

Using vignettes to change knowledge and attitudes about rape

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This article describes a classroom activity that was aimed at increasing knowledge and changing attitudes regarding rape in an undergraduate Forensic Psychology class. Students from four sections of the course taught over two years were included in the study. Two of the sections participated in the exercise which required students to read vignettes of fictional rape cases and make individual and group decisions by determining if rape occurred or not and two of the sections did not perform the exercise and represented the control condition. Students showed a lack of understanding in identifying instances of rape. There was a greater increase in knowledge and more favorable attitude change for students in the experimental group compared to the control condition. Exercises of this nature can be easily incorporated into a variety of classes in order to provide information regarding rape to college students.

Sexual assault and rape continue to occur at alarmingly high rates across college campuses. Extensive studies of rape prevalence rates among college women range from 15-25% (Brener, McMahon, Warren, & Douglas, 1999; Fisher, Cullen & Turner, 2000; Koss, 1988; Koss, Gidycz, & Wisniewski, 1987). Recent studies have reported that incidence of rape and attempted rape among female college students is nearly 6% (ACHA, 2004). Further, Dekeseredy and Schwartz (1998) reported that college women are at higher risk for rape than women in the general population. The number of potential female victims across colleges and universities represents a staggering amount. In fact, in 2005 there were more than 10 million women attending college (USDOE, 2008). It is true that males can be raped, although the majority of victims are female whereas the majority of perpetrators are male. Several studies have consistently reported that 5-15% of college men have acknowledged committing rape (Koss et al., 1987; Ouimette & Riggs, 1998; Rapaport & Burkhart, 1984). The national study by Koss et al. (1987) reported that the rape was committed by 8% of respondents and of that group (i.e., met the legal definition of rape) and 10 out of 12 college men did not consider their behaviors to be illegal.

Based on the high rate of such occurrences, it can be argued that the majority of college students have either had a personal experience with sexual victimization or know someone who has been the victim of sexual assault or rape. Reilly, Lott, Caldwell, and DeLuca (1992) suggested that rape has replaced theft as the number one security issue throughout the country. In fact, the government has acknowledged the importance of this issue by recently mandating that campuses that receive federal funding must implement sexual assault awareness programs (Neville & Heppner, 2002). Given the high incidence of sexual victimization on college campuses, the need for awareness programs is obvious and has been realized by academics, government, and institutions of higher education. The vehicles to best provide information regarding sexual assault and rape remain unclear.

Several recent meta-analyses have attempted to assess the effectiveness of rape education programs provided to college students (Anderson & Whiston, 2005; Brecklin & Forde, 2001; Flores & Hartlaub, 1998) and the findings are mixed. Anderson and Whiston (2005) conducted the only meta-analysis to examine multiple dependent measures. The two strongest effect sizes were for rape knowledge and rape attitudes (i.e., .57 and .21, respectively) suggesting that rape awareness programs seem to have the capacity to most effectively change knowledge and attitudes compared to other outcomes (e.g., rape-related attitudes, behavioral intent, and incidence of sexual assault). In addition to examining different outcomes, other factors may also be associated with program effectiveness.

Moderator analyses of the meta-analytic studies were conducted in order to identify variables that may be important when developing new or modifying existing educational programs. Some of the factors that emerged from the meta-analyses included duration of the intervention, gender of the participants, content of programming, and type of presenter. With regards to the duration of the educational programs, most educational programs on rape do not last an entire semester. More commonly, they may be incorporated into a few lectures or classroom activities as part of a more general course (e.g., general psychology, introduction to sociology, women's studies) and it is of interest to consider if this type of rape education results in favorable change. Anderson and Whiston (2005) reported that programs longer in duration appeared to be more effective in changing attitudes toward rape and suggested the use of multi-sessions or longer educational programs to improve outcomes. In contrast, Brecklin and Forde (2001) reported that the length of an educational awareness program did not significantly affect attitudinal change, therefore one class period may be adequate for an educational program to be effective. In fact, Flores and Hartlaub, (1998) found that very short educational programs (i.e., 30 minutes or less) have been successful in maintaining student attention and have influenced attitudinal changes.

