.1	22	22.7	40	20.9
	2-3x/month	17	18.1	34	35.1	51	26.7
	1-2x/week	39	41.5	33	34.0	72	37.7
	3-4x/week	17	16.0	7	7.2	22	11.5
	5 + x/week	5	5.3	1	1.0	6	3.1
How many drinks do you usually have on a typical occasion? (N= 191)	< 1	10	10.6	7	7.2	17	8.9
	1 - 2	10	10.6	25	25.8	35	18.3
	3 - 4	26	27.7	40	41.2	66	34.6
	5 - 6	29	30.9	19	19.6	48	25.1
	7 plus	19	20.2	6	6.2	25	13.1
How often do you get "drunk" as a result of drinking? (N=191)	Never	19	20.2	14	14.4	33	17.3
	1-2x/year	13	13.8	17	17.5	30	15.7
	Svrl x/year	7	7.4	17	17.5	24	12.6
	1-2x/month	22	23.4	33	34.0	55	28.8
	1 + x/week	33	35.1	16	16.5	49	25.7

\* Differences in "N" due to missing data or due to items not being applicable.

With respect to frequency of alcohol use, 14.6% (N=28) reported having a drink at least 3-4 times per week, 37.7% (N=72) reported drinking alcohol 1-2 times per week, and 47.7% (N=91) reported drinking alcohol 2-3 times per month or less. Regarding the number of drinks consumed on a typical occasion, 13.1% (N=25) reported consuming 7 or more drinks, 25.1% (N=48) 5-6 drinks, 34.6% (N=66) 3-4 drinks, and 27.2% (N=52) 1-2 drinks or less per occasion. Frequency of getting "drunk" at least once a



week was reported by 25.7% (N=49) of the alcohol users, with 28.8% (N=55) reporting drunkenness 1-2 times per month, 28.3% (N=54) a couple to several times per year, and 17.3 (N=33) never getting "drunk."

#### Primary Dependent Measures

After viewing the videotape "Playing the Game," subjects were asked to respond to a 6 item questionnaire. The primary dependent measures were assessed by the first two items: "Using the given 7 point scale, how would you classify what took place in Suzanne's version of the event" (SUZANNE), and "Using the given 7 point scale, how would you classify what took place in Mark's version of the event" (MARK). A score of 1 indicated "date rape definitely did not occur" and a score of 7 indicated that "date rape definitely occurred." Table 5 provides response frequencies for each of the primary dependent variables.

As stated in the description of the videotape (see Chapter 3), Suzanne's version of the event was presented as being more likely to be perceived as date rape. For this reason, less variability in the subjects' perceptions of SUZANNE was anticipated. An overwhelming majority of the subjects (65.5%, N=152) reported that date rape definitely occurred, with an additional 26.3% (N=61) reporting a score of 6 which was interpreted as "yes, date rape occurred, with little doubt." No subjects perceived SUZANNE as not being date rape; however, 1 subject reported a score of 3, and 3 subjects were considered "neutral" with a score of 4. Final analyses were completed utilizing scores interpreted as "strongly date rape," a score of 6 or 7 (91.8%, N=213), and "date rape, with some doubt," a score of 5 or less (8.2%, N=19). Therefore, for some analyses,



the dichotomized variable "SUZANNE" was considered as the grouping variable.

**Table 5.**  
**Frequencies, Means and Standard Deviations of Primary Dependent Measures.**

Dependent Variable:	Score	N	%	Mean Score	SD
<b>SUZANNE</b> (N=232)	1	Definitely Not Date Rape	0	0	6.55 0.71
	2	Not Date Rape (little doubt)	0	0	
	3	Not Date Rape (some doubt)	1	0.4	
	4	Neutral/Unsure	3	1.3	
	5	Date Rape (some doubt)	15	6.5	
	6	Date Rape (little doubt)	61	26.3	
	7	Definitely Date Rape	152	65.5	
<b>MARK</b> (N=232)	1	Definitely Not Date Rape	21	9.1	4.39 1.95
	2	Not Date Rape (little doubt)	29	12.5	
	3	Not Date Rape (some doubt)	30	12.9	
	4	Neutral/Unsure	34	14.7	
	5	Date Rape (some doubt)	38	16.4	
	6	Date Rape (little doubt)	36	15.5	
	7	Definitely Date Rape	44	19.0	

The second dependent measure referred to Mark's version of the event (MARK), as depicted in the videotape, and utilized the same initial 7 point scale as SUZANNE. In the videotape, Mark's version is deliberately more ambiguous in regard to the occurrence of date rape. For this reason, more variability in the subjects' responses was anticipated. Table 5 also provides frequencies for MARK. Due to the wide variance in responses, final analyses were completed utilizing the full 7 point scale for MARK.

#### Results for each Hypothesis

The final data analysis related directly to the research hypotheses:

1. The six subscales, representing the Social Context of Drinking, will be predictors of students' perceptions of the occurrence of date rape in a viewed, videotaped scenario.

To test this hypothesis, a multivariate analysis of variance (MANOVA) was performed to assess differences in social context of drinking based on perception of the occurrence of date rape (MARK and SUZANNE). For each of the six subscales, a summed score was calculated for each subject who reported having consumed alcohol within the last 12 months ( $N=192$ ). Prior research on the social context of drinking (Thombs, et al., 1993) indicated a gender effect. For this reason interaction effects between gender and perception of the occurrence of date rape (SUZANNE and MARK) for the six subscales were also investigated. Table 6 presents the mean scores and standard deviations for each social context of drinking subscale for SUZANNE by gender. Table 7 presents the mean scores and standard deviations for each social context of drinking subscale for MARK by gender.

No multivariate interaction effect of social context of drinking for SUZANNE by gender was detected ( $F_{(6)} = .944$ ,  $p = .465$ ); furthermore there was no multivariate main effect for SUZANNE ( $F_{(6)} = .784$ ,  $p = .583$ ). There was, however, a significant multivariate main effect for gender ( $F_{(6)} = 2.365$ ,  $p = .032$ ). Due to the exploratory nature of this study, the researcher took the liberty of conducting separate univariate analyses of variance to investigate interaction and main effects for each social context of drinking subscale. Results of the MANOVA and ANOVAs are presented in Table 8.

No significant interaction effects between gender and SUZANNE for social context of drinking were indicated; however, in regard to mean differences in social context of drinking subscales and perception of the occurrence of date rape for SUZANNE the following main effects were found to be significant: Relaxation ( $F_{(1)} = 5.487, p < .05$ ); Communion ( $F_{(1)} = 4.371, p < .05$ ); and Peer Acceptance ( $F_{(1)} = 5.055, p < .05$ ). Subjects who reported SUZANNE as being "date rape with some doubt" were more likely to use alcohol 1) to provide relief from external pressures, such as academic demands or work responsibilities (relaxation); 2) in the context of close family members or friends (communion); and 3) to conform to the norms of the group (peer acceptance).

**Table 6.**  
**Means and Standard Deviations of Social Context of**  
**Drinking Subscales for SUZANNE by Gender.**

Social Context of Drinking:	Males (N=91)		Females (N=96)	
	Strongly Date Rape	Date Rape Some Doubt	Strongly Date Rape	Date Rape Some Doubt
	Mean (SD) (N=81)	Mean (SD) (N=10)	Mean (SD) (N=3)	Mean (SD) (N=93)
Social Facilitation	18.54 (8.74)	21.60 (6.04)	17.02 (8.21)	15.33 (3.78)
Emotional Pain	1.98 (2.10)	3.10 (2.96)	1.14 (1.40)	1.33 (.58)
Relaxation	2.33 (2.41)	3.90 (2.89)	1.32 (1.86)	1.33 (1.53)
Motor Vehicle	1.21 (1.48)	2.20 (2.49)	.83 (1.26)	.00 (.00)
Communion	4.03 (2.70)	6.00 (2.91)	4.23 (2.62)	4.00 (1.00)
Peer Acceptance	2.00 (2.54)	4.10 (3.07)	1.02 (1.50)	1.00 (1.73)

N=187; 5 subjects had missing data.

**Table 7.**  
**Means and Standard Deviations of Social Context of**  
**Drinking for MARK by Gender.**

	1*	2	3	MARK 4	5	6	7
Social Context of Drinking:	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Males (N= 91)</b>	(N=8)	(N=8)	(N=15)	(N=21)	(N=13)	(N=19)	(N=7)
Social Facilitation	15.86 (12.22)	16.88 (13.12)	18.80 (7.39)	19.33 (8.72)	20.08 (6.90)	20.16 (6.39)	17.71 (9.30)
Emotional Pain	1.88 (2.36)	2.50 (3.16)	2.00 (1.60)	2.19 (2.52)	1.85 (2.19)	2.37 (2.19)	1.57 (1.90)
Relaxation	3.00 (4.28)	1.63 (2.57)	2.53 (2.77)	2.62 (2.27)	2.15 (1.95)	2.95 (2.17)	2.00 (2.37)
Motor Vehicle	1.38 (1.60)	2.00 (2.83)	1.40 (1.30)	1.43 (1.81)	.92 (1.12)	1.26 (1.37)	.86 (1.86)
Communion	3.75 (2.87)	3.63 (3.34)	4.73 (2.79)	4.52 (2.84)	4.39 (3.02)	4.26 (2.47)	3.29 (2.98)
Peer Acceptance	1.13 (1.25)	2.50 (2.62)	2.67 (2.55)	2.43 (2.79)	1.77 (2.59)	2.21 (2.72)	2.57 (4.12)
<b>Females (N=96)</b>	(N=10)	(N=15)	(N=7)	(N=10)	(N=16)	(N=8)	(N=30)
Social Facilitation	20.60 (5.19)	14.2 (10.02)	16.00 (9.66)	16.80 (5.98)	20.06 (7.74)	15.5 (8.83)	16.17 (7.93)
Emotional Pain	1.30 (.95)	.60 (.91)	1.29 (1.60)	1.30 (1.42)	1.63 (1.71)	1.00 (1.69)	1.07 (1.36)
Relaxation	1.90 (1.66)	1.13 (1.64)	1.57 (1.27)	.90 (1.45)	1.56 (1.46)	1.88 (4.21)	1.03 (1.54)
Motor Vehicle	.80 (1.32)	.87 (1.41)	1.14 (.90)	.50 (.53)	1.19 (1.97)	.63 (1.07)	.63 (.93)
Communion	4.60 (2.32)	3.80 (2.78)	5.29 (1.60)	4.40 (2.99)	4.31 (2.94)	3.25 (1.91)	4.20 (2.67)
Peer Acceptance	.50 (.71)	.93 (1.49)	.71 (.76)	.80 (1.36)	1.19 (1.33)	1.00 (1.41)	1.30 (2.00)

\* Score: 1 = Date rape definitely did not occur  
2 = Date rape did not occur (little doubt)  
3 = Date rape did not occur (some doubt)  
4 = Neutral/Unsure  
5 = Date rape did occur (some doubt)  
6 = Date rape did occur (little doubt)  
7 = Date rape definitely did occur

**Table 8.**  
**Multiple Analysis of Variance for Mean Differences in Social Context**  
**of Drinking Subscales for Perception of SUZANNE by Gender.**

Analysis	F	df	p
<b>Multivariate Analysis (N=187):</b>			
Interaction Effect (SUZANNE*Gender)	.944	6	.465
Main Effect (SUZANNE)	.784	6	.583
Main Effect (Gender)	2.365	6	.032*
<b>Analysis of Variance:</b>			
Interaction Effects (SUZANNE * Gender)			
Social Facilitation (N=188)	.766	1	.383
Emotional Pain (N=191)	.509	1	.443
Relaxation (N=192)	1.651	1	.200
Motor Vehicle (N=192)	3.666	1	.057
Communion (N=192)	1.665	1	.198
Peer Acceptance (N=191)	1.611	1	.206
Main Effects (SUZANNE)			
Social Facilitation	.709	1	.401
Emotional Pain	3.169	1	.077
Relaxation	5.487	1	.020*
Motor Vehicle	1.944	1	.165
Communion	4.371	1	.038*
Peer Acceptance	5.055	1	.026*
Main Effects (Gender)			
Social Facilitation	1.549	1	.215
Emotional Pain	12.205	1	.001*
Relaxation	11.655	1	.001*
Motor Vehicle	4.773	1	.030*
Communion	.047	1	.829
Peer Acceptance	10.901	1	.001*

\* Significant

In regard to mean differences in the social context of drinking subscales by gender, the following main effects were found to be significant: Emotional Pain ( $F_{(1)} = 12.205$ ,  $p < .01$ ); Relaxation ( $F_{(1)} = 11.655$ ,  $p < .01$ ); Motor Vehicle ( $F_{(1)} = 4.773$ ,  $p < .05$ ); and Peer Acceptance ( $F_{(1)} = 10.901$ ,  $p < .01$ ). Male subjects were more likely to use alcohol 1) to help manage or correct negative affective states (emotional pain); 2) to provide relief from external pressures, such as academic demands or work responsibilities (relaxation); 3) in a close



relationship with vehicular travel (motor vehicle); and 4) to conform to the norms of the group (peer acceptance).

No multivariate interaction effects of social context of drinking for MARK by gender were indicated ( $F_{(36)} = .516, p = .922$ ); nor was there a multivariate main effect for MARK ( $F_{(36)} = .765, p = .841$ ). There was, however, a statistically significant multivariate main effect for gender ( $F_{(6)} = 3.408, p = .003$ ). Again, due to the exploratory nature of this study, the researcher took the liberty of conducting separate  $7 \times 2$  univariate analyses of variance to investigate interaction effects and main effects of MARK and gender for each social context of drinking subscale. Results of the MANOVA and ANOVAs are presented in Table 9.

No significant interaction effects between gender and MARK for social context of drinking were indicated. In addition, no main effects were found to be significant regarding social context of drinking and perception of the occurrence of date rape for MARK. In regard to mean differences in social context of drinking subscales based on gender, the following main effects were found to be significant: Emotional Pain ( $F_{(1)} = 10.660, p < .01$ ); Relaxation ( $F_{(1)} = 8.366, p < .01$ ); Motor Vehicle ( $F_{(1)} = 4.305, p < .05$ ); and Peer Acceptance ( $F_{(1)} = 12.056, p < .01$ ). Again, male subjects were more likely to use alcohol 1) to help manage or correct negative affective states (emotional pain); 2) to provide relief from external pressures, such as academic demands or work responsibilities (relaxation); 3) in a close relationship with vehicular travel (motor vehicle); and 4) to conform to the norms of the group (peer acceptance).

Based on the results of the applied analyses, this hypothesis was not supported. Although there were some findings which suggested that having doubt concerning the occurrence of date rape in Suzanne's version was related to the social context of drinking, these findings may have been confounded by a main effect for gender.

**Table 9.**  
**Multiple Analysis of Variance for Mean Differences in Social Context of Drinking Subscales for Perception of MARK by Gender.**

Analysis	F	df	p
<b>Multivariate Analysis (N=187)</b>			
Interaction Effect (MARK*Gender)	.516	36	.922
Main Effect (MARK)	.765	36	.841
Main Effect (Gender)	3.408	6	.003*
<b>Analysis of Variance:</b>			
Interaction Effects (MARK * Gender)			
Social Facilitation (N=188)	.922	6	.480
Emotional Pain (N=191)	.480	6	.822
Relaxation (N=192)	.255	6	.957
Motor Vehicle (N=192)	.593	6	.736
Communion (N=192)	.360	6	.903
Peer Acceptance (N=191)	.290	6	.941
Main Effects (MARK):			
Social Facilitation	.839	6	.361
Emotional Pain	.110	6	.995
Relaxation	.596	6	.733
Motor Vehicle	.392	6	.883
Communion	.645	6	.694
Peer Acceptance	.621	6	.713
Main Effects (Gender)			
Social Facilitation	.811	1	.563
Emotional Pain	10.660	1	.001*
Relaxation	8.366	1	.004*
Motor Vehicle	4.305	1	.039*
Communion	.075	1	.785
Peer Acceptance	12.056	1	.001*

\* Significant



- H2. Reported alcohol use intensity will predict students' perception of the occurrence of date rape in a viewed, videotaped scenario.

As stated in Chapter 3, alcohol use intensity was assessed via the summed responses of three items for subjects who reported having consumed one or more drinks of alcohol in the past 12 months. The initial analysis for this hypothesis included the investigation of differences in perception of the occurrence of date rape (MARK and SUZANNE) between subjects who have consumed alcohol within the last 12 months and subjects who have not consumed alcohol within the last 12 months. For SUZANNE, a 2x2 chi-square analysis revealed no significant difference in perception ( $X^2_{(1)} = .1.337, p = .248$ ) (see Table 10). For MARK, a t-test revealed no significant difference in perception ( $t_{(230)} = -.42, p = .673$ ) (see Table 11).

Table 10.  
Perceptions of SUZANNE Based on Consumption  
of Alcohol within the Last 12 Months.

SUZANNE (N=232):	Alcohol NOT Consumed		Alcohol Consumed	
	%	(N)	%	(N)
Date Rape with some doubt	12.8	(5)	7.3	(14)
Strongly Date Rape	87.2	(34)	92.7	(179)
$X^2_{(1)} = 1.337, p = .248$				

**Table 11.**  
**Mean Scores for MARK Categorized by Consumption**  
**of Alcohol within the Last 12 Months.**

Consumption of Alcohol	N	MARK Mean	SD
Yes	193	4.368	1.980
No	39	4.513	1.805

$$t(230) = -.42, p = .673$$

The following analyses investigated differences in perceptions (MARK and SUZANNE) utilizing the summed score of responses for alcohol use intensity on drinkers only. The mean score for alcohol use intensity for all alcohol-using subjects was 5.59 (SD = 3.28), as provided in Table 1a. To test the hypothesis regarding SUZANNE, a 2 x 2 analysis of variance was performed to assess an interaction effect between SUZANNE and gender for alcohol use intensity level, as well as main effects. The means and standard deviations of alcohol use intensity scores for SUZANNE by gender are presented in Table 12.

**Table 12.**  
**Means and Standard Deviations of Alcohol Use**  
**Intensity for SUZANNE by Gender.**

	Males (N= 84)		Females (N= 92)	
	Strongly Date Rape	Date Rape Some Doubt	Strongly Date Rape	Date Rape Some Doubt
	Mean (SD) (N=74)	Mean (SD) (N=10)	Mean (SD) (N=89)	Mean (SD) (N=3)
<b>Alcohol Use Intensity:</b>	<b>6.18 (3.74)</b>	<b>6.30 (3.71)</b>	<b>5.24 (2.84)</b>	<b>4.67 (.58)</b>

No significant interaction effect was found ( $F_{(1)} = .097$ ,  $p = .755$ ); in addition, there was no significant main effect for perception of SUZANNE. The main effect for gender approached significance ( $F_{(1)} = 3.785$ ,  $p = .053$ ); males reported a somewhat higher alcohol use intensity than females (see Table 13).

