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Combatting the Core of Sexual Assault: Training Youth to Become Transformational Leaders in Sexual Assault Perpetration Prevention

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Combatting the Core of Sexual Assault: Training Youth to Become Transformational Leaders in Sexual Assault Perpetration Prevention

Senior Project submitted to
The Division of Science, Mathematics, and Computing of Bard College

by
Sage Warner

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To all the loved ones I know who have been sexually assaulted or raped, and to those I do not know: this project is for you.
Preface

There is a strange image associated with sexual assault: a large, violent male, and a bruised female in an alleyway, victimhood on her face, clothes torn from her body. The problem with this image is that it encapsulates only a fraction of the kinds of perpetrators and survivors of sexual assault. There are perpetrators who are thin, quiet, and charming. There are survivors who are strong, loud, and must continue to walk with confidence. I can say without exaggeration, that almost every female I meet has been sexually assaulted in her past. Almost every male I meet who has been sexually assaulted has never told anyone. Sexual assault is everywhere, in places you expect it and in places you do not; in ways you expect it and in ways you do not. Sexual assault is an epidemic - the mentality behind it spreads like a disease, and leaves its survivors with symptoms that last a lifetime. Through research and evidence, humans have developed vaccines to prevent the flu, mumps, measles, HPV, and other contagions. Through research and evidence, I have built a program that targets the causes of this epidemic, and is designed in a way that could eventually overturn the culture in which this epidemic thrives. Thank you for taking the time to read this proposed research, and I hope it inspires you to help lead this change.
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Abstract

Sexual assaulters develop from a culture of learned norms, misunderstanding of consent, and inefficacy in bystander intervention. The most significant sexual assault prevention programs teach individuals to dissociate from this culture, by changing their perceptions, knowledge, and behaviors. However, the lack of long-term effects in these programs depicts a vital loophole in their design. In order to change the culture that breeds sexual assaulters, a program cannot focus solely on individuals’ growth, but must ensure a movement of change in the culture itself.

Transformational Leadership (Bass, 1985), a style of leadership in which leaders inspire their followers to become leaders, may be the next step in sustainably changing this culture. This proposed program will teach high school students (N = 150) from three different California schools about norms which contribute to sexual assault perpetration, while also training them to become transformational leaders in combatting these norms. After the semester-long program ends, trained students in the experimental condition should significantly increase their Transformational Leadership scores. These trained leaders and 100 random representative high school students in each school should significantly decrease their scores in rape myth acceptance and sexual objectification of others, and should significantly increase their scores in consent knowledge, and bystander intervention attitudes. Significant results for this proposed program could create a movement of changing agents in the prevention of sexual assault perpetration.
Chapter 1: Sexual Assault Background

What To Know About Sexual Assault

**Definition.** Sexual assault is “any type of sexual contact or behavior that occurs without the explicit consent of the recipient” (Department of Justice, 2017). Such acts can include “forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape” (Department of Justice, 2017). Therefore, rape, which is forced sexual intercourse, falls under the broad category of sexual assault.

**Prevalence.** Worldwide, 35.6% of females have experienced sexual assault (World Health Organization, 2013). However, because a majority of prior literature regarding sexual assault refers to the United States and Westernized countries, this proposed study will mostly focus on sexual assault research from samples in the United States. From national surveys and crime logs, we know that every two minutes, a person in the United States is sexually assaulted (Morgan & Mason, 2014).

**Perpetrators.** Those who sexually assault others are called sexual assailters, and will be referred to as such throughout this proposed study. Sexual assailters come in all categories - acquaintances, strangers, friends, family members, and significant others. I emphasize this because people commonly assume that in order for an act to constitute as “sexual assault” it must be an act done by a stranger. However, for people under the age of 30, who are at the highest age risk of being sexually assaulted, 93% of their perpetrators are people they know. This category includes significant others, friends, and acquaintances. Only 7% of perpetrators are actually strangers to the victim (Snyder, 2000).

Although the 98% of perpetrators are male (Black et al., 2011), females can be perpetrators as well. In one study, more than half of males reported being in a situation where a
female attempted to have sexual relations because of overestimating his level of sexual desire (Anderson & Sorenson, 1999). Additionally, research has shown that females sometimes do manipulate or force males into sex (Struckman-Johnson, Struckman-Johnson & Anderson, 2003). They can do so through fondling or penetrating sexual areas on males’ or females’ bodies without their consent. This same process can be used by females who force other females into sexual activities.

Survivors. People who are sexually assaulted are often called “victims” or “survivors”. Societally, there is a push to use the term “survivor”, to emphasize that survivors are still fighting through the trauma, the judicial system, and the health defects following their assault (Wu, 2016). The word “survivor” is thought to give more agency to a person than the word “victim” does. The word “victim” is thought to imply entrapment and submission, which ultimately may imply lesser value to the person who has been sexually assaulted. Because this proposal aims to promote change in sexual assault culture, I want to highlight the consistent fight and strength that follows a sexual assault. Therefore, I will use the term “survivor” to explain a person who has been sexually assaulted.

These survivors can embody all different characteristics. For example, both males and females are sexually assaulted. However, females have a higher chance of being sexually assaulted than males, as 91% of survivors of rape and sexual assault are female, and 9% are male (Renninson & Rand, 2002). The probability of a female being raped in her lifetime is 1 in 5, and the probability of a male being raped in his lifetime is 1 in 71 (Black et al., 2011). Survivors are all ages, but the majority of sexual assault survivors are under 30 years old (Snyder, 2000). So, if you are young and you are a female, you have a very high chance of being sexually assaulted by a person you know.
However, even though males are less likely to be assaulted, the assaults they experience are not any less significant or worthy of prevention. A majority of researchers believe that male survivors are vastly underrepresented in sexual assault statistics. Males are less likely to report because of shame, guilt, and fear of not being believed or of being denounced for what has occurred (Renninson & Rand, 2002). In addition, the prevalence of homophobia can prevent males from coming forward after they have been raped by other males. For males, sexual assault causes just as significant effects (Krug, Mercy, Dahlberg, & Zwi, 2002). Prevention should include both males and females, so that neither males or females develop into assailters, and both males and females can self-destigmatize their survival of sexual assault.

**Effects of sexual assault.** Both male and female survivors of sexual assault experience physical health, mental health, and economic deficits afterwards. In regards to physical health, survivors of sexual assault can suffer from physical injuries after their episode. In both male and female survivors, physical injuries often include damage to the genitals, abdomen, throat, face, arms, and hands. Survivors can also end up with broken bones, black eyes, and abrasions. Because sexual assailters can choose to not use contraception, all risks that are paired with sexual behaviors are also associated with sexual assault. These risks include sexually transmitted diseases and infections, reproductive health issues, and, in female survivors, pregnancy (Coker et al., 2000; Creamer, Burgess, & MacFarlane, 2001). Mentally, survivors of sexual assault are at higher risk for depression, PTSD, eating disorders, sleep deprivation, self-harm, substance abuse, and suicide than people who have not experienced sexual assault. Females who experience symptoms of depression, PTSD, and drug use after sexual assault also tend to be females who are impoverished (Bryant, Ullman, Tsong, Tillman, & Smith, 2010). This is worth noting, because the economic debt that someone gathers after a rape or sexual assault is about $151,423 (Delisi et
al., 2010). This cost arises from the amount of medical bills associated with the health deficits. Therefore, the people who are likely to experience these effects cannot afford the treatment for them.