Given the fact that both males and females need to have an understanding about rape, gender of the audience is a very important consideration. It was found that programs were more effective for males in single-gender groups than mixed gender groups (Brecklin & Forde, 2001) and that all-female groups displayed the largest effect sizes (Anderson & Whiston, 2005). Brecklin and Forde (2001) also suggested that the goals for educational programs differ depending on gender. Male educational programs are geared toward attempting to prevent sexual assault, whereas female educational programs are structured toward risk reduction. Although, there have been efforts to educate both gender on identifying specific behaviors that constitute sexual assault and rape. Males in mixed gender programs are hesitant to attend because men feel they are being blamed, attacked, and/or threatened by females. Males are also more likely to participate freely in educational programs without the fear of being criticized or judged by women in single-gender programs (Brecklin & Forde, 2001). Anderson and Whiston (2005) recommended the use of both single- and mixed-gender groups, depending on the goals and/or activities for the program.

The content of the program along with the status of the presenter have also been found to be important factors. Programs that focus on rape empathy or have unspecified contents with loose organization tend to be less effective whereas programs that focus on rape myths and facts, provide general information about rape, and address risk-reduction strategies tend to be more effective (Anderson & Whiston, 2005). It was also reported that programs that included more than one topic tend to be less effective than more focused programs. Lastly, it was found that the status of the presenter was related to program effectiveness. As one might predict, programs using professional presenters were more effective than those using non-professionals, peers, or graduate students. This is a particularly important point given the fact that it is common practice to use peer facilitators in rape education programs. Researchers have warned about using peer facilitators in such educational programs (Parkin & McKeganey, 2000).

Based on the summary findings of the meta-analyses (Anderson & Whiston, 2005; Brecklin & Forde, 2001; Flores & Hartlaub, 1998) it seems as though a program on rape education should include the following characteristics: the program should focus on changing knowledge and rape attitudes, the

program should be focused and be presented by a professional, it may occur in single-gender or multiple-gender groups depending on the goals, and the program may be effective even if it lasts only 30 minutes, but longer programs may be more effective. The aforementioned characteristics need to be taken into consideration, but the question remains as to the setting to provide this information. One possible setting is the classroom.

In the extreme case, an entire course can be offered. Shrum and Halgin (1985) detailed a senior seminar class titled "Sexual Victimization". The class was offered to psychology majors and covered various topics including rape, childhood sexual abuse, incest, pornography, sexual harassment, and sexual exploitation in the media. The goal of the seminar was to better educate students so they would be more aware of sexual victimization and know the appropriate action to take should they ever experience it in their lives. This approach is certainly worthwhile, but if taught as a senior seminar course it may not be able to reach many students.

Because teaching an entire course focusing on the topic of sexual assault and rape may not be possible, another option is to incorporate an exercise or activity into larger classes using a very focused approach. Madson and Shoda (2002) reported a classroom activity designed to identify incidents of sexual harassment. In their study, students read six fictional scenarios and indicated whether they thought sexual harassment was present in each scenario. Students read different policy statements regarding sexual harassment; they then discussed the scenarios in small groups, and then a full-class discussion occurred. Student perceptions of the activity were favorable with the vast majority of students believing that the exercise increased their understanding of issues related to sexual harassment. With regards to learning outcomes, there were marked increases in knowledge following the classroom activity.

