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Running head: Change: Accessibility & Memory

The effects of previously held attitudes and their accessibility on RMA scores, the accessibility of these scores, accurate memory, memory accessibility and attitude change, following a rape prevention program.

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Abstract

This study investigated the effect of previous attitudes and the accessibility of these attitudes on the attitude change produced by and memory of a rape prevention program. The population used was 151 volunteering males at Louisiana State University over the age of 18. Correlational analyses revealed that participants were consistent in their level of Rape Myth Attitudes (RMA) and their latency of responding to the RMA questions over time. These findings argue that the data are reliable. Consistent with previous research, it was found that the videotape designed to reduce RMA attitudes was effective. RMA levels were lower at both the immediate and the subsequent (two weeks) assessments. The variables of Attitude Accessibility and previously held RMA level were not associated with either the RMA scores obtained following an attempt to modify attitudes or with the memory for the prevention video. These negative findings are consistent with the findings in Eagly, Kulesa, Chen & Chaiken (2001) meta analysis of the congeniality hypothesis. Their study states that participants with the capacity to understand the material and the motivation to attend to it, will remember the information regardless of whether their previous attitudes are congruent with the information presented.

The effects of previously held attitudes and their accessibility on RMA scores, the accessibility of these scores, accurate memory, memory accessibility and attitude change, following a rape prevention program.

Even though rape is one of the most frequently occurring crimes there is a major concern in regards to reporting its occurrence, especially when the victim knows the perpetrator. A survey by the National Mental Health Institute showed that as many as 95% of rape victims did not report the crime when they knew the rapist. According to the US Department of Justice (www.ojp.usdoj.gov/ovc/infores/clergy/rape.htm) there are 78 women raped every hour, which translates to 1,871 every day, which in turn amounts to 683,000 per year in the US alone. Also note worthy is the fact that deaths as the result of rape are not included in this data, since they are counted under homicide.

To devise a successful rape prevention program researchers need to know something about the underlying causes of rape. The motivation of rapists has been the topic of considerable debate among researchers. Hamilton and Yee (1990) set out to attempt to distinguish between the view of rape as a hostile and aggressive act, where the main intent is to hurt women, and; the idea of rape as an instrumental form of aggression, where the goal is not the hurt inflicted on the victim, but, rather, the rapists own sexual gratification. Their study showed that males that reported a greater likelihood of committing a rape had less knowledge about rape trauma, viewed the victims experience as less unpleasant, agreed more with rape supportive attitudes, and were less likely to know a rape victim. There were clear associations between a greater knowledge of the rape victims' negative consequences and the view of the rape as aversive to the victim, with less agreement with rape supportive attitudes, and lower self reported likelihood to rape. That study suggested that trying to convey the traumatic consequences that the rapist imposes on the victim might yield successful results in prevention programs. The results were seen as supporting the belief that rape is an instrumental form of aggression. However, Hamilton and Yee noted that the study did not explain instances of extremely brutal sexual assaults and indicated that therefore their findings cannot be said to apply to all rapists.

Breire and Malamuth (1983) took a slightly different approach to conceptualizing the motives behind rape. They suggested that the instrumental aggression theory argues that males cannot control sexual impulses. With this in view they wanted to look at sexuality variables. The variables they saw as important were: frequency of pornography, importance of sex, knowledge of sex, liberality of sexual attitudes, pleasantness of sex, a rating of sex life, relationships with the opposite sex, sexual experience, sexual inhibitions, and response to pornography. The perspective they wanted to investigate was the role of culture. That view suggests that rape is “the logical and psychological extension of a dominant- submissive, competitive, sex-role stereotyped culture” (Burt, 1980, p.229). In regard to that theory they studied the important variables of the rape myth acceptance scale, the acceptance of interpersonal violence scale, and the adversarial sexual beliefs scale (Burt). They reported that many university males, (60%), were willing to use force against or rape a woman if assured there would be no penalty for their actions. These subjects were assigned to different groups based on what they answered on the question; “If you could be assured that no one would know and that you could in no way be punished for engaging in the following acts, how likely, if at all, would you be to commit such acts?” (Breire and Malamuth, 1983, p.319). The acts assessed with this question were: extramarital sex, bondage, group sex, force a woman to do something she really didn’t want to do, and rape. The rape item and forcing a woman to do something she really didn’t want to do item were the important ones, used to establish the groups. The other three scenarios were only used as distractor items. The subjects were then grouped into likely to use both rape and force (LR+/LF+); likely to rape but not use force (LR+/LF-); Likely to use force but not rape (LR-/LF+); and no likelihood of rape or the use of force (LR-/LF-). This willingness to use force or rape was shown to be unrelated to the previously mentioned sexual behavior variables, while, in contrast, the rape supportive attitudes were good predictors of this self-reported willingness to rape or use force. This as the authors suggest supports the view of rape or the use of sexual force as independent of sexual frustration or maladjustment. The only sexual behavior variable showing significant predictive qualities, as to what group the participant belonged to, was sexual

experience. The self reported sexual experience variable was a good predictor of subjects belonging to the likely to rape group and the likely to use force group. Both of these groups had a greater sexual experience than the non-force / non-rape subjects.

Six of the nine attitudinal factors tested were successful in identifying subjects belonging to both the likely to rape group and the likely to use force to rape group. However, Breire and Malamuth (1983) concluded that there are differences between the rape/force prone group and the force only not rape group. The rape/force prone subjects agreed to a greater extent with the rape supportive attitude scales than did the force only subjects, who thought sexual aggression was acceptable but not actual rape. Breire and Malamuth conclude that their findings support the theory that “antecedents to rape are cultural, socially transmitted attitudes about women, rape, and rapist which are stereotyped and prejudicial, and which serve as psychological releases for sexual aggression.” (Breire and Malamuth, p.321). In their study they found support for another theory by examining the non-sexual but aggressive item, “Male dominance is justified” (Breire and Malamuth, p.321). This item was the most powerful discriminator in the prediction of subjects willing to commit sexual aggression. That would, as the authors note, support the belief that rape is an aggressive act first and not related to sexual motivation. They suggest that the linear relationship observed between the degree of willingness to use force-rape and the rape-supportive attitudes (where some are nonsexual) makes a continuum of aggression towards women. This supports a view of rape, not as an isolated phenomenon with its unique causes, but as related to other expressions of aggression towards women.

The debate concerning the underlying causes of sexual aggression will surely continue. From these studies we can note that self-reported potential rapists have different underlying motives for their willingness to rape. What these various studies have in common is that the measure of rape-supportive attitudes is a successful predictor of self-reported likelihood to rape. Breier and Malamuths’ (1983) study does not contradict Hamilton and Yees’ (1990) finding that there is a relationship between, a greater knowledge of the victims’ negative consequences and the view of the rape as aversive to the victim, with less agreement with rape supportive attitudes

and lower self reported likelihood to rape. Hamilton and Yees finding supports their suggestion to use interventions designed to increase the knowledge of the victim's negative consequences as such information should decrease the likelihood of rape.

There has been considerable research designed in an attempt to decrease the occurrence of rape by developing rape prevention programs. These programs have largely concentrated on trying to follow the principles previously discussed. But, as will be seen, there are widely different outcomes. There seems to be an agreement in the prevention program studies that rape-supportive attitudes are good predictors of sexual aggression and that knowledge about the victim's negative consequences after a rape can decrease the agreement with rape supportive attitudes. Rape myths and stereotypes are defined by Burt (1980, p.217) as "prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists". Believing in rape myths, such as; "Any healthy woman can successfully resist a rapist if she really wants to"(Burt, 1980, p.217) is related to men's self reported intent to rape (Breire & Malamuth,1983; Hamilton & Yee, 1990; Malamuth, 1981), and that higher agreement with the myths is found in self reported rapists, (Malamuth, 1981).