**Chapter 2: Why do people sexually assault?**

Sexual assailters evolve from a universally learned sex culture that encourages certain behaviors, perceptions, and belief-systems. These can be categorized into three broad tiers of content: gender roles in sex culture, consent knowledge, and bystander intervention efficacy.

**Gender Role in Sex Culture**

One’s gender role in sex culture relates to sexual objectification, rape myth beliefs, and conformation to violence norms. All of these topics contribute to the development of a sexual assaulter.

**Sexual objectification.** The sexual objectification of another person stems from a learned power over that person (Fredrickson & Roberts, 1997). A commonality in the United States is the sexual objectification of females, a behavior associated with a higher susceptibility to sexually assault females (Locke & Mahalik, 2005). In one study measuring how masculinity norms predict sexual aggression in college males, results showed that males who conformed to the masculine norm of having power over females were more likely to conform to violence and previous sexually aggressive behavior. 254 male college students were measured on their conformity to masculine norms through the Conformity to Masculinity Norms Inventory. This scale has 94 items, with sections that measure many different masculine norms, including sections on Power Over Females and Violence. The section about Power Over Females refers to beliefs that females are subservient to males and that males should control females. The section on Violence refers to the view that physical force and aggression are generally acceptable
behaviors for males to display. There was a significant interaction between average scores on the Power Over Females section of this scale and the Violence section of this scale (p < .001), such that those who were likely to conform to power over females were likely to conform to violence norms. Additionally, there was a significant interaction between the average scores on the Power Over Females section of this scale and the Sexual Aggression Survey (p > .001), such that those who conformed to power over females were likely to have been previously sexually aggressive with partners.

Rape myth acceptance. Beliefs that are stereotypes about rape, rape victims, and rapists, are called “rape myths”. People who believe these myths have “rape myth acceptance”. Some examples of rape myths are that females falsely report rape to call attention to themselves, or that when females dress provocatively, they are asking to have sex. These acceptances are strongly associated with the behavior of sexual assault. In one study, hundreds of males filled out the Sexual Experiences Survey (as cited in Wegner et al., 2015), which showed that 183 males had perpetrated some form of sexual aggression since the age of 14. All participants were measured on their rape myth acceptances and their rape supportive attitudes, and those who had perpetrated sexual aggression in their past were significantly likely to have high rape myth acceptances and rape supportive attitudes. These beliefs were significantly driven by their misperceptions of sexual intentions, and the survivor’s alcohol consumption (Wegner et al., 2015). In other words, males who had sexually assaulted in their past had strong beliefs that contextual situations, like a female going out with him, or getting into his car, meant that later she would have sex with him. Also, these males strongly believed that when a female drank with the male, her intention was to later have sex with him.
In another study, 61 college-age males who reported having sexually assaulted or raped someone in their past scored significantly high on the Illinois Rape Myth Acceptance Scale (Mouilso & Calhoun, 2013), which measures attitudes and beliefs about rape, rape survivors, and rape perpetrators. By scoring high on this scale, the males had strong beliefs that females survivors of rape asked for it, wanted it, or lied, and that the perpetrators did not mean to.

**Acceptance of violence norms.** The acceptance of violence norms is especially relevant to intoxication and sexual assault perpetration. Alcohol has a psychopharmacological effect of reducing inhibitions, clouding judgments, and impairing the ability to interpret cues (Abby, Ross, & McDuffie, 1995). However, the association between alcohol and sexual violence is not so direct. In fact, research has shown that violence while intoxicated is a learned masculine behavior, rather than a universal behavior (Abby, Ross, & McDuffie, 1995). Therefore, alcohol is not the sole reason why sexual assailters assault; instead, the violent norms learned lead to the actual behaviors.

The acceptance of sexual violence predicts the likelihood of raping someone. One study designed a Rape Evaluation IAT, which measured the speed with which one sorts stimulus words like “force” and “poison” into one of four categories: RAPE, NOT RAPE, good, or bad. For a person who implicitly accepts rape, the configuration of RAPE and good sharing a response key would be similar to the configuration of associations in his memory. Therefore, such a task would be easy for a person with an implicit acceptance of rape, which would be exhibited through their quick response times. On the other hand, the configuration of RAPE and bad sharing a response key would be dissimilar to the configuration of associations in his memory. Therefore, if a person with an implicit acceptance of rape had this task, they would take more time because their implicit associations would be different than the configured
associations. The program was designed to see the opposite processes for people with no implicit acceptance of rape. Participants also answered the Likelihood to Rape question, which asked them to rate the likelihood that they would rape a female if they could be assured of not being caught and punished. In this study, implicit rape acceptance and the likelihood to rape had a significant interaction, such that those who had implicit rape acceptances were significantly likely to say they would rape a female if they would not get caught and punished (Nunes et al., 2013).

From these studies, we see threads between sexual objectification, rape myth acceptance, violence norms, and sexual aggression. These are three vital subfactors in the development of sexually aggressive actors; each impacts sexual aggression, and all three relate to one another. Therefore, all of these topics should be recognized in attempts to combat sexual assault.

**Sexual Consent Knowledge**

In common sex culture, actual verbalization of sexual consent is largely absent (Beres, 2007). This is an example of a “sexual script”, or a set of cultural guidelines for appropriate sexual behavior and how to progress in a sexual encounter (as cited in Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014). Cultures with masculine dominance follow an implicitly understood sexual script. Males are expected to always want sex and to serve as the sexual initiators, whereas females are expected to be less driven by sex. According to Gagnon and Simon (2009), a traditional sex script with these gender roles creates an understanding that females initially act resistant to sex to avoid a negative reputation, and males are expected to pursue a female and persist until she gives in (as cited in Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014). Researchers note that this creates a dynamic where females are expected to
refuse sex initially, and males are expected to ignore such refusals and pursue a sexual encounter.

Empirical evidence has shown significant interactions between gender role, interpretation of consent, and expression of consent. One study found strong dissonance between how males and females show and interpret consent (Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014). Females most often showed consent with verbal cues, whereas few males expected female consent from verbal cues. Males most often showed consent with verbal cues, but the majority of females expected males to show consent through a combination of verbal and nonverbal cues. So, females plan to say yes or a positive word before engaging in sexual activity, whereas the males expect females to express consent to them with their bodies. Males plan to say yes or a positive word before engaging in a sexual activity, but the females expect males to combine their positive words with positive body language to express consent.

The dissonance becomes even more divisive with expression and interpretation of nonconsent. Only 13% of females reported showing nonconsent through a combination of verbal cues and body language, while 58.8% of males expected females to show nonconsent in this way. Even more pronounced is that 64% of females reported showing nonconsent verbally, and only 9.4% of males expected females to communicate nonconsent in this way (Jozkowski, Peterson, Sanders, Dennis, & Reece, 2014). If the language of consent and nonconsent are differently interpreted and expressed between genders, those engaged in the situation may not be able to differentiate what is a part of the cultural sexual script and what is an expression of nonconsent.

Consent is also important to measure as it relates to alcohol consumption, given the prevalence of substance use at social gatherings. A study measuring 794 heterosexual college
students found that under alcohol consumption, people had internal nonconsent, but showed external consent. Participants filled out a questionnaire regarding their alcohol consumption of themselves and their partner prior to their last sexual activity. Additionally, participants filled out the Internal Consent Scale and the External Consent Scale to report how they felt internally during the sex and what they showed externally during the sex. The study found that students who were single who engaged in sexual activity after recent drinking had significantly low internal safety and comfort, significantly low internal readiness, significantly low external direct nonverbal consent, and significantly low external initiator behaviors. Additionally, those who had not consumed alcohol prior to sexual activity had stronger feelings of consent than those who had consumed alcohol prior to sexual activity (Jozkowski & Wiersma, 2015). Thus, for those who are single, which is common in people under the age of 30, when they consume alcohol, are likely not comfortable with the sexual activity during intoxication.