**Table 13.**  
**Analysis of Variance for Mean Differences in Alcohol Use Intensity**  
**for Perception of SUZANNE by Gender.**

Analysis of Variance	F	df	p
Main Effects (SUZANNE):	.002	1	.961
Main Effects (Gender):	3.785	1	.053
Interaction Effects (SUZANNE * Gender)	.097	1	.755
N=176			

To test the hypothesis for MARK, a 7 x 2 analysis of variance was performed. The ANOVA tested for an interaction effect between MARK and gender for alcohol use intensity level, as well as main effects. The means and standard deviations of alcohol use intensity scores for MARK by gender are presented in Table 14. No significant interaction effect was found ( $F_{(6)} = 1.043$ ,  $p = .400$ ). In addition, there was no significant main effect for perception of the occurrence of date rape for MARK ( $F_{(6)} = .350$ ,  $p = .909$ ), nor for gender ( $F_{(1)} = 3.325$ ,  $p = .070$ ) (See Table 15). To that end, the hypothesis was not supported.

**Table 14.**  
**Means and Standard Deviations of Alcohol Use Intensity for MARK by Gender.**

	MARK						
	1*	2	3	4	5	6	7
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Males (N=84)</b>	(N=8)	(N=8)	(N=14)	(N=17)	(N=12)	(N=17)	(N=8)
<b>Alcohol Use Intensity:</b>	4.50 (5.18)	5.50 (4.69)	6.57 (3.78)	6.00 (3.32)	6.67 (3.34)	6.24 (3.31)	7.50 (3.70)
<b>Females (N=92)</b>	(N=9)	(N=14)	(N=7)	(N=10)	(N=15)	(N=8)	(N=29)
<b>Alcohol Use Intensity:</b>	6.33 (2.24)	5.07 (3.20)	4.29 (3.68)	4.40 (2.32)	6.07 (2.60)	6.00 (2.83)	4.79 (2.76)

\* Score: 1 = Date rape definitely did not occur  
 2 = Date rape did not occur (little doubt)  
 3 = Date rape did not occur (some doubt)  
 4 = Neutral/Unsure  
 5 = Date rape did occur (some doubt)  
 6 = Date rape did occur (little doubt)  
 7 = Date rape definitely did occur

**Table 15.**  
**Analysis of Variance for Mean Differences in Alcohol Use Intensity for Perception of MARK by Gender.**

Analysis	F	df	p
Main Effects (MARK):	.350	6	.909
Main Effects (Gender):	3.325	1	.070
Interaction Effects (MARK * Gender)	1.043	6	.400

N=176

Due to the exploratory nature of the study, the researcher further investigated differences in perceptions (MARK and SUZANNE) based on responses to each of the 3 alcohol use intensity items, individually, ("On average, how often do you drink alcohol?"; "How many drinks do you usually have on a typical occasion?"; and "How often would you say you

get 'drunk' as a result of drinking?"). Regarding SUZANNE, separate 2 x 2 univariate analyses of variance were conducted to assess interaction effects between SUZANNE and gender for each of the items, as well as main effects. The means and standard deviations of responses for each item for SUZANNE by gender are presented in Table 16.

**Table 16.**  
**Means and Standard Deviations of Individual Alcohol Use**  
**Intensity Items for SUZANNE by Gender.**

	<b>Males (N= 96)</b>		<b>Females (N= 100)</b>	
	<b>Strongly Date Rape</b>	<b>Date Rape Some Doubt</b>	<b>Strongly Date Rape</b>	<b>Date Rape Some Doubt</b>
	<b>Mean (SD) (N=85)</b>	<b>Mean (SD) (N=11)</b>	<b>Mean (SD) (N=97)</b>	<b>Mean (SD) (N=3)</b>
<b>Frequency of Alcohol Use:</b>	1.71 (1.11)	1.91 (1.221)	1.25 (.958)	1.33 (.577)
<b>Quantity of Alcohol Use:</b>	2.39 (1.228)	2.42 (1.240)	1.87 (1.047)	1.67 (.577)
<b>Frequency of Drunkenness:</b>	2.40 (1.568)	2.18 (1.537)	2.19 (1.344)	1.67 (.577)

N may vary due to missing data.

There was no significant interaction effect between SUZANNE and gender for any of the three items; in addition, there was no significant main effect for perception of SUZANNE for any of the items. There was a significant main effect of gender for frequency of alcohol use and quantity of alcohol use. In both cases males reported a higher level of drinking than females. For frequency of drunkenness, there was no significant gender difference. Tables 17 through 19 provide the results of the ANOVAs.

**Table 17.**  
**Analysis of Variance for Mean Differences in Frequency of Alcohol Use**  
**for Perception of SUZANNE by Gender.**

Analysis of Variance	F	df	p
Main Effects (SUZANNE):	.364	1	.547
Main Effects (Gender):	9.515	1	.002*
Interaction Effects (SUZANNE * Gender)	.029	1	.866

N=196

**Table 18.**  
**Analysis of Variance for Mean Differences in Quantity of Alcohol Use**  
**for Perception of SUZANNE by Gender.**

Analysis of Variance	F	df	p
Main Effects (SUZANNE):	.004	1	.951
Main Effects (Gender):	10.308	1	.002*
Interaction Effects (SUZANNE * Gender)	.094	1	.760

N=195

**Table 19.**  
**Analysis of Variance for Mean Differences in Frequency of Drunkenness**  
**for Perception of SUZANNE by Gender.**

Analysis of Variance	F	df	p
Main Effects (SUZANNE):	.503	1	.479
Main Effects (Gender):	1.115	1	.292
Interaction Effects (SUZANNE * Gender)	.102	1	.750

N=197

Regarding MARK, a separate 7 x 2 analysis of variance was conducted for each item to assess interaction effects between MARK and gender, as well as main effects. The means and standard deviations of responses for each item for MARK by gender are presented in Table 20.

**Table 20.**  
**Means and Standard Deviations of Individual Alcohol Use**  
**Intensity Items for MARK by Gender.**

	MARK						
	1*	2	3	4	5	6	7
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Males (N=94)</b>	(N=9)	(N=8)	(N=16)	(N=21)	(N=13)	(N=19)	(N=8)
Frequency of Alcohol Use	1.333 (1.323)	1.500 (1.512)	1.875 (1.258)	1.667 (.966)	1.615 (.961)	1.842 (1.015)	1.875 (1.246)
Quantity of Alcohol Use	1.889 (1.833)	2.125 (1.642)	2.437 (1.263)	2.476 (1.078)	2.538 (1.050)	2.368 (1.012)	2.750 (1.282)
Frequency of Drunkenness	1.778 (2.108)	1.875 (1.808)	2.562 (1.504)	2.429 (1.535)	2.692 (1.494)	2.316 (1.493)	2.875 (1.356)
<b>Females (N=97)</b>	(N=10)	(N=15)	(N=7)	(N=10)	(N=16)	(N=8)	(N=31)
Frequency of Alcohol Use	1.800 (.789)	1.333 (.976)	1.143 (1.215)	1.100 (.876)	1.312 (.946)	1.500 (1.195)	1.129 (.846)
Quantity of Alcohol Use	2.300 (.949)	1.667 (.976)	1.429 (1.272)	1.400 (.699)	2.313 (.793)	2.125 (.991)	1.935 (1.063)
Frequency of Drunkenness	2.500 (1.080)	2.333 (1.496)	1.714 (1.704)	1.900 (1.370)	2.625 (1.147)	2.375 (1.302)	2.000 (1.291)

\* Score: 1 = Date rape definitely did not occur  
 2 = Date rape did not occur (little doubt)  
 3 = Date rape did not occur (some doubt)  
 4 = Neutral/Unsure  
 5 = Date rape did occur (some doubt)  
 6 = Date rape did occur (little doubt)  
 7 = Date rape definitely did occur

There was no significant interaction effect between MARK and gender for any of the three items; in addition, there was no significant main effect for perception of MARK for any of the items. As indicated



earlier, regarding the main effect of gender for each of the items, males reported a significantly higher frequency of alcohol use and quantity of alcohol use than females. However, for frequency of drunkenness, there was no significant gender difference. Tables 21 through 23 provide the results of the ANOVAs.

**Table 21.**  
**Analysis of Variance for Mean Differences in**  
**Frequency of Alcohol Use for Perception of MARK by Gender.**

Analysis	F	df	p
Main Effects (MARK):	.20	6	.977
Main Effects (Gender):	4.27	1	.040*
Interaction Effects (MARK * Gender)	.82	6	.554

N=191

**Table 22.**  
**Analysis of Variance for Mean Differences in**  
**Quantity of Alcohol Use for Perception of MARK by Gender.**

Analysis	F	df	p
Main Effects (MARK):	.91	6	.487
Main Effects (Gender):	7.57	1	.007*
Interaction Effects (MARK * Gender)	1.19	6	.311

N=191

**Table 23.**  
**Analysis of Variance for Mean Differences in**  
**Frequency of Drunkenness for Perception of MARK by Gender.**

Analysis	F	df	p
Main Effects (MARK):	.51	6	.801
Main Effects (Gender):	.44	1	.506
Interaction Effects (MARK * Gender)	.98	6	.444

N=191

Based on these results, the hypothesis was unconfirmed when using the three alcohol intensity items separately. Although a gender effect was identified, no main effect for either MARK or SUZANNE emerged.

- H3. Reported level of social assertiveness and dating competence will predict students' perception of the occurrence of date rape in a viewed, videotaped scenario.

To test this hypothesis, a multivariate analysis of variance (MANOVA) was performed to assess differences in levels of social assertiveness and dating competence based on perception of the occurrence of date rape. Due to the possibility of gender differences in levels of assertiveness and dating competence, interaction effects between gender and the perception of the occurrence of date rape (SUZANNE and MARK) for the 2 subscales were investigated. The means and standard deviations for assertiveness and dating skills for MARK by gender are presented in Table 24, and for SUZANNE in Table 25.

No significant multivariate interaction effect of gender by SUZANNE was indicated for level of dating competence and social assertiveness ( $F_{(2)} = .822$ ,  $p = .441$ ); furthermore, there were no significant multivariate main effects (SUZANNE,  $F_{(2)} = .457$ ,  $p = .634$ ; gender,  $F_{(2)} = 1.285$ ,  $p = .279$ ). Therefore, individual 2x2 analyses of variance were conducted to investigate univariate interaction and main effects for level of dating competence and social assertiveness. No

**Table 24.**  
Means and Standard Deviations for Levels of Dating Competence  
and Social Assertiveness for MARK by Gender

	MARK						
	1*	2	3	4	5	6	7
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Males (N=111)</b>	(N=11)	(N=11)	(N=18)	(N=23)	(N=16)	(N=22)	(N=9)
<b>Dating:</b>	26.73 (7.04)	26.09 (3.48)	26.61 (3.97)	27.78 (5.30)	28.25 (5.80)	28.68 (5.18)	25.22 (4.76)
<b>Assertiveness:</b>	29.34 (6.27)	28.91 (2.74)	28.95 (4.08)	29.87 (4.98)	30.75 (5.42)	31.23 (4.34)	30.78 (3.99)
<b>Females (N=109)</b>	(N=10)	(N=15)	(N=7)	(N=9)	(N=20)	(N=12)	(N=32)
<b>Dating:</b>	29.60 (5.19)	26.47 (5.87)	27.14 (7.11)	26.11 (4.70)	28.86 (3.69)	25.46 (6.39)	28.77 (5.53)
<b>Assertiveness:</b>	30.40 (4.22)	27.38 (5.91)	28.29 (4.68)	30.18 (5.56)	29.10 (4.45)	27.67 (5.68)	30.47 (5.27)

\* Score: 1 = Date rape definitely did not occur  
2 = Date rape did not occur (little doubt)  
3 = Date rape did not occur (some doubt)  
4 = Neutral/Unsure  
5 = Date rape did occur (some doubt)  
6 = Date rape did occur (little doubt)  
7 = Date rape definitely did occur

**Table 25.**  
Means and Standard Deviations for Levels of Dating Competence and  
Social Assertiveness for SUZANNE by Gender.

	Males (N= 110)		Females (N= 105)	
	Strongly Date Rape	Date Rape Some Doubt	Strongly Date Rape	Date Rape Some Doubt
	Mean (SD) (N=95)	Mean (SD) (N=15)	Mean (SD) (N=102)	Mean (SD) (N=3)
<b>Dating :</b>	27.28 (5.27)	27.80 (4.36)	27.89 (5.49)	24.67 (6.81)
<b>Assertiveness:</b>	30.01 (4.82)	30.47 (3.49)	29.33 (5.28)	26.00 (4.36)

interaction effect was indicated between gender and SUZANNE for level of dating competence and social assertiveness; nor was there a significant main effect of SUZANNE or gender (see Table 26).

**Table 26.**  
**Multiple Analysis of Variance for Mean Differences in Social Assertiveness and Dating Competence for Perception of SUZANNE by Gender.**

Analysis	F	df	p
<b>Multivariate Analysis: (N=215)</b>			
Interaction Effects (SUZANNE * Gender)	.822	2	.441
Main Effects (SUZANNE):	.457	2	.634
Main Effects (Gender)	1.285	2	.279
<b>Analysis of Variance (N=219):</b>			
Interaction Effects (SUZANNE * Gender)			
Dating Competence	1.202	1	.274
Social Assertiveness	1.441	1	.231
Main Effects (SUZANNE):			
Dating Competence	.018	1	.895
Social Assertiveness	.036	1	.849
Main Effects (Gender)			
Dating Competence	.383	1	.537
Social Assertiveness	1.479	1	.225

There were no significant multivariate interaction effects of gender by MARK for level of dating competence and social assertiveness ( $F_{(12)} = .973$ ,  $p = .474$ ); as well as no multivariate main effects (MARK,  $F_{(12)} = .789$ ,  $p = .662$ ; gender,  $F_{(2)} = 1.959$ ,  $p = .144$ ). Furthermore, subsequent 7x2 univariate analyses of variance revealed no interaction effects between gender and MARK for either level of dating competence or social assertiveness; nor was there a significant main effect for MARK or gender (see Table 27).

Based on these results the hypothesis was not supported.

**Table 27.**  
**Multiple Analysis of Variance for Mean Differences in Social Assertiveness and Dating Competence for Perception of MARK by Gender.**

Analysis	F	df	p
<b>Multivariate Analysis (N=215):</b>			
Interaction Effects (MARK * Gender)	.973	12	.474
Main Effects (MARK):	.789	12	.662
Main Effects (Gender)	1.959	2	.144
<b>Analysis of Variance :</b>			
Interaction Effects (MARK * Gender)			
Dating Competence (N=219)	1.414	6	.211
Social Assertiveness (N=220)	.612	6	.720
Main Effects (MARK):			
Dating Competence	.629	6	.707
Social Assertiveness	1.078	6	.377
Main Effects (Gender)			
Dating Competence	.142	1	.707
Social Assertiveness	2.298	1	.131

- H4. Reported level of experience with sexually aggressive behavior will predict students' perception of the occurrence of date rape in a viewed, videotaped scenario.

The 10 items on the Sexual Experience Survey completed by male subjects (N=116) assessed levels of reported sexually aggressive behavior. Of the males, only 9 subjects (7.8%) reported any level of sexual aggression (refer back to Table 1b). For this reason, responses were collapsed into two categories: 1) non-sexually aggressive (N=107), and 2) sexually aggressive (N=9). A 2 x 2 chi-square test was completed to investigate differences in perceptions of SUZANNE based on level of reported sexual aggression. Results for SUZANNE are presented in

Table 28. A t-test was completed to investigate differences in perceptions of MARK based on level of reported sexual aggression (see Table 29). There were no significant differences for either SUZANNE ( $\chi^2_{(1)} = .583$ ,  $p = .445$ ) or MARK ( $t_{(114)} = 1.19$ ,  $p = .237$ ) in respect to reported sexually aggressive behavior by male subjects.

**Table 28.**  
**Perception of SUZANNE Based on Level of Sexually Aggressive Behavior Reported by Male Subjects.**

Score	Non-Sexually Aggressive		Sexually Aggressive	
	%	(N)	%	(N)
Strongly Date Rape	13.1	(14)	22.2	(2)
Date Rape with some doubt	86.9	(93)	77.8	(7)

$(\chi^2_{(1)} = .583, p = .445)$

**Table 29.**  
**Mean Scores for MARK Based on Level of Reported Sexually Aggressive Behavior by Male Subjects.**

Level of Sexual Aggression	N	MARK Mean	SD
Sexually Aggressive	9	3.444	2.128
Non-sexually Aggressive	107	4.178	1.747

$t_{(114)} = 1.19, p = .237$

Female subjects (N=115) responded to 10 items which assessed levels of sexual victimization. As was provided in Table 1b, only 50 females (43%) were categorized as "non-sexually victimized." The remaining females (N=65, 57%) reported varied levels of sexual



victimization. Utilization of the Sexual Experience Survey required categorizing subjects based on their "highest 'yes' response" to the 10 items. From this, five, mutually exclusive categories were developed based on reported sexual victimization. Figure 1 provides a flow chart for the assignment of female subjects to categories of sexual victimization based on their responses to the questionnaire items (items 94 to 103 in Appendix B).

A series of t-tests were completed to assess differences in perceptions of MARK between females who reported a certain level of sexual victimization and the remaining females in the pool of female subjects and Individual chi-square tests were completed to assess differences in perceptions of SUZANNE. There were no significant differences in perceptions of MARK for the following comparisons: sexually assaulted females and non-sexually assaulted females ( $t_{(113)} = -1.73, p = .086$ ); sexually abused females and non-sexually abused females ( $t_{(99)} = -1.26, p = .210$ ); sexually coerced females and non-sexually coerced females ( $t_{(81)} = 1.11, p = .270$ ); and sexually contacted females and non-sexually contacted females ( $t_{(64)} = .42, p = .677$ ). Tables 30a through 30d provide the results of the analyses for MARK.