Many of the rape prevention programs have been successful in changing attitudes regarding the rape myths. Breitenbecher (2000) reports that out of 16 investigations using the Rape Myth Acceptance Scale, Burt (1980), 13 had a successful outcome of at least one intervention. Techniques successful in changing attitudes have varied widely including: an acquaintance rape scenario video; a human sexuality course; both live and video taped versions of a program addressing rape myths and emphasizing rape as an act of violence and a community issue. Other successful interventions were: a program with an account of a man being raped and instructing men as to how to help survivors; a video of rape survivors discussing the trauma's impact on them; and a rape or sexual education briefings prior to exposure to a sexually violent film. Finally other successful techniques included a semester long course designed to train peer facilitators about rape education programs; and a dramatic presentation either alone or followed by a discussion.

Seven of these programs used long term follow-ups, in which four of the seven showed rebound effects. A one-month follow-up (Foubert and Marriot, 1997) showed that the originally significant decrease in RMA acceptance for the experimental condition, had turned drastically upwards now equaling the control group's follow-up data. However, the experimental group's follow-up data of RMA acceptance, was still lower than the experimental groups pre-test data. In a two-month follow-up Heppner, Good et al.,(1995) also showed rebound effects, where the RMA scores had turned back up, as compared to the immediate post test, and this rebound effect was especially prominent in men. The same rebound effect was found in regards to two different interventions, used by Heppner, Humphrey, Hillenbrand-Gunn and DeBord. (1995), and was reported at five weeks and five-months follow-ups.

In contrast, two studies (Intons-Peterson, Roskos-Ewoldsen, Thomas, Shirley and Blut, 1989; Lonsway et al.,1998), reported that the decrease in rape myth acceptance was stable at a two-week and a two-year follow-up. The study (Lonsway et al.) that reported effectiveness of decreasing rape myth acceptance in a two year follow-up consisted of a semester long course that trained students to facilitate rape education for peers. Those participants, being continually subjected to the material unlike any other program, should provide a more enduring attitude change. Finally, we note that there are many interventions that have not shown the attitude changes. They have included interventions such as: a mock-talk show, an interactive dramatic presentation and a videotape emphasizing the negative effects of rape on both the victim and the offender.

Breitenbecher (2000) discussed some of the methodological problems faced by the researchers in designing intervention programs. Particular concerns were noted in regards to demand characteristics, sensitization effects, length of follow up period, special populations, culturally specific interventions and iatrogenic effects. The problem of demand characteristics, defined as "any feature of the experimental design or procedure that increases the chances that participants will detect the true purpose of the study" (Goodwin, 1998, p. 495) can be lessened by avoiding immediate post intervention assessments. However, the findings of the studies

attempting to control for demand characteristics show as mixed a pattern of results as the studies that did not control for it.

In Breitenbecher's (2000) review she felt it unlikely that sensitization or pretesting produces the driving differences between treatment and control groups in the different rape intervention studies because of the mixed findings of the five studies that have evaluated the problem of pretesting. The mixed findings showed that pretested participants answered in a more desirable way than non-pretested in two of the programs. Two other studies, however, showed no differences between the pretested and non-pretested participants. The final study, investigating this potential problem, showed a significant effect of pretesting in women but not in men. In regards to the issue of the scheduling of the follow up assessments, the most optimal solution, to measure the stability of the attitude change would be to employ a short-term, intermediate and long-term assessments of the attitudes. Breitenbecher points to problems in follow-ups being (1) the subject's tendency to appear consistent with their answers, and (2) that sensitization might evolve after repeated testing.

Research on RMA change and self reported behavior has been conducted on special populations: high risk women, that is, women whose self reported behavior makes them more likely to become rape victims, and high risk males, males whose self reported behavior makes them more likely to commit a rape. Some culturally specific intervention programs have also been tested with minority group participants. There are too few studies on these different groups to give any clear and solid information about the special groups effects on program outcomes. The possibility of iatrogenic effects, defined as "negative effects that occur as a result of treatment or intervention" (Breitenbecher, 2000, p.37) has only been looked at in male subjects. These unwanted effects have been found in intervention with empathy induction, mixed-sex audiences, and in the process of disparaging the rape myths. There are however no easy explanations or alterations in the prevention programs that can be made for these negative outcomes since these same interventions have been shown to yield positive outcomes more often than negative (Breitenbecher).

A potential problem with the previous studies, and that might account for some of the failures to change attitudes, is that they have neglected to explore the participants accessibility of the RMA attitudes which may have a crucial impact on how they perceive the intervention material and how that may effect change of attitudes and future behavior. A measure of participants' latency in responding to attitudinal questions, called attitude accessibility, has been suggested (Fazio, 1986; Fazio and Williams, 1986) to reveal how strongly attitudes are held. According to the process model, purposed by Fazio and Williams, the automatic activation of an attitude can be seen as the function of the individuals' associative strength of an attitude and the evaluation of the object. The stronger the attitudinal associations the more likely they are to be activated automatically when encountering the attitude subject/object.

The Process model about the nature of differences in attitude strength has been tested several times by Fazio and colleagues (Fazio, Chen, McDonel & Sherman, 1982; Fazio, Powell & Herr, 1983; Powell & Fazio, 1984). In this view attitudes are seen as simple associations between an object and its evaluation. The attitude object can range widely including: types of people, types of situations, specific individuals, physical objects and social issues. Attitudes are described as varying on an evaluative dimension, the term evaluation refers to a continuum ranging from "hot" to "cold" affect. Hot affect refers to attitudes associated with an internal emotional response where as cold affect is a cognitively based reflection over one's feelings toward the attitude. Previous research (Fazio et al., 1982; Powell and Fazio) has supported the notion that attitudes with strong object-evaluation associations (hot attitudes) are more accessible from memory and are more likely to be automatically activated.

Automatic processes are defined by Shiffrin and Dumais (1981) as any process that is activated by a concept or response "whenever a given set of external initiating stimuli are presented, regardless of a subject's attempt to ignore or bypass the distraction" (Shiffrin and Dumais, 1981, p.117). An automatic attitude, as described by Fazio, Sanbonmatsu, Powell and Kardes (1986), will be activated even if the subject does not have any conscious thoughts about the attitudinal object when it is presented.

So how do you evaluate attitudinal strength? As mentioned earlier, Fazio, Sanbonmatsu, Powell and Kardes(1986) measure the strength of an attitude with an assessment of attitude accessibility. Attitude accessibility is measured by the latency in a participant's response in making attitudinal judgments. A more rapid answer is assumed to reflect a greater accessibility of that attitude. The latency measure they used (Fazio et al., 1986) was obtained in a word judgment task. Subjects were instructed to respond as fast and as accurately as possible by pressing a key, labeled "bad" or a key labeled "good", when presented with a word on the computer screen. The word remained visible until subjects pressed an answer key. Their answer, with its associated latency measure, was recorded by the computer. Latency was defined as the time from the onset of the word until the participant responded.

The question that interested Fazio, Sanbonmatsu, Powell and Kardes was if this measure of response time correlated with the automatic activation of the previously stored evaluation. The three experiments reported in Fazio et al. suggest that the strength of an attitude, whether measured or experimentally manipulated, is related to the attitude being automatically activated. This automatic activation is inescapable and spontaneous and occurred when the individual was presented with the appropriate attitude object even though it was irrelevant to the task being performed. The implication of this finding is that two participants with identical raw scores on an attitude measure, as the RMA, can still vary greatly in their attitude strength which in turn correlates to the automatic activation when presented with the attitude stimuli. When the information is presented to the two participants, the first one might have his attitudes automatically activated while the second one's attitudes stay inactivated. This individual difference in activation influences how the information is processed with the individual in the activated condition more likely to use selective processing. Selective processing, meaning that this individual is more likely to define the event and information as congruent with the held attitude.

The degree of automatic activation (as measured by latency) will determine the resistance of an attitude to change. Coloration, meaning distortion of information to make it congruent with

the held attitude, of incongruent material is most likely to occur in participants with strongly held attitudes. Fazio and Williams (1986) propose that attitudes that are readily accessible from memory are more influential on subsequent perceptions of the attitude object and subsequent behavior than are attitudes of low accessibility.