The misunderstanding of sexual consent also relates to the perpetration of sexual aggression. In a study of 217 heterosexual male college students, comprehension of consent was found to predict sexual aggression. Participants responded to the Comprehension of Sexual Consent/Coercion Scale (CCC) and the Sexual Experiences Scale (SES). Through the implementation of mediation analyses, this study showed that measurements on rape myth acceptance, conformity to masculine norms, acceptance of violence norms, and exposure to violence norms, all predicted comprehension of sexual consent, which then predicted the perpetration of sexual aggression. Thus, the topics that relate to gender role in sex culture directly predicted consent knowledge. Consent knowledge directly predicted the perpetration of sexual aggression, such that those who found more nonconsensual acts acceptable on the CCC were more likely to have perpetrated sexual aggression (Warren, Swan, & Allen, 2015).
Bystander Intervention Efficacy

People who are around during moments which contribute to sexual assaulter mentality or moments of sexual assault, are bystanders to sexual assault culture or sexual assault. Bystanders who choose to intervene and stop these moments from occurring are performing bystander intervention. People who choose to not intervene in these moments often do so because of cultural norms, or because of inefficacy in skills. Those who surround themselves with people who sexually assault are themselves likely to sexually assault. In a study of 329 college males, males who had strong acceptance of violence norms and strong associations with male peers who had sexually abused females were more likely to make unwanted sexual advances towards females (Mikorski & Szymanski, 2016). In other words, males who were bystanders to their peers’ sexual perpetration of others were more likely to sexually assault others as well. Athletes, who are often student leaders in school communities, reported in one study that they were willing to intervene, but lacked the skills of how to intervene (McMahon & Farmer, 2009). This lack of skills limited them from knowing when the assaults were about to occur, and limited them from actually intervening to stop the assaults.

When people do learn skills to intervene, they can combat learned social norms that deter them from wanting to intervene. For example, a meta-analysis of 12 colleges calculated that bystander interventions significantly reduced rape-supportive attitudes (Katz & Moore, 2013). Additionally, increased bystander intervention knowledge broadens the spectrum of sexual assault awareness, decreases self-reported sexual aggression, and decreases associations with sexually aggressive peers. (Gidycz, Orchowski, & Berkowitz, 2011). In a study funded by the CDC, schools that underwent the Green Dot bystander intervention training showed over 50% decrease in self-reported sexual assaults (Cook-Craig et al., 2014). This is because teaching
bystander intervention tactics in school communities can produce confidence in intervention knowledge for both females and males (Senn & Forrest, 2016). If bystanders internalize feminist ideals to a high degree, this internalized belief system pushes the person to intervene when feminist ideals are not being met.

Chapter 3: Sexual Assault Prevention Programs

Risk Reduction Programs

Programs targeting sexual assault are often designed for females to reduce their risk of being sexually assaulted, and very few are aimed to prevent people from sexually assaulting (Stewart, 2014). Sexual assault risk reduction programs teach females tactics on how to protect themselves in environments in which they have a high chance of being sexually assaulted. Such tactics include limiting intoxication at parties, travelling in groups, monitoring drinks, covering up skin, and learning physical defense.

The Sexual Assault Risk Reduction Project is an example of a risk reduction program to help females avoid situations of sexual assault. This program targeted 762 college-aged females at Ohio University. All participants completed questionnaires on sexual victimization, dating behaviors, sexual communication, and rape empathy. 6-months after the program completed, participants who had been moderately victimized during the 2-month follow-up period were significantly less likely to be revictimized (Gidycz et al., 2001). On the other hand, participants who were severely victimized during the 2-month follow up period did not have any reduction in victimization risk. Therefore, some females were able to avoid situations in which they were sexually assaulted, and thus reduce their victimization. However, there were no behavioral differences in interpersonal relations relating to sex, which were the only measures in which
females would not have to avoid a sexual situation. Overall, these risk reduction techniques were only effective if females avoided sexual situations altogether.

Other risk reduction programs focus on self-defense tactics, for when people do find themselves in instances of sexual assault. Earlier risk reduction programs limited their self-defense workshops to verbal tactics, such as screams or loud denials. However, a handful of research has shown that females need to be physically forceful against assaulters in order to reduce rape completion (Ullman, 2007). Therefore, a majority of self-defense programs focus on physically forceful protective strategies. These strategies decrease participants’ likelihood of being successfully sexually assaulted in the future (Ullman, 2007). In a meta-analysis of five risk reduction programs for college females, sexual victimization decreased from 24.5% to 20.3% (Hanson & Broom, 2005) post-programs. In addition to externalized behavior, participants in risk reduction programs have also reported positive internalized feelings. Such feelings include increased assertiveness, improved self-esteem, decreased anxiety, increased sense of perceived control, and decreased fear of sexual assault (Brecklin, 2007). Thus, risk reduction tactics are effective.

In fact, these positive results from risk reduction programs make sense. People who are most likely to be victimized, in a world where sexual assault is prevalent, learn self-defense tactics and feel newly empowered in an environment where sexual assault is likely to occur. However, these are not rape prevention strategies; these are rape protection strategies. Even if a female who learns risk reduction can fight off her perpetrator, or avoids situations of sexual assault, the culture that encourages the development of perpetrators is not reduced. Within that culture, there are other other survivors who have not undergone risk reduction lessons, who cannot fight off their assaulters.
Although risk reduction programs can make females feel strong, when susceptible survivors are taught skills to avoid and fight off sexual assault, they can often feel that sexual assault is their responsibility. In fact, some of the prevention strategies aid the narration of excuses for perpetrators. For instance, female survivors reacted negatively to a description of a risk reduction program. In this study, they felt blamed by the presentation, and were especially angered by the contradiction that risk-reduction methods seem to impose: Sexual assault is not females’s responsibility, but here are the behaviors you need to change to prevent it (Berberet, 1999). This feeling of responsibility can actually create worse repercussions than one might imagine. With a feeling of responsibility, survivors create excuses for the assaulter, and do not report the assaults (Planty, Langton, Krebs, Berzofsky, & Smiley-McDonald, 2013). Therefore, the perpetrators continue to roam free.

**Risk reduction and its influence on law.** This responsibility on survivors also creates a societal understanding of survivor responsibility. This systemic understanding spreads as far as the legal system. When risk reduction tactics are normalized as the solution to sexual assault, the responsibility to avoid sexual assault becomes normalized. For example, the majority of sexual assaults are not reported to the police, because many survivors are ashamed or predict they will be blamed (Krug, Mercy, Dahlberg, & Zwi, 2002). Of sexual violence crimes not reported to police from 2005 - 2010, 20% of victims feared retaliation, and 13% believed the police would not do anything to help (Planty, Langton, Krebs, Berzofsky, & Smiley-McDonald, 2013). In fact, their fears are valid. Out of every 1,000 rapes, 994 perpetrators will walk free (Morgan & Mason, 2014). This statistic represents a few overarching problems in the legal system as it pertains to sexual assault. The authorities and the process to prosecute reflect a systemic rape myth
acceptance, which relates to sexual assaulter mentality. Further, these patterns in the legal system are encouraged by programs that highlight the responsibility of survivors.

