

RE-THINKING RAPE PREVENTION EDUCATION TARGETED AT YOUNG ADULTS

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Learning Objectives

- 1. Explain the steps in creating an educational video
- 2. Describe how research in other fields is relevant to sexual assault prevention.
- 3. Review the student learning outcomes of a web-based educational intervention
- 4. Discuss ways this campaign could be adapted for other colleges & universities

The Project:

Inception, Design & Development



First things first, let's watch the [video](#).

You can view the video at:

www.oneonta.edu/development/wellness/rethink2.asp

Creating the Re-Think Campaign

- Fall 2010-educational needs of the campaign
- Spring 2011-writing & filming video, submitting IRB, getting t-shirts
- Fall 2011-editing film, tweaking distribution plan, communication with potential supporters
- Spring 2012-launching of campaign

What did we want to do?

- Goals of the program:
 - Address rape culture
 - Address victim blame vs. perpetrator blame
- While keeping in mind:
 - Busy schedules of students
 - Previous experience with mandated student programs
 - A need to make materials as inclusive as possible
 - No assumptions of gender or sexual orientation of either victim or perpetrator

Where were we coming from

- Previous speakers on campus
 - David Lisak, Spring 2009
 - Victoria Banyard, Spring 2010
- Prior to Spring 2009
 - Doing the standard prevention programming
 - Hired speakers at costs of \$3500+
 - Utilized available poster campaigns \$500+

Plan A: Make a t-shirt

- Our Alcohol & Other Drug Committee made one t-shirt a semester with alcohol education messages done in fun ways.
- So we brainstormed & designed our t-shirt

Messages we addressed

- Don't get drunk
- Don't walk alone
- Watch what you wear
- They kissed
- They knew each other
- They had sex before

(basically our list of the most commonly heard victim-blaming messages rephrased to remove gender and sexual orientation information)

Front of T-shirt

end rape.
stop rapists.

Back of
T-shirt

re-think.

Don't get drunk. Don't take advantage of someone who has been drinking.

Don't walk alone. If you might take advantage of someone, you should bring along a buddy who can stop you.

Be careful what you wear. Clothes don't give consent, people do.

They kissed. Missing is NOT permission to do anything more ~~touch my junk~~

They knew each other. Don't take advantage of someone just because you know them

They had sex before. So what?!?
You need to get consent EVERY TIME.

STOP blaming victims & START blaming rapists.
Rapists are the only ones who can stop rape.

How were we going to distribute?

- Couldn't just give these to students without some minimal amount of education.
- How were we going to get students into workshops with only the lure of a t-shirt?

The solution?

Make a video!



Why a video?

- There is only one “me” on my campus and sexual assault prevention is just one hat I wear. The amount of time to provide multiple workshops was a barrier.
- Film it once. Get a few year’s use. Students can view at a time most convenient for them.
- The ability to share with others.
- Another influence: FCK8 videos

Writing the Script

And Re-Writing the Script

And Re-Writing the Script

The first script: More than 20 minutes long. It would make for a great program and perhaps some day it will be. Never even filmed

The second script: Still more than 15 minutes long. Told to axe it some more.

The third script: Close to 10 minutes long. We proceed to filming.

Working with our production team

- Using campus TV studio
 - We are fortunate to have a mass communications major & a real TV studio.
 - We were able to access these resources for free.
 - It was easy to schedule our “talent” as the studio is centrally located on campus.
 - Gained the expertise of people who know how to do this stuff

Filming

- Chose to use a variety of faculty & students. Goal of a diverse set of people spreading the message. Ended up with 10 different people in front of the camera.

And Re-Filming

- Our TV director decided to reshoot the whole thing in HD.

Things I learned while making this video:

1. If you can express it visually, do so.
2. Shorter is better.
3. Being a good presenter is one thing, being an educational video writer is slightly different.
4. Listen to the TV expert.
5. How to operate a teleprompter machine.
6. My forehead tends to wrinkle when I read a teleprompter.

The Editing Process

- Round 1:
 - Each line read by multiple people
 - Hours of video watching to make final assignments
 - Make a rough cut video
- Round 2:
 - Each line read multiple times by one person
 - Hours of video watching to choose final cuts
- Round 3:
 - Cut & edit while asking: what's the educational goal? Does a line support this? If yes, keep; If no, discard.

How to Edit for the Visual Learner

Does the text support the final learning goal?

Yes

No

If it can't be done visually keep it

If it can be done visually make it visual.