The Madson and Shoda (2002) study employed the use of vignettes. Vignettes are short stories created about fictional people used to describe specific situations. Advantages of using these include: they are easily created, variables can be easily manipulated, they are an ethical method to expose participants to certain situations that they may not be able to experience in reality, and they may be presented in written or video form. Slead, Durham, Kriel, Solomon, and Baxter (2002) conducted an experiment in order to determine if there were differences on blame attribution between the use of written and video vignettes on the topic of date rape. Overall, there were no main effects, but there was an interaction in which the written vignette condition resulted in more victim blame than the video version when alcohol was involved. The authors noted that the type of research being conducted affects the type of vignette that should be used. Slead et al. (2002) suggested that written vignettes should be used for establishing common stereotypes about rape, whereas video vignettes should be used to examine how individuals would behave in 'real world' situations. The authors mentioned that one also needs to consider the practicality of the method being used because written vignettes are far more efficient to construct in terms of time and money. In addition, it is more difficult to control for extraneous variables when using video vignettes compared to written vignettes. The main advantage of video vignettes is they do not rely on proficient literacy of participants. However, given the differences between written and video vignettes, written vignettes have been suggested as the better alternative because of their flexibility.

The following study was an attempt to introduce the topic of rape in a classroom setting, use vignette methodology in an experimental design, and determine if the activity resulted in an increase in knowledge and change in rape attitudes. The activity took about 60 minutes to complete, it was focused specifically on identifying behaviors that constituted rape as defined by the Texas Penal Code, it was conducted with mixed-gender groups in order not to exclude any students, it was provided by a professional, and written vignettes were used. The study was conducted solely as a classroom activity and is not considered an intervention. Rather, it is an exercise integrated into a course with the purpose of providing students with information they can readily use.

Method

Participants

A total of 232 undergraduates enrolled in an upper-level Forensic Psychology course participated in the project at a mid-sized university in Texas. The students included four sections of the course taught over a 2-year period. Class sizes were 45, 62, 74, and 95, across the four consecutive semesters, respectively. Thus 84% of the total enrollment for the classes participated. The students were mostly upperclassmen (55% seniors, 42% juniors, and 3% sophomores) female (72%), and psychology majors (85%). During the day prior to the class activity, students were informed that the topic of rape was going to be covered and scenarios of rapes might be provided in written form. Students were informed that if they believed the exercise would result in discomfort, they could tell the instructor prior to class and they would not be required to come to class, although they were responsible for knowing the information that was covered. One female student chose not to participate.

Materials

Students completed a 20-item knowledge test developed by the instructor. It was given in True-False format and consisted of questions regarding victims, myths, incidence, and legal definitions regarding rape. It should be noted that the Penal Code of the state of Texas uses the categories of sexual assault or aggravated sexual assault rather than the term rape, whereas other states (e.g., PA) use the term rape. The behaviors defining the offenses are very similar, although different names are used in the Penal Codes across states. Students completed the Attitudes Toward Rape Victims Scale (Ward, 1988) which is a 25-item instrument designed to assess victim blame, credibility, deservingness, denigration, and trivialization. The instrument is on a 0-4 Likert scale (0 = disagree strongly.... 4 = agree strongly) and has been found to have sound psychometric properties. Scores could range from 0-100 with higher scores reflecting more negative attitudes toward victims of rape. In the present study, the internal consistency reliability was .84. There were eight vignettes that were used. The vignettes were developed in collaboration with several mental health professionals who were in direct contact with victims of sexual assault and rape. Each scenario used fictitious names and was loosely based on actual incidents that met the requirements set forth by the Texas Penal Code to be considered either sexual assault or aggravated sexual assault. The vignettes can be seen in the Appendix.

Procedure

Data collection occurred in one course (i.e., Forensic Psychology) taught during four consecutive semesters. Each class met for 75-minutes twice a week at the same time of the day. The vignettes were used during the second and fourth semesters and represented the experimental condition. No vignettes were used during the first and third semesters and represented the control condition. On the first day of class, students were provided with a course syllabus, an overview of the course was given, and students completed the 20-item knowledge test and the Attitudes Toward Rape Victims Scale (Ward, 1988). The chapter on sexual assault and rape was covered during week 5 of the 15-week semester. The topic of sexual assault and rape was discussed during both class meetings during week 5 and consisted of two phases; phase I was differed between the groups whereas phase II was the same.