First, it is notoriously difficult to prosecute and even harder to prove sexual assault. This is partly because prosecutors hesitate to go after the defense aggressively, with the learned fear that this was somehow the survivor’s fault. In a culture where sexual assault is avoided rather than prevented, it also becomes a learned understanding by survivors that they are somewhat at fault or that others will find them at fault (O’Neal, Tellis, & Spohn, 2015). Therefore, because of this learned responsibility, both survivors and legal prosecutors do not fully invest in prosecution to the point where it is actually effective. Secondly, the amount of evidence needed to prosecute a sexual assaulter is extensive. Such a process can trigger traumatic memories in the survivor, and therefore few survivors attempt to present a strong case.

In order to even prosecute, the survivor has to go through a long process with the police. The police first decide whether a crime has occurred, investigate the situation to identify the suspect, choose whether to make an arrest of the identified suspect, which charges to file against the arrested, and then they decide whether to refer the case to a prosecutor. Therefore, the police decide whether or not a survivor’s story is worthy enough of receiving a chance at justice.

Unfortunately, police do not treat sexual assault survivors well. According to the Police Executive Research Forum in 2012, there have been many cases where police harass victims, downgrade and miscode rape, fail to investigate cases, abuse their power, and commit sexual misconduct themselves (as cited by Chemaly, 2016). In fact, untrained and inexperienced officers think that up to 50% of rape victims are making false claims (as cited by Chemaly, 2016). The majority of officers who are responsible for coding crimes, which map trends and allocate resources, have very little training. Rape is one of the most miscoded crimes (as cited by
Chemaly, 2016), which could largely have to do with the rape myths prevalent in inexperienced officers. Regardless of their training, police use their power to pose inappropriate questions such as “why are you messing that guy’s life up?” (as cited by Chemaly, 2016), and sexually objectify females such as strip searching females when they are pulled over for traffic violations (as cited by Chemaly, 2016). The authorities that survivors must trust exhibit the very same behaviors that sexual assault perpetrators exhibit: rape myth beliefs, manipulation of power, and sexual objectification. These officers are supposed to be the pathway to legal justice for survivors, and yet they encapsulate sex culture values of blaming survivors and objectifying them with their power.

If the police do decide to bring the evidence to a prosecutor, the prosecutor then has the power over whether or not to file charges. Prosecutors also often look at survivor characteristics, such as age, occupation and education, as well as risk-taking behaviors like drinking and using drugs. These characteristics are very likely to affect whether or not a prosecutor charges in situations where the survivor knows the perpetrator. As mentioned earlier, the majority of sexual assault is committed by someone the survivor knows, so survivor characteristics are considered in the majority of cases. This focus on the survivor’s qualities is problematic, because prosecutor judgments are often parallel with common rape myth beliefs (O’Neal et al., 2015). Therefore, prosecutors are unlikely to go through with cases in which the survivor’s qualities reflect qualities in rape myth beliefs.

In a system where accused sexual assauluters have a high chance of not being admitted to prison, the perpetrators continue to roam freely. This release also increases the chances of repeated assaults towards those females and other females. In communities where sexual violence goes unpunished, males are more likely to commit sexual violence in those
communities (National Sexual Violence Resource Center, 2004). Additionally, when a system of law so often favors the assaulter, fewer survivors are likely to report their assaults. They do not feel they will be taken seriously, and the risk of blame and danger from the assaulter outweighs the low chance of winning a court case (Morgan & Mason, 2014). As one can see, the legal system for sexual assault is a cyclical process that thrives on the blame of survivors. They narrative should change so that survivors are not colloquially assumed to have responsibility in avoiding sexual assault.

**Perpetration Reduction Programs**

In contrast to risk-reduction programs, perpetration-reduction programs aim to prevent sexual assaulters from sexually assaulting. The CDC completed a systematic review of sexual violence prevention programs (Degue et al., 2014), and found three significantly effective perpetration-reduction programs. All of these programs focus to reduce perceptions and behaviors that contribute to the mentality of sexual assaulters.

**Most effective programs.** One program, called “Safe Dates” is for 8th and 9th grade students, and aims to prevent the initiation of emotional, physical, and sexual abuse in adolescent dating relationships. To test effectiveness, in 10 sessions, 7 schools learned about dating violence and gender-role norms, peer-helping and dating conflict-resolution skills, and victim and perpetrator beliefs in needing help and seeking help through community resources. Additionally, students watched a play that was centered around dating violence. Lastly, the students had a poster contest, in which they had to create the best posters about preventing dating violence. In all of these three components, over 96% of students in the experimental condition were involved and exposed. This program reduced sexual dating violence perpetration and victimization in short-term follow-up (Foshee et al., 1998).
A second program, called “Shifting Boundaries” is intended for middle school students, and aims to reduce the incidence and prevalence of dating violence and sexual harassment among adolescents. To best develop this program, researchers worked with 30 middle schools in New York City, and assigned them to four different conditions: Shifting Boundaries (SB) and Shifting Boundaries Classroom (SBC), SB schoolwide only (SBS), SBC only, and control group (no experimental/normal class schedule). The final sample included sixth and seventh graders spanning a pool of 354 students. The students filled out surveys immediately before their schools were assigned to one of the four conditions, immediately after the condition, and 6 months after the program ended. In order to measure the cultural prevalence of sexual harassment and sexual dating violence, the students filled out surveys about their experience being survivors and/or perpetrators. Additionally, students answered questions about their behavioral intentions towards violence and their knowledge about sexual harassment. The intervention itself included both a classroom-based intervention and a schoolwide intervention. The classroom intervention was taught by trained school staff over about 10 weeks. These classes focused on consequences of dating violence and harassment, laws related to dating violence and harassment, setting and communicating of one’s boundaries in interpersonal relationships, and the role of bystanders as interveners. Teachers would then lead activities in which students would plot the shifting nature of personal boundaries and would consider laws as they apply by gender and sexual harassment. Lessons included both concrete and abstract thought. Lessons were formatted through discussion questions, group work, and personal reflection.

In addition to the classroom intervention, there was also a school-wide program that revised school rules regarding dating violence and sexual harassment, created temporary school-based restraining orders, used posters to increase awareness and reporting. Another major
component of the schoolwide intervention were the hot spot maps of the unsafe areas of the school. The students created these by color coding school maps to show where they felt unsafe or safe from violence and sexual harassment. Faculty or school security were then stationed in those “hot spots” for greater surveillance. This program specifically reduced sexual harassment, peer sexual violence, sexual perpetration and victimization, and dating sexual violence victimization after six months (Taylor et al., 2013). Out of the four conditions, the most effective results came from students who underwent the school-wide intervention alone or the schoolwide intervention combined with the classroom component; however, the classroom component was not effective on its own. Six months after the program ended, these significant results were still present.