Discard

Going online

- www.oneonta.edu/development/wellness/rethink2.asp
- We weighed several options for how to move people through a pre test, video watch, post test.
- We chose the lower tech route:
 - People sent to our webpage (created a "keymatch")
 - Had to read a paragraph of instruction (barrier for some)
 - Link to pre test, video link provided at end.
 - Post test link on main page.

The Bottom Line –Our Costs

500 shirts	\$2251.25
Keytags	\$170.00
Printing Costs (on-campus printer)	\$20.00
TOTAL	\$2441.25

The Bottom Line –FREE/donations

Group	Provided
Creative Media Services	Video & Editing
Greek Life	60% mandatory prog.
Athletics	\$100 party
Women's Studies	Focus group time
Technology Services	Survey software
Office of Assessment	Survey design support

The Crockpot in my Mind



Sexual Assault Prevention

From the world of sexual assault prevention:

- David Lisak, PhD (The Undetected Rapist)
- Victoria Banyard, PhD (Bringing in the Bystander)
- Mary Koss, PhD (roots of research)
- Linda Langford, PhD (campus violence prevention expert)

Sexual Assault Prevention, cont.

- McMahon, Sarah. (2011). Changing perceptions of Sexual Violence Over Time. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence. Available at www.vawnet.org
 - “more work is needed to shift peoples’ attitudes toward supporting victims and holding perpetrators accountable.”
 - “the way the public perceives the causes of sexual violence...their ideas about victims and perpetrators appear to be lagging behind those of advocates & experts in the field.”
 - “change perceptions about what attitudes and behaviors are approved and desirable within their community.”

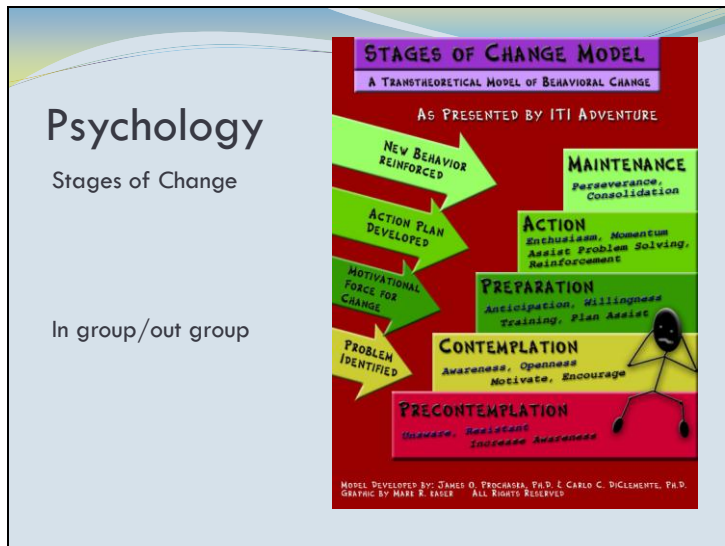
Educational Research

- Ineffectiveness of lectures
 - One time events have a “bubble effect”
- We have a generation of students who learn fluently in media based learning.
- Need more reasons to dump the lecture?

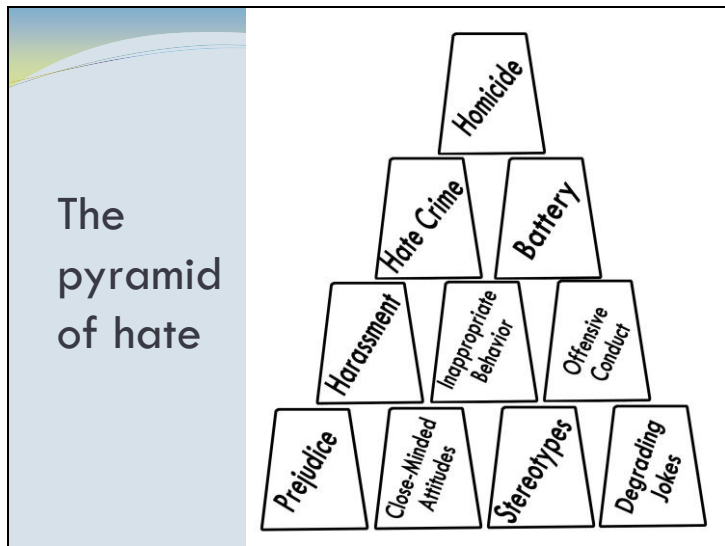
From “10 Reasons to Dump Lectures”