Phase I: The first meeting of the week consisted of an overview of sexual assault and rape in addition to providing specifics with regards to what subtopics would be covered that week. For the experimental condition, each student was given the vignettes and a separate tally sheet and asked to make individual judgments as to if each scenario was rape or not. Names were not placed on the tally sheets and they were handed in to compile individual level decisions across all eight vignettes. Students were then put into groups of 4-5, with each group having mixed gender participants. Their task was to evaluate each scenario and come up with a group decision as to which scenarios described an instance of rape or not and a justification for their decisions. Following the completion of the evaluations, a class discussion began. The format of the discussion started by the instructor asking each group to state their decision. Then, groups were randomly selected to provide their

rationales as to what guided their decision making. After a group provided their justifications, members from other groups commented on further supporting or disagreeing with the decision from the first group. The instructor served as a facilitator to stimulate discussion when necessary by asking questions, although very little input was necessary. This process continued until all eight vignettes were discussed which lasted approximately one hour. The remaining 15 minutes of class were used to provide a thorough coverage of the Texas Penal Code regarding sexual assault and aggravated sexual assault.

For the control condition, students were provided a sheet of blank paper and asked to generate a scenario which they believed was an atypical example of rape. Students were then put into groups of 4-5, with each group having mixed gender participants. Their task was to discuss the scenarios that were generated and to determine which one was most uncommon, yet still was an example of sexual assault as defined by Texas law. Following the determination of the most uncommon scenario, each group summarized it for the class and other groups discussed if they believed it was uncommon and in some circumstances, if the described scenario was an example of rape or not. The instructor served as a facilitator to stimulate discussion when necessary by asking questions. This process continued until all groups presented their scenario which lasted approximately one hour. The remaining 15 minutes of class were used to provide a thorough coverage of the Texas Penal Code regarding sexual assault and aggravated sexual assault; this was the same as information that was provided to the experimental group.

Phase II: The following class meeting was largely lecture which consisted of covering materials from the book (i.e., Wrightsman, 2001) along with supplementary information regarding rape myths, risk reduction, campus resources, and other sources of information. During the final day of regular classes (i.e., week 14), students completed the 20-item knowledge test and the Attitudes Toward Rape Victims Scale (Ward, 1988) for a second time.

Results

The data analysis consists of two sections. The first section of the data analysis is descriptive and the second section examines the manipulation. For the experimental group, the percentages and frequencies for the individual-level and anonymous decisions regarding non-instances of rape for each of the scenarios can be seen in Table 1. It is important to note that each scenario description met the Texas code of sexual assault or aggravated sexual assault (i.e., rape) that could carry sentences up to 20 years and life, respectively. Student decisions indicating a scenario was not an example of rape ranged from 12% to 89%. The frequency distribution was further categorized on the basis of gender with female decisions ranging from 7% to 88% and males from 23% to 91%.

Two 2 x 2 x 2 (gender x class x time) mixed Analysis of Variances (ANOVA) were conducted on each dependent measure (i.e., knowledge and Attitudes Toward Rape Victims score). For knowledge, there was a significant effect for time, $F(1, 228) = 454.22, p < .001$, and a class x time interaction, $F(1, 228) = 8.02, p < .01$. As expected, there was a substantial increase in knowledge regarding rape with the week 14 scores ($M=16.9$) being greater than week 1 ($M=6.1$). For the interaction, there was a greater increase in knowledge for the vignette groups from week 1 to week 14 ($M=5.9$ and $M=18.0$) compared to the control groups ($M=6.3$ and $M=15.9$). The same analysis was conducted on the Attitudes Toward Rape Victims score which yielded significant effects for gender, $F(1, 228) = 28.02, p < .001$, and a class x time interaction, $F(1, 228) = 14.98, p < .001$. For gender, males ($M=40.6$) had less favorable attitudes toward victims of rape compared to females ($M=33.3$). For the class x time interaction, there was attitude change toward more favorable attitudes toward victims of rape for the experimental condition from week 1 to week 14 ($M=38.9$ and $M=31.0$, respectively) compared to the control group ($M=39.4$ and $M=37.8$, respectively).