Another program, called “Real Consent” is for college males and aims to decrease sexually violent behavior toward females using a bystander-based model targeting social cognition and social norms. When testing this program’s effectiveness, researchers recruited 743 male undergraduates at Georgia State University, ages 18 - 24. This was a web-based course of six 30-minute interactive modules. In addition to the course, students took a baseline survey, a post-intervention survey, and a 6-month follow-up survey. After each survey, the students were rewarded $25 as an incentive. Its two primary goals were to increase prosocial intervening behaviors to reduce sexual violence perpetration, and to prevent sexually violent behaviors towards females. These main goals were achieved through increasing knowledge of and skills for safely intervening, correcting misperceptions in normative beliefs about sex and rape, changing harmful attitudes towards rape, increasing knowledge of the elements of sexual consent, and affecting masculine gender roles. The modules had activities and episodes of a serial drama to model sexual communication, consent, and positive bystander behaviors. These created opportunities for the research designers to model positive behaviors and show positive and
negative outcome expectations for intervention and perpetration of violence. The control group was also a web-based course, but its content was general health promotion. Results showed that the program was effective in decreasing sexual violence perpetration and increasing positive bystander behavior after a 6-month follow-up (Salazar, Vivolo-Kantor, Hardin, & Berkowitz, Vivolo-Kantor, Hardin, & Berkowitz, 2014).

The thread that these programs have in common is that they all target the three main components of sexual assaulter development and behavior. Each of these programs includes either one or a combination of content relating to gender role in sex culture, consent knowledge, and bystander intervention. The design of the “Safe Dates” program works with students in their early stages of high school, and captures their interest in dating violence through a play and a poster contest. “Shifting Boundaries” works with students before they entered high school, and incorporates a variety of interactive teaching styles, including discussions, group works, and personal reflection. The program also engages the rest of the community, by ensuring that both authority figures and the entirety of the student body are given visual displays of where the “hot spots” of unsafe areas were in the school. “Real Consent” works with college-age males and informs them of and models positive ways to act in times of sexual communication, consent, and bystander roles. The outcomes to these programs have been significantly effective, and are currently thought to be the most effective sexual assault prevention programs.

However, these programs have a similar flaw - after six months beyond program completion, participants no longer produce significant reductions or increases in the measures they once did. In other words, the programs’ effects do not extend beyond six months post-intervention. They thrive in their content and design, but they do not create any sustainable relationship with the community they affect. The participants’ behaviors are targeted, but the
community is not, and therefore the culture that encourages sexual assaulter mentality still encompasses the participants. These individuals could still be influenced by this culture, which may be why their results are not effective after six months. A sexual assault prevention program must therefore use similar content and methods as these programs, but it should also develop a way to ensure that the effects from the programs continue to spread throughout the community affected. A prevention program should utilize the participants to ensure this spread.

Chapter 4: Transformational Leadership Theory

A program which helps participants change their individual traits in addition to their community’s culture could help sustain effectiveness of the lessons learned, and could help expand participants’ lessons to the community. The incorporation of transformational leadership, which is a type of leadership in which leaders inspire their followers to become leaders in the cause (Bass, 1985), could help accomplish these prevention program goals.

Defining Transformational Leadership

In 1985, Bernard M. Bass developed a leadership model, which categorized leaders into three types: transformational, transactional, and laissez-faire. Bass built his theory based on the work of James MacGregor Burns, who first recognized transactional and transformational leadership. Bass saw great potential in transformational leadership, and he set out to further explore and better define the term. In 1980, as he was lecturing in South Africa, Bass ran a pilot study on 70 senior executive males. First, he explained to them that a transformational leader is: “someone who raises their followers’ awareness about issues of consequences, shifts them to higher-level needs, influences them to transcend their own self-interests for the good of the group or organization, and to work harder than they originally had expected they would”. Then, he asked them to describe anyone whom they had known in their past jobs who fit this given
definition. Each of the 70 participants knew at least one person who fit that definition. Some of them were superiors in their jobs, while others were family members, consultants, and counselors. There were similar behaviors exhibited by participants, which were reportedly because of their transformational leaders. Because of these leaders, participants had increased their awareness, desire to be like the leader, higher quality of performance, greater innovation, readiness to change oneself, total commitment, belief in the organization as a consequence of belief in the leader, heightened self-confidence, strong liking, admiration, loyalty, and respect. In order to inspire these behaviors, their leaders were willing to listen, had developed a model of integrity and fairness with people and set clear standards, encouraged followers with advice and support, and exhibited intellect (Bass, 1985). These four leader behaviors would later be broken down into four categories of transformational leader traits: Individualized Consideration, Idealized Influence, Inspirational Motivation, and Intellectual Stimulation.

**Transformational Leadership Traits**

**Individualized consideration.** A transformational leader shows individualized consideration when he or she understands the different perspectives and needs of followers. This encourages each follower to relate his or her personal development with the common goal (Bass, 1985). Individualized consideration is an important part of transformational leadership.

**Idealized influence.** A leader with idealized influence is one who models the goals of what he or she leads, and thus builds trust in his or her followers (Bass, 1985). This trait can be broken down into two levels: idealized attributes and idealized behaviors. One who has idealized attributes is a reference model for information of the common goal. One who has idealized behaviors shows the behavior of the common goal, and understands the morality and consequences of their behaviors in the common goal. Thus, a person with both of these qualities,
who embodies the overarching trait of idealized influence, is an expert on the topic of the common goal, and is also someone who leads the common goal in thorough action.

**Inspirational motivation.** A leader with inspirational motivation has the ability to inspire followers towards the common goal. They do not necessarily have to have mutual identities with their followers to do so. Instead, they articulate the vitality and vision of the common goal, which inspires followers to motivate themselves towards that goal (Bass, 1985).

**Intellectual stimulation.** A leader with intellectual stimulation encourages followers to be innovative in the way they think about and approach the common goal. Through doing this, the leader gives the follower agency in the cause. Both leaders and followers look at the common goal with introspection. By doing so, followers learn how to solve problems, and will be able to do so without the leader (Bass, 1985). Thus, the common goal becomes sustainable through the followers.

**Transformational Leadership Compared With Other Leadership Styles**

Transformational leadership is often contrasted with Transactional Leadership and Laissez-Faire leadership. In Transactional Leadership, leaders tend to promote compliance in followers through rewards and punishments, rather than through inspiration and motivation promoted by transformational leaders. These kinds of leaders focus on supervision, short-term goals, and efficiency. Laissez-faire leadership is deliberately hands-off, and aims to give full agency and creativity to individuals and groups who are following. Laissez-faire leaders delegate authority, maximize leadership qualities of others around them, praise the accomplishments of followers, and allows staff to solve problems and manage challenges (Bass, 1985).

Multiple studies have compared these three leadership styles, and the majority of the studies have found that transformational leadership is the most effective style of leadership. One
study found that transformational leadership is the most effective form of leadership because it increases the climate’s readiness for organizational change and increases the climate’s organizational creativity. 178 participants from six Presbyterian Churches (PCUSA) took part in this study. The sample was mainly older females, which was a proper representation of the demographic in the PCUSA. In order to gage leadership styles of their pastors, the participants rated their pastors on the Multifactor Leadership Questionnaire. This scale measured transformational leadership, transactional leadership, and laissez-faire leadership. In order to measure the psychological climate for change readiness, participants filled out Daley’s (1991) nine-item scale, which focused on the extent to which participants perceived that their co-members were ready for organizational change. Example items on this scale are: “People here do not take action until a problem has occurred” and “It is really not possible to change things around here” (as cited by Allen, Smith, & Da Silva, 2013). The psychological climate for organizational creativity was measured through Farmer’s (2003) six-item questionnaire (as cited by Allen, Smith, & Da Silva, 2013), to see how prevalent creativity was throughout the organization. Results showed that pastors who had laissez-faire leadership styles were significantly related to reducing an organization’s readiness for change and an organization’s creativity. Pastors who had transactional leadership styles had no significant relation to an organization’s readiness for change or an organization’s creativity. However, pastors who had transformational leadership styles were significantly related to increasing an organization’s readiness for change and an organization’s creativity (Allen, Smith, & Da Silva, 2013). These results are vital, because they show that transformational leadership promotes a continuous cause in followers. In control to other forms of leaders, leaders with transformational qualities create an environment in which followers have also developed leadership, and are willing to be changing
agents in their community. Additionally, leaders with transformational qualities foster environments in which followers can use their knowledge and combine it with their skills to creatively solve problems or contribute to the cause. Therefore, when the transformational leaders are gone, the change does not stop; the lessons and leadership are embodied by the followers left behind.