1. An hour format has nothing to do with the psychology of learning, it’s just convenient.
2. Lectures allow for passive learning, you need participation if you want learning.
3. Our ability to retain information drops off after 10-20 minutes.
4. Cognitive overload (KISS strategy)
5. Trapped by place & time

Good, 1986; Fisher & Berliner, 1985; Greenwood, Delquadri, & Hall, 1984. 1987, Winter



Stages of Change research: Prochaska and Diclemente



Marketing Research

- ROI “Return on Investment”
- CPI “Cost per impression”
- Survey of businesspeople how they use promotion products.
 - Avg promo product is kept 5.4 months
 - Shirts 344 impressions/month

Cohen, Andy and Vagnoni, Dave

(January/February 2011) Marketing Cents. *Successful Promotions*, volume 44, No 1, 46-50 Slide


Psychology & Marketing

- Implicit theory of self
 - Entity Theorists –more likely to believe in fixed traits
 - Incremental Theorists- more likely to believe in malleable traits
- How this applies to branding
 - The Victoria Secrets study.
 - Entity theorists....need “brand personalities” to fix flaws
 - Incremental theorists...more likely to not care so much about brand.

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The Malleable Brand: The Role of

Implicit Theories in Evaluating Brand Extensions Yorkston, Eric A. , Nunes, Joseph C, & Matta, Shashi
Journal of Marketing Vol 74 (January 2010), 80-93



“Individuals who endorse entity theory view their personal qualities as something they cannot improve through their own direct efforts; instead, they seek out opportunities (such as brand experiences) to signal their positive qualities to the self or others. Conversely, individuals who endorse incremental theory view their personal qualities as something they can enhance through their own efforts at self-improvement, reducing the value of signaling opportunities through brands.”

<http://bodyodd.msnbc.msn.com/news/2010/11/17/5477124-want-to-feel-sexy-its-all-in-the-bag-study-findsSI>

So applying that back to SA prevention...

Whether we like it or not our prevention efforts are seen as "brands." <http://www.youtube.com/watch?v=90W3yrl8Dk&feature=related>

It was time for us to re-brand. So our campaign mimics things our students would experience in other branding campaigns.

Video, shirts, lots of people wearing them on campus.
Something that looks like a logo, consistent colors, etc.

Marketing

- Exposure
 - We learn to ignore...catch with guard down
 - Texting/clown on unicycle study
<http://www.youtube.com/watch?v=Ahg6qccgoay4>
- Subliminal Perception
 - Exposure effect
 - Subliminal presentation
- Conformity (Social Norms)
 - Uggs vs flip flops

Exposure effect- repeated exposure

leads to increased liking (music, food, clothing style) Subliminal presentation-more open, quicker

recognition, can influence judgements [http://well.blogs.nytimes.com/2009/10/22/what-clown-](http://well.blogs.nytimes.com/2009/10/22/what-clown-on-a-unicycle-studying-cell-phone-distraction/)

on-a-unicycle-studying-cell-phone-distraction/ Western Washington University-clown on

unicycle in quad, "had they seen anything unusual?" pedestrians listening to

music or walking alone=33% had seen walking with a friend=60% had seen

talking on cell phone=8% seen Asked had they seen a clown on a unicycle?

walking with friend 71% listening to music 60% walking alone

50% on phone 25% Slide

[http://www.psychologicalscience.org/index.php/uncategorized/small-neural-focus-groups-](http://www.psychologicalscience.org/index.php/uncategorized/small-neural-focus-groups-predict-anti-smoking-ad-campaign-success.html)

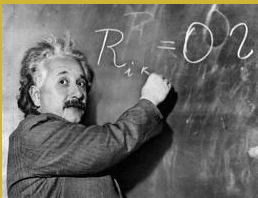
predict-anti-smoking-ad-campaign-success.html

Other tidbits

- Simple font choice=easy to do

Data Geek Time!!!

Charts, Graphs & Numbers, Oh My!



How we did on numbers

- Part 1 (pre test, video, post test) n=476
- How many people got the shirt n=327
 - (we've cont. to give out shirts)
- Survey 3 (shirt day follow up) n=147
- Survey 4 (two weeks post) n=125
- Completed all 4 surveys n=79

How we got those people

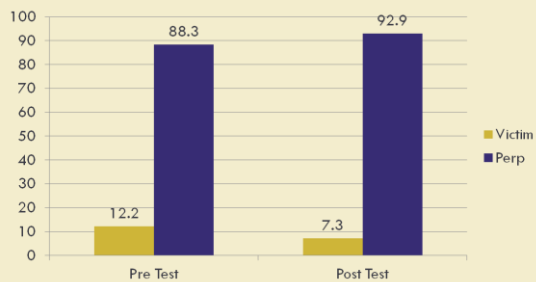
- Greek Life (60% mandatory)
- Athletics (team with highest participation rewarded)
- Residence Life
- GEARS/Women's Studies
- Professors
 - Campus newsletter
 - Direct appeals
- "traditional" program advertisement methods

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Pre & Post Video

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Thinking about the crimes of sexual assault & rape, what percentage of the responsibility is with: the victim; the perpetrator (sum must equal 100).