**Figure 1.**  
**Assignment of Female Subjects**  
**to Category of Sexual Victimization.**

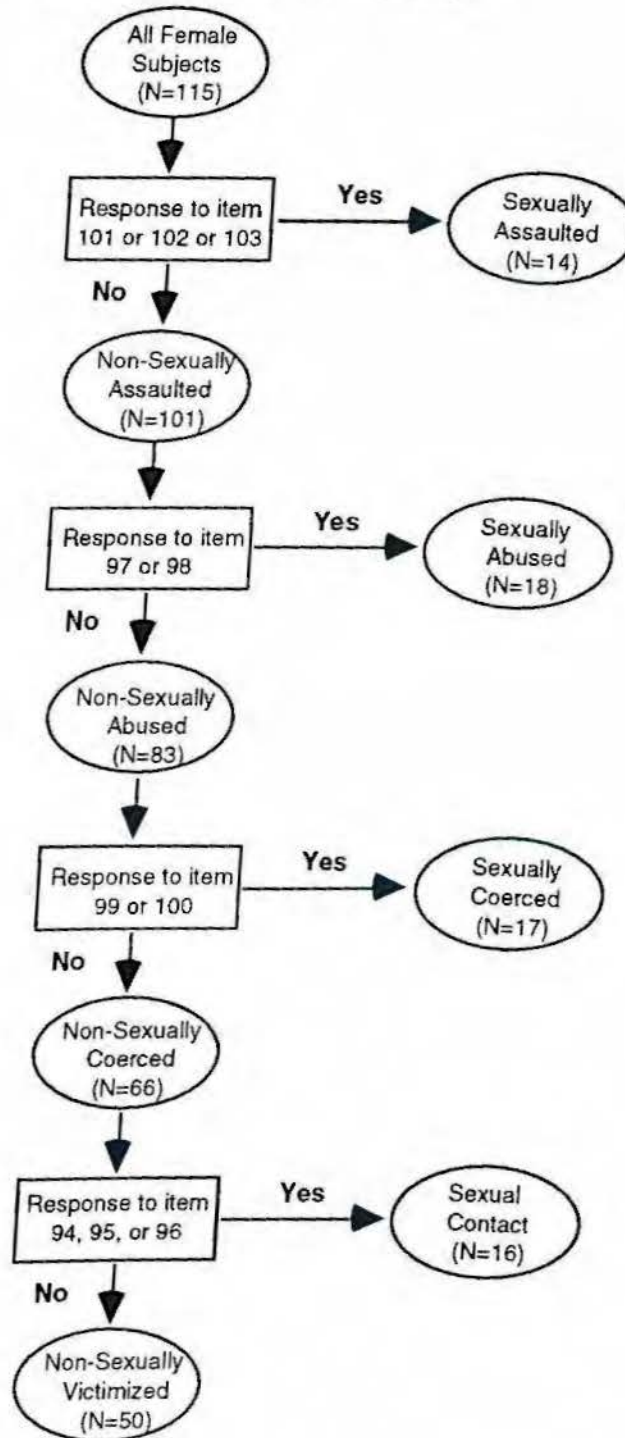


Table 30a.  
Mean Scores for MARK for Females Categorized as Being Sexually Assaulted and Females Categorized as Not Being Sexually Assaulted.

Category:	N	MARK Mean	SD
Sexually Assaulted	14	5.571	1.989
Non-sexually Assaulted	101	4.555	2.071

$t_{(113)} = -1.73, p = .086$

Table 30b.  
Mean Scores for MARK for Females Categorized as Being Sexually Abused and Females Categorized as Not Being Sexually Abused.

Category:	N	MARK Mean	SD
Sexually Abused	18	5.111	2.111
Non-sexually Abused	83	4.111	2.055

$t_{(99)} = -1.26, p = .210$

Table 30c.  
Mean Scores for MARK for Females Categorized as Being Sexually Coerced and Females Categorized as Not Being Sexually Coerced.

Category:	N	MARK Mean	SD
Sexually Coerced	17	3.941	2.164
Non-sexually Coerced	66	4.561	2.024

$t_{(81)} = 1.11, p = .270$

Table 30d.  
Mean Scores for MARK for Females Categorized as Being Sexually Contacted and Females Categorized as Not Being Sexually Contacted.

Category:	N	MARK Mean	SD
Sexually Contacted	16	4.375	2.187
Non-sexually Contacted	50	4.620	1.989

$t_{(64)} = .42, p = .677$

There were no significant differences in perceptions of SUZANNE for the following comparisons: sexually assaulted females and non-sexually assaulted females ( $X^2_{(1)} = .427, p = .513$ ); sexually abused females and non-sexually abused females ( $X^2_{(1)} = .508, p = .476$ ); sexually coerced females and non-sexually coerced females ( $X^2_{(1)} = 1.097, p = .295$ ); and sexually contacted females and non-sexually contacted females ( $X^2_{(1)} = .325, p = .569$ ). Table 31a through 31d provide the results of the analyses for SUZANNE.

**Table 31a.**  
**Perceptions of SUZANNE Between Females Categorized as Being Sexually Assaulted and Females Categorized as Not Being Sexually Assaulted.**

SUZANNE (N=115):	Non-Sexually Assaulted		Sexually Assaulted	
	%	(N)	%	(N)
Date Rape with some doubt	3	(3)	0	(0)
Strongly Date Rape	97	(98)	100	(14)

$X^2_{(1)} = .427, p = .513$

**Table 31b.**  
**Perceptions of SUZANNE Between Females Categorized as Being Sexually Abused and Females Categorized as Not Being Sexually Abused.**

SUZANNE (N=101):	Non-Sexually Abused		Sexually Abused	
	%	(N)	%	(N)
Date Rape with some doubt	2.4	(2)	5.6	(1)
Strongly Date Rape	97.6	(81)	94.4	(17)

$X^2_{(1)} = .508, p = .476$

**Table 31c.**  
**Perceptions of SUZANNE Between Females Categorized as Being Sexually Coerced and Females Categorized as Not Being Sexually Coerced.**

SUZANNE (N=83):	Non-Sexually Coerced		Sexually Coerced	
	%	(N)	%	(N)
Date Rape with some doubt	1.5	(1)	5.9	(1)
Strongly Date Rape	98.5	(65)	94.1	(16)

$\chi^2_{(1)} = 1.097, p = .295$

**Table 31d.**  
**Perceptions of SUZANNE Between Females Categorized as Being Sexually Contacted and Females Categorized as Not Being Sexually Contacted.**

SUZANNE (N=66):	Non-Sexually Contacted		Sexually Contacted	
	%	(N)	%	(N)
Date Rape with some doubt	2.0	(1)	0	(0)
Strongly Date Rape	98.0	(49)	100	(16)

$\chi^2_{(1)} = .325, p = .569$

Due to the exploratory nature of the study, the researcher conducted additional analyses to investigate differences in perceptions of MARK and SUZANNE between females who reported never being sexually victimized and females who reported any level of sexual victimization, collectively. Table 32 provides the t-test results for MARK and Table 33 provides the 2x2 chi-square test results for SUZANNE. Again, no significant differences were identified. To this end, the hypothesis was not supported for male or female subjects.

**Table 32.**  
**Mean Scores for MARK for Females Categorized as Being Sexually Victimized and Females Categorized as Not Being Sexually Victimized.**

Category:	N	MARK Mean	SD
Sexually Victimized	65	4.723	2.162
Non-sexually Victimized	50	4.620	1.989

$$t_{(113)} = -.26, p = .793$$

**Table 33.**  
**Perceptions of SUZANNE Between Females Categorized as Being Sexually Victimized and Females Categorized as Not Being Sexually Victimized.**

SUZANNE (N=115):	Non-Sexually Victimized		Sexually Victimized	
	%	(N)	%	(N)
Date Rape with some doubt	2.0	(1)	3.1	(2)
Strongly Date Rape	98.0	(49)	96.9	(63)

$$\chi^2_{(1)} = .129, p = .719$$

- H5. Perceived susceptibility related to date rape will predict students' perception of the occurrence of date rape in a viewed, videotaped scenario.

The instrument designed to assess male subjects' perceived susceptibility of being accused of date rape had a low internal reliability (Cronbach's alpha = .40), as previously provided in Table 1a. Additionally, the majority of males (N=74, 63.8%) reported "no perceived risk" with a score of 4. Of the males that reported some degree of risk, the risk was considered relatively low with a mean score of 5.23, and a

maximum score of 12. The highest possible score was 20. Due to this distribution, males' risk of being accused of date rape was recoded as "no risk" for a score of 4, and "low risk" for a score of 5 or more (N=42, 36.2%). Regarding perceived susceptibility for females, risk of being date raped, the internal consistency of items was moderate (Cronbach's alpha = .75); therefore, no changes in scoring were made. Analyses for females were completed utilizing summed scores based on responses to 7 items (see Table 1a for instrument psychometrics).

To test the hypothesis for perceptions of SUZANNE, a 2x2 chi-square test was completed to investigate differences related to male perceived susceptibility, and a t-test was completed to investigate differences related to female perceived susceptibility. No significant differences were indicated for either males ( $X^2_{(1)} = .457$ ,  $p = .499$ ), or females ( $t_{(111)} = -.71$ ,  $p = .478$ ) in relation to perceived susceptibility and perceptions of SUZANNE. Table 34 provides the results for SUZANNE and perceived susceptibility of males, and Table 35 provides the results for SUZANNE and perceived susceptibility of females.

**Table 34.**  
**Perception of SUZANNE Categorized by Males' Perceived Risk of Being Accused of Date Rape.**

<b>SUZANNE (N=116):</b>	<b>Males Reporting Low Risk</b>		<b>Males Reporting No Risk</b>	
	<b>%</b>	<b>(N)</b>	<b>%</b>	<b>(N)</b>
<b>Date Rape with some doubt</b>	16.7	(7)	12.2	(9)
<b>Strongly Date Rape</b>	83.3	(35)	87.8	(65)

$X^2_{(1)} = .457$ ,  $p = .499$



**Table 35.**  
**Mean Scores for Females' Perceived Risk of Being Date Raped**  
**Categorized by Perception of SUZANNE.**

<b>Suzanne (N=113):</b>	<b>Female Perceived Susceptibility</b>		
	<b>N</b>	<b>Mean</b>	<b>SD</b>
Date Rape, some doubt	3	15.33	5.86
Strongly Date Rape	110	17.49	5.16

$$t_{(111)} = -.71, p = .478$$

Concerning perceptions of MARK, a t-test was performed to investigate differences related to male perceived susceptibility, and an ANOVA was performed to investigate differences related to female perceived susceptibility. Again, no significant differences were indicated for either males ( $t_{(114)} = -1.31, p = .191$ ), or females ( $F_{(6)} = .959, p = .457$ ) in relation to perceived susceptibility and perceptions of MARK. Table 36 provides the results for perceived susceptibility of males, and Table 37 provides the results for perceived susceptibility of females. Based on these results this hypothesis was not supported.

**Table 36.**  
**Mean Scores for Perception of MARK Categorized by**  
**Level of Males' Perceived Risk of Being Accused of Date Rape.**

<b>Male Perceived Susceptibility</b>	<b>N</b>	<b>MARK Mean</b>	<b>SD</b>
No Risk	74	4.284	1.716
Low Risk	42	3.833	1.873

$$t_{(114)} = -1.31, p = .191$$

**Table 37.**  
**Mean Scores for Females' Perceived Risk of**  
**Being Date Raped by Perception of MARK.**

<b>Mark (N=113):</b>	<b>Female Perceived Susceptibility</b>		
	<b>N</b>	<b>Mean</b>	<b>SD</b>
Date Rape Definitely Did Not Occur	10	15.20	3.94
Date Rape Did Not Occur (little doubt)	16	16.56	5.33
Date Rape Did Not Occur (some doubt)	8	16.50	6.55
Neutral/Unsure	11	18.73	4.27
Date Rape Did Occur (some doubt)	21	17.38	4.11
Date Rape Did Occur (little doubt)	13	19.69	6.60
Date Rape Definitely Did Occur	34	17.47	5.30

$F(6) = .959, p = .457$

H6. Demographic variables will predict students' perception of the occurrence of date rape in a viewed, videotaped scenario.

Separate chi-square tests were performed to investigate differences in perceptions of SUZANNE for the demographic variables (age and race), and sexual behavior variables (reported experience of sexual intercourse, number of sexual partners, reportedly in a current sexual relationship, and length of current sexual relationship). Regarding age, five response categories were provided (18 years old or less, 19, 20, 21, and 22 or older). The majority of subjects (88.3%, N=204) were 18 years old or less. Due to the lack of variance in age, collapsed responses were utilized for analysis (18 years or less, or 19 years or older). With regard to race, only 2 subjects categorized themselves as "other;" for this

reason, the "other" category was excluded from the analysis. Analyses for race utilized the following categorizes: Asian/Pacific Islander, Black, Hispanic, and White.

The following analyses were not significant: 1) 2x2 chi-square analysis for age ( $X^2_{(1)} = .337$ ,  $p = .561$ ); 2) 2x2 chi-square for subjects' reported experience of sexual intercourse ("yes" or "no") ( $X^2_{(1)} = .222$ ,  $p = .638$ ); 3) 2x5 chi-square for reported number of sexual partners ( $X^2_{(4)} = 1.106$ ,  $p = .893$ ); 4) 2x2 chi-square for reported involvement in a current sexual relationship ( $X^2_{(1)} = .005$ ,  $p = .944$ ); and 5) 2x5 chi-square for reported length of current sexual relationship ( $X^2_{(4)} = 4.144$ ,  $p = .387$ ). Tables 38 through 42 provide the results for the analyses.

**Table 38.**  
**Perception of SUZANNE Based on Age of Subjects.**

SUZANNE (N=231):	Age ≤ 18		Age ≥ 19	
	%	(N)	%	(N)
Date Rape with some doubt	7.8	(16)	11.1	(3)
Strongly Date Rape	92.2	(188)	88.9	(24)

$X^2_{(1)} = .337$ ,  $p = .561$

**Table 39.**  
**Perception of SUZANNE Based on Experience of Sexual Intercourse.**

SUZANNE (N=228):	Experience of Sexual Intercourse			
	%	Yes (N)	%	No (N)
Date Rape with some doubt	7.7	(12)	9.6	(7)
Strongly Date Rape	92.3	(143)	90.4	(66)

$X^2_{(1)} = .221$ ,  $p = .638$

Table 40.  
Perception of SUZANNE Based on Reported Number of Sexual Partners.

SUZANNE (N=170):	Number of Sexual Partners									
	1		2		3-4		5-6		7 +	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Date Rape with some doubt	7.4	(5)	9.3	(4)	13.3	(4)	6.3	(1)	7.7	(1)
Strongly Date Rape	92.6	(63)	90.7	(39)	86.7	(26)	93.8	(15)	92.3	(12)

\* Reported by subjects who responded "yes" to having experienced sexual intercourse.

$\chi^2_{(4)} = 1.106, p = .893$

Table 41.  
Perception of SUZANNE Based on Status of Being  
in a Current Sexual Relationship.

SUZANNE (N=160):	In a Current Sexual Relationship*			
	Yes		No	
	%	(N)	%	(N)
Date Rape with some doubt	8.9	(8)	8.6	(6)
Strongly Date Rape	91.1	(82)	91.4	(64)

\* Reported by subjects who responded "yes" to having experienced sexual intercourse.

$\chi^2_{(1)} = .005, p = .944$

Table 42.  
Perception of SUZANNE Based on Length of Current Sexual Relationship.

SUZANNE (N=170):	Length of Relationship									
	<1 month		1 - 3 months		4 - 6 months		7 months - 1 year		1 year +	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Date Rape with some doubt	0	(0)	0	(0)	7.7	(1)	13.6	(3)	9.4	(3)
Strongly Date Rape	100	(13)	100	(19)	92.3	(12)	86.4	(19)	90.6	(29)

\* Reported by subjects who are currently in a sexual relationship.

$\chi^2_{(4)} = 4.144, p = .387$

Concerning race/ethnicity, the results of the 2x4 chi-square analysis approached significance ( $X^2_{(3)} = 7.655$ ,  $p = .054$ ) (see Table 43). Asian/Pacific Islander subjects were somewhat more likely to report having doubt about the occurrence of date rape than were black, hispanic or white subjects.

**Table 43.**  
**Perception of SUZANNE Based on Race/Ethnicity of Subjects.**

SUZANNE (N=228):	Asian/PI		Black		Hispanic		White	
	%	(N)	%	(N)	%	(N)	%	(N)
Date Rape with some doubt	20.8	(5)	0	(0)	0	(0)	8.0	(14)
Strongly Date Rape	79.2	(19)	100	(19)	100	(11)	92.0	(160)

$$X^2_{(3)} = 7.655, p = .054$$

As observed earlier, for SUZANNE, there was a statistically significant gender difference ( $X^2_{(1)} = 9.57$ ,  $p < .005$ ). Although the majority of male and female subjects perceived the situation to be "strongly date rape," females (97.4%, N=112) were more likely to report that it was "strongly date rape," than males (86.2%, N=100). Table 44 provides frequencies for responses to SUZANNE.

**Table 44.**  
**Perception of SUZANNE Based on Gender.**

Score	Males		Females	
	%	(N)	%	(N)
Date Rape (with some doubt)	13.8	(16)	2.6	(3)
Strongly Date Rape	86.2	(100)	97.4	(112)

$$X^2_{(1)} = 9.57, p = .002$$

With respect to perceptions of MARK, differences based on demographic variables (age and race), and sexual behavior variables (reported experience of sexual intercourse, number of sexual partners, reportedly in a current sexual relationship, and length of current sexual relationship) were investigated through a series of analyses of variance. The following analyses were not significant: 1) t-test for age ( $t_{(229)} = .50$ ,  $p = .619$ ); 2) 1x4 ANOVA for race/ethnicity ( $F_{(3)} = 2.019$ ,  $p = .112$ ); 3) t-test for subjects' reported experience of sexual intercourse ("yes" or "no") ( $t_{(226)} = -.07$ ,  $p = .947$ ); 3) 1x5 ANOVA for reported number of sexual partners ( $F_{(4)} = .711$ ,  $p = .585$ ); 4) t-test for reported involvement in a current sexual relationship ( $t_{(158)} = .28$ ,  $p = .780$ ); and 5) 1x5 ANOVA for reported length of current sexual relationship ( $F_{(4)} = 1.154$ ,  $p = .336$ ). Tables 45 through 49 provide the results for the analyses.

**Table 45.**  
**Mean Scores for Perception of MARK Categorized by Age of Subjects.**

Age:	N	MARK Mean	SD
≤ 18 years old	204	4.422	1.957
≥ 19 years old	27	4.222	1.928

$t_{(229)} = .50$ ,  $p = .619$



Table 46.  
Mean Scores for Perception of MARK Categorized by Race/Ethnicity.

Race/Ethnicity:	N	MARK Mean	SD
Asian/Pacific Island	24	3.83	1.49
Black	19	5.16	2.17
Hispanic	11	5.00	2.00
White	174	4.36	1.95

$F(3) = 2.019, p = .112$

Table 47.  
Mean Scores for Perception of MARK Categorized by  
Experience of Sexual Intercourse.