Fazio and Williams (1986) applied their suggestions regarding attitudes to the 1984 presidential election. In the first phase, three months prior to the election, they gave 245 voting age individuals 25 attitudinal statements measuring their response speed to each. Two critical items were "A good president for the next 4 years would be Ronald Reagan" and "A good president for the next 4 years would be Walter Mondale" (Fazio & Williams, 1986, p.507). In the second phase the study tested the attitude and perception question. The days following two separate televised debates of the presidential and the vice-presidential candidates, the participants received a letter asking them to assess the performance of the candidates. 136 responses were received. The suggestion that the pre-existing highly accessible attitudes predicted the subject's evaluation of the candidates' performance was strongly supported. It also carried over to the evaluation of the vice-presidential candidates' performance as well. The participants with high attitude accessibility yielded a stronger correlation between attitude and perception than the participants with low accessibility.

The third phase of the study looked at the attitude-behavior correlation. Again the data supported the theory that highly accessible attitudes serve as a good predictor of behavior. The relationship between attitude and behavior was greater in every case in the high accessibility subjects vs. the low accessibility subjects. Attitudes regarding Reagan were more highly accessible than attitudes regarding Mondale. The Reagan attitudes that were highly accessible displayed higher attitude-behavior consistency, 80% of the variance were predicted by the attitude in this group and only 44% of the variance were predicted in the low accessibility group. It is evident that the highly accessible attitudes measured three months earlier played a major role in the individuals perception of the debates and in their final behavior, voting.

The implications of these studies, if transferable to attitudes regarding rape myth

acceptance, make it appropriate to assess an individual's attitudes and the accessibility of them prior to a rape intervention program. The participant with the lower latency measure suggesting strong attitudes, that will be activated automatically when presented with the prevention video are more likely to use selective processing and distort the information to make it congruent with their view. This can be seen as a potential problem if those strongly held attitudes are in agreement with the RMA, since that individual is not likely to perceive the intervention material as intended and is not likely to change his attitudinal beliefs.

Memory of the intervention program is another factor that has not been looked at in the previous research of attitude change in regards to the RMA scale. Memory will be an important variable to assess because it will give you an indication of what part of the intervention is actually retained by the individuals. Since it is the behavior of rapists that these programs want to modify it will be very helpful to look at the retained memory, as this is likely to guide future behavior. What processes encode the information in the individual's memory?

According to Solso (1988) sensory signals whose physical energy will be detected by humans include: what we see, hear, smell, taste and feel from the environment around us is the first step in information processing. This energy will then stimulate our sensory system and will be converted into neural energy. The energy information will be stored for a short period in the sensory storage and may after that be passed on to the memory systems that will process the information. This process in the memory systems might result in a response which goes back out to the stimulus field and further processing, see chart in Figure 1.1. We want to be able to assess if the prevention program has been retained in the individuals' long-term memory. Solso remarks that the amount of information we can detect is enormous but only a little of the information, the part interesting to us, will reach our short-term memory. From the short-term memory the information might be transferred to the long-term memory, (how is not entirely known). It is what is stored in the long-term memory that is more likely to guide behavior. Recognition will be assessed in our study to give us an indication of the information actually encoded and thus stored in the participant's long-term memory.

Recognition and recall are both situations that test memory processes, there is however a distinct difference between them. Brown (1976) defines recognition, as when one or more potential targets are presented to the individual. There is no necessary need for overt production of the target. The individual will in his response reject or accept a choice, associate some probability to it, rank the given choices or choose the best possible answer. Recall is defined as situations where the subject has to produce the target or targets that apply to the recall instruction. The generated target might be a part of a well-defined structure or not, and this structure may be large or small. The individual might have to give a verbal answer, write it down, describe the target or draw it. The process of recall is shown to mediate recognition in some situations. Situations where this mediation is facilitated is describe by Brown and two of these can be expected to apply to our study:

- a) When the correct choice is a paraphrase of the original fact. This can make decoding difficult and recalling the fact first and then match it to the choice or choices in the recognition task may help an individual.
- b) Memory is usually a re-constructive process more than a direct process. So to answer a recognition question such as “Did she say she bought a green apple in the movie” with a yes or a no, the individual might still have to reconstruct the whole movie.

The individual’s retained memory of the intervention program, as assessed by recognition, is important in the sense that this is the part of the program that might guide future behavior. The retained memory is also likely to be the part of the intervention program that produced the change, if a change did occur. You can then compare individuals that did change and individuals that did not change, and see if there is any difference in their encoded memories. If differences, between participants encoded memory, are present we can try to assess if this is a function of the attitude accessibility of RMA, RMA scores or an interaction of both. The follow-up will also give us an assessment of how much and what information is stored in different individuals’ long-term memory.

The following is the design of the proposed study that will investigate the role of

previously held attitudes, as measured by the RMA scale, and the accessibility of these attitudes on attitude change, produced by a video designed to modify rape supportive attitudes, and retained memory of the intervention program, as measured by the recognition tasks.

Experimental design

The study will use a 2 by 2 by 2, post test only design. Where the first two level between subjects independent variable is Condition (Experimental or Control). The second two level between subjects independent variable is High or Low level of agreement with rape myths. The participants summed score on the two RMA items will be divided by a median split into High RMA agreement and Low RMA agreement. The third two level between subjects independent variable is attitude Accessibility. A latency measure will be our index of attitude Accessibility. High Accessibility will be defined as those participants who fall below the median latency measure (indicating fast responses) in both the High and Low rape myth agreement groups. This will give us High and Low Accessibility groups of both the High and Low RMA agreement participants. A similar procedure has been use by Fazio and Williams (1986) to ensure that inferences made based on attitude accessibility was not confounded by extremity of attitudes. All participants will be administered the RMA on two occasions.

We turn our attention next to the dependent variables. One dependent variable will be the attitude assessment obtained from the total RMA scores. We will examine the effect of the prevention program by comparing RMA scores in the experimental group to those in the control group. A second dependent variable will be attitude accessibility. We can examine these scores, as indexed by decision latency, from the two RMA administrations. A third class of dependent variables, available only for the experimental group, will be of aspects of memory, also assessed twice. First we will compute a recognition measure assessing overall memory accuracy for the video tape and factual information. A second memory measure will be an assessment of false memory for tape content and factual information. We describe below how these scores will be computed. The final dependent variable, relevant to memory, will be a measure, again indexed by response latency, of the accessibility of the recognition tasks. These measures will be collected

for their exploratory value. The following hypotheses will be tested.

Hypotheses

The Condition variable in our design will allow us to assess if administering the RMA scale twice will yield an attitude change in the subjects. The control group will allow us to see if there is a rebound effect in the experimental condition. The design described calls for eight groups, four in the experimental and four in the control condition. The control condition, however, will only be used in the initial analysis of attitude change and to assess any potential rebound effect. With this general perspective in mind, we now turn our attention to our specific hypotheses,

- 1 We predict that we will see a main effect of the Condition variable. There will be a greater attitude change in the experimental condition than the control condition. This effect is a function of being exposed to the factual information and the rape prevention tape. (Heppner, Good et al., Heppner, Humphrey, Hillenbrand-Gunn & DeBord, 1995).
- 2 We expect to see an interaction between high or low agreement with rape myths and the accessibility of those attitudes on the RMA index of attitudes. The prediction is that participants in the high agreement and low accessibility group are the ones that are going to change the most as their attitudes are not set. The participants in the high accessibility and with low or high agreement are unlikely to change since their attitudes are set and salient to them as indicated by their high accessibility.
- 3 We expect to see a negative correlation between participants with high attitude accessibility and high agreement (with rape myths) with accuracy of the recognition tasks. Participants with high agreement attitudes and high accessibility of those attitudes are likely to distort the information in the intervention program, which will lead to a decrease in accurate memory recall, as compared to the other groups.
- 4 The participants, with high accessibility and high rape myth agreement, are also more likely to support false items that are more congruent with their respective initial attitudes.
- 5 A main effect of time is expected to influence the accurate memory at the second administration of the recognition tasks. Where an overall decrease in accurate memory will occur

in the participants as a function of time.

Data exploration: There are no clear predictions for the accessibility of the recognition tasks, so analyses of these data are exploratory in nature.