Discussion

The results of the study are both alarming and promising. Examination of Table 1 provides evidence that college students lack an understanding of rape. This lack of understanding exists for both genders but is more pronounced for males. This unfortunate finding parallels the results of Koss et al. (1987) showing that men do not have an understanding of what sexual behaviors are illegal. Malamuth (1981) reported that 21-35% of males indicated some likelihood of raping if there was no chance of being caught. The Malamuth (1981) findings, coupled with evidence that college men lack an understanding of what actions related to rape are illegal, suggests a dire need for education and attitude change. Unfortunately, the women in this sample also demonstrated a poor understanding of rape. This may be directly related to the underreporting as documented by Sloan, Fisher, and Cullen (1997) who found that only 22% of rapes and 18% of sexual assaults were reported to any authorities. It is certainly possible that low reporting rates may be related to lack of knowledge as to who to notify, what steps to follow following a report, the extent of confidentiality, fear of the perpetrator, concern that authorities will not believe them, and the possibility that family and friends may find out (McMahon, 2008). However, the results of this study clearly show that women also do not have adequate knowledge to be able to even identify an incident of rape.

The classroom activity showed positive results for both knowledge and attitude change over a 9-week time period. The classes that used the vignettes showed greater knowledge and a more favorable outlook towards rape victims than the control group. As expected, males had less favorable rape attitudes compared to females and they remained less positive about rape victims over time. It is possible that this was due to using mixed-gender groups. Brecklin and Forde (2001) noted that many researchers support using single-gender groups with sexual victimization programs. This may be the case because in mixed-gender groups, men may feel threatened, become defensive, and be less likely to participate compared to if they were placed in all male groups. In the majority of academic settings, it is unlikely that the students in a class will all be of the same gender, so it is important to recognize all of the beneficial results in conjunction with the potential drawback of the mixed-gender groups and develop programs or activities in which both gender can benefit.

The length of educational programs is important because it can have a direct influence on the attitude changes that occur within the participants. However, there are currently more than 18 million college students (USDOE, 2008). How can institutions provide long-term educational programs to that large number of students in an efficient manner? Studies have suggested that as time increases between the educational program and attitude measurements, less attitude change is evident (Brecklin & Forde, 2001; Flores & Hartlaub, 1998). Students that have the opportunity to participate in a variety of programs with similar goals, have an increased chance in undergoing long lasting attitudinal changes. Programs that students may have the opportunity to participate in or attend are workshops, presentations, and other classroom activities, such as lectures or video discussions (Brecklin & Forde, 2001). Anderson and Whiston (2005) found that longer awareness programs were associated with larger effect sizes. The study also suggested that when designing educational programs, the program should consist of longer, more thorough sessions as opposed to brief, one to two class period sessions. The current study only followed students during the course of the semester. More studies are needed to track students over longer time periods.

The present study provides evidence of the short-term effectiveness of written vignettes in increasing knowledge and improving attitudes toward rape. The Sleed et al. study (2002) found that written vignettes were favored because the experimental group showed greater knowledge and more positive attitude changes compared to the control group. Madson and Shoda (2002) demonstrated through the use of written vignettes that the student perceptions of sexual harassment changed as a result of discussing sexual harassment in the context of a legal definition which was the case for the classroom activity in the study. The intent of this classroom activity was to have students combine new knowledge, contextual examples, and exposure to varying peer opinions in order to reassess their own rape attitudes which seemed to occur. The students were able to successfully complete the above tasks through the use of written vignettes.