Experience of Sexual Intercourse:	N	MARK Mean	SD
Yes	155	4.407	1.99
No	73	4.425	1.84

$t(226) = -.07, p = .947$

Table 48.  
Mean Scores for Perception of MARK Categorized by  
Reported Number of Sexual Partners.

Reported Number of Sexual Partners:	N	MARK Mean	SD
1	68	4.56	1.97
2	43	4.14	2.02
3 - 4	30	4.23	1.98
5 - 6	16	4.38	1.75
7 or more	13	5.08	1.99

\* Reported by subjects who responded "yes" to having experienced sexual intercourse.  
 $F(3) = 2.019, p = .112$

**Table 49.**  
**Mean Scores for Perception of MARK Categorized by**  
**Being in a Current Sexual Relationship.**

<b>Current Sexual Relationship:</b>	<b>N</b>	<b>MARK Mean</b>	<b>SD</b>
Yes	90	4.489	2.024
No	70	4.400	1.952

\* Reported by subjects who responded "yes" to having experienced sexual intercourse.  
 $t_{(158)} = .28, p = .780$

**Table 50.**  
**Mean Scores for Perception of MARK Categorized by**  
**Length of Current Sexual Relationship.**

<b>Length of Relationship:</b>	<b>N</b>	<b>MARK Mean</b>	<b>SD</b>
< 1 month	13	4.85	1.95
1 -3 months	19	4.95	1.96
4-6 months	13	4.92	1.89
7 months - 1 year	22	4.64	2.22
1 year or longer	32	3.94	1.87

\* Reported by subjects who are currently in a sexual relationship.  
 $F_{(4)} = 1.154, p = .336$

For MARK, there was a statistically significant gender difference ( $t_{(229)} = -2.19, p < .05$ ). Table 51 provides the mean scores for MARK by gender and the results of the t-test. Females had a higher mean score (mean = 4.68) than males (mean = 4.12) indicating that females were more likely than males to view the scenario of MARK as date rape. These results are consistent with the earlier analyses.

**Table 51.**  
**Mean Scores for Perception of MARK Categorized by Gender.**

<b>Gender:</b>	<b>N</b>	<b>MARK Mean</b>	<b>SD</b>
Male	116	4.121	1.780
Female	115	4.678	2.080

$$t_{(229)} = -.219, p = .030$$

Additional analyses investigated differences in perceptions of MARK and SUZANNE based on subjects' reporting whether or not they had attended a formal date/acquaintance rape education program within the past 4 years. For SUZANNE, the 2x2 chi-square analysis revealed no significant difference ( $\chi^2_{(1)} = 1.122, p = .290$ ); furthermore, for MARK the t-test revealed no significant difference ( $t_{(227)} = 1.52, p = .131$ ). Tables 52 and 53 provide the results.

**Table 52.**  
**Perception of SUZANNE Based on Reported, Previous Attendance to an Acquaintance Rape Education Program.**

<b>SUZANNE</b>	<b>Previous Attendance</b>			
	<b>Yes</b>		<b>No</b>	
	<b>%</b>	<b>(N)</b>	<b>%</b>	<b>(N)</b>
Date Rape with some doubt	6.3	(7)	10.2	(12)
Strongly Date Rape	93.7	(104)	89.8	(106)

$$\chi^2_{(1)} = 1.122, p = .290$$

**Table 53.**  
**Mean Scores for Perception of MARK Categorized by Having**  
**Previously Attended an Acquaintance Rape Education Program.**

<b>Attendance to Program</b>	<b>N</b>	<b>MARK Mean</b>	<b>SD</b>
Yes	111	4.595	2.069
No	118	4.203	1.833

$t(227) = 1.52, p = .131$

To this end, the hypothesis for investigating differences in perceptions of MARK and SUZANNE based on demographic variables (gender, age, and race) and sexual behavior variables (reported experience of sexual intercourse, number of sexual partners, reportedly in a current sexual relationship, and length of current sexual relationship) was only partially supported. Furthermore, prior attendance to a date rape education program did not account for differences in subjects' perceptions of the occurrence of date rape.

#### Supplemental Statistical Analyses Related to Hypotheses

Females Reporting the Experience of Date Rape. Female subjects were asked to respond to the following item: "Have you ever experienced a date rape and reported it to the authorities (police)?" Of the 116 females included in the study, only 1 responded "yes" to the item. For this reason, the item was eliminated from further analysis.

Discriminant Function Analysis for SUZANNE. To test overall differences between subjects who viewed SUZANNE as "strongly date rape" and those who "had some doubt" about the occurrence of date rape, a discriminant function analysis with variables entered

simultaneously was completed. Discriminant function analysis is a statistical procedure utilized to classify cases into one of several mutually exclusive groups, based on their values for a set of predictor variables (SPSS Reference Guide, 1990). For this study the grouping variable was SUZANNE (a score of 6 or 7 versus a score of 5 or less), and the discriminating variables were gender, the 6 social context of drinking subscales; alcohol use intensity; dating competence and social assertiveness; experience of having had sexual intercourse; race/ethnicity; and prior attendance to a date rape program.

For SUZANNE, there was a statistically significant discriminant function analysis ( $X^2_{(13)} = 23.49, p < .05$ ). The results indicated that there was a discriminable separateness between the two groups: 1) subjects who viewed SUZANNE as "strongly date rape," and 2) subjects who viewed SUZANNE as "date rape, with some doubt." Table 54 provides the structure matrix for the significant discriminating variables.

Table 54.  
A Discriminant Function Analysis Testing Variables to Distinguish Between "Strongly Date Rape" Subjects and "Date Rape, with some doubt" Subjects.

Structure Matrix of Significant Variables						
Variable	Correlation Within Function					
Peer Acceptance	0.553*					
Emotional Pain	0.385*					
Communion	0.385*					
	Eigenvalue	Canonical Correlation	Wilk's Lambda	$X^2$	df	p
Function	.170	.381	.855	23.485	13	.036

N=158

\* Significant at the .05 level.

A large correlation within function coefficient indicates a greater importance of the variable in discriminating between the two groups. The discriminating variables that emerged were three of the six subscales for social context of drinking: Peer Acceptance, Emotional Pain, and Communion. Gender had a correlation within function of -0.370, but only approached significance ( $p = .059$ ). Table 55 provides the classification results for the two groups.

**Table 55.**  
Classification Results for SUZANNE.

Actual Group	# of Cases	Predicted Group Membership			
		Group 1		Group 2	
		N	(%)	N	(%)
Group 1: Date Rape, some doubt	12	8	(66.7)	4	(33.3)
Group 2: Strongly Date Rape	146	21	(14.4)	125	(85.6)
Overall percent correctly classified = 84.18%.					

The analysis was most successful in classifying subjects into group 2 ("strongly date rape"). Of the subjects ( $N=146$ ) who reported "strongly date rape," 125 (85.6%) were correctly classified. In classifying subjects to group 1 ("date rape, with some doubt"), the analysis was also successful; 8 of the 12 subjects reporting "date rape, with some doubt" were correctly classified. Overall, 84.18% of the "grouped" cases were correctly classified; however this percent may be misleading due to the disparity in the number of cases per group. If the total 158 cases had been classified as "strongly date rape", 92% of the cases would have been correctly classified since only 12 cases reported "date rape with some doubt." Therefore, these results may be overly optimistic.



Additionally, discriminant function analyses were completed to investigate further differences in perceptions based on 1) gender-specific predictor variables (perceived susceptibility and experience with sexually aggressive behavior), and 2) specific predictor variables related to reported sexual behaviors (experience of sexual intercourse, number of sexual partners, status of being in a current sexual relationship, and length of current sexual relationship), in addition to the 6 social context of drinking subscales; alcohol use intensity; dating skills and assertiveness levels; race/ethnicity; and prior attendance to a date rape program. There were no significant discriminant functions for female-specific predictor variables ( $X^2_{(14)} = 7.56, p = .910$ ) or for sexual behavior-specific variables ( $X^2_{(14)} = 21.28, p = .095$ ).

For male-specific predictor variables, there was a significant discriminant function ( $X^2_{(14)} = 27.99, p = .014$ ). Once again, "communion" and "peer acceptance" were the strongest discriminating variables. Males who drink in the context of "communion" ( $F_{(75)}=5.710, p = .019$ ) and "peer acceptance" ( $F_{(75)}=4.863, p = .031$ ) were more likely to report doubt concerning the occurrence of date rape in SUZANNE, than males who do not drink in these social contexts. Table 56 provides the structure matrix for the discriminating variables, ordered by size of correlation within function, and Table 57 provides the classification results for the two groups.

Table 56.  
A Discriminant Function Analysis Testing Variables to Distinguish Between  
Male Subjects Reporting SUZANNE as "Strongly Date Rape" versus  
"Date Rape, with Some Doubt".

Structure Matrix of Significant Variables						
Variable	Correlation Within Function 1					
Communion	0.387*					
Peer Acceptance	0.357*					
	Eigenvalue	Canonical Correlation	Wilk's Lambda	X <sup>2</sup>	df	p
<b>Function 1</b>	.509	.581	.663	27.990	14	.014

N=116

\* Significant at the .05 level.

Table 57.  
Classification Results for SUZANNE by Male Subjects.

Actual Group	# of Cases	Predicted Group Membership			
		Group 1		Group 2	
		N	(%)	N	(%)
<b>Group 1: Date Rape, some doubt</b>	9	7	(77.8)	2	(22.2)
<b>Group 2: Strongly Date Rape</b>	68	11	(16.2)	57	(83.8)

Overall percent correctly classified = 83.12%.

The analysis was most successful in classifying subjects from group 2 ("strongly date rape"). Of the subjects (N=68) who reported "strongly date rape," 57 (83.8%) were correctly classified. In classifying subjects to group 1 ("date rape, with some doubt"), the analysis was also successful; 7 of the 9 subjects reporting "date rape, with some doubt" were correctly classified. Overall, 83.12% of the "grouped" cases were correctly classified. Again, however, this percent may be misleading. Had all the cases (N=77) been classified as "strongly date rape,"

approximately 84% would have been correctly classified, since only 9 cases reported "date rape, with some doubt." due the unequal number of cases per group. Therefore, caution is advised when interpreting the classification results.

Multiple Regression for MARK. To test for differences between subjects grouped by their perception of MARK, a multiple regression analysis was completed. The initial analysis investigated differences based on gender, the 6 social context of drinking subscales; alcohol use intensity; dating competence and social assertiveness levels; experience of having had sexual intercourse; race/ethnicity; and prior attendance to a date rape program. No significant differences were indicated ( $F_{(13)} = .688$ ,  $p = .773$ ,  $R^2 = .058$ ). In addition there were no significant differences for gender-specific predictor variables (males  $F_{(14)} = 1.077$ ,  $p = .396$ ,  $R^2 = .196$ ; females  $F_{(14)} = 1.024$ ,  $p = .442$ ,  $R^2 = .181$ ) or specific predictor variables related to reported sexual behaviors ( $F_{(14)} = .667$ ,  $p = .801$ ,  $R^2 = .088$ ).

Mid-point Split. To further investigate differences in perceptions of the occurrence of date rape (MARK and SUZANNE), the researcher conducted analyses based on mid-point splits of certain pre-test variables (each of the 6 subscales for social context of drinking, alcohol use intensity, level of assertiveness and dating skills, and female perceived susceptibility). Mid-point splits were identified for each variable based on the actual range of scores. This procedure divided the subjects into two groups: those with reported higher scores versus those with reported lower scores on the selected variables. Table 58 presents the mid-point



split of the variables, and the number and percentage of subjects in each group (low and high).

**Table 58.**  
**Mid-Point Split of Variables.**

Variable	Mid-point Split <sup>a</sup>	Low		High	
		%	(N)	%	(N)
Social Facilitation	16	38.1	(72)	61.9	(117)
Emotional Pain	4	89.1	(171)	10.9	(21)
Relaxation	5	92.7	(179)	7.3	(14)
Communion	5	65.8	(127)	34.2	(66)
Motor Vehicle	3	93.8	(181)	6.2	(12)
Peer Acceptance	5	91.7	(176)	8.3	(16)
Alcohol Use Intensity	5	45.2	(80)	54.8	(97)
Dating Competence	25	34.5	(76)	65.5	(144)
Social Assertiveness	26	22.6	(50)	77.4	(171)
Female Perceived Susceptibility	19	65.5	(74)	34.5	(39)

<sup>a</sup> Maximum value for "low" group. Mid-point splits are based on actual range of scores.

With respect to perceptions of MARK, separate 2x2 ANOVAs were conducted to investigate interaction and main effects of each variable and gender. Table 59 presents the results of the ANOVAs. There were no significant interaction effects, nor were there any significant main effects. A t-test was completed to investigate differences in perception of MARK based on a reported "high" or "low" level of female perceived susceptibility. Results revealed no significant differences ( $t_{(95)} = -.86, p = .390$ ).

**Table 59.**  
**Analysis of Variance for Mean Differences in Perception of MARK**  
**for Mid-point Split Variables by Gender.**

Analysis of Variance	N	F	df	p
Interaction Effects (Social Facilitation * Gender)	188	1.866	1	.174
Main Effects (Social Facilitation):		.599	1	.440
Main Effects (Gender):		2.428	1	.121
Interaction Effects (Emotional Pain * Gender)	191	.494	1	.483
Main Effects (Emotional Pain):		.492	1	.484
Main Effects (Gender):		1.948	1	.165
Interaction Effects (Relaxation * Gender)	192	1.011	1	.316
Main Effects (Relaxation):		.700	1	.404
Main Effects (Gender):		1.333	1	.250
Interaction Effects (Motor Vehicle * Gender)	192	.025	1	.875
Main Effects (Motor Vehicle):		1.570	1	.212
Main Effects (Gender):		1.494	1	.223
Interaction Effects (Communion * Gender)	192	.006	1	.939
Main Effects (Communion):		.632	1	.428
Main Effects (Gender):		2.153	1	.144
Interaction Effects (Peer Acceptance * Gender)	191	1.226	1	.270
Main Effects (Peer Acceptance):		.452	1	.502
Main Effects (Gender):		2.095	1	.149
Interaction Effects (Intensity * Gender)	176	.311	1	.578
Main Effects (Intensity):		.911	1	.341
Main Effects (Gender):		2.186	1	.141
Interaction Effects (Dating Comp. * Gender)	184	.031	1	.861
Main Effects (Dating Competence):		.761	1	.384
Main Effects (Gender):		2.552	1	.114
Interaction Effects (Social Assert. * Gender)	184	1.069	1	.303
Main Effects (Social Assertiveness):		.393	1	.532
Main Effects (Gender):		2.173	1	.142

With respect to perceptions of SUZANNE, separate 2x2 chi-square tests were conducted. Table 60 presents the results of the tests for each mid-point split variable. The following analyses were significant:

- 1) Relaxation ( $X^2_{(1)}=18.174$ ,  $p < .0001$ ). Of the "high" relaxation drinkers ( $N=14$ ), 35.7% ( $N=5$ ) perceived SUZANNE to be "date rape

with some doubt", compared to only 5% (N=9) of the "low" relaxation drinkers (N=179).

- 2) Motor Vehicle ( $X^2_{(1)}=5.990$ ,  $p < .05$ ). Of the "high" motor vehicle drinkers (N=12), 25% (N=3) perceived SUZANNE to be "date rape with some doubt," compared to only 6.1% (N=11) of the "low" motor vehicle drinkers (N=181).
- 3) Peer Acceptance ( $X^2_{(1)}=14.821$ ,  $p < .001$ ). Of the "high" peer acceptance drinkers (N=16), 31.3% (N=5) perceived SUZANNE to be "date rape with some doubt", compared to only 5.1% (N=9) of the "low" peer acceptance drinkers (N=176).

Due to possible gender effects, additional 2x2 chi-square tests were conducted to assess gender differences for each mid-point split variable.

The following analyses were significant:

- 1) Emotional Pain ( $X^2_{(1)}=7.142$ ,  $p = .0075$ ), 17.2% of "high emotional pain" drinkers were male (N=16) compared to 5.1% of females (N=5);
- 2) Relaxation ( $X^2_{(1)}=11.646$ ,  $p = .00064$ ), 13.8% of "high relaxation" drinkers were male (N=43) compared to 1% of females (N=1);
- 3) Peer Acceptance ( $X^2_{(1)}=13.858$ ,  $p = .0002$ ), 16% of "high peer acceptance" drinkers were male (N=15) compared to 1% of females (N=1);
- 4) Social Assertiveness ( $X^2_{(1)}=4.112$ ,  $p\text{-value} = .0426$ ), 29% of "low assertiveness" subjects were female (N=27) compared to 16.5% of males (N=15).

There was no significant gender effect for Motor Vehicle.



**Table 60.**  
**Results of Chi-Square Analyses for Perception of SUZANNE**  
**for Each Mid-Point Split Variable.**

Variable:	N	$\chi^2$	df	p
Social Facilitation	189	1.34	1	.248
Emotional Pain	192	.174	1	.677
Relaxation	193	18.174	1	.00002*
Communion	193	3.532	1	.060
Motor Vehicle	193	5.990	1	.014*
Peer Acceptance	192	14.821	1	.00012*
Alcohol Use Intensity	177	.424	1	.515
Dating Competence	185	.103	1	.748
Social Assertiveness	185	.297	1	.586
Female Perceived Susceptibility	97	.030	1	.862

Due to possible gender effects, further analyses consisted of 2x2 chi-square tests assessing for differences in perceptions of SUZANNE based on the mid-point split variables and controlling for gender. The following analyses were significant:

- 1) Relaxation for males ( $X^2_{(1)} = 10.455$ ,  $p = .0012$ ); 38.5% (N=5) of "high relaxation" male drinkers reported "date rape with some doubt" versus 7.4% (N=6) of the "low relaxation" male drinkers;
- 2) Motor Vehicle for males ( $X^2_{(1)} = 4.507$ ,  $p = .0338$ ); 33.3% (N=3) of "high motor vehicle" male drinkers reported "date rape with some doubt" versus 9.4% (N=8) of the "low motor vehicle" male drinkers;

- 3) Communion for males ( $X^2_{(1)}=6.249$ ,  $p = .012$ ); 22.2% (N=8) of "high communion" male drinkers reported "date rape with some doubt" versus 5.2% (N=3) of "low communion male drinkers; and
- 4) Peer Acceptance for males ( $X^2_{(1)}=8.082$ ,  $p = .0045$ ); 33.3% (N=5) of "high peer acceptance" male drinkers reported "date rape with some doubt" versus 7.6% (N=6) of "low peer acceptance" male drinkers.

Due to the strong significant gender differences in perception of SUZANNE and significant gender differences in some of the mid-point split variables, the significant differences in perceptions of SUZANNE based on the mid-point split variables must be interpreted with caution. The differences may be the result of actual gender differences. This was consistent with previous findings.