In comparison with laissez-faire and transactional leaders, transformational leaders have the most respect from their followers. A study composed of 451 graduate and evening undergraduate students aimed to examine how different forms of leadership related to subordinate behavior. Kipnis’ and Schmidt’s (1985) three categories of subordinate influencing behavior, soft approach, rational approach, and hard approach (as cited in Lutz Allen, Smith, & Da Silva, 2013) were examined. A soft approach is when a subordinate uses friendliness and flattery around the leader, because of understood respect towards the leader. A rational approach is when the subordinate uses logic and negotiation with the leader, because the subordinate does not feel the leader has more power. A hard approach is when the subordinate uses demands and assertiveness with the leader, because the subordinate feels he or she has power over the leader.

Participants were presented with scenarios that depicted laissez-faire, transactional, or one of the four different characteristics of transformational leadership. They were instructed to envision themselves as subordinates to the leaders depicted in the scenarios. Then, in order to measure how the participants would behave around their leader, participants filled out the Profile of Organizational Influence Strategies-Form M. Results showed that participants who read scenarios depicting leaders with characteristics of transformational leadership were significantly likely to use soft approach behaviors around those leaders. Participants who read scenarios depicting transactional leaders or laissez-faire leaders were significantly likely to use rational or
hard approach behaviors with those leaders. Followers of transformational leaders have high respect for those leaders, because they recognize that the leaders’ qualities are greatly admired by the surrounding social population (Deluga, 1990). Therefore, if transformational leaders want to create a movement of change in an environment, their followers will likely respect the cause and promote it rather than contradict it.

In addition to gaining high respect from followers, transformational leaders have also ignited effortful behavior in their followers. In a study comprised of 101 general hospital subordinate managers, researchers explored how the leadership style of participants’ superiors correlated with their willingness to exert extra effort. In comparison to participants with transactional and laissez-faire superiors, participants with transformational leaders as superiors were significantly more likely to show high scores on outcome measures (Spinelli, 2006). Therefore, not only do followers respect transformational leaders, but they also are willing to exert extra effort for their leaders. This combination is consistent with the goal of transformational leaders to inspire followers to benefit the overall cause of the group. Therefore, transformational leaders trained in sexual assault prevention could increase the effort from followers to prevent sexual assault in programs.

For high school students, leadership similar to transformational leadership can actually encourage civic engagement. In a study of 1,762 teachers and 9,941 students in a large school district, surveys were distributed to measure how transformational leadership practices affected student organizational practices and engagement within the school. Transformational leadership produced a significant positive correlation with organizational conditions and student engagement (Leithwood & Jantzi, 2000).
Through these multiple studies regarding transformational leadership, three important conclusions should be highlighted. First, transformational leaders can get their followers ready for organizational change. Second, transformational leaders, because of their traits, often have high respect from their followers, so they are likely to be listened to when beginning the organizational change they plan to enact. Third, transformational leaders can ignite actual effort and engagement in the change they enact.

**High School Students and Transformational Leadership**

Transformational leaders therefore have potential to create movement of change throughout a community. If a prevention program incorporates transformational leadership training in its program, researchers should target an age range in which the cause is most needed, impact potential is promising, and compatibility with programming is high. High school students in particular hold a vitality in their age and development that makes them the most promising participants in prevention about sexual assault and transformational leadership training.

**Before college.** As mentioned previously, the age range most likely to be sexually assaulted is under 30, and within that age range, college-age adults are at an especially high risk. During the typical age range of college, which is 18 - 24, female college students have 3 times a greater risk of being sexually assaulted than females of other age ranges, and female non-students in that age range have 4 times a greater risk (Sinozich & Langton, 2014). Male college students are 78% more likely to be sexually assaulted than males not on a college campus (Department of Justice, 2014). Therefore, the sexual assault prevention programs that target college-age populations are not entirely preventing the problem, because it is already so prevalent. In order to prevent a cause, a program should target the roots of the problem before it metastasizes throughout an environment. People entering the college environment should learn sexual assault prevention
before they enter college, so the incoming populations prevent its spread. For people not in
college, there age range is still at high risk, and therefore they should learn these skills to
internalize and teach when they do enter that age range, wherever they are. Therefore, the
students in the level just before college-age, high school students, should be considered for
sexual assault prevention programming.

In fact, high school students show the potential to carry their high school leadership to
their college. One study mentioned previously analyzed the relation between students’ high
school organizational leadership opportunities to their civic participation in college. Results
showed that students who had greater opportunity to participate in organizational leadership
dialogue and decision-making processes in their schools had a significantly greater civic
participation score in college as compared with high school students who did not experience
these opportunities (Leithwood & Jantzi, 2000). Organizational leadership dialogue was
measured by a scale centered on communication as dialogue, participation and democratic
inclusivity, recognition that power relations are unequal and problematic, and the possibility for
change and transformation. These qualities of leadership are highly relevant to traits found in
transformational leaders, and the topics relevant to sexual assault prevention. For instance,
“communication as dialogue” is relative to the transformational leadership traits of
Individualized Consideration and Intellectual Stimulation, and it is also relative to the content of
Consent Knowledge. “Recognition that power relations are unequal and problematic” relates to
the transformational leadership trait of Individualized Consideration and the content of Gender
Role in Sex Culture. “Participation and democratic inclusivity” are related to Intellectual
Stimulation and Inspirational Motivation and also the community engagement aspect of this
proposed course, which will be discussed later. The “possibility for change and transformation”
is related to all traits of transformational leadership, and is relevant to all three broad tiers that contribute to sexual assault culture. In this study, the measurement of civic engagement was measured on a scale centered on personal responsibility, community participation, and justice-oriented qualities. Therefore, high school students who experienced leadership similar to transformational leadership were more likely to understand their personal responsibility in situations, more likely to participate in the community, and more likely to have justice-oriented views in their engagement. Therefore, a prevention program that trains high school students to become transformational leaders before college could increase their likelihood of being willingly and actively engaged in college, or in the age group of college. High school transformational leaders who are trained to specifically lead sexual assault prevention would likely continue to lead sexual assault prevention in their college environments.

**High school students are influential.** In addition to their future environments, transformational leaders in high school could also affect their current high school environments. Transformational leaders are especially influential to people who care about their social identity (Cheng, Bartram, Karimi, & Leggat, 2016). In comparison to college students and middle school students, high school students are more concerned about social identity. Therefore, if a program builds transformational high school leaders, their high school peers will be likely to respect and follow them, so they do not risk becoming the outgroup from leaders in greatly admired social standings. Transformational leaders in high school would likely be listened to rather than stopped. By pairing respected leaders with a cause, the cause itself would gain respect and desirability.
Therefore, sexual assault prevention programming should target this age range. High school students will be easily influenced by leaders of this cause, can stop sexual assault in their own environment, and can develop skills to stop sexual assault in future environments.