Some important issues regarding this study should be addressed. First, it is important to consider the link between attitude and behavior with caution. Several studies have shown that rape attitudes are related to sexually aggressive behavior (e.g., Hamilton & Yee, 1990; Koss, Leonard, Beezley, & Oros, 1985; Reilly, Lott, Caldwell, & DeLuca, 1992). Thus, changing rape attitudes should be considered potentially important because it may be related to future behavior, which was suggested by general attitude-behavior research (e.g., Ajzen & Fishbein, 1977; Cialdini, Petty, & Cacioppo, 1981). However, it is important to understand there has not been a causal link shown between changing rape attitudes and subsequent behavioral measures. Secondly, the context of the educational program may have an effect on the outcome of the program. Even though the classroom activity showed positive results for both knowledge and attitude change, Anderson and Whiston (2005) suggested that rape knowledge programs produced a larger effect size compared to rape attitude programs. This suggests that rape knowledge programs are more effective than rape attitude programs, but other variables, such as the time between the awareness program and the follow-up measures may be different for each program. This difference may be a possible explanation for the difference between the effectiveness of rape knowledge programs and rape attitude programs.

It is also worth recognizing that the classroom activity was used in a Forensic Psychology class, as opposed to a class devoted to sexual behavior, sexual victimization, or women's studies, which was the case for the Shrum and Halgin (1985), and Madson and Shoda (2002) studies. Therefore, it may also be promising to incorporate similar exercises into other classes, perhaps even large introductory courses where there may be some relevance (e.g., psychology, sociology, anthropology, etc..) and more students can be reached across a large variety of majors because such courses are often taken as popular general education electives. It is important for instructors to consider that many individuals do not attend educational programs about sexual victimization until after victimization occurs and it is vital provide students with this information before such an event occurs (Shrum & Halgin, 1985). Professors may be more successful in increasing knowledge and promoting positive attitudinal changes compared to individuals with less authority as suggested by Anderson and Whiston (2005). Those with a professional status are more likely to be taken seriously, and students are more likely to believe and pay attention to the information being presented.

Vignettes are an efficient way to supplement a class lecture on rape that results in the students becoming more knowledgeable and showing more favorable rape attitudes. Because of the simplicity of manipulating certain variables within the vignette, they can be tailored for specific groups of students (e.g., all male, all female, athletes, Greeks) to make them more relevant to the given group. This methodology has demonstrated favorable outcomes when used to educate students on rape and has potential to be useful for a variety of applications.

Appendix

Rape Scenarios

1) Sally is at a party with some girlfriends and she sees Bob, a guy from class that she has known for about a year. They begin to talk and he gets her a drink, then gets her a few more drinks, and she eventually is intoxicated and her BAL is .20. Bob walks her to his house and takes her in his room and asks her to have sex with him. She agrees (she consents) so they begin to fool around, clothes come off, and then she passes out. Bob proceeds to have vaginal intercourse with her while she is passed out and she does not wake until the next day. Was Sally raped?

2) Joan is drinking with some people in a dorm room. She has been talking to 2 guys (Zack and Ziv) whom she is interested in. She agrees to have a threesome with them. They go to Ziv's room, turn the lights off, and begin to have intercourse. Ziv leaves the dark room wearing a robe. Once in the hall, he gives the robe to another man (Bart) who enters the room while Joan is facing the other direction, and he begins to have sex with Joan from behind for several minutes. She does not realize it is Bart until the lights come on. Was Joan raped?

3) Cindi and Sam have been married for 3 years. Cindi does not work, does not have a car, does not have many friends, and her family lives 1500 miles away, so Sam brings in all the money for the household. One evening Sam wants to have sex but Cindi does not want to because she is tired and is just not in the mood. He tells Cindi that it is her duty as his wife because they don't even have sex very often and because he brings home all the money and pays for everything, so she should have sex with him. Sam does not hit Cindi, but he does pull off her shorts and panties, holds her down, spreads her legs, and forces himself on her. Was Cindi raped?