Method

Participants

The participants in this study were recruited from undergraduate psychology classes at Louisiana State University. In exchange for participation in the study they earned extra credit points toward their respective psychology courses. Since males make up the overwhelming majority of rapists and potential rapists, this study only used males eighteen and older. The sample used was rather diverse for a university population with an age range from 18 to 39 years. The mean age was 20 years. The total number of participants in the sample was 151. The sample contained 84.5% white males and 8.7% black and 6.7% from other minorities. Out of the sample 30% lived on campus and 70% lived off campus. The sample contained 22.6% freshmen, 31.3% sophomores, 26.6% juniors, 18.6% seniors and one person who did not fit any of these four categories. Participants results were kept confidential and any identifiable material was destroyed when the study was completed. Care was taken to assure compliance with all aspects of regulations concerning the use of humans as research participants. The human subjects review board at Louisiana State University approved the research protocol.

Instruments

The following describes the various scales and materials used in this study.

Demographic information (Appendix A). A short, basic questionnaire was given to the participants asking their age, race, gender, if the participant lived on or off campus and their education level. This information was only used to describe the population sample. Participant's phone number was requested on this page. This information was used to contact the participants and remind them of their follow up session.

Rape Myth Acceptance Scale, RMA (Appendix B). (Burt, 1980) This scale consists of 19 items designed to measure the participant's level of agreement with rape myths. These rape

myths generally suggest that rape victims are at fault and bring about the rape by their own behavior.

The internal consistency of the RMA scale was reported by Burt (1980) yielded a Cronbach's alpha of .875. RMA scores have been shown to correlate positively with sexual conservatism, adversarial sexual beliefs, acceptance of interpersonal violence (Burt), self-reported likelihood of committing rape (Briere & Malamuth, 1983) and was high in self reported rapists (Malamuth, 1981). Burt's rape myth acceptance scale, the RMA, has been the most frequently used attitude measure in studies of rape prevention programs.

The original Burt scale uses a seven-point Likert scale for eleven items, a four-point scale for two items and a five-point scale for the final six. Since alternating the number of response buttons in a timed computer task might get participants confused and that would, in return, confound the accessibility measure that is crucially dependent on response speed; this study used a five-point Likert scale for all items in the RMA. This decision is supported by Fazio and William's (1986) report of the successful use of a five-point Likert scale in their study that also assessed attitude accessibility using response rate. There can be no speculations made as to how the modification of the number of answer choices would effect the internal consistency as reported by Burt for the original scale. However the assumption was made that changing the original Likert scale, from Burt's range of seven to four, to an overall five point scale would not influence the scale's good qualities.

In our study the scale for the first eleven items response options will read: Strongly agree, agree, no opinion, disagree, strongly disagree. The next two items response options will read: zero, less than 25%, 50%, more than 75%, all. The last six items response options will be: always, sometimes, no opinion, rarely, never. The answer options were presented in the same direction as mentioned above for all items. The scoring of the items will, however, be in the reverse direction on ten of the items with the 5 indicating disagreement with the rape myths to avoid response style biases.

The present study used a modification of the mode of presentation of individual items,

that allowed for the assessment of response latency. Instead of presenting the RMA items using a paper and pencil assessment, a computer administered the questions. A computer screen displayed the attitudinal statement along with the five answer choices. The computer recorded the response latency (response time) from the onset of the statement until the participant pressed the key corresponding to their answer choice. The full RMA questionnaire was administered in both the first session and the follow up session to all participants

Rape pamphlets (Appendix F). Rape pamphlets were given to the experimental subjects to read prior to viewing the intervention tape. One contained statistics concerning campus rape, its occurrence, the victims, and the perpetrators. The second pamphlet gives information about how men should act in sensitive situations where women are vulnerable and discusses many of the rape myths from the RMA. The pamphlets, “Campus rape: the statistics”, and “Real men don’t rape”, are distributed by Louisiana State University Wellness Education Department.

Sex talk pamphlet (Appendix G). This pamphlet was used in the control group condition and deals with safer sex and sexually transmitted diseases. The “Sex talk” pamphlet is distributed by the American Social Health Association.

The didactic video. This study used a video that discusses the impact of rape on the victim. The tape includes interviews with two acquaintance and two stranger rape survivors. The video is twenty-two minutes long and is available from the Santa Monica Hospital Rape Treatment Center (1990). It was selected because of its successful use in achieving attitude change in previous studies (Heppner, Humphrey, Hillenbrand-Gunn, and Debord, 1995) and its rather recent production year.

The control group video. The video used in this condition is called “Sexually Transmitted Diseases, What you should know” and deals with the topic of STD’s. This movie is on loan from Louisiana State University Wellness Education Center and is distributed by Pleasantville media. It was longer than the experimental group movie and to make the two videos more similar in length the viewing was started approximately five minutes into the movie. The content permitted this later start and did not in anyway compromise the video message.

The recognition tasks(Appendix F). One of the two recognition tasks was administered to the experimental group following the full RMA administration both in the first and in the follow-up session. Which of the two tasks that was administered in the first session and in the follow up session was counterbalanced between the subjects. The recognition tasks were also given on a computer that allowed for the recording of response latency. During each recognition task administration the participant was randomly given 20 statements. Ten of these statements were accurate depictions of the information provided in the intervention video or the pamphlets. The other ten were inaccurate statements, plausible but non-occurring. The ten inaccurate items were made more congruent with the rape myths than the actual information provided in the intervention. These were assessed by the six members in a research group from the lab and were considered by all to be more in agreement with the rape myths than the actual material presented. Accuracy scores were computed for each participant.

A measure of recognition errors was also obtained, these data were collected for examination aimed at determining if errors were related to the experimental variables.

Procedure

Participants were recruited using the University web page where students were offered extra credit in their respective psychology classes for participation in the study. Participants volunteered for the experiment on the Internet via their school account at Louisiana State University. On the sign up page the participants were informed that this was a two-part study with a follow-up after approximately two weeks and that no credit would be received without completing the study. Before signing up for the experiment the students also viewed on their computer a brief summary of the experiment, available sessions and other criteria's such as, over eighteen years of age and male. Participants received three extra credits in their respective psychology classes for completing the experiment. Depending upon how many signed up for a specific time slot, they were run in-groups of one, two or three. Upon their arrival in the lab the experimenter randomly assigned participants to either the control or the experimental condition. Participants were greeted and seated in front of a computer. The experimenter then described

orally the different parts of the experiment and gave the informed consent and the demographic information sheets to the participants. The experimenter also answered any participant questions. All participants signed the informed consent form prior to taking part in the study (See Appendix D). No participant declined to participate following the description of their role in the study.

Privacy within the lab was ensured by cardboard partitions between the participants that prevented viewing the other's computer monitors. Participants were urged not to speak to each other. The experimenter, who was present in the lab at all times in the adjoining room, monitored whether or not they spoke to each other. Talk occurred in a few instances and was immediately interrupted by the experimenter.

The procedures surrounding the attitude assessments are as follows. Participants viewed each scale item on the computer screen and the item disappeared when they indicated their response by pressing a key. A new statement appeared after a two second blank screen. Below each item there were five different response options. The computer program E-prime was used for controlling stimulus presentation and for recording the responses. The subjects were informed in the instructions that the five buttons corresponding with the answers, going from left to right, were one through five. Participants had the option of using the top numbers on the keyboard or the number pad. Participants were also urged by the instructions, prior to the computer test, to respond to the items quickly yet as accurately as possible.

Participants were given three practice trials with neutral items to familiarize them with the procedure. In addition to storing the participant's responses, the computer recorded the response latency. Response latency is the time from the onset of a statement until the individual pressed the answer button and the statement disappeared.