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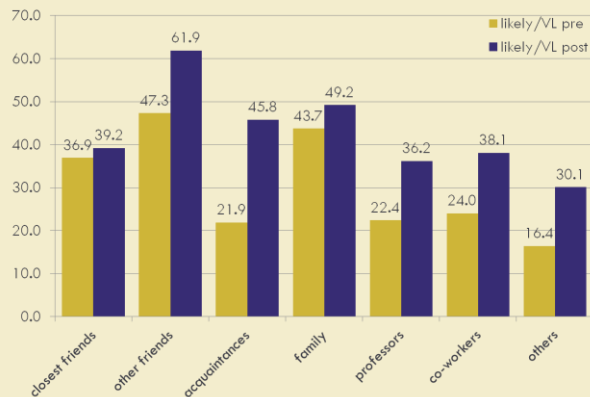
How likely is it that you will talk with following groups of people about sexual assault and rape?

Have you already talked about sexual assault with?

- Closest circle of friends 47.6
- Other friends 13.6
- Acquaintances 5.0
- Family 21.5
- Professors 7.5
- Co-workers 4.7
- Others 3.4

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How likely is it that you will talk with the following groups of people about sexual assault?



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Prior knowledge (pre-test only)

Please list rape prevention messages you have been taught previously.

- 77% of participants listed at least one of the messages we addressed in the video.
- Most common:
 - Don't walk alone
 - Watch what you wear
 - Don't get drunk/watch what you drink
- Another frequently recalled message was "no means no"

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Prior knowledge

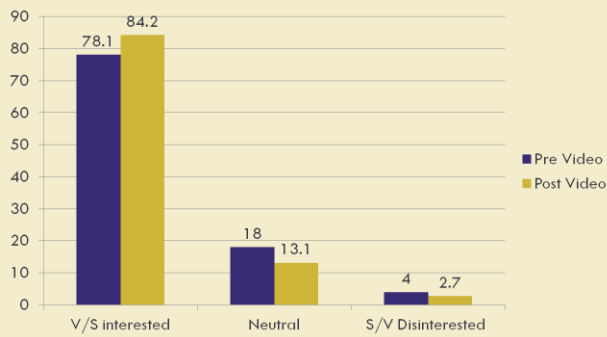
Do you know any rape/sexual assault myths?

• Trends:

- “she asked for it”/victim responsibility
- It's not victims fault
- Stranger rape
- All perps are males/all victims are females

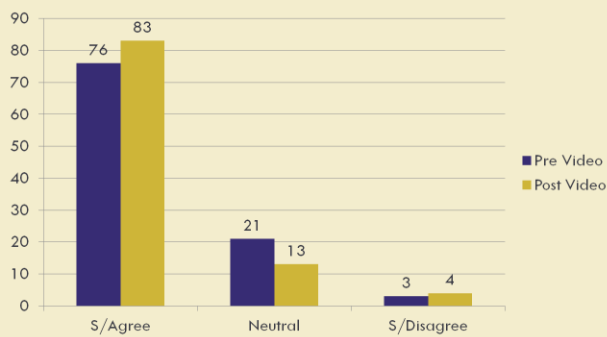
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How interested are you in helping educate your peers about the crimes of sexual assault and rape?



Slide 47

My choice of words and behaviors can have an impact on sexual assault on my campus.



Slide 48

Additional Post-Test Questions

Did you learn a lot of new information about sexual assault & rape from the video?

34%- I learned a lot of new information

56%- I learned a little new information

10%- I knew all of this information before

Would you recommend this video to a friend?

95% Yes

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What did you find most interesting?

- 98 The new messages vs. the old
- 71 You can be raped by someone you know
- 59 That victims blame themselves/victim blaming
- 48 That 1 in 4 have been victims
- 39 Rapists on average have 14 victims
- 20 Need to get consent every time
- 11 You can be raped in a relationship incl. marriage

Slide 50

What is the acquaintance rape myth?