Upper 33% versus Lower 33%. Differences in perceptions of the occurrence of date rape (MARK and SUZANNE) were also investigated between the upper and lower 33% of subjects for certain pre-test variables (each of the 6 subscales for social context of drinking, alcohol use intensity, level of social assertiveness and dating competence, and female perceived susceptibility). Cut-off points were calculated based on the actual range of scores. This provided an opportunity for the researcher to explore differences between subjects scoring at the upper and lower ends of the continuum on selected variables. Table 61 presents cut-off scores for each variable, and the number and percentage of subjects in each group (upper and lower 33%).

**Table 61.**  
**Lower and Upper 33% of Predictor Variables.**

Variable	Lower 33%			Upper 33%		
	Score ≤	%	(N)	Score ≥	%	(N)
Social Facilitation	10	32.4	(36)	22	67.6	(75)
Emotional Pain	2	96.0	(144)	7	4.0	(6)
Relaxation	3	97.4	(149)	8	2.6	(4)
Communion	3	74.8	(77)	8	25.2	(26)
Motor Vehicle	2	96.4	(161)	5	3.6	(6)
Peer Acceptance	3	97.0	(162)	8	3.0	(5)
Alcohol Use Intensity	3	46.3	(44)	8	53.7	(51)
Dating Competence	20	24.4	(21)	31	75.6	(65)
Social Assertiveness	21	13.9	(14)	32	86.1	(87)
Female Perceived Susceptibility	15	84.0	(42)	25	16.0	(8)

With respect to perceptions of MARK, separate 2x2 ANOVAs were conducted to investigate interaction and main effects of each variable and gender (see Table 62). The main effect of drinking for Peer Acceptance was significant ( $F_{(1)}=4.768$ ,  $p < .05$ ); in addition, the interaction effect of alcohol use intensity and gender ( $F_{(1)}=7.652$ ,  $p < .005$ ). With regard to drinking for Peer Acceptance, subjects in the upper 33% ( $N=5$ ) were more likely to view the scenario of MARK as date rape (mean = 6.20) than subjects in the lower 33% ( $N=161$ ; mean = 4.30). Concerning the combined effects of gender and alcohol use intensity, females in the lower 33% ( $N=23$ ) were more likely to view the scenario of MARK as date rape (mean = 5.09) than 1) males in the lower 33% ( $N=21$ , mean = 3.19);

2) females in the upper 33% (N=17, mean =4.00); and 3) males in the upper 33% (N=34, mean =4.41). A t-test was completed to investigate differences in perception of MARK based on a reported "upper" or "lower" level of female perceived susceptibility. Results revealed no significant differences ( $t_{(42)} = -1.15, p = .257$ ).

**Table 62.**  
**Analysis of Variance for Mean Differences in Perception of MARK**  
**for Upper and Lower 33% of Variables by Gender.**

Analysis of Variance	N	F	df	p
Interaction Effects (Social Facilitation * Gender)	111	2.487	1	.118
Main Effects (Social Facilitation):	111	.650	1	.422
Main Effects (Gender):	111	2.408	1	.124
Interaction Effects (Emotional Pain * Gender)	150	**	1	**
Main Effects (Emotional Pain):	150	.359	1	.550
Main Effects (Gender):	150	1.313	1	.289
Interaction Effects (Relaxation * Gender)	152	.912	1	.341
Main Effects (Relaxation):	152	.090	1	.765
Main Effects (Gender):	152	2.185	1	.141
Interaction Effects (Motor Vehicle * Gender)	166	.135	1	.713
Main Effects (Motor Vehicle):	166	.123	1	.726
Main Effects (Gender):	166	1.801	1	.181
Interaction Effects (Communion * Gender)	103	.314	1	.577
Main Effects (Communion):	103	1.084	1	.300
Main Effects (Gender):	103	2.235	1	.138
Interaction Effects (Peer Acceptance * Gender)	166	.097	1	.755
Main Effects (Peer Acceptance):	166	4.768	1	.030*
Main Effects (Gender):	166	.944	1	.333
Interaction Effects (Intensity * Gender)	95	7.652	1	.007*
Main Effects (Intensity):	95	.310	1	.579
Main Effects (Gender):	95	3.012	1	.086
Interaction Effects (Dating Comp. * Gender)	77	.009	1	.927
Main Effects (Dating Competence):	77	.172	1	.680
Main Effects (Gender):	77	2.961	1	.090
Interaction Effects (Social Assert. * Gender)	82	.329	1	.568
Main Effects (Social Assertiveness):	82	.809	1	.371
Main Effects (Gender):	82	.287	1	.593

\* Significant,  $p < .05$ .

\*\* Unable to calculate due to empty cell.

With respect to perceptions of SUZANNE, separate 2x2 chi-square tests were conducted. Table 63 presents the results of the tests for each variable.

Table 63.  
Results of Chi-Square Analyses for Perception of SUZANNE  
for Upper and Lower 33% of Variables.

Variable:	N	$\chi^2$	df	p
Social Facilitation	111	3.045	1	.081
Emotional Pain	150	8.279	1	.004*
Relaxation	153	3.240	1	.072
Communion	103	2.069	1	.150
Motor Vehicle	167	6.380	1	.012*
Peer Acceptance	167	.259	1	.611
Alcohol Use Intensity	95	.036	1	.849
Dating Competence	78	.009	1	.925
Social Assertiveness	83	.780	1	.377
Female Perceived Susceptibility	44	.466	1	.495

The following analyses were significant:

- 1) emotional pain ( $X^2_{(1)}=8.279$ ,  $p < .005$ ). Of the 144 "low" emotional pain drinkers, 95.1% (N=137) perceived SUZANNE to be "strongly date rape", compared to 66.7% (N=4) of the "high" emotional pain drinkers (N=6).
- 2) motor vehicle ( $X^2_{(1)}=6.380$ ,  $p < .05$ ). Of the 161 "low" motor vehicle drinkers, 93.8% (N=151) perceived SUZANNE to be "strongly date rape", compared to 66.7% (N=4) of the "high" motor vehicle drinkers (N=6).

Due to possible gender effects, additional 2x2 chi-square tests were conducted to assess gender differences for the two significant variables. For emotional pain, there was a significant gender difference ( $X^2_{(1)} = 7.955$ ,  $p < .005$ ). Of the males ( $N=66$ ), 9.1% ( $N=6$ ) were "high" emotional pain drinkers, whereas 0% of the females were "high" emotional pain drinkers. With regard to motor vehicle, there was no significant gender difference ( $X^2_{(1)}=3.189$ ,  $p = .074$ ). To further investigate the differences in perception of SUZANNE based on social context of drinking, 2x2 chi-square analyses were conducted controlling for gender. Again "emotional pain" and "motor vehicle" were significant:

- 1) males and emotional pain ( $X^2_{(1)} = 4.693$ ,  $p = .030$ ). Of the "high" emotional pain male drinkers ( $N=6$ ), 33.3% ( $N=2$ ) perceived SUZANNE to be "date rape with some doubt", compared to 6.7% ( $N=4$ ) of the "low" emotional pain drinkers ( $N=60$ ).
- 2) males and motor vehicle ( $X^2_{(1)} = 4.328$ ,  $p = .038$ ). Of the "high" motor vehicle male drinkers ( $N=5$ ), 40% ( $N=2$ ) perceived SUZANNE to be "date rape with some doubt", compared to 9.5% ( $N=7$ ) of the "low" emotional pain drinkers ( $N=74$ ).

Although some significant results emerged, as with the mid-point split variables, caution must be taken when interpreting the results. This is due to the strong significant gender differences in perception of SUZANNE and significant gender differences in some of the upper/lower 33% split variables, as well as the low numbers of cases per cell.



### Auxiliary Analyses: Analyses Not Related To Hypotheses

Analyses for "Reporting the Situation to the Authorities". An auxiliary dependent variable (REPORT) was also investigated as part of the study. This post-video item assessed the likelihood of subjects reporting the experience of a date rape situation ("If you were Suzanne, and felt you had been date raped, how likely would you be to report the situation to the authorities (i.e., police)"). On a 7 point scale, a score of 1 represented "would definitely not report the situation" and a score of 7 represented "would definitely report the situation". The majority of subjects (51.5%, N=119) reported a score of 6 or 7 ("very likely to report the situation"); 20.3% (N=47) a score of 5 ("would probably report the situation"); 15.1% (N=35) a score of 4 (neutral); 6.5% a score of 3 ("would probably not report the situation"); and 6.5% (N=15) a score of 2 or 1 ("very likely not report the situation").

To test for differences between subjects grouped by their likelihood of reporting a date rape situation, a forward selection multiple regression analysis was completed. The analysis investigated differences based on gender, the 6 social context of drinking subscales; alcohol use intensity; dating competence and social assertiveness; experience of having had sexual intercourse; race/ethnicity; and prior attendance to a date rape program. Level of social assertiveness ( $F_{(1)} = 17.083, p < .0001$ ) and drinking in the context of social facilitation ( $F_{(2)} = 12.333, p < .0001$ ) were identified as significant variables in explaining the variance in subjects' likelihood of reporting a date rape situation. These two variables explained 12.69% of the variance (adjusted  $R^2$ ). Table 64 presents the

results of the forward selection multiple regression for the two significant variables.

**Table 64.**  
Results of Forward Selection Multiple Regression Analysis for  
Explaining Variance in Likelihood of Subjects' Reporting a Date Rape Situation.

Entry of Variables	Correlation	Adjusted R <sup>2</sup>	Beta In	F	df	p
1. Social Assertiveness	.315	.094	.315	17.08	1	.0001
2. Social Facilitation	-.170	.127	-.198	12.33	2	.0000
N = 157						

Results indicated that 1) subjects who reported a higher level of social assertiveness were more likely to report a date rape situation to the authorities; and 2) subjects who reported a higher level of drinking for social facilitation purposes were less likely to report a date rape situation to the authorities.

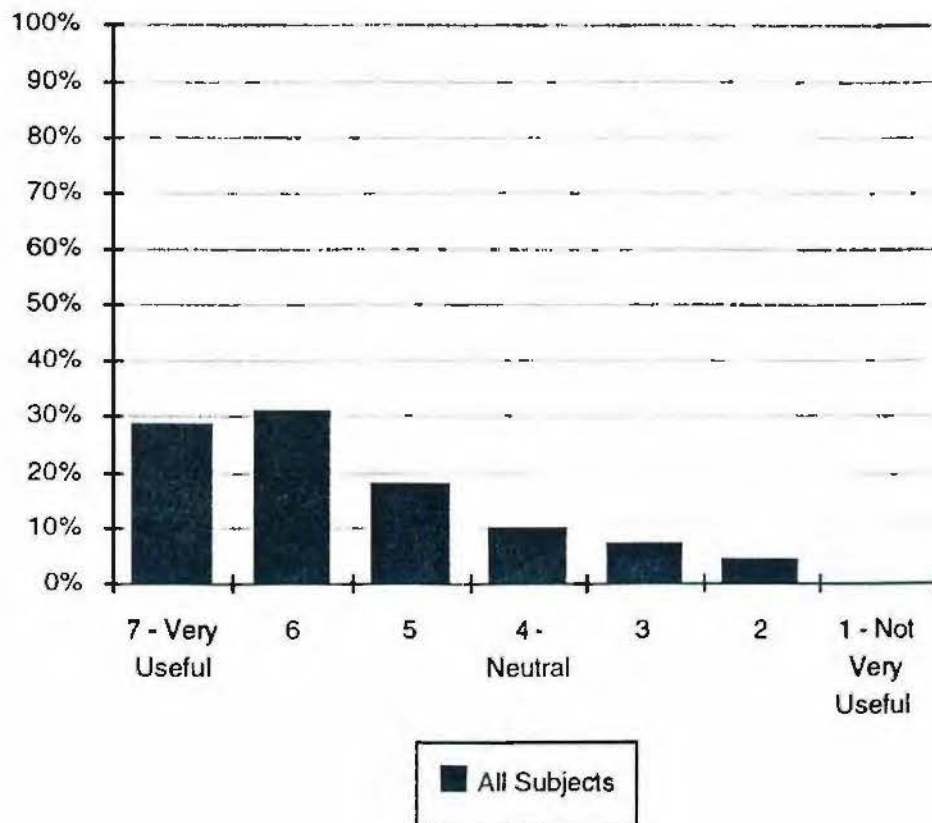
Additionally, a series of univariate analyses was completed to investigate mean differences in REPORT based on gender, experience of sexual intercourse, status of being in a current sexual relationship, use of alcohol within the past 12 months, experience with sexually aggressive behavior, and perceived susceptibility related to date rape. A statistically significant mean difference in REPORT was found between subjects who reported alcohol use within the past 12 months and subjects who reported no alcohol use ( $t_{(80.59)} = -3.44$ ,  $p = .001$ ). The results indicated that drinkers ( $N=192$ ) were less likely to report a date rape situation (mean = 5.15) compared to non-drinkers ( $N=39$ , mean = 5.90). All other

analyses were non-significant: 1) gender ( $t_{(228)} = 1.79, p = .076$ ); 2) experience of sexual intercourse ( $t_{(225)} = -1.54, p = .126$ ); 3) current sexual relationship ( $t_{(158)} = -.75, p = .454$ ); reported sexual aggression ( $t_{(8.51)} = 1.38, p = .203$ ); 5) reported sexual victimization ( $t_{(113)} = 1.81, p = .072$ ); 6) male perceived susceptibility ( $t_{(113)} = -.50, p = .617$ ); and female perceived susceptibility ( $F_{(5)} = .869, p = .505$ ).

Quantitative Analysis of the Videotape. Responses to two items on the post-video questionnaire provided quantitative data regarding characteristics of the video "Playing the Game". Of the 232 subjects included in the study, 211 (95.5%) reported never having seen the video prior to the day of the S.A.F.E.R. program and post-test data collection; 4.3% ( $N=10$ ) had seen the video, and 4.7% ( $N=11$ ) had missing data.

Subjects were asked to report on the usefulness of the video in preparing for a discussion about date rape ("Up to this point in the video, how useful do you feel this video is as a tool in preparing you to discuss the issue of date rape?"). Responses ranged from a score of 1 "not useful at all" to a score of 7 "very useful". The majority of subjects (59.9%,  $N=139$ ) reported the video as being "useful" or "very useful"; 17.7% ( $N=41$ ) reported a score of 5 "somewhat useful"; 10.8% ( $N=25$ ) were "neutral"; and only 11.6% ( $N=27$ ) reported the video as being "somewhat not useful" to "not useful at all" (see Figure 2).

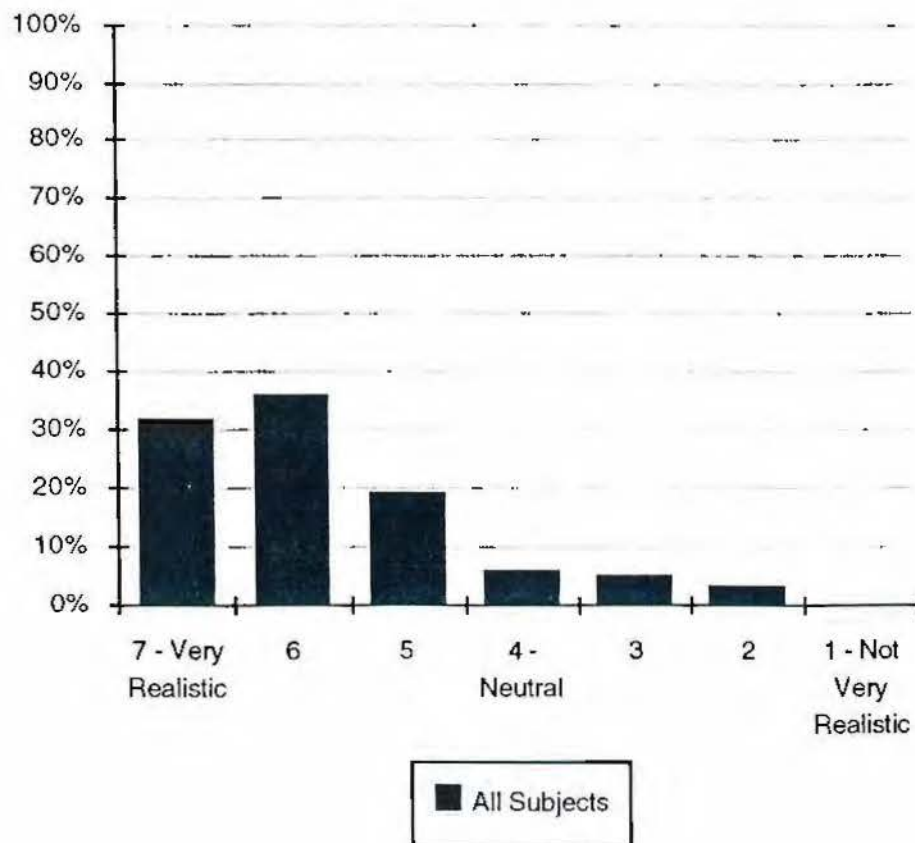
Figure 2.  
Usefulness of Video in Preparing for a  
Discussion about Date Rape  
(N=231)



Subjects also responded to an item which assessed the degree to which the subjects felt the scenes in the video were realistic of college situations (score of 1 "very realistic;" score of 7 "not very realistic"). An overwhelming majority (67.7%, N=157) reported the video as being "realistic" or "very realistic"; 18.5% (N=43) reported "somewhat realistic;"

5.6% (N=13) were "neutral;" and 7.7 (N=18) reported the video as being "somewhat not realistic" to "not very realistic;" 1 subject had missing data (see Figure 3).

Figure 3.  
Are the Scenes in the Video Realistic  
of College Situations?  
(N=231)



### Summary

This study was the first to investigate differences in characteristics and behaviors of college students for explaining their differences in

perceptions of the occurrence of date rape. Of the variables explored (social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, level of dating competence and social assertiveness, perceived susceptibility, reported sexual behavior, gender, race and age), the only one which provided any consistent significant explanation for differences in perceptions of the occurrence of date rape was gender. For both scenarios (MARK and SUZANNE), females were more likely than males to perceive the situation as date rape.