**Chapter 5: Combining It All - This Proposed Program**

This proposed program aims to train students to become transformational leaders in sexual assault perpetration prevention. Even though sexual assault is so prevalent and detrimental, very few programs aim to prevent it. Out of the program that do exist, most focus on risk-reduction methods (Stewart, 2014), which have reduced sexual assault (Gidycz et al., 2001; Ullman, 2007). However, these programs produce these effects because they either teach susceptible survivors to avoid sexual situations, or they teach them how to fight back once an assault has began. Not only does this limit susceptible survivors’ way of living, but it also creates an individually and societally understood blame on survivors (Berberet, 1999), which furthers injustice in the legal system and normalizes the existence of sexual assault (O’Neal, Tellis, & Spohn, 2015; Chemaly, 2016). Perpetration reduction programs are also significantly effective. Unlike risk reduction programs, perpetration reduction programs target the content and behaviors that contribute to the culture of sexual assaulter mentality. Therefore, those who are susceptible to being sexually assaulted experience less self-blame and societal blame in preventing their sexual assaults. However, the longevity of their effects is limited by their designs. While these programs increase behaviors and prevention in individuals, they do not ensure that these behaviors spread throughout communities sustainably. In other words, these programs aim to overturn a culture, but are not designed in ways that will effectively change that culture. Therefore, this proposed program aims to continue the content focus of perpetration prevention programs, by including content that related to sexual assaulter behavior; however, the design of
this proposed program will use transformational leadership in order to sustain the effects of the programs and overturn the entirety of the culture.

Transformational leaders inspire their followers to become leaders in the cause (Bass, 1985). If a program wants to ensure longevity, the ideas of the cause should spread throughout the culture. If participants can learn about sexual assault perpetration prevention and also learn to pass those lessons on, that spreads the cause. If the people they pass this knowledge to also become leaders in the cause, as transformational leaders do, the cause spreads even further. Therefore, this proposed program will train participants in prevention strategies, but also will train them to become transformational leaders in those prevention strategies. Certain mechanisms in transformational leadership training has been effective in increasing subordinate behavior. However, these trainings often focus on professional environments. Or, if in academic environments, those trained and measured are often principals or teachers. These trainings have not taken advantage of the fact that teenagers, high school students in particular, are highly susceptible to leadership development and leadership influence. This proposed program will incorporate this opportunity, and specifically target high school students as participants. This age range is not only compatible with this leadership style, but also the college-age prevalence of sexual assault requires that leaders in the cause must form before the age of college. The content that relates to sexual assault perpetration, gender role in sex culture, consent, and bystander intervention, have subcomponents which can relate to specific transformational leadership traits.

High school students from six different school districts in California will undergo this program. Three high schools will be assigned to the experimental condition, and three other high schools will be assigned to the control condition. Each school will have a set of representative students. At the beginning of the study, each set of representative students will nominate student
leaders in their schools. Out of this pool of chosen student leaders, a set of student trainees will be assigned to undergo the prevention program in each school. Before the program starts, representative students will rate a few student trainees on their transformational leadership. Additionally, before the program, all total participants will be measured on their rape myth acceptance, sexual objectification of others, consent knowledge, and bystander intervention attitudes.

Then, student trainees from all six schools will take a course on sexual assault prevention that incorporates three main sections: Gender Role in Sex Culture, Consent, and Bystander Intervention. However, only student trainees from the three experimental schools will be taught to become transformational leaders in this material. In order to train students to become transformational leaders, each course section will be taught in ways that increase a specific transformational leadership trait. At the end of each course section, the student trainees from only the three experimental schools will create a community project, in which they engage the community in the course section topic they just learned. This section is meant to increase two specific traits of transformational leadership. Also at the end of each course section, each representative student in all schools will rate a few student trainees on a subscale or subscales pertaining to the trait that the course section had aimed to increase.

At the very end of the course program, each representative student will again rate the same few student trainees on their transformational leadership. Also, all total participants will again be measured on their rape myth acceptance, sexual objectification of others, consent knowledge, and bystander attitudes.
Research Question

The results in this program should answer the question: Does training high school students to become transformational leaders in sexual assault prevention increase their transformational leadership and spread the knowledge throughout representative students in that environment?

Hypotheses

My first hypothesis is that student trainees who undergo the experimental program will significantly increase their transformational leadership scores, and student trainees in the control condition will not. This is because the experimental program aims to train students to become transformational leaders in the sexual assault perpetration prevention they learn, and the control program aims to only teach students in sexual assault prevention content.

My second hypothesis is that scores on rape myth acceptance and sexual objectification of others should significantly decrease in student trainees in the experimental condition, student trainees in the control condition, and representative students in the experimental condition, and should insignificantly decrease by representative students in the control condition. Scores on consent knowledge, bystander intervention efficacy, and bystander attitudes should significantly increase in student trainees in the experimental condition, student trainees in the control condition, and representative students in the experimental condition, and should insignificantly increase by representative students in the control condition. I hypothesize this because students in the experimental condition will be trained to become leaders in the content that they learn, and therefore the students that represent the student population around these leaders should show a significant increase of knowledge in this content.
My third hypothesis is that experimental student trainees should significantly increase their scores on subscales on transformational leadership traits after they complete sections that aim to increase those traits. Control student trainees will not significantly increase their scores. I hypothesize this because each course section in the experimental design should be specific in increasing the respective trait.

Chapter 6: Method

Research Design

Participants.

Selection. The state of California focuses on comprehensive sex education, which increases the likelihood that sexual assault prevention can be acknowledged and discussed in its public schools. Within California’s sex education, teachers are required to address gender identity, sexual assault, relationship abuse, and sex trafficking (Bazar, 2016). Additionally, over 90% of parents in California, regardless of their political views, religious views, or location, believe that their children should have comprehensive sex education (Mangaliman, 2007), so the chances for permission in participation is high. Therefore, six high schools in California will take part in this study. One high school will be chosen from each of six districts: Hemet, ABC, Piedmont City, Oak Park, Caruthers, and Hughson. Each of these districts have high rates of opportunities for students to make a beneficial difference (58% - 73%) (California Department of Education, 2016), which will help a program that aims to promote a student-led beneficial change in a school community. Additionally, these districts are in very different geographical regions of California, which will decrease the chance for program overlap between high schools.

All high schools will be matched for population size, age, gender ratio, race, and socioeconomic status. The high schools will also be matched for the physical layout. Student
networks are significantly influenced by the physical layout of buildings. For instance, schools that have student spaces which overlook other student spaces create power dynamics and separation in the student network (Paluck & Shepherd, 2012). Therefore, this program will be tested in schools with similar levels, classroom set-ups, student leisure spaces, dining areas, shape, and physical size.

For each school, the list of all students will be randomized and the first 100 will be chosen as a representative population of students. These students will be asked to nominate up to fifteen peers they recognize as leaders in the school, with the definition of leadership written as: “someone who people listen to, and follow the actions of”. This process will create a pool of possible student trainees to undergo the sexual assault prevention training. If representative students nominate their perceived peer-leaders, these will be leaders that are representative of different networks in the student population. Because high school students are susceptible to leaders who match their social identity (Cheng, Bartram, Karimi, & Leggat, 2016), by training leaders chosen by different kinds of students in the population, each different kind of student will be likely to follow the actions of leaders that are similar to their social identity. Because it is possible that a student in the representative population will be nominated, if he or she is, the student with the next most nominations will take their place on the list of potential student trainees. In order for any of the chosen student trainees and representative students to participate, parental consent must be obtained by the forms shown in Appendix F.