- 87 "drank too much"
- 86 nice guy
- 80 miscommunication
- 80 won't happen again
- 55 wasn't premeditated

110 comments addressed a point from the video but didn't answer the question directly.

Slide 51

Can you list a characteristic of an undetected rapist?

67% could list at least one characteristic

30% could list two or more

- 93 Good looking
- 77 Prey on Drunk women
- 74 Charismatic
- 57 Ply them with Alcohol
- 52 Don't Use Weapons
- 45 Not Mentally Ill
- 41 Don't Think What They're Doing is Wrong
- 38 All ethnicities
- 18 Plan & Premeditate
- 9 Access to Consensual Sex

Slide 52

As a result of watching this video, I will...

- I will see any rape situation differently now
- Be aware of what the woman I am with is consenting to participate in
- Think again about how rape is portrayed in movies and TV shows
- Be more aware of how the use of words will impact blame.
- Still not rape girls because it is still a crime and still really scummy
- Not feel bad about what I've actually went through
- Honestly, I probably won't do too much, but I am definitely more aware.

Slide 53

T-shirt Wearing Follow Up



Slide 54

T-shirt Wearing Follow Up

- Did you wear your shirt on assigned day
 - 99% of respondents had
 - N=150 (less than half of the people who received shirts)
- How many conversations did you have during the time you wore your shirt? Average=4.7
- Did wearing the shirt make you feel like you had a positive effect on the SUNY Oneonta community?
 - 87% Yes
- Do you think you will wear this shirt again? 95% Yes

Slide 55

T-shirt Stories

- My friend just said to me, that its great i was supporting such an event that doesn't really get much attention until something bad happens.
- My education professor had me stand up in front of the class and explain what the meaning was. My class was very interested in hearing all about it and getting involved.
- A lot of people were inquiring about the shirts and wanted to know how to get involved in the cause.
- Woman in mills asked what it meant and I explained how we are trying to change people's perception of rape and who is really to blame and she was very happy that people were beginning to vocalize things like that.
- A lot of people were curious as to why I was wearing the t-shirt, and with that I explained to them that we are trying to redefine the concepts of rape and the reasoning behind the way people think of rape.

Slide 56

Two week follow up

- Timeline recap:
 - Mid-February Rethink project goes live
 - March 19-23 Spring break
 - April 2-6 Shirt wearing/tabling
 - April 17-Take Back the Night
 - April 22-Final post video follow up

Slide 57

Do you receive a shirt?

Yes and I wore it on assigned day 79%

Yes, but I didn't wear it assigned day 11%

No, never picked it up 11%

No, didn't want one 2%

How many times have you worn your shirt? 2.29

Slide 58

Thinking about the number of times you saw others wearing the Re-think shirt, did you see...

A lot of people wearing the shirt 23%

Some people wearing the shirt 49%

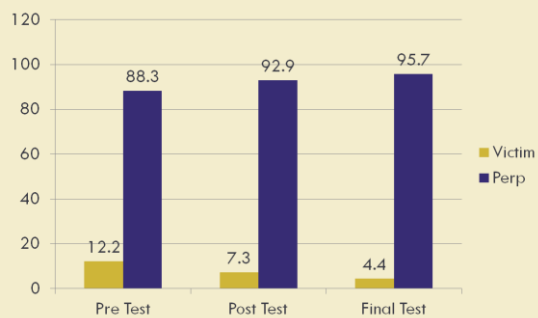
A few people wearing the shirt 23%

Hardly anyone wearing the shirt 7%

No one wearing the shirt 4%

Slide 59

Blame shifting



Slide 60

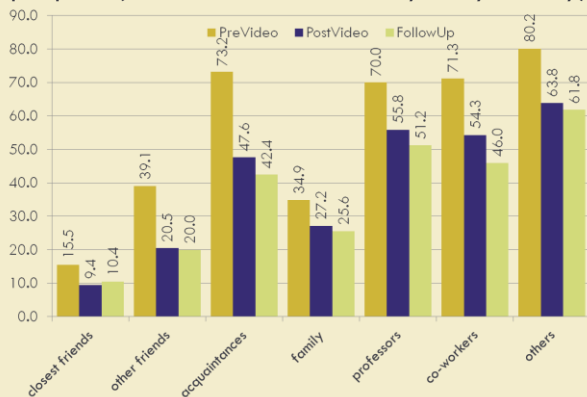
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Have you already talked about sexual assault with?