With regard to social context of drinking, some of the results hinted at a possible link between social context of drinking and perceptions of the occurrence of date rape. Concerning perceptions of SUZANNE, separate univariate analyses found several subscale main effects to be significant: Relaxation ( $F_{(1)} = 5.487, p < .05$ ); Communion ( $F_{(1)} = 4.371, p < .05$ ); and Peer Acceptance ( $F_{(1)} = 5.055, p < .05$ ). Subjects who reported SUZANNE as being "date rape with some doubt" were more likely to use alcohol 1) to provide relief from external pressures, such as academic demands or work responsibilities (relaxation); 2) in the context of close family members or friends (communion); and 3) to conform to the norms of the group (peer acceptance). However, before drawing any conclusions based on these findings, one must seriously consider the strong significant gender differences in social context of drinking. The results indicated that male subjects were more likely to use alcohol 1) to help manage or correct negative affective states (emotional pain,  $F_{(1)} = 10.660, p < .01$ ); 2) to provide relief from external pressures, such as academic demands or work responsibilities (relaxation,  $F_{(1)} = 8.366, p <$



.01); 3) in a close relationship with vehicular travel (motor vehicle,  $F_{(1)} = 4.305$ ,  $p < .05$ ); and 4) to conform to the norms of the group (peer acceptance,  $F_{(1)} = 12.056$ ,  $p < .01$ ).

Due to the significant gender differences in social context of drinking and the significant gender differences in perceptions of the occurrence of date rape, significant main effects of social context of drinking related to perceptions of the occurrence of date rape must be interpreted with caution. It is possible that the effects are a result of actual gender differences. Furthermore, the likelihood of obtaining significant results increases solely as a result of conducting multiple univariate analyses. These elements of caution should also be considered regarding the supplemental analyses utilizing the mid-point split variables and the upper and lower 33% variables. Moreover, for the supplemental analyses, the low number of cases per cell must be considered when making interpretations.

Additional supplemental analyses included multiple regression analysis for MARK and a discriminant function analysis for SUZANNE. For MARK, no variables were identified to explain differences in perceptions of the occurrence of date rape. For SUZANNE, there was a statistically significant discriminant function analysis ( $X^2_{(13)} = 23.49$ ,  $p < .05$ ). The results indicated that there was a discriminable separateness between the two groups: 1) subjects who viewed SUZANNE as "strongly date rape," and 2) subjects who viewed SUZANNE as "date rape, with some doubt." Three subscales representing social context of drinking were identified as the strongest discriminating variables (Peer

Acceptance, Emotional Pain, and Communion); furthermore, 84.18% of the "grouped" cases were correctly classified. Again, however, caution must be taken when interpreting the results since the overall percent correctly classified may be misleading due to the disparity in the number of cases per group.

Further investigation of differences in perceptions of SUZANNE suggested that, among males, scores on measures of drinking in the context of communion or peer acceptance may be predictive of perceptions of the occurrence of date rape. From an additional discriminant function analysis, these two variables emerged as being significant in distinguishing between males who perceived SUZANNE as date rape and males who had doubt concerning the occurrence of date rape. Although the effects may be subtle, it did appear that males who drink in certain social contexts did report more doubt regarding the occurrence of date rape for SUZANNE. However, as before, caution is advised when interpreting these results.

Utilizing the same variables, auxiliary analyses were completed to predict the likelihood of reporting a date rape situation to the authorities. The results indicated that 1) more socially assertive subjects were more likely to report a date rape situation; and 2) higher social facilitation drinkers were less likely to report a date rape situation. Lastly, descriptive data regarding characteristics of the video "Playing the Game" indicated that subjects found the video to be useful in preparing for a discussion about date rape, as well as to be realistic in depicting scenarios of college situations.

## CHAPTER V

### DISCUSSION and RECOMMENDATIONS

#### Discussion

This study was one of the first explorations of college freshmen's perceptions of the occurrence of date rape. Furthermore, it was the first study to investigate differences in characteristics and behaviors of college students for explaining their differences in perceptions. However, several limitations must be noted. First, all data were collected via self-report questionnaires. Although anonymity and confidentiality were emphasized, the researcher could not control for subjects providing bogus responses or responses that may have been socially desirable. Additionally, since the data were collected in a classroom setting, even though participation in the research project was voluntary, subjects may not have felt comfortable in refusing to participate. Second, the group of subjects was unique. In comparison to other college students, it can be assumed that in-coming freshman students would have less experience with alcohol use and sexual activity, and less of an opportunity to experience or become familiar with a date rape situation. For this reason, the subjects may have been less confident in identifying an ambiguous situation as either clearly date rape or clearly not date rape. Furthermore, the subjects were attending a large university located in a metropolitan area. It is unknown whether students attending a smaller school in a more rural area would have reported different perceptions related to the occurrence of date rape. Third, differences in perceptions based on certain characteristics may not have been robust enough for the sample

size to capture. In some cases, however, statistical analyses were completed even though there was a small cell size.

A fourth limitation related to the research stimulus. Although the researcher went to great lengths in identifying a videotape that presented a realistic date rape scenario, the selected videotape may not have been the most effective tool from which to assess perceptions of the occurrence of date rape. As the results indicated, there was very little variance in perceptions of SUZANNE. For this scenario, the differences in perceptions of the occurrence of date rape may have been too subtle to detect accurately. However, it was with this scenario (SUZANNE) that significant differences in certain characteristics of the subjects explained the differences in perceptions. Another concern about the use of this videotape related to its format. The two scenarios were constructed to represent two ends of the continuum regarding sexuality and communication; however, instead of presenting the two scenarios separately, the scenarios were spliced together, switching from one to the other. It was possible that the scenarios were confounded; thus, interfering with a true assessment of perceptions of the occurrence of date rape. Lastly, perceptions of the occurrence of date rape were assessed under assumed sober conditions. This study did not assess perceptions of college freshman students while under the influence of alcohol; therefore, it is not known how the perceptions of the occurrence of date rape may be different.

Although major limitations of the study existed, several interesting and remarkable findings were evident. Of all the variables explored



(social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, level of dating competence and social assertiveness, perceived susceptibility, reported sexual behavior, gender, race and age), the only ones which provided any consistent significant explanation for differences in perceptions of the occurrence of date rape were gender and social context of drinking. For both scenarios (MARK and SUZANNE), females were more likely to perceive the situation as date rape. Although this result was not surprising, what was surprising was the number of subjects who reported SUZANNE as "date rape, with some doubt" (3 females, 2.6%; 16 males, 13.8%). These numbers may appear to be relatively small; however, concern was raised since SUZANNE's scenario was purposely depicted in the video as being more clearly date rape. From this study, it was not evident what may have contributed to the subjects' reported doubt concerning the occurrence of date rape; however, speculations of contributing factors included the following: 1) subjects may have expected a greater portrayal of violence (physical force from Mark or physical and verbal protest from Suzanne), or 2) subjects may have viewed the use of alcohol by both characters as either an invitation for sex to occur, or as an excuse or justification for actions.

The link between alcohol use and the risk of date rape occurring has been supported in the literature. Furthermore, the literature has alluded to the additional connection of the environment or social context in which these behaviors or situations occur. It was based on this linkage that social context of drinking was explored concerning its predictability of

one's perception of the occurrence of date rape. The findings of this study suggested some link between social context of drinking and perceptions of SUZANNE, particularly for male subjects. The results of the discriminant function analysis indicated that males who drink in the context of communion and peer acceptance reported more doubt concerning the occurrence of date rape. However, as emphasized in Chapter IV, these results were far from conclusive and must be interpreted with great caution. Obviously, further research is needed to explore this issue. It may be that males who drink in these social contexts are more likely to hold stereotypical views concerning women or that these males are less skilled in dealing with women in a social context. Furthermore, males who drink in the social context of a small group of friends or for the desire to conform to the norms of the group, may be more likely to be male-bonders.

With regard to alcohol use intensity, although differences in perceptions of the occurrence of data rape were not explained by differences in overall alcohol use intensity nor any of the individual alcohol use intensity items, some interesting data regarding freshman college students were noted. Keeping in mind that the majority of subjects (98%) were 19 years old or younger; thus, under the legal drinking age, an overwhelming majority of subjects reported having had 1 or more drinks of alcohol in the past 12 months (N=192, 83.1%). More alarming, yet not uncommon, was the reported weekly use of alcohol. Forty-two percent of females (N=41) and 62.8% (N=61) of males reported, on average, consuming at least 1 drink per week. In



comparison to data reported by Berkowitz and Perkins (1987), during the first year of college, 69% of males and 50% of females reported weekly alcohol use. Data from the present study was relatively consistent for males, but lower for females. Furthermore, concerning alcohol use intensity, Thombs, et al., (1993) reported a mean score of 7.23 (SD = 3.30) for a cohort of 18-22 year old college students, whereas subjects in the present study had a mean score of 5.95 (SD = 3.28). Although slightly lower, the means were relatively comparable considering the age difference in subjects between the two studies.

There were no significant differences in perception of the occurrence of date rape based on reported sexual behavior or reported experience with sexually aggressive behavior. However, special attention should be given to the frequency data provided on these behaviors. As reported in this study, 68 percent (N=155) of the subjects reported having experienced sexual intercourse since age 14. This data is consistent with that reported by Sawyer and Beck (1991). In a study of 293 freshman students from the same institution and, at the time, enrolled in the same orientation course as the subjects in the present study, 65 percent (N=192) reported that they had experienced sexual intercourse at least once. Furthermore, data from the present study was fairly consistent with that reported by the Centers for Disease Control (1992). As part of the national school-based Youth Risk Behavior Survey, 11,631 students grades 9-12 provided data concerning their sexual behaviors. Seventy-two percent 12th grade students reported having experienced sexual intercourse. However, based on gender there was an inverse reporting of

data between the two studies (CDC data: males 76.3%, females 66.6%; present study data: males 60%, females 76.1%). The researcher could not provide any explanation for the differences.

Additional comparisons to the data reported by Sawyer and Beck (1991) regarding sexual behaviors yielded a high level of consistency. With respect to number of sexual partners, Sawyer and Beck (1991) reported the following: 1 lifetime partner, 35%; 2 to 5 partners, 46%; and 6 or more partners, 16%. Similar data from the present study included: 1 partner since age 14, 38%; 2 to 4 partners, 41%; and 5 or more partners, 21%. Approximately one-half of the sexually active group in both studies reported currently being involved in a relationship that included sexual intercourse. Furthermore, concerning the length of current relationship, both studies revealed very consistent results: 4 to 6 months, approximately 15%; 7 months to 1 year, 25%; and longer than one year, approximately 34%. All in all, these comparisons indicated very little change in reported sexual behavior of incoming freshman students over the past couple years. It is obvious that by the time adolescents reach college, the majority of them have experienced sexual intercourse, and are in current sexual relationships.

With regard to experience of sexually aggressive behavior, the data from this investigation was compared to that reported by Koss, Gidycz, and Wisniewski (1987) and Warsaw (1988). For female victimization, Koss, et al., (1987) and Warsaw (1988) reported the following data, compared to the current study data, respectively: rape or sexual assault, 15% vs. 12%; attempted rape or sexual abuse, 12% vs.

16%; sexual coercion, 12% vs. 15%; sexual contact, 14% for both studies; and non-sexually victimized, 46% vs. 43%. Concerning male perpetration, comparisons included the following: rape or sexual assault, 4% vs. 0.8%; attempted rape or sexual abuse, 3% vs. 0%; sexual coercion, 7% vs. 2%; sexual contact, 10% vs. 5%; and non-sexually aggressive, 75% vs. 92%. For females the data were very consistent; indicating that 1) despite the criticism of the Sexual Experience Survey (Guttman, 1990), it may be an appropriate tool for assessing level of experienced sexual victimization, and 2) despite the recent campaigns about rape prevention and rape awareness, there has been little, if any, change in the amount of sexual victimization experienced. Discrepancies in the data reported by males may be a result of data collection methodologies, although anonymity was ensured, or a result of males' resistance in reporting accurate information about sexual perpetration, since they may feel they will be blamed automatically or held responsible for the sexual victimization of women.

An auxiliary analysis investigated the likelihood of subjects reporting the experience of a date rape ("If you were Suzanne, and felt you had been date raped, how likely would you be to report the situation to the authorities (i.e., police)"). It was interesting, and somewhat surprising, that almost 92% of the subjects strongly felt that SUZANNE's situation was date rape; however, only 51.5% of the subjects reported a strong likelihood of reporting the situation to the authorities. Subjects who reported a higher level of social assertiveness were more likely to report a date rape situation to the authorities, and subjects who reported a higher

level of drinking for social facilitation purposes were less likely to report the situation. Additionally, current drinkers were less likely to report a date rape situation.

The connection between alcohol use and the likelihood of reporting a date rape situation was interesting, yet not surprising. College freshmen who reported consuming alcohol, even though they were not 21 years old, obviously knew that they were engaging in illegal behavior. The alcohol users have probably faced few, if any, legal consequences for their behavior, and would rarely, if ever, consider reporting a peer to the authorities for this behavior. It may be that recognizing one's own wrong or illegal behavior prevents the person from reporting wrong or illegal behavior exhibited by someone else. It may also be that drinkers have accepted the occurrence of date rape as a risk, whereas non-drinkers do not exhibit the same accepted risk; therefore, feel that something must be done (i.e., reporting the situation to the authorities). Further investigation is needed to understand better the issue of reporting date rape, and to better identify characteristics of individuals who would or would not report a date rape situation to the authorities.

The relationship between assertiveness and reporting a crime also was not surprising. As the definition states, aspects of being assertive include exhibiting a behavior which enables a person to stand up for one's self, and to exercise one's own rights without denying the rights of others (Alberti & Emmons, 1990). Certainly persons who exhibit a higher level of assertiveness would more likely feel they have the right to report a wrong or illegal act; therefore, they may be more likely to report it to the

authorities. Although the primary connection between assertiveness and date rape for this study focused on whether level of students' own assertiveness predicted their perception of the occurrence of date rape in a given situation, the data linking assertiveness and reporting date rape was still of interest and warrants further investigation.

As discussed in Chapter IV, female subjects were asked to report whether they had experienced a date rape and reported it to the authorities (police). Of the 116 females included in the study, only 1 responded "yes" to the item. However, 28% of the females met the criteria for being categorized as having been sexually abused or sexually assaulted. Granted not all of the reported sexual victimizations were date rape, it is very likely that more than 1 female in the study had experienced date rape; yet, only 1 female indicated having experienced a date rape and reporting it to the authorities. This coincides with data from Burkhart (1983), who reported that less than one percent of acquaintance/date rapes are reported to the police. Unfortunately, until the right to report a date rape situation to the authorities is made clear, and recognized, the under-reporting will continue, and date rape will continue to be the "hidden crime". For this reason, date rape awareness and prevention programs should emphasize the right to report a date rape situation to the authorities, and should emphasize that reporting a situation not only assists the individual in dealing with a traumatic experience, but also will contribute to the public's acknowledgment of the occurrence of date rape.

Implications and Recommendations



The implications for health education and health educators focus on the development and implementation of effective date rape awareness and prevention programs. Results from this study indicated that freshman college students, barely three to four months out of high school, are already drinking, having sex, and at risk of date rape. Furthermore, the results indicated some ambivalence among college freshman concerning whether or not the viewed scenarios were considered date rape situations. Due to the effects of alcohol on judgment, it can safely be assumed that when under the influence of alcohol, more ambivalence in the perception of the occurrence of date rape would be present. College students need to become sensitized to what constitutes a date rape situation, especially since the situation is not often easily recognized. Furthermore, it is in this context that college students, males and females, must recognize the need to apply the phrase "when in doubt, get out."

Another phrase, that has been dramatically emphasized in date rape prevention programs, is "no means no." However, recent data indicate that men and women continue to give misleading messages (Sawyer et al., 1993), and that "token no's" by females continue to be used (Muehlenhard & Hollabaugh, 1988). As opposed to programs incessantly iterating this phrase, prevention and awareness programs should focus on the importance of clear, effective communication and emphasize that ambivalence can lead to undesirable outcomes. Furthermore, the idea of "not hearing 'no', does not imply 'yes'" should also be emphasized.



Results from this study also indicated a possible need for differentiation of date rape prevention programs. Drinkers may need to be targeted differently than non-drinkers with regard to reporting a date rape situation. The need to report these incidents should be strongly emphasized. An increase in reporting date rape could result in the following effects: increase in level of susceptibility, increase in awareness, increase in enforcement, and thus a possible decrease in the occurrence of date rape. Another difference would include specific skill building for males who drink in certain social contexts. If additional research supports the finding that males who drink in the context of communion and peer acceptance are more likely to report doubt concerning the occurrence of date rape, then special opportunities may need to be given to these men to assist them in identifying a potential date rape situation.

On a broader scheme, campus program coordinators and presenters need to understand the legal definitions related to date rape and be consistent with policies concerning the issue. This information should be well publicized to all students, faculty and staff. In addition, students and campus personnel should be fully aware of the availability and accessibility of campus and community resources.

Lastly, in this day of *MTV* images, developers and producers of health education audio-visual materials must make a concerted effort to provide videotapes that are not only effective, but also considered entertaining and realistic by the target audience. In portraying a potential date rape situation to college students, the situation must reflect actual

depictions of college life. If not, the students will be unengaged, and likely will not give concern nor credence to the message being sent. In this regard, the videotape used for this study was appropriate.

Although the majority of hypotheses for the study were unsubstantiated, this exploratory research study provides a broad foundation for future research. Specific recommendations include: 1) compare the present data with data collected on upper level college students; 2) investigate additional variables for predicting perceptions of the occurrence of date rape, such as attitudes toward women, level of male bonding, and attitudes about rape and sexual coercion; and 3) compare the present data with data collected on additional cohorts of 18 - 19 year olds. An investigation of differences between underclassmen and upperclassmen would provide information about the effects of more college experiences on perceptions of the occurrence of date rape. Finally, the comparison of data from this cohort of 18-19 year olds with additional cohorts from other regions of the country, or other institutes of higher education would provide for a better understanding of what is perceived as a date rape situation.

## APPENDIX A

### EDCP 1080 Instructor Contact Letters

May 24, 1993

Dear (EDCP Instructor),

My name is Sue Reynolds, and I am a doctoral candidate in Health Education. I am currently working on my dissertation which will assess the effectiveness of the acquaintance rape program offered by the S.A.F.E.R. Peers at the University Health Center. In addition I will attempt to identify predictors for acquaintance rape. My dissertation chairperson is Dr. Kenneth H. Beck, and one of my principal advisors is Dr. Robin G. Sawyer. I am also working very closely with the Health Center in this endeavor, specifically, Anne Anderson-Sawyer, the Coordinator of Sexual Health Education Programs. This project was selected primarily to benefit the University of Maryland students, who may receive this program, by ensuring that they are provided an effective, high quality program

The current S.A.F.E.R. program consists of an introduction of the topic and the peer presenters, the viewing of an affective videotape ("Playing the Game") depicting a date rape scenario, followed by an in-depth discussion of issues surrounding acquaintance rape and communication between the sexes.