Following the practice trials, participants were presented with two RMA items. These two items were used to assess participants' agreement with rape myths. Both items have shown a high item -to-total correlation $> .6$ (Burt, 1980). The items were; "A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was a black woman?" And "A person comes to you and claims they were raped. How likely would you

be to believe their statement if the person was a white woman?" To these items the response latency was also recorded and used as an index of attitude accessibility. These two assessments were used to place the participants in the respective conditions preceding data analysis. The group arrangement was determined as follows. The median of the sum of the two RMA scores provided the dividing number. The participants were split into RMA agreeing (those above the median) and RMA disagreeing (those below the median). The sum of the two latency measures for the high agreement participants were divided by a median split into groups of high and low accessibility and the same procedure was done for the low agreement. This produced high and low accessibility groups of both the high and low agreement participants, which together with the control group made the eight groups. Upon the completion of the two RMA items, they were given the pamphlets appropriate to their condition. Participants were given all the time they needed to read over the pamphlets and they were asked to tell the experimenter when all of them felt they had read through the material. The period the participants spent reading the pamphlet ranged from about six to sixteen minutes. The subjects then viewed the video for their condition.

Following the video-viewing participants returned to the computers and answer the full RMA. The participants in the experimental condition were given an additional task. They also completed one of two recognition tasks upon completing the RMA. The recognition tasks used the same procedure as the RMA, with the exception of the response choices. The response choices were true or false versus the five point Likert scale, used in the RMA assessments. Half of the questions on the recognition task came from the movie and half from the two pamphlets in the experimental condition. Half of the questions on the recognition tasks were accurate and half were in accurate. The accurate questions were taken verbatim from the presented material. The false statements were derived from the material but made more congruent with rape myths than the actual material presented. The recognition task was administered last since it might influence the participants memory for the intervention and this might influence the RMA. Another reason for following that sequence was to allow for some time to pass between being exposed to the intervention and the recognition tasks of the same. Thus we can be more confident that the

recognition task is not merely measuring the short-term memory storage or rehearsal capacity of the participant. When the first session was over, participants scheduled their follow-up session with the experimenter for approximately two weeks later. They received a reminder note with the time, place and date of the follow-up and were thanked for their participation. Most participants received a reminding phone call the week of their second session to reduce attrition in the follow-up sessions.

The attrition rate in the follow up session was 8.8% i.e. the amount of participants that showed for their first session but not for their scheduled follow up. Participants returned for their follow-up two weeks later, signed a second informed consent form (See Appendix E) and completed the total RMA a second time. The experimental participants also completed a second recognition task that had different questions in this last session. When the participants were finished they received a copy of the informed consent form in case they had any later questions, they also received their extra credit slip and was thanked for their participation. Foubert & Marriott (1997) showed a decline in rape myth beliefs in a control group that simply took the RMA, twice. Thus we used a control group that answered the demographic page and completed the two RMA items as in our experimental group. They were also assessed for the accessibility of these RMA items. Prior to the control video they were given a pamphlet on safer sex to read. As with the experimental group they viewed a video with sexual content. However its content addressed the problem of STDs not rape. The participants in the control group, as those in the experimental group, answered the total RMA, upon viewing the STD movie and a second time in the follow-up two weeks later. Their accessibility for the RMA scale items was recorded, as in the experimental condition. The control group made it possible to assess if simply multiple administrations of the Burt scale have an influence on the reported attitudes regarding rape myths.

To increase the participation in the follow up session, participants were given reminder slips with their follow up date and time. Experimenters also tried to call each participants approximately a day before the subjects follow up to remind them yet another time.

Results

Prior to the multivariate GLM analyses of the principal dependent variables several analyses were run to examine the consistency of the data. The first set of analyses evaluated the degree to which participants were consistent in their RMA responding. This was examined by correlation analyses. The first set examined the correlation between RMA scores for the initial two items (RMAfirst2) and the two total RMA scores (RMAtotal1 and RMAtotal2). As shown in Table 1 all the correlations ($N = 151$) were significant, $p < .001$.

Table 1 Correlation analysis of RMA scores

	RMAfirst2	RMAtotal1	RMAtotal2
RMAfirst2	1.0*	.577*	.576*
RMAtotal1	.577*	1.0*	.899*
RMAtotal2	.576*	.899*	1.0*

* $p < .001$

As would be expected the two total RMA scores were strongly correlated and the two items correlated less strongly with the total RMA scores. These findings indicate that our participants were consistent in their RMA ratings. These data support the reliability of our RMA grouping as participants were consistent in their RMA scores.

We conducted a similar analysis of the response latency data to examine the stability of the participants' response latency on the RMA. This set of analyses examined the correlation between the response latency for both the first two RMA items (RMAfirst2L) to the response latency on the two total RMA administrations (RMAtotal1L and RMAtotal2L) and the response

latency on the recognition tasks (RECOGL and RECOG2L). As shown in Table 2 all the correlations were significant, $p < .05$.

Table 2 Correlation analysis of response latency

	RMAfirst2L	RMAtotal1L	RMAtotal2L	RECOGL	RECOG2L
RMAfirst2L	1.0	.489***	.298***	.369**	.254*
RMAtotal1L	.489***	1.0	.580***	.474***	.450***
RMAtotal2L	.298***	.580***	1.0	.413***	.564***
RECOGL	.369**	.474***	.413***	1.0	.461***
RECOG2L	.254*	.450***	.564***	.461***	1.0

*, $p < .05$, **, $p < .01$, ***, $p < .001$

These data support the validity of our Accessibility grouping of participants using the reaction time on their first two RMA items since participants were consistent in their latency scores for both of the total RMAs and the recognition tasks.

Another set of analyses examined whether the Experimental and Control groups differed on RMA prior to the presentation of the videotapes. At the alpha level of .05 there was, as expected, no significant difference between the Experimental and Control groups on the first two RMA items ($F(3,147) = 1.593$, $p = .209$).

We next analyzed the total RMA score obtained following viewing of the two tapes. The analysis was a two by two by two multivariate GLM analysis (SPSS). The first independent variable was the two level groups (Experimental versus Control); the second I.V. was the two level High versus Low RMA score; the third I.V. was the two level High versus Low Accessibility score. Recall that High/Low RMA and High/Low Accessibility were determined by median splits on the RMA and response latency scores obtained from the first two RMA items

obtained before the videotape presentations. The two multivariate dependent variables were total RMA (obtained immediately following the video) and total RMA2 (obtained two weeks later). The analyses revealed a significant effect of condition, $F(2,142)=5.628$, $p=.004$ in that RMA scores were lower in the experimental than the control group both immediately $F(1,143)=9.687$, $p=.002$ and two weeks following the tape presentation, $F(1,143)=11.215$, $p=.001$. The mean of the first RMA for the Experimental condition was 32.2 whereas the Control group's mean was 36.3. The mean of the second RMA for the Experimental condition was 31.7 whereas the Control group's mean was 36.4. As expected, the analyses also revealed a significant effect of the RMA grouping, $[F(2,142)=9.500, p=.0001]$. People with a High or Low RMA grouping continue to score high or low according to their groups in both the first total RMA, $F(1,143)=18.209$, $p=.0001$ and the second total RMA, $F(1,143)=17.743$, $p=.0001$. The mean for the High RMA group in the first session was 37.1 and the mean for the Low RMA group was 31.8. The mean for the High RMA group in the second session was 37.1 and the mean for the Low RMA group was 31.4.

A paired samples t -test was run on data from the Experimental condition to examine possible rebound effects in the RMA scores. The RMA scores in the second administration show no significant difference when compared to the first RMA administration, $t(77)=1.134$, $p=.260$. This means that while RMA scores lowered following the rape video, they did not show any tendency to increase on the second administration that was given two weeks later.