4) Charlene and Don have been going out for about a month and Don has been trying to pressure Charlene to have sex with him by saying things like "if you really love me show me, you had sex with 4 other guys so why not me, it's no big deal, etc..." One evening, some heavy foreplay is followed by consensual penetration (vaginal intercourse), 3 minutes into it she tells him to stop but he continues until he reaches orgasm 1 minute later. Was Charlene raped?

Table 1. Percentage of Students Indicating Scenario Not an Incident of Rape

Scenario and Description	Percentage of Students		
	Total (N=232)	Female (N=162)	Male (N=70)
1-alcohol	18% (N=41)	7% (N=12)	41% (N=29)
2-threesome	77% (N=178)	75% (N=121)	81% (N=57)
3-married couple	12% (N=28)	7% (N=12)	23% (N=16)
4-first time	25% (N=59)	22% (N=35)	34% (N=24)
5-dating couple	17% (N=39)	12% (N=19)	29% (N=20)
6-underage	67% (N=156)	64% (N=103)	76% (N=53)
7-mental health worker	89% (N=206)	88% (N=142)	91% (N=64)
8-rohypnol	75% (N=174)	76% (N=123)	73% (N=51)

5) Liz and Terry have been having sex on a regular basis for about a year and consider themselves a couple. During a session, Terry is behind Liz and they are having vaginal intercourse. Terry pulls out and inserts his penis into a different orifice and begins having anal sex with her. She tells him to stop but he continues for another minute until orgasm. Was Liz raped?

6) Carla is hanging out with Jason at a party and they are not drinking. She likes him and they have never had sex but she indicated that she would like to have sex with him when she is ready. Jason takes Carla to his room and asks her to have sex and she says OK, she is ready, and they have consensual sex. Jason is 16 years old and Carla is 20. Was Jason raped?

7) Jess, a 21-year old Junior is seeing a licensed counselor for some issues that she is dealing with since coming to college. It is the first time away from home (just transferred), she has very few friends, her boyfriend broke up with her, and she is having some difficulty in classes. She has been seeing her male counselor for about 2 months and she believes that she is getting better. During one session, Jess tells the counselor that she is attracted to him and that she often had sexual dreams of him. The counselor tells Jess that he too is attracted to her, particularly because of all that he knows about her and he has similar types of dreams. The counselor tells Jess that it is OK to have those feelings and if she feels safe, it is actually OK to act on those feelings. So, she begins to take her clothes off, as does the counselor, and they have consensual intercourse in the office. Was Jess raped?

8) Suzy is hanging out with Jason at a party; she likes him and they never had sex but she said that she will have sex with him when she is ready which will be after they go out at least on a few dates and get to know each other better. They are drinking and he asks her if she wants to try some Rohypnol to loosen up. She knowingly takes it, has an understanding of what it does, and wakes up in the morning not remembering much. She sees that there is a used condom in the wastebasket and comes to find out that they had sex because Jason said that she indicated it was OK to have sex, although Suzy has no recollection of the event or consent. Was Suzy raped?

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Table 1. Percentage of Students Indicating Scenario Not an Incident of Rape

Scenario and Description	Percentage of Students		
	Total	Female	Male
	(N=232)	(N=162)	(N=70)
1-alcohol	18% (N=41)	7% (N=12)	41% (N=29)
2-threesome	77% (N=178)	75% (N=121)	81% (N=57)
3-married couple	12% (N=28)	7% (N=12)	23% (N=16)
4-first time	25% (N=59)	22% (N=35)	34% (N=24)
5-dating couple	17% (N=39)	12% (N=19)	29% (N=20)

6-underage	67%(N=156)	64%(N=103)	76%(N=53)
7-mental health worker	89% (N=206)	88% (N=142)	91% (N=64)
8-rohypnol	75% (N=174)	76% (N=123)	73% (N=51)

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