During previous semesters, many instructors of EDCP 1080 have requested this program be offered to their students and have found it to be an asset to their course curriculum. For this reason, I would like to ask for your participation in my study by having you offer this program to your class. During Fall semester 1993, I plan to survey the students of the participating sections of EDCP 1080. Three measures will be completed: 1) a 20-minute pretest administered the class period prior to the presentation; 2) a post-video measure; and 3) a post-program evaluation.

I have spoken with Dr. Gerri Strumpf about this project on several occasions. She has provided me with her approval and support in requesting your assistance. If you are interested in participating in this research project, please contact me by phone, or complete the section below and return it to me as soon as possible. I can be reached on campus (x52514) or at home (703-683-1472). If you have questions, please feel free to contact me.

In addition to the S.A.F.E.R. program, the Health Center also provides other peer programs with equally important messages which you may also schedule for your class. A list of these programs is attached.

Thank you for your time, and I look forward to hearing from you.

Sincerely,

M. Sue Reynolds  
Doctoral Candidate

Instructor: (name of instructor)

Yes, I am interested in participating in your study.

I am teaching EDCP 108O, section number \_\_\_\_\_, which meets on  
\_\_\_\_\_ (day) at \_\_\_\_\_ (time), in  
room \_\_\_\_\_.

I can be reached at \_\_\_\_\_ (please provide a phone  
number where you can be contacted).

Return to: Sue Reynolds  
Dept. of Health Education  
Rm. 2362, HHP Bldg.

Health Education Programs  
Offered by the University Health Center

Alcohol and Other Drug Workshops

- Drinking and Driving
- Problem Drinking
- Talking with a Friend about a Drinking Problem
- Women and Alcohol

Contact Patti Parillo, 314-8124

Stress Management Workshops

- Stresses and Strains (stress and stress management)
- Coming to Terms with Yourself and Others (communication skills, assertiveness training and conflict resolution skills)
- Just for the Health of It (health behaviors and stress)
- You Are What You Think (self-image, value clarification, decision-making, perception interventions and humor)
- The Relaxation Response (relaxation)
- How to Survive Tests (test anxiety)
- It's the Time of Your Life (time management)

Contact Maureen Edwards, 314-8131

Sexual Health Workshops

- Birth Control Options
- Sexually Transmitted Diseases
- HIV Infection/AIDS
- Safer Sex Techniques

Contact Anne Anderson-Sawyer, 314-8130

Acquaintance/Date Rape Workshop

Contact Anne Anderson-Sawyer, 314-8130

Nutrition Workshops

A wide variety of workshops on healthy eating are available. Examples include:

- Low-fat Eating in the Dining Halls
- Eating Better for Weight Control
- Eating on the Run
- Avoiding and Treating Iron-Deficiency Anemia
- Being a Vegetarian

Contact Paula Cook, 314-8140

Eating Disorder Presentation

Contact Pat Preston, 314-8142

Help, Outreach and Peer Education (HOPE) Against Depression and Suicide Presentation

Contact Susan McCarn, 314-8106

Other programs available at the Health Center:

- Smoking Cessation, 314-8128
- CPR Certification, 314-8132
- Dental Health, 314-8189



August 13, 1993

Dear (name of EDCP Instructor),

Thank you for your interest in participating in my study.

The S.A.F.E.R. Peers, who offer the acquaintance rape program, will be trained during the first week of the semester and will be ready to present by the end of September. To schedule their presentation for your section of EDCP 1080, you will need to contact Anne Anderson-Sawyer, Coordinator of Sexual Health Education Programs, at the University Health Center (x48130). When you call to schedule the program, let her know that you have been in contact with me regarding this study. As Anne receives requests, the peers will sign-up for the presentations.

As part of my study, I will need to administer a pre-test survey to your students no sooner than 2 classes prior to the S.A.F.E.R. presentation. This will be scheduled after you have spoken with Anne. The pre-test survey will take approximately 20-30 minutes to complete. In addition, after the video portion of the presentation, the students will complete a 4 item post-test survey. Upon completion of this, the regular program will continue, followed by a standard evaluation.

Your participation, and your students' participation, in this project is greatly appreciated. I look forward to hearing from you and meeting you in person. If you have questions or comments regarding the project, please feel free to contact me at x52464 (w) or (703) 683-1472 (h).

Sincerely,

M. Sue Reynolds  
Doctoral Candidate  
Dept. of Health Education  
Rm. 2387, HHP Bldg

September 20, 1993

Dear (EDCP Instructor),

As a follow-up to any previous letters you may have received from me, I would like to request, one last time, your participation in a research study involving the S.A.F.E.R. Peer Education Program offered through the Health Center. The S.A.F.E.R. program focuses on the issue of date and acquaintance rape. It consists of an introduction of the topic and the peer presenters, the viewing of an affective videotape ("Playing the Game") depicting a date rape scenario, followed by an in-depth discussion of issues surrounding acquaintance rape and communication between the sexes.

During previous semesters, many instructors of EDCP 1080 have requested this program be offered to their students and have found it to be an asset to their course curriculum. For my study, during Fall semester 1993, I plan to survey the students of the participating sections of EDCP 1080. Three measures will be completed: 1) a 30-minute pretest administered 1-2 class periods prior to the S.A.F.E.R. presentation; 2) a post-video measure; and 3) a post-program evaluation.

To schedule the presentation for your section of EDCP 1080, you will need to contact Anne Anderson-Sawyer, Coordinator of Sexual Health Education Programs, at the University Health Center (x48130). When you call to schedule the program, let her know that you are interested in participating in this study. In addition, give her the date that you would like the presentation and the date that you would like to have the pre-test administered. As Anne receives program requests, the peers will sign-up for the presentations. Regarding the pretest, Anne will notify me of the scheduled date.

Your participation, and your students' participation, in this project is greatly appreciated. I look forward to meeting you in person. If you have questions or comments regarding the project, please feel free to contact me at x52514 (w) or (703) 683-1472 (h).

Sincerely,

M. Sue Reynolds  
Doctoral Candidate  
Dept. of Health Education  
Rm. 2387, HHP Bldg

APPENDIX B

Pre-test Cover Letter  
and Instrument

Dear Participant:

The purpose of this research is to investigate a variety of attitudes and behaviors of college students. Your participation in this research project is entirely voluntary. You will not be penalized in any way for refusing to complete the questionnaire. In addition, I assure you that this survey is completely anonymous and you cannot be identified in any way. If you agree to participate, I encourage you to answer all of the items as honestly as possible. Some of these questions may prompt unpleasant thoughts or memories. For this reason, a list of on-campus and off-campus resources has been attached to the back of the questionnaire. Please feel free to take the last sheet for your personal use. If there is an item that you find objectionable for any reason, just leave it blank.

Again, I assure you that this survey is **completely anonymous** and you cannot be identified in any way. However, since I will be measuring your attitudes again, I will need to match this set of responses to your later ones by using a code that does not identify you by name. Please return all response sheets to the envelope on the desk and return all survey instruments to the box on the desk.

Thank you for your participation in this research project. If you have any questions or comments about this project, please feel free to contact me at 405-2514.

Sincerely,

M. Sue Reynolds  
Doctoral Candidate  
Department of Health Education  
University of Maryland

**DO NOT PUT YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE!**

**PLEASE READ ALL INSTRUCTIONS CAREFULLY!**

## IDENTIFICATION NUMBER

Please respond to the following questions by shading the appropriate columns marked **IDENTIFICATION NUMBER** (between "Birth Date" and "Special Codes") on the **BLUE** answer sheet. Please begin with letter "A" and continue through letter "H".

- A - D** What are the last four digits of your local phone number? If you do not have a phone number, please use 0 0 0 0.  
Example: If your phone number was 345-1472, you would shade the circles 1, 4, 7, 2 (columns A, B, C, D, respectively).
- E - F** In which month were you born?  
Example: If you were born in June, you would shade the circles 0, 6 (columns E, F, respectively).
- G - H** What are the last two numbers of your social security number? If you do not have a social security number, please use 0 0.  
Example: If your social security number was 231-84-5011, you would shade the circles 1, 1 (columns G, H, respectively).

A	B	C	D	E	F	G	H
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

In the column that is headed **GRADE** or **EDUC**, shade the circle that corresponds to the college of your major. (See the key below)

1. College of Agriculture
2. School of Architecture
3. College of Arts and Humanities
4. College of Behavioral and Social Sciences
5. College of Business and Management
6. College of Computer, Mathematical & Physical Sciences
7. College of Education
8. College of Engineering
9. College of Health & Human Performance
10. College of Journalism
11. College of Library & Information Sciences
12. College of Life Sciences
13. School of Public Affairs
14. Undergraduate Studies including general studies and Letters and Sciences
15. Undecided/Don't know

(Please continue on the next page)

## I. Alcohol Survey

**Instructions:** This group of questions (1- 57 ) refers to what you usually do in regard to consuming alcohol (beer, wine, wine coolers, and liquor). Use the scale below to indicate how often you drink alcohol for each occasion. For each question, choose the one response that seems most appropriate to you and shade the corresponding number on your answersheet.

### How often do you drink alcohol:

	Never	Seldom	Occasionally	Frequently
1. at a bar	1	2	3	4
2. at a party with friends	1	2	3	4
3. to celebrate a religious holiday	1	2	3	4
4. to get along better on dates	1	2	3	4
5. for the enjoyment of taste	1	2	3	4
6. for a sense of well-being	1	2	3	4
7. to get drunk	1	2	3	4
8. to get rid of depression	1	2	3	4
9. to feel better about myself	1	2	3	4
10. to have a good time	1	2	3	4
11. in a parked car	1	2	3	4
12. while driving around	1	2	3	4
13. indoors (e.g., at the movies, bowling alley, shopping mall, restaurant)	1	2	3	4
14. at family social events (e.g., birthday parties, dinners, weddings, etc.)	1	2	3	4
15. with a small group of friends	1	2	3	4
16. with a large group of friends	1	2	3	4
17. alone with a boyfriend or girlfriend	1	2	3	4



### How often do you drink alcohol:

	Never	Seldom	Occasionally	Frequently
18. on a college campus (e.g., at parties, in dormitories, at fraternities or sororities)	1	2	3	4
19. at home with my parent(s)	1	2	3	4
20. to be part of a group (to be accepted, fit in and not feel left out)	1	2	3	4
21. to act older or feel more grown up	1	2	3	4
22. to "blow-off steam"	1	2	3	4
23. as part of a drinking game	1	2	3	4
24. because it's "cool"	1	2	3	4
25. to get someone's approval (e.g., a close friend, a boyfriend, or a girlfriend)	1	2	3	4
26. to celebrate a victory or some special achievement	1	2	3	4
27. because it's what my friends do for fun	1	2	3	4
28. after classes	1	2	3	4
29. after work	1	2	3	4
30. after studying	1	2	3	4
31. on <u>weekday</u> nights	1	2	3	4
32. on <u>weekend</u> nights	1	2	3	4
33. because you're bored	1	2	3	4
34. when bars have drink specials	1	2	3	4
35. when a brother or sister visits for the weekend	1	2	3	4
36. to get "crazy"	1	2	3	4

**How often do you drink alcohol:**

	Never	Seldom	Occasionally	Frequently
37. to treat a hangover	1	2	3	4
38. to maintain my image	1	2	3	4
39. as a part of group activities (i.e., Greek, sports, or other organization)	1	2	3	4
40. following a sporting event	1	2	3	4
41. when watching sports on T.V.	1	2	3	4
42. when you have no classes or other obligations the next morning	1	2	3	4
43. after an exam	1	2	3	4
44. before "going out" (i.e., to a party or bar)	1	2	3	4
45. while hanging around outside of a bar	1	2	3	4
46. to "put-up" with other drunk people	1	2	3	4
47. to make it easier to go to bed with someone	1	2	3	4
48. because it's your group's tradition	1	2	3	4
49. to show loyalty to your group	1	2	3	4
50. in order to talk to someone about a painful situation	1	2	3	4
51. to forget about academic problems	1	2	3	4
52. to forget about personal problems	1	2	3	4
53. to build up courage to talk to someone I'm attracted to	1	2	3	4

**How often do you drink alcohol:**

	Never	Seldom	Occasionally	Frequently
54. to reduce inhibitions	1	2	3	4
55. while driving or riding in a car to another night spot	1	2	3	4
56. while walking somewhere at night	1	2	3	4
57. when a friend visits for the weekend	1	2	3	4

**Instructions:** Beer, wine coolers, and liquor (mixed drinks, vodka, whiskey, tequila, etc.) are all types of alcohol. Indicate how much you drink by shading the corresponding number of your response on your answersheet.

58. During the past twelve months, have you had one or more drinks of alcohol?

1. YES (If "yes", go to question # 59.)
2. NO (If "no", go to question # 62.)

59. On average, how often do you drink alcohol?

1. Once a month or less
2. 2 or 3 times a month
3. once or twice a week
4. 3 or 4 times a week
5. 5 times a week or more

60. A "drink" is one beer, one wine cooler, one glass of wine, or one mixed drink. How many drinks do you usually have on a typical occasion?

1. less than one whole drink
2. 1 or 2 drinks
3. 3 or 4 drinks
4. 5 or 6 drinks
5. 7 or more drinks

61. How often would you say you get "drunk" as a result of drinking?

1. never
2. about once or twice a year
3. several times a year
4. about once or twice a month
5. at least once a week

## II. Dating and Assertion Questionnaire

**Instructions:** I am interested in finding out something about the likelihood of your acting in certain ways. Below you will find a list of specific behaviors you may or may not exhibit. Using the following rating scale, fill-in the number on your answersheet that best indicates the likelihood of your behaving in that way.

	I never do this	I sometimes do this	I often do this	I do this almost always
62. Stand up for your rights.	1	2	3	4
63. Maintain a long conversation with someone you are attracted to.	1	2	3	4
64. Be confident in your ability to succeed in a situation in which you have to demonstrate your competence.	1	2	3	4
65. Say "no" when you feel like it.	1	2	3	4
66. Get a second date with someone you have dated once.	1	2	3	4
67. Assume a role of leadership.	1	2	3	4
68. Be able to accurately sense how someone you are attracted to feels about you.	1	2	3	4
69. Have an intimate, <u>emotional</u> relationship with someone you are attracted to.	1	2	3	4
70. Have an intimate, <u>physical</u> relationship with someone you are attracted to.	1	2	3	4

**Instructions:** Questions 71 through 79 describe a variety of social situations that you might encounter. In each situation you may feel "put on the spot". Some situations may be familiar to you, and others may not. We'd like you to read each situation and try to imagine yourself actually in the situation. The more vividly you get a mental picture and place yourself into the situation, the better.

Respond to each item by filling-in the number on your answersheet which best describes you. Please use the following scale for your responses.

- 1 = I would be so **uncomfortable** and so unable to handle this situation that I would avoid it if possible.
- 2 = I would feel **very uncomfortable** and would have a lot of difficulty handling this situation.
- 3 = I would feel **somewhat uncomfortable** and would have some difficulty in handling this situation.
- 4 = I would feel **quite comfortable** and would be able to handle this situation fairly well.
- 5 = I would feel **very comfortable** and be able to handle this situation very well.

71. You're waiting patiently in line at the checkout when a couple of people cut right in front of you. You feel really annoyed and want to tell them to wait their turn at the back of the line. One of them says, "Look, you don't mind do you? But we're in a terrible hurry."

1                      2                      3                      4                      5

72. You have enjoyed this date and would like to see your date again. The evening is coming to a close and you decide to say something.

1                      2                      3                      4                      5

73. You are talking to a professor about dropping a class. You explain your situation, which you fabricate slightly for effect. Looking at her grade book the professor comments that you are pretty far behind. You go into greater detail about why you are behind and why you'd like to be allowed to withdraw from her class. She then says, "I'm sorry, but it's against university policy to let you withdraw this late in the semester."

1                      2                      3                      4                      5

74. You meet someone you don't know very well, but are attracted to. You want to ask them out for a date.

1                      2                      3                      4                      5

75. You meet someone you are attracted to at lunch and have a very enjoyable conversation. You'd like to get together again and decide to say something.

1                      2                      3                      4                      5

76. Your roommate has several obnoxious traits that upset you very much. So far, you have mentioned them once or twice, but no noticeable changes have occurred. You still have 3 months left to live together. You decide to say something.

1                      2                      3                      4                      5

77. You're with a small group of people who you don't know too well. Most of them are expressing a point of view that you disagree with. You'd like to state your opinion even it means you'll probably be the minority.

1                      2                      3                      4                      5

78. You go to a party where you don't know many people. Someone you are attracted to approaches you and introduces him/herself. You want to start a conversation and get to know him/her.

1                      2                      3                      4                      5

79. You are trying to make an appointment with the dean. You are talking to his secretary face to face. She asks you what division you are in and when you tell her, she starts asking you questions about the nature of your problem. You inquire as to why she is asking all these questions and she replies very snobbishly that she is the person who decides if your problem is important enough to warrant a meeting with the dean. You decide to say something.

1                      2                      3                      4                      5

Females, please go to item 94, page 10.

Males, please go to item 80, next page.



### III. Sexual Experiences Survey (Males)

Please read each item carefully. Although some of the items may appear to be similar or appear to be asking the same thing, they in fact are asking about different situations. Please remember that no assumptions are being made and that all responses are anonymous. Please respond honestly.

Responses should be given in the context of "since age 14". Please fill-in the number that best represents your response.

#### Since age 14:

80. Have you engaged in sexual foreplay (kissing or fondling, but not sexual intercourse) with a woman, when she didn't want to, because she was overwhelmed by your continual arguments and pressure?
1. Yes                      2. No
81. Have engaged in sexual foreplay with a woman, when she didn't want to, because you used your position of authority (boss, teacher, camp counselor, supervisor) to make her?
1. Yes                      2. No
82. Have you engaged in sexual foreplay with a woman, when she didn't want to, because you threatened or used some degree of physical force (twisting your arm, holding you down, etc.) to make her?
1. Yes                      2. No
83. Have you attempted to have sexual intercourse (gotten on top of a woman, attempted to insert your penis) with a woman, when she didn't want to, by threatening or using some degree of force, but intercourse did not occur?
1. Yes                      2. No
84. Have you attempted sexual intercourse with a woman, when she didn't want to, by giving her alcohol or drugs, but intercourse did not occur?
1. Yes                      2. No
85. Have you had sexual intercourse with a woman, when she didn't want to, because she was overwhelmed by a your continual arguments or pressure?
1. Yes                      2. No
86. Have you had sexual intercourse with a woman, when she didn't want to, because you used your position of authority to make her?
1. Yes                      2. No

87. Have you had sexual intercourse with a woman, when she didn't want to, because you gave her alcohol or drugs?

1. Yes                      2. No

88. Have you had sexual intercourse with a woman, when she didn't want to, because you threatened or used some degree of physical force to make her?