• Closest circle of friends	47.6	67.7
• Other friends	13.6	30.7
• Acquaintances	5.0	9.7
• Family	21.5	28.2
• Professors	7.5	15.3
• Co-workers	4.7	13.0
• Others	3.4	10.7

Slide 61

How likely is it that you will talk to the following people...(neutral+somewhat unlikely+very unlikely)



Slide 62

Learning retention

- What is the acquaintance rape myth?
 - 1 person could recall
 - The majority replied with a response that was related either to something they knew about the definition of “acquaintance rape” or a “rape myth”

- Can you list a characteristic of an “undetected rapist”?
 - 47% could

Slide 63

Responding

Pick one of the statements below, if you heard one, how might you respond? (he/she was drinking; was dressed inappropriately, were seen kissing, had sex before.

- 77.9% repeated something from the video
- 19.5% re-worded/rephrased in a meaningful way

Slide 64

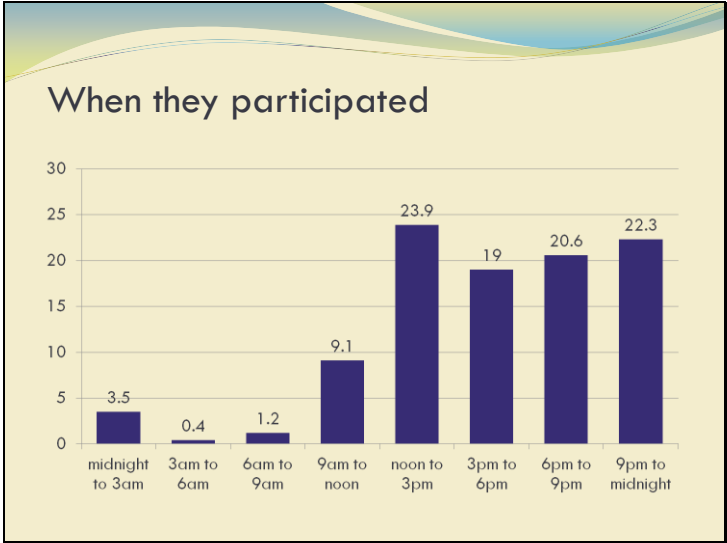
Examples:

- Seen kissing? It doesn't mean they both wanted to have sex! Big jump to make, don't ya think!
- People have the right to wear whatever they want to and feel comfortable within their own skin. They shouldn't have to watch what they wear because of fear of being raped.
- He shouldn't drink so much that he cannot control his behavior
- F**k off, that's no excuse, its still rape
- At first I thought they could be used as partial excuses but from this research project I've learned that they are not excuses and that I am actually a victim.
- You might feel they dressed inappropriately, but to them, they feel like they dressed in a way that makes them feel comfortable and sexy. They dressed that way because it makes them feel good about themselves and feeling good about oneself is not them asking to get raped.

Slide 65

Other interesting tidbits

Slide 66



Slide 67

- ### Other Feedback
- Criminal Justice Club
 - Counselors
 - Faculty & Staff

Slide 68

Bringing This Home

How This Model Could be Adapted for You

Slide 69

What's Your Philosophy?

Beyond mission & vision....what do you really feel in your head, heart & gut?

<http://www.oneonta.edu/development/wellness/videos/pyramid.wmv>

Slide 70

Your Theory/Philosophy of Learning

- From my coursework in education this is what I've boiled it down to:
 - Spiral theory of learning (Jerome Bruner)- *The Process of Education* (1960) revealed his particular view of constructivism - the theory that learners actively construct their own knowledge based upon the things they know now and have known in the past.
 - Needed to learn the fundamental principles of subjects rather than just master facts.
- "What one thing do I really want them to take away?"
 - This might not be a fact, a feeling can be just as powerful

Slide 71

After You've Got All That

- Video
- Print Media
- Web
- T-Shirts

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Video

- First, I will happily send the final script to anyone who wants it.
- Get your ideas on paper.
 - My process...one Saturday afternoon...
- Find the video people...most campuses have them
- Biggest difference is time

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Media

- Developing a message
- Developing graphics that support your message
 - Everything counts
 - Black & White....because rape is a black and white issue...there is no grey. It's stark, it's serious.
 - Handwritten responses, multiple writers.
 - It's more personal, shows multiple voices.

Slide 74

What works for your campus/situation?

- Print media is cheap for us (on-campus printer)
- T-shirts, we have a positive history with this
- We had good working relationships with:
 - Constituencies (Greek life, athletics, res life)
 - Professors
 - Students

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Questions?

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