Then we turned our attention to the response latency scores to the RMA items that were administered following viewing of the tape. The analysis, similar to that reported above, was a two by two by two multivariate GLM analysis (SPSS). The first independent variable was the two level groups (Experimental versus Control); the second I.V. was the two level High versus Low

RMA score; the third I.V. was the two level High versus Low Accessibility score. Recall again that

High/Low RMA and High/Low Accessibility were determined by median splits on the RMA and response latency scores obtained from the first two RMA items obtained before the video tape presentations. The two multivariate dependent variables were the individuals' summed response latency of the first full RMA and the individuals' summed response latency of the second full RMA. The analyses revealed only a significant effect of Accessibility grouping as expected, [$F(2,142)= 22.340, p= .0001$]. Response latency for the High Accessibility group was less than the Low Accessibility groups both immediately, $F(1,143)= 44.261, p< .0001$, and two weeks following the tape presentation, [$F(1,143)= 16.875, p<.0001$]. The mean item response latency in the first administration was 7361.1 ms in the High Accessibility and 9237.79 ms in the Low Accessibility, note that the means are the mean total response latency for 20 items. The mean response latency in the second administration was 6020.86 ms in the High Accessibility and 7227.47 ms in the Low Accessibility. While the response time data for the two total RMA items together did not show a significant effect of RMA group, it approached significance, [$F(2,142)= 2.638, p= .075$]. The between participant analysis for the first RMA and the second RMA response times were examined. An effect of RMA group was significant on the first RMA latency score, $F(1,143)= 5.161, p= .025$ but not for the second RMA latency score, [$F(1,143)= 2.214, p= .139$]. This effect is reflecting the tendency for the High RMA group to have a greater response latency (with a mean of 8578.41 ms) than the Low RMA group (with a mean of 8016.51 ms).

In the following analyses of the recognition task data the Control group has been excluded from the sample since no recognition task was administered to that group. The recognition tasks data was, in a manner similar to the RMA data, examined by a two by two multivariate GLM

analysis (SPSS). The first independent variable was the two level High versus Low RMA score; the second I.V. was the two level High versus Low Accessibility score. Recall again that High/Low RMA and High/Low Accessibility were determined by median splits on the RMA and response latency scores obtained from the first two RMA items collected before the video tape presentations. The two multivariate dependent variables were the individuals' first recognition score and the second recognition score. This analysis found no significant effect of RMA group, $F(2,73)=.047$, $p=.954$, or the Accessibility group, $F(2,73)=1.410$, $p=.251$, on the recognition scores. The hypothesis that an interaction between the RMA and accessibility groupings would predict the recognition scores was not supported, $[F(2,73)=.097$, $p=.908]$. When the two recognition tasks were analyzed in a paired samples t -test we see a significant time effect on the recognition scores i.e. the participants made fewer correct recognitions on the second task, $[t(77)=4.197$, $p=.0001]$. The mean number correct recognitions of the recognition task for the first session was 18.5 and the mean for the second recognition task was 17.5.

The recognition tasks response latency scores were then examined by an analogous two by two multivariate GLM analysis (SPSS). As previously the first independent variable was the two level High versus Low RMA score; the second I.V. was the two level High versus Low Accessibility score. Recall again that High/Low RMA and High/Low Accessibility were determined by median splits on the RMA and response latency scores obtained from the first two RMA items obtained before the video tape presentations. The two multivariate dependent variables were the individuals' summed score of the first recognition response latency and the second recognition summed response latency score. This analysis resulted in only a significant effect of the Accessibility grouping with the response latency scores $[F(2,73)=4.542$, $p=.014]$. That is participants' response times are congruent with their previous grouping.

The mistakes made on the recognition tasks were examined. Recognition errors were placed in one of two groups. The two groups were (1) the statements that were correct but that were mistakenly not identified as part of the material and (2) items identified as being presented but had not been and, as noted, were more congruent with the rape myths. As previously, a multivariate GLM analysis was run where the first independent variable was the two level High versus Low RMA score; the second I.V. was the two level High versus Low Accessibility score. Recall again that High/Low RMA and High/Low Accessibility were determined by median splits on the RMA and response latency scores obtained from the first two RMA items collected before the videotape presentations. The two multivariate dependent variables were the previously described grouping of errors. An unpredicted interaction of RMA group and Accessibility group on the number of mistakes made on items identified as being presented but had not been (and were more congruent with the rape myths) was found significant in a between subjects test [$F(1,42)=4.162, p=.048$]. This result is contradictory to the hypothesis that the participants with High RMA and High Accessibility would incorporate material more congruent with their previous attitudes and therefore make more mistakes in this section. These data show that participants with Low RMA and High Accessibility and participants with High RMA and Low Accessibility make more mistakes.

Discussion

First we will discuss the reliability of the data collected in this study. Analyses were conducted to determine that the Experimental and the Control conditions did not differ after the participants were separated into High and Low RMA groups and into High and Low Accessibility groups. There was no significant difference between Experimental and Control conditions on RMA or Accessibility scores after the groupings. The reliability of the RMA data is supported by

both the GLM and correlation analyses. The positive correlation between the first two RMA items and the two total RMA administrations supports the use of the two RMA items for grouping participants into High and Low RMA groups. This further validates the item to total correlation of these two items as reported by Burt(1980) of $> .6$. The GLM data show that the participants scoring high, as indexed by their group assignment on the RMA, continue to score higher through the two full RMA administrations. The data are also consistent in regards to participants' response latency scores. The fact that there is a positive correlation between the response latency of the first two items with the response latency on both of the total RMA administrations and both of the recognition tasks supports the use of these two items for accessibility grouping. The GLM data show that the participants that have a short response latency, as indexed by their group assignment on the Accessibility, continue to show a short response latency through all the measured instances of response latency.

Now we turn our attention to our first hypothesis. This first hypothesis stated that we expected to see a main effect of the condition variable as a function of being exposed to the factual information and the rape prevention tape. This hypothesis was supported by the results of the GLM multivariate analysis that established that there was no significant difference between the Experimental and Control groups prior to the intervention but that there was a significant difference after being exposed to the intervention. These data like previous studies (Heppner, Good et al., Heppner, Humphrey, Hillenbrand-Gunn & DeBord, 1995) support the use of the movie "Campus rape" as a successful device in reducing rape myth attitudes. Although our data show that the attitude change produced by the prevention program remained after two weeks we cannot make any predictions beyond that time frame. Previous studies show a rebound effect at as

early as five weeks after the intervention when using the same video (Heppner, Humphrey, Hillenbrand-Gunn & DeBord, 1995).

Our hypothesis regarding the effect of the interactions between the Accessibility and the RMA groupings on the attitudinal change of the participants was not supported. If the memory of the material is what produces the attitude change this negative finding might be explained by Eagly, Kulesa, Chen & Chaiken (2001) article. Where they state that the memory for information is dependent on how the participants attend to the material, actively versus passively, and the capacity to understand the material regardless of previous attitudes.

The hypothesis that an overall decrease in accurate memory will occur in the participants' data as a function of time was supported in that the mean accuracy score for the first recognition task was higher than the mean accuracy score for the second. This appears to be a simple function of forgetting over time. Another significant finding regarding the recognition data is that participants in the High and Low Accessibility groupings continue to differ i.e. they reliably answer with in their respective groups. However, our hypothesis regarding the effect of the interactions between the Accessibility and the RMA groupings on the accuracy of the recognition tasks of the material was not supported.

The mistakes made on the recognition tasks were examined to evaluate our hypothesis regarding the effect of the interactions between the Accessibility and the RMA groupings on the likelihood to falsely identify items more congruent with the rape myths as part of the material. An unpredicted interaction of RMA group and Accessibility group on the number of mistakes made on items in this category was found significant. These data show that participants with Low RMA and High Accessibility and participants with High RMA and Low Accessibility made more mistakes. This result is contradictory to the hypothesis that the

participants with High RMA and High Accessibility would incorporate material more congruent with their previous attitudes and therefore make more mistakes in this section. This interaction effect was however not found for the other category of mistakes, the statements that were correct but that were mistakenly not identified a part of the material. This significant finding should be further studied and examined for reliability. At the present time we can only report the findings as current models or theories do not adequately explain the data.

One possible explanation for the failure of previous attitudes and attitude Accessibility to produce an interaction effect on the accuracy score of the recognition tasks can be found in the article by Eagly, Kulesa, Chen & Chaiken (2001). They conducted a meta analysis on 70 congeniality hypothesis studies and came to the conclusion that whether or not the people with opposing attitudes take an active or passive approach to the material given will have an effect on their memory of the material. They suggest that participants who take an active approach will remember both the congruent and incongruent information whereas the participants taking a passive approach will avoid the incongruent information and therefor remember less of that information. The necessary factors for participants to use the active processing route are said to be motivation and capacity. Based on Eagly, Kulesa, Chen & Chaiken (2001) it could be argued that the participants in our study did process the information actively thus we found no effect of our independent variables . The information in our study was surely within their capacity to understand. Participants were also encouraged, prior to presentation, to pay attention to the material since they were to complete a recognition task later on, which might have increased their motivation. The finding of a high level of correct recognition scores (mean of 18.5 out of 20 for the first recognition task and the mean of 17.5 out of 20 for the second recognition task) is consistent with the suggestion that participants actively processed the information and encoded it.