1. Yes                      2. No

89. Have you engaged in sex acts (anal or oral intercourse or penetration of objects other than the penis) with a woman, when she didn't want to, because you threatened or used some degree of physical force to make her?

1. Yes                      2. No

#### IV. Perceived Susceptibility (Males)

**Instructions:** Respond to the following items based, in general, on your perceived level of risk for being accused of date rape, due to miscommunication or a misinterpretation with a woman. Fill in the number that corresponds to the 5 point scale below.

		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
90.	It is likely that I would be accused of date rape.	1	2	3	4	5
91.	I don't think I would be accused of date rape.	1	2	3	4	5
92.	I consider my own risk of being accused of date rape to be very low.	1	2	3	4	5
93.	It is likely that someone would report me to the authorities (police) for committing date rape.	1	2	3	4	5

(Please go to item 112, page12)

### III. Sexual Experiences Survey (Females)

Please read each item carefully. Although some of the items may appear to be similar or appear to be asking the same thing, they in fact are asking about different situations. Please remember that no assumptions are being made and that all responses are anonymous. Please respond honestly.

Responses should be given in the context of "since age 14". Please fill-in the number that best represents your response.

#### Since age 14:

94. Have you engaged in sexual foreplay (kissing or fondling, but not sexual intercourse) when you didn't want to because you were overwhelmed by a man's continual arguments and pressure?
1. Yes                      2. No
95. Have engaged in sexual foreplay when you didn't want to because a man used his position of authority (boss, teacher, camp counselor, supervisor) to make you?
1. Yes                      2. No
96. Have you engaged in sexual foreplay when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.) to make you?
1. Yes                      2. No
97. Have you had a man attempt sexual intercourse (get on top of you, attempt to insert his penis) when you didn't want to by threatening or using some degree of force, but intercourse did not occur?
1. Yes                      2. No
98. Have you had a man attempt sexual intercourse when you didn't want to by giving you alcohol or drugs, but intercourse did not occur?
1. Yes                      2. No
99. Have you given in to sexual intercourse when you didn't want to because you were overwhelmed by a man's continual arguments or pressure?
1. Yes                      2. No
100. Have you had sexual intercourse when you didn't want to because a man used his position of authority to make you?
1. Yes                      2. No
101. Have you had sexual intercourse when you didn't want to because a man gave you alcohol or drugs?
1. Yes                      2. No

102. Have you had sexual intercourse when you didn't want to because a man threatened or used some degree of physical force to make you?

1. Yes                      2. No

103. Have you engaged in sex acts (anal or oral intercourse or penetration by objects other than the penis) when you didn't want to because a man threatened or used some degree of physical force to make you?

1. Yes                      2. No

104. Have you ever experienced a date rape and reported it to the authorities (police)?

1. Yes                      2. No

#### IV. Perceived Susceptibility (Females)

**Instructions:** Respond to the following items based, in general, on your perceived risk of being date raped, due to miscommunication or a misinterpretation with a man. Fill in the number that corresponds to the 5 point scale below.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
105. It is likely that I would be date raped.	1	2	3	4	5
106. There is really very little a female can do to prevent being date raped.	1	2	3	4	5
107. I don't think I would be date raped.	1	2	3	4	5
108. I consider my own risk of being date raped to be very low.	1	2	3	4	5
109. You can't really tell who could be a date rapist, so there's not much you can do to prevent being date raped.	1	2	3	4	5
110. I am not worried about being date raped.	1	2	3	4	5
111. I think I will be able to protect myself from being date raped.	1	2	3	4	5

## V. Demographics

Instructions: The following items are designed to find out about your background. Please be assured that you cannot be identified by any of this information. Please answer as honestly as possible. Fill-in the number that best represents your response to the question.

112. Have you ever had sexual intercourse?

1. Yes                      2. No

If you answered "yes", please go to item # 113.

If you answered "no", please go to item # 116.

113. How many sexual partners have you had since age 14?

1. 1      2. 2      3. 3 - 4      4. 5 - 6      5. 7 or more

114. Are you currently in a relationship in which you are having sexual intercourse?

1. Yes                      2. No

115. If yes, how long have you been in this relationship? If no, leave blank.

1. Less than 1 month  
2. 1 to 3 months  
3. 4 to 6 months  
4. 7 months to 1 year  
5. Longer than 1 year

116. Using the scale below, fill-in the number that best describes your sexual orientation.

Exclusively  
Heterosexual

Exclusively  
Homosexual

1                      2                      3                      4                      5

117. What is your age?

1. 18 or under      2. 19      3. 20      4. 21      5. 22 or older

118. What is your gender?

1. Male    2. Female

119. What is your race?

1. Asian/Pacific Islander  
2. Black (non-Hispanic)  
3. Hispanic  
4. White (non-Hispanic)  
5. Other

120. Are you affiliated with a university recognized athletic team?  
1. Yes 2. No

121. What best describes your current living quarters?  
1. at home with parents/family  
2. on-campus housing/residence hall  
3. fraternity or sorority house  
4. off-campus apartment or rented house  
5. other off-campus

**Instructions:** Please indicate the extent to which you do the following behaviors. Using the following rating scale, fill-in the number on your answersheet that best represents your response.

		I do this <u>all</u> of the time	I do this <u>most</u> of the time	I do this <u>some</u> of the time	I <u>rarely</u> do this	I <u>never</u> do this
122.	I consciously set limits or boundaries for myself regarding what I will and will not do sexually.	1	2	3	4	5
123.	I try to send the same nonverbal and verbal messages when communicating my sexual intentions to others.	1	2	3	4	5
124.	I ask for clarification when I am not sure of someone else's sexual desires or intentions.	1	2	3	4	5
125.	I try to clearly communicate my sexual intentions to others.	1	2	3	4	5

**Instructions:** Please respond to the following items using the given scales. Fill-in the number on your answersheet that best represents your response.

126. Indicate the extent to which you feel the issue of date rape is an important issue to discuss.
- |            |            |            |            |
|------------|------------|------------|------------|
| 1          | 2          | 3          | 4          |
| Major      | Moderate   | Minor      | No         |
| Importance | Importance | Importance | Importance |
127. Within the past 4 years, have you attended a formal, educational program (at least 30 minutes in length) regarding the issue of date rape or acquaintance rape?  
1. YES 2. NO

**Thank you for your time and assistance!**



## Area Resources for Help and Information

Please take this for your personal use.

### On Campus:

University Health Center  
(Mon - Fri 7:00am-11:00pm,  
Sat & Sun 9:00am-5:00pm)  
Information 314-8180  
Women's Health Clinic 314-8190  
Mental Health Clinic 314-8106  
Social Services Department 314-8142  
Health Education 314-8128  
Sexual Assault Hotline 314-2222

Campus Police  
Emergency 405-3333  
Non-Emergency 405-3555

Counseling Center  
Shoemaker Hall 314-7651

HELP Center  
Lehigh Road 314-HELP

### Off Campus:

Metro Alcohol/Drug Abuse Services  
15719 Crabbs Branch Way  
Rockville, MD 301-598-9400

Univ. Alcohol & Substance Abuse Prog.  
Assoc. Mental Health Professional  
4700 Berwyn Rd., #210  
College Park, MD 301-345-2323

Alcohol & Drug Recovery, Ltd.  
9300 Annapolis Rd.  
Lanham, MD 410-280-2770

Sexual Assault Center  
Prince George's Hospital  
1001 Hospital Dr.  
Cheverly, MD 301-618-3154

Montgomery County Rape Crisis &  
Sexual Assault Center 301-217-1355  
24 hr emerg. services 301-659-9420

District of Columbia  
Rape Crisis Center 202-333-RAPE

Please take this for your personal use.

### III. Sexual Experiences Survey (Females)

Please read each item carefully. Although some of the items may appear to be similar or appear to be asking the same thing, they in fact are asking about different situations. Please remember that no assumptions are being made and that all responses are anonymous. Please respond honestly.

Responses should be given in the context of "since age 14". Please fill-in the number that best represents your response.

#### Since age 14:

94. Have you engaged in sexual foreplay (kissing or fondling, but not sexual intercourse) when you didn't want to because you were overwhelmed by a man's continual arguments and pressure?
1. Yes                      2. No
95. Have engaged in sexual foreplay when you didn't want to because a man used his position of authority (boss, teacher, camp counselor, supervisor) to make you?
1. Yes                      2. No
96. Have you engaged in sexual foreplay when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.) to make you?
1. Yes                      2. No
97. Have you had a man attempt sexual intercourse (get on top of you, attempt to insert his penis) when you didn't want to by threatening or using some degree of force, but intercourse did not occur?
1. Yes                      2. No
98. Have you had a man attempt sexual intercourse when you didn't want to by giving you alcohol or drugs, but intercourse did not occur?
1. Yes                      2. No
99. Have you given in to sexual intercourse when you didn't want to because you were overwhelmed by a man's continual arguments or pressure?
1. Yes                      2. No
100. Have you had sexual intercourse when you didn't want to because a man used his position of authority to make you?
1. Yes                      2. No
101. Have you had sexual intercourse when you didn't want to because a man gave you alcohol or drugs?
1. Yes                      2. No

## **Instructions to Peer Facilitators**

### **1. Before the program**

Remove all forms and place them on the desk. All questionnaires will later be returned to this envelope.

### **2. Introduction Statement to Students**

During your introduction of the program and the videotape, please state the following:

"For research purposes the videotape will be stopped prior to the actual end of the videotape. At this time a brief questionnaire will be administered. After all surveys are collected, the remainder of the videotape will be viewed and we will continue with the program."

### **3. Administration of the Post-test Instrument**

During the videotape, after "the knock at Mark's door" a colorbar will appear on the screen. At this time, please stop the videotape to administer the 4-item post-test questionnaire. Before the survey is distributed, read the cover letter aloud to the students, then distribute the questionnaire. Completed questionnaires are to be returned to the program packet envelope. Please remind students that the questionnaire is two-sided. They may use a pencil or a pen to respond to the questionnaire.

### **4. Program Evaluation**

After the program, distribute the evaluation form for completion. Collect all completed evaluation forms and return them to the program packet envelope. In addition, please return any unused questionnaires to the envelope.

After the program, please return the envelope, with the questionnaire and evaluation forms, and the video to the designated box at the Health Center.

**Thank you for your assistance in this research project.**

## **S.A.F.E.R. PROGRAM PACKET**

**NAME OF PEERS:** \_\_\_\_\_

\_\_\_\_\_

**DATE OF PROGRAM:** \_\_\_\_\_

**EDCP INSTRUCTOR'S NAME:** \_\_\_\_\_

<b>Contents of Packet:</b>	<b>Instructions for S.A.F.E.R. Peer Facilitators</b>
	<b>Post-Video Questionnaires</b>
	<b>Post-Program Evaluation Forms</b>

**Note: Use a video marked "Color Bar"**

Dear Participant:

As a follow-up to the survey you recently completed, I am asking that you respond to this brief questionnaire. If you did not complete the initial survey, that's OK, I'd still like for you to respond to this survey.

Your participation in this project is completely voluntary. You will not be penalized in any way for refusing to complete the questionnaire. In addition, I assure you that all responses are anonymous and that you cannot be identified in any way. However, so that your current responses can be matched to your previous ones, I need you to complete the identification code section in the same manner that you did before.

Please return all surveys to the envelope on the desk. Thank you for your cooperation. Your contribution to an extremely important area of research is greatly appreciated.

If you have any questions or comments about this project, please feel free to contact Sue Reynolds at 405-2514.

Sincerely,

S.A.F.E.R. Peer Facilitator

## IDENTIFICATION NUMBER

Please respond to the following questions by clearly writing the appropriate numbers in the spaces given below. Please begin with letter "A" and continue through letter "H". Your identification code should be the same as for the first survey.

**A - D** What are the last four digits of your local phone number? If you do not have a phone number, please use 0 0 0 0.

Example: If your phone number was 345-1472, you would write 1, 4, 7, 2 (spaces A, B, C, D, respectively).

**E - F** In which month were you born?

Example: If you were born in June, you would write 0, 6 (spaces E, F, respectively).

**G - H** What are the last two numbers of your social security number? If you do not have a social security number, please use 0 0.

Example: If your social security number was 231-84-5011, you would write 1, 1 (spaces G, H, respectively).

_____	_____	_____	_____	_____	_____	_____	_____
A	B	C	D	E	F	G	H

Please continue on the other side



## Perception of Scenarios Portrayed in "Playing the Game"

**Instructions:** Using the given scales, please circle the number that best represents your perception of what was viewed in the video.

1. How would you classify what took place in Suzanne's version of the event?

Date Rape  
Definitely  
DID NOT  
Occur

Date Rape  
Definitely  
Occurred

1 2 3 4 5 6 7

2. How would you classify what took place in Mark's version of the event?

Date Rape  
Definitely  
DID NOT  
Occur

Date Rape  
Definitely  
Occurred

1 2 3 4 5 6 7

3. If you were Suzanne, and felt you had been date raped, how likely would you be to report the situation to the authorities (i.e., police).

Would Definitely  
NOT Report  
the Situation  
Occur

Would  
Definitely  
Report the  
Situation

1 2 3 4 5 6 7

4. Up to this point in the video, how useful do you feel this video is as a tool in preparing you to discuss the issue of date rape?

Very Useful

Not useful  
at all

1 2 3 4 5 6 7

5. Up to this point in the video, to what degree do you feel the scenes are realistic of college situations?

Very realistic

Not realistic  
at all

1 2 3 4 5 6 7

6. Prior to today, had you seen this videotape? YES NO

**Thank you for your time and assistance!!**

## APPENDIX D

### Description of the S.A.F.E.R. Peer Education Program

## **Description of the S.A.F.E.R. Peer Education Program**

S.A.F.E.R. is the acronym for Student Advocates for the Education about Rape. As stated in the program protocol (Hoban, 1993), the program was designed to give men and women a safe environment to openly discuss with one another the issues of communication, or miscommunication, in a dating relationship. The S.A.F.E.R. programs are co-facilitated by a male and female peer educator, and are intentionally geared for coed groups. Objectives for the program include the following:

To provide a forum where both genders can:

- 1) explore differing male/female styles of communication.
- 2) discuss expectations in social and dating situations.
- 3) become more aware of the importance of non-verbal messages.
- 4) understand the possibly dangerous consequences of poor or miscommunication, particularly under the influence of alcohol, in the dating situation.
- 5) understand the terms date rape or acquaintance rape and some of the major reasons for their occurrence.
- 6) develop some practical means of avoiding or reducing the risk of involvement in potentially dangerous situations.
- 7) learn about campus and local community resources in the event that a sexual assault occurs.

The 90-minute S.A.F.E.R. Program is presented by trained, peer co-facilitators, one male and one female. After a brief introduction of the facilitators, participants are asked to move to opposite sides of the room based on their gender. It is explained that this seating arrangement provides more support and comfort in sharing with the larger group. The program topic is then introduced with an overview of the goals of the program, an acknowledgment that some participants may be

uncomfortable with the topic, and a statement of the importance of the topic, mentioning a few statistics. The 15-minute videotape "Playing the Game" is then viewed as a stimulus for discussion.

After the video, the appropriate facilitator leads a 20 minute discussion with the single gender group. Sample discussion questions related to the video include: What date rape myths were identified in the video?, Was the scenario realistic? What problems in communication occurred between the characters? What was the role of alcohol in this situation?, etc. General discussion questions include: How does body language and clothing style affect communication?, What does it mean when a woman says "no"?, and what might men and women do differently to avoid this situation?, etc. Single gender groups are also asked to come up with several questions they would like to ask the opposite gender in the larger discussion.

The focus then turns to the larger coed discussion, approximately 20-30 minutes. Initially, ground rules are discussed, such as respecting different opinions, not interrupting, and recognizing that all questions are important. The coed discussion focuses on many of the issues discussed in the single gender groups. The program is then concluded with a brief "wrap-up", approximately 10 minutes. At this time, prevention tips are discussed, resources are identified and participants are encouraged to continue discussions about this topic. Several handouts are also distributed. Lastly, the facilitators ask participants to complete the program evaluation form.

## APPENDIX E

Departmental Human Subject's Review Committee

Letter of Approval

Department of Health Education  
Application For Review of Research Using Human Subjects

You should submit four copies of all information to the Chair of the Departmental Committee. Your application will be reviewed by this committee. If the application is part of a proposed project for Federal funding, you must submit 10 copies of the full University IRB application to the Chair of the Departmental Committee.

Principal Investigator or Faculty Advisor Dr. Kenneth H. Beck Tel 405-2527

Name of Student Investigator M. Sue Reynolds Tel. No. 405-2514

Project Title: Predicting University Freshmen's Perception of the Occurrence  
of Date Rape as Depicted in Two Videotaped Scenarios

Project Duration: \_\_\_\_\_

Has this project been approved by any  
other Human Subject Review Committee? Yes \_\_\_\_\_ No X

Provide an abstract of the proposed research in the following space:

The purpose of this study is to investigate the degree to which certain variables (social context of drinking, alcohol use intensity, experience of sexually aggressive behavior, dating and assertion skills, and perceived susceptibility related to date rape) predict university freshmen's perception of whether or not date rape occurred as depicted in two videotaped scenarios. Additionally, this study will evaluate an educational program offered by the University Health Center. Freshmen students enrolled in an orientation course will be asked to complete a voluntary and anonymous pretest questionnaire. The questionnaire consists of six scales developed to measure the variables listed above; in addition to demographic variables and information related to sexual experience. Within two class periods of the pretest, students will view a 15-minute videotape depicting two potential date rape scenarios. Immediately following the videotape, students will be asked to complete a brief post-video questionnaire to assess their perception of the occurrence of date rape in the two scenarios. In addition, students will be asked to complete an evaluation form upon completion of the peer education program.

Primary statistical analysis will consist of multiple regression to determine the degree to which variance in students' perceptions is accounted for by the various independent and demographic variables. Analyses regarding program evaluation will also be conducted.

Do you believe this research should be exempt or non-exempt for human subjects review?

Exempt X Non-Exempt \_\_\_\_\_

If exempt, please indicate specific reasons for exemption (see page 3 for exemptions):

This research includes the evaluation of an educational program. Standard, voluntary and anonymous evaluation techniques will be utilized. This survey, with slight modifications, was previously approved by the Departmental Human Subjects Review Committee for administration of the pilot-test. As indicated via the pilot-test, no risks to the students were identified and appropriate level of anonymity was protected.

Date: \_\_\_\_\_ PI Signature: Kenneth H. Beck  
Date: 9/28/93 Student Investigator Signature: M. Sue Reynolds  
Date: 10/5/93 Dep't. Comm. Chair Signature: Jerald Greenberg

SEE PAGE TWO FOR OTHER REQUIRED ATTACHMENTS



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