One suggestion for future rape prevention programs that flows from our findings might be to inform participants that they will be given a quiz or a recognition task following the program. Hopefully this would increase the number of participants that actively attended to the material. The area of attitudes and rape prevention programs certainly needs further investigation to increase the knowledge in devising a good rape prevention program that is successful in producing long term attitude changes in a population with high rape myth agreement. The importance of developing programs that reduce the unacceptable levels of rape that is found in our society strongly support continued research on this topic.

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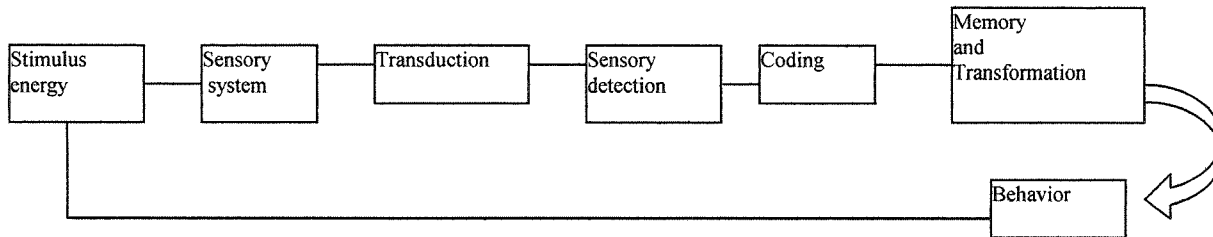
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Figure 1.1

Stages of information processing adaptation from Solso, 1988.



APPENDIX A

Demographic information

Name: _____

Last name: _____

Telephone number:() _____

Age: _____

Race: _____

Do you reside on or off campus?

What is your level of education? (Freshman – Senior)

APPENDIX B

Rape Myth Acceptance Scale Items

1) A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

2) Any female can get raped.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

3) One reason that women falsely report a rape is that they frequently have a need to call attention to themselves.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

4) Any healthy woman can successfully resist a rapist if she really wants to.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

5) When women go around bra less or wearing short skirts and tight tops, they are just asking for trouble.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

6) In the majority of rapes, the victim is promiscuous or has a bad reputation.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

7) If a girl engages in necking or petting and she lets things get out of hand, it is her own fault if her partner forces sex on her.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

8) Women who get raped while hitchhiking get what they deserve.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree
 1 2 3 4 5

9) A woman who is stuck-up and thinks she is too good to talk to guys on the street deserves to be taught a lesson.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree

1 2 3 4 5

10) Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree

1 2 3 4 5

11) If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.

Strongly agree, Agree, No opinion, Disagree, Strongly disagree

1 2 3 4 5

12) What percentage of women who report a rape would you say are lying because they are angry and want to get back at the man they accuse?

Zero, Less than 25%, 50%, More than 75%, All

1 2 3 4 5

13) What percentage of reported rapes would you guess were merely invented by women who discovered they were pregnant and wanted to protect their own reputation?

Zero, Less than 25%, 50%, More than 75%, All

1 2 3 4 5

14) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was your best friend?

Always, Sometimes, No opinion, Rarely, Never

1 2 3 4 5

15) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was an Indian woman?

Always, Sometimes, No opinion, Rarely, Never

1 2 3 4 5

16) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was a neighborhood woman?

Always, Sometimes, No opinion, Rarely, Never

1 2 3 4 5

17) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was a young boy?

Always, Sometimes, No opinion, Rarely, Never

1 2 3 4 5

18) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was a black woman?

Always, Sometimes, No opinion, Rarely, Never
1 2 3 4 5

19) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person was a white woman?

Always, Sometimes, No opinion, Rarely, Never
1 2 3 4 5

APPENDIX C

Recognition task A

Accurate movie questions

1. One of the women in the movie describes how she faked being unconscious during part of the rape.
2. One of the girls was attending graduate school when she met a stranger on the stairs who pointed a gun at her and told her to move.
3. Some tips to prevent rape mentioned in the movie includes: -Do not to prop up doors with things like books and bikes., -Lock your door even if you are only leaving for a few minutes.
4. When the girl who was raped in her dorm room regained consciousness her rapist had tied her hands behind her back and stuffed a sock in her mouth.
5. When the girl in the acquaintance rape scenario asked her assailant what the hell he was doing he proceeded to take her clothes off and rape her.

False movie questions

1. Three victims in the movie were raped by strangers and one woman was raped by an acquaintance.
2. The girl who was in grad school at the time never fought back or even said no to her assailant. She is seen as partly responsible for the incident because she never stated that she was not willing.
3. The woman in the date rape situation let the man kiss her and it was not until she was half undressed on the sofa that she decided she did not want to have sex.
4. Liquor courage is a term mentioned in the movie that refers to a woman being more flirtatious after consuming alcohol and more willing to have sex.
5. Just like the old saying, women will sometimes say no and mean yes.

False pamphlet questions

1. 84% of those who fit the legal definition of being the victim of a rape in the mentioned study were raped by strangers.
2. Only a small percentage of rape victims did not tell anyone about their assaults.
3. A woman can ask to be raped by behaving in certain ways and when doing so is then seen as partly responsible for what happens.
4. If a man was intoxicated during the incident, he cannot be held responsible for his actions.
5. Not having sex or not scoring means that you are not a real man.

Accurate pamphlet questions

1. For both men and women, the average age when the rape occurred was 18.5 years old.
2. In the survey 16% of the male students who committed rape and 10% of those who attempted a rape took part in episodes involving more than one attacker i.e. gang rape.
3. Be sensitive to women who are unsure whether they want to have sex. If you pressure them you may be forcing them.
4. Taking sexual advantage of a person who is mentally or physically incapable of giving consent is rape.
5. One in four women surveyed had an experience that met the legal definition of rape.

Recognition task B

Accurate movie questions

- 1) The movie states that most rape victims remain silent and tell no one. Breaking the silence by reporting the crime to the authorities or a counselor often helps victims recover. It also may prevent attacks on other women.
- 2) The date rape scenario described in the movie started as a double date set up by the victims friend.
- 3) The movie notes that rapes on college campuses increases during holidays and vacations.
- 4) The girl in grad school pleaded with her assailant. She said that she would give him more money or anything as long as he didn't shoot her.
- 5) In the case of the girl being tutored, the more she told her assailant to stop and resisted the more aggressive he became.

False movie questions

- 1) The girl that was raped in her dorm room had been out partying that weekend. She wore a miniskirt and a lot of make-up. Her appearance gave the rapist the suggestion that she was willing to have sex.
- 2) In the date rape situation, the woman joked and put the advances of the man off because she really liked him and wanted to tease him.
- 3) In the tutoring situation, initially the woman was romantically interested in the man and that is why she placed herself on his bed with him.
- 4) Of all the reported assaults that occurred in the movie, only three actually fit the definition of rape.
- 5) A drunk guy can't be held responsible for misinterpreting the situation and forcing a girl to have sex, who doesn't give clear signals.

False pamphlet questions

- 1) In the survey more women thought they were raped than actually met the legal definition of having experienced a rape.
- 2) If a woman teases a man, dresses provocatively, accepts his gifts and has had sex with the man previously, it is O.K. for the man to insist that they have sex.
- 3) No, might very well mean Yes and should not be considered No if the man feels sure that it means Yes.
- 4) Men can never be victims of rape and therefore do not have the same rights to counseling and legal action as women.
- 5) 92% of the women who met the legal definition of rape, said they had sex again with the man.

Accurate pamphlet questions

- 1) 55% of perpetrators and 75% of victims had been drinking or taking drugs before the assault.
- 2) Rape is motivated primarily by the desire to control and to dominate another person, using sex as the weapon. It is illegal.
- 3) Whether they themselves acknowledge their experience as rape or not, 30% of the women that were identified in the study as rape victims contemplated suicide after the incident.
- 4) If you have any doubts what your partner wants, STOP, ASK, and CLARIFY.
- 5) Your desires may be beyond your control, but your actions are within your control. Sexual excitement does not justify forced sex.

APPENDIX D

LOUISIANA STATE UNIVERSITY: INFORMED CONSENT FORM

Study Title: Accessibility and Memory of a Female Rape Prevention Program.

Performance Sites: Louisiana State University

Principal Investigator: James H. Geer, Ph.D., 388-4095

Purpose of Study: To collect information concerning the relationship between attitudes and memory of a rape prevention educational materials.

Subject Inclusion: All subjects should be males, attending Louisiana State University. No more than 200 subjects will be participating in this study.

Subject Exclusion: This study excludes females as participants and anyone under 18 years of age.

Description of study: Participants will be asked to answer a set of demographic questions and two attitudinal questions. Then participants will read through some factual information from the Wellness Center regarding female rape prevention. Upon reading this material they will view a tape that discusses that topic. When the participants have finished the viewing they will be asked to answer new set of attitudinal questions. In the recognition task participants will be asked to recognize statements from both the factual information and the tape and make a decision of whether the sentences are true or false.

Follow-up: In the follow-up phase held approximately two weeks later, the participants will be asked to answer the same set of attitudinal questions as in the later half of the first section. The participants will also be asked to complete another recognition task regarding the tape and the factual information. Completion of both parts of the study is required to receive extra credit in courses.

Benefits: Participants will receive extra credit for their participation in the total study, which includes the follow-up session. The information provided will increase our knowledge about sexual education/ awareness programs. The study will also yield information on how attitudes and their accessibility relate to the retained memory of the educational material.

Risks: There are no physical risks although there is a minimal risk of some individuals being emotionally upset by the material presented in the study.

Right to Refuse: Participation is voluntary, and participants can withdraw from the study at any time with out penalty of any kind.

Privacy: All data will be coded by an assigned number, the list of participants names will not be associated with the answers so answers can not be identified with the participants.

Questions: If you have any questions about the research, then please contact Dr. Geer at either 208 Audubon, Phone 388-4095, or E-Mail psgeer@lsu.edu.

The study has been discussed with me and all my questions have been answered. I understand that additional questions regarding the study should be directed to the investigator listed above. I understand that if I have questions about subject rights, or other concerns, I can contact the Vice Chancellor of the LSU Office of Research and

Economic Development at 388-5833. I agree with the terms above and acknowledge that I have been given a copy of the consent form.

Participant's name (Print)

Date

Date of birth

Participant's signature

Control

LOUISIANA STATE UNIVERSITY: INFORMED CONSENT FORM

Study Title: Safer Sex Education and Attitudes

Performance Sites: Louisiana State University

Principal Investigator: James H. Geer, Ph.D., 388-4095

Purpose of Study: To collect information concerning the effect of a safer sex educational tape and factual pamphlets.

Subject Inclusion: All subjects should be males, attending Louisiana State University. No more than 200 subjects will be participating in this study.

Subject Exclusion: This study excludes females as participants and anyone under 18 years of age.

Description of study: Participants will be asked to answer a set of demographic questions and two attitudinal questions. Then participants will read through some factual information from the Wellness Center regarding safer sex. Upon reading this material they will view a tape that discusses that topic. When the participants have finished the viewing they will be asked to answer new set of attitudinal questions.

Follow-up: In the follow-up phase held approximately two weeks later, the participants will be asked to answer the same set of attitudinal questions as in the later half of the first section. Completion of both parts of the study is required to receive extra credit in courses.

Benefits: Participants who complete both sessions will receive extra credit for their participation in the total study, which includes the follow-up session. The information provided will increase our knowledge about sexual education/ awareness programs.

Risks: There are no physical risks although there is a minimal risk of some individuals being emotionally upset by the material presented in the study.

Right to Refuse: Participation is voluntary, and participants can withdraw from the study at any time with out penalty of any kind.

Privacy: All data will be coded by an assigned number, the list of participants names will not be associated with the answers so answers can not be identified with the participants.

Questions: If you have any questions about the research, then please contact Dr. Geer at either 208 Audubon, Phone 388-4095, or E-Mail psgeer@lsu.edu.

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Participant's name (Print)

Date

Date of birth

Participant's signature

APPENDIX E
Follow-up consent form

LOUISIANA STATE UNIVERSITY: INFORMED CONSENT FORM

Study Title: Accessibility and Memory of a Female Rape Prevention Program.

Performance Sites: Louisiana State University

Principal Investigator: James H. Geer, Ph.D., 388-4095

Purpose of Study: To collect information concerning the relationship between attitudes and memory of a rape prevention educational materials.

Subject Inclusion: All subjects should be males, attending Louisiana State University. No more than 200 subjects will be participating in this study.

Subject Exclusion: This study excludes females as participants and anyone under 18 years of age.

Description of study: In this follow-up phase participants will first be asked to answer the same set of attitudinal questions as in the first sessions latter half. In the recognition task participants will be asked to recognize new statements from both the factual information and the tape regarding female rape prevention, that they were presented with in the first session. They will be asked to make a decision of whether the sentences are true or false. Completion of both parts of the study is required to receive extra credit in courses.

Benefits: Participants will receive extra credit for their participation in the total study, which includes the follow-up session. The information provided will increase our knowledge about sexual education/ awareness programs. The study will also yield information on how attitudes and their accessibility relate to the retained memory of the educational material.

Risks: There are no physical risks although there is a minimal risk of some individuals being emotionally upset by the material presented in the study.

Right to Refuse: Participation is voluntary, and participants can withdraw from the study at any time with out penalty of any kind.

Privacy: All data will be coded by an assigned number, the list of participants names will not be associated with the answers so answers can not be identified with the participants.

Questions: If you have any questions about the research, then please contact Dr. Geer at either 208 Audubon, Phone 388-4095, or E-Mail psgeer@lsu.edu.

The study has been discussed with me and all my questions have been answered. I understand that additional questions regarding the study should be directed to the investigator listed above. I understand that if I have questions about subject rights, or other concerns, I can contact the Vice Chancellor of the LSU Office of Research and Economic Development at 388-5833. I agree with the terms above and acknowledge that I have been given a copy of the consent form.

Participant's name (Print)

Date

Date of birth

Participant's signature

Control
Follow-up

LOUISIANA STATE UNIVERSITY: INFORMED CONSENT FORM

Study Title: Safer Sex Education and Attitudes

Performance Sites: Louisiana State University

Principal Investigator: James H. Geer, Ph.D., 388-4095

Purpose of Study: To collect information concerning the effect of a safer sex educational tape and factual pamphlets.

Subject Inclusion: All subjects should be males, attending Louisiana State University. No more than 200 subjects will be participating in this study.

Subject Exclusion: This study excludes females as participants and anyone under 18 years of age.

Description of study: In this follow-up phase participants will be asked to answer the same set of attitudinal questions as in the latter half of the first section. Completion of both parts of the study are required to receive extra credit in courses.

Benefits: Participants who complete both sessions will receive extra credit for their participation in the total study, which includes the follow-up session. The information provided will increase our knowledge about sexual education/ awareness programs.

Risks: There are no physical risks although there is a minimal risk of some individuals being emotionally upset by the material presented in the study.

Right to Refuse: Participation is voluntary, and participants can withdraw from the study at any time with out penalty of any kind.

Privacy: All data will be coded by an assigned number, the list of participants names will not be associated with the answers so answers can not be identified with the participants.

Questions: If you have any questions about the research, then please contact Dr. Geer at either 208 Audubon, Phone 388-4095, or E-Mail psgeer@lsu.edu.

The study has been discussed with me and all my questions have been answered. I understand that additional questions regarding the study should be directed to the investigator listed above. I understand that if I have questions about subject rights, or other concerns, I can contact the Vice Chancellor of the LSU Office of Research and

Economic Development at 388-5833. I agree with the terms above and acknowledge that I have been given a copy of the consent form.

Participant's name (Print)

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