**Recruitment.** During the time in which high school students choose their semester courses, this program will be advertised as one of the courses. The advertisement will note that if students take this course, it will replace their elective requirement, and they will get four extra course credits. Representative students will be recruited via email, because their names will be
coming from a list that the program creates. They will be offered a chance to win a $100 Amazon gift card for participating.

**Final sample.** Three high schools will undergo a training that combines sexual assault prevention and transformational leadership training. These schools will be referred to as the experimental schools. Three high schools will undergo a training that solely focuses on sexual assault prevention without transformational leadership training. These schools will be referred to as the control schools. For each school, the 50 most-nominated student leaders will be chosen to undergo either the experimental training or the control training. For each school, the 100 representative students will not undergo any training.

**Representative students.** High schools A, B, C, D, E, and F will have about 100 student trainees. On average, they will be about 16 or 17 years old, with an average age range of 15 - 18. The gender ratio will be about 50% female and 50% male (Danenberg, 2001), because that is the gender ratio in public high schools in the state of California. Because these students are representative students, their racial demographics should be similar to the average racial demographics for high school students in the state of California. Therefore, about 11.6% of students will be Asian, 6.2% of students will be Black/African American, 53.3% of students will be Hispanic or Latino, and 25% of students will be White, and 3.9% will be biracial (California Department of Education, 2014).

**Student trainees.** High schools A, B, C, D, E, and F will have about 50 student trainees. On average, they will be about 16 or 17 years old, with an average age range of 15 - 18. The gender ratio and racial demographics should be similar to the gender ratio and racial demographics of the representative students, because these student trainees will be chosen by
representative students, and should therefore also be somewhat representative of the student population.

**Power Analysis**

Past intervention programs that have focused on sexual assault perpetration reduction have had large effect sizes of about .8 (Stewart, 2014; Taylor, Mumford, & Stein, 2015; Foshee et al., 2005) with statistical powers of over 90%. Past programs that train participants in transformational leadership have had medium to large effect sizes of about .5 to .8 (Barling, Kelloway, & Weber, 1996; Eden, Avolio, & Shamir, 2002). All of these programs’ sample sizes have been relatively large, (N > 100), and have therefore produced statistical power of over 90%. If this program has an enormous effect, I will detect it. With bigger sample sizes, it is easier to detect an effect. This program has a large sample size of over 100 participants (n = 450), and it combines programming that has shown medium to large effect sizes, with a power of over 90%. Therefore, it seems that the effect size will be medium to large for this program, and will have 90% power because of its large sample size.

**Intervention**

This intervention is a semester-long course, consisting of weekly classes. As mentioned previously, the three main components that contribute to sexual assault perpetration are one’s use of their gender role in sex culture, one’s misunderstanding of consent, and one’s inefficacy in bystander intervention. Therefore, the semester-long course will contain three sections: Gender Role in Sex Culture, Consent Knowledge, and Bystander Intervention. Trainees in the experimental condition and the control condition will learn this content. However, trainees in the experimental condition will learn this content in ways that develop traits of transformational leadership. Trainees in the control condition will be taught in ways that take away opportunities
to grow transformational leadership traits. Based on the average high school calendar, a semester-long course will consist of 18 weeks. The course will take place once a week, so in order to divide the sections, each section will have 6 sessions (6 once-a-week meetings). Out of the 50 student trainees, they will be split into classes of 10. The courses will be taught by sex education teachers.

**Gender role in sex culture (weeks 1 - 6).** This course section will include content in gender roles, rape myth acceptance, and sexual objectification of others. The inclusion of this content has led to significantly effective perpetration prevention programs (Foshee, 2005; Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014). Additionally, the previously mentioned research shows that these topics correlate with sexual assaulter mentality (Fredrickson & Roberts, 1997; Locke & Mahalik, 2005). The way in which this content is taught will be different from past programs, however. This section aims to increase the transformational leadership skill of “Individualized Consideration”, which means that the trainee must develop a genuine understanding of others’ perspectives and others’ needs. Past training programs in Transformational Leadership aided the growth of this trait by encouraging leaders to understand the perspectives of others in their environment (Barling, Weber, & Kelloway, 1996). Additionally, past programs were formatted as discussions. This allowed leaders to hear others’ perspectives and it also gave them opportunity for feedback from others, which past programs have found to be vital in the success of transformational leadership training (Kelloway & Barling, 2000). In order to develop an understanding of others’ needs, trainees will listen to sexual assault victim speakers and ask questions. In order to develop genuinity towards these perspectives, trainees will visit sexual assault shelters, and be exposed to the detrimental effects
that sexual assault can cause. Control trainees will undergo classes with the same content, but they will not be taught in ways that aim to increase Individualized Consideration.

**Class 1/week 1: power in sex culture.** In the first class about gender in sex culture, the class will divide into small groups, independently write about what they feel their role in sex culture is, and then discuss it with groups. The groups will become one class again and present main points about their discussions. The instructor will write on the board common answers of females and common answers of males. Then, the class will be asked three questions: Why do you think females so often feel these things? Why do you think males so often feel these things? What aspects between females’ and males’ responses can you find similarity in? These discussions will expand until the end of class. Throughout the following week, trainees should write when they notice these norms, and work to stop their problematic behaviors. The content addresses the issue of learned power over another person, which is a part of gender role in sex culture that leads to sexual objectification and sexual assault (Locke & Mahalik, 2005). Through discussing the differences and similarities in these norms, students can learn to explore power differences and find similarities to better equalize those roles.

**Control trainees.** These trainees will read past studies on gender differences in sex culture, and the instructor will give a PowerPoint about gender differences in sex culture. However, control trainees will not discuss, work in groups, personally reflect, or have homework.

**Class 2/week 2: sexual objectification.** The second class will start with an informative lecture about how gender roles have affected how we sexually objectify people for our own satisfaction. This will begin with vignettes of sexual objectification (catcalling, having numerical ratings shouted at you, sexualized advertisement), and then emerge into evidence of how these
examples lead to higher chances of sexually assaulting someone. In past transformational leadership training, when leaders were pushed to recognize the issue in their environment, they were more likely to want to become change-seeking leaders (Kirkbride, 2006). The purpose of revealing this information is to push the trainees to see the current issues in the culture around them. Trainees with then engage in a humanization activity that addresses the initial sexual attraction towards others, and also encourages to further humanize these sexual attractions. The class will be handed a pile of pictures of male and female models. Those who are attracted to males will each take one male picture, and then those who are attracted to females will each take one female picture. Students will choose privately, so no one has to out their sexuality. Each person will freewrite for five minutes about what they find sexually appealing about the model in the picture, and what they would desire to sexually do with the person in the picture. Then, each person will be given a biography about the model, which will include the model’s talents, skills, and history. Each student will then freewrite for five minutes on what kind of similarities they have with this model, and what sorts of dialogue they would like to have with the model about the biography. Students’ homework will be to write about three moments in which they find themselves sexually objectifying someone in the school, and then engage in conversation with those people to learn more about their life. The content of this class is based on evidence that those who sexually objectify others leads to sexually assaulting others (Locke & Mahalik, 2005). Through the design of this class, the students will learn and practice showing individualized consideration towards others in their community.

Control trainees. Control trainees will watch an extended version of the same lecture about how gender roles and sexual objectification leads to sexual assault. They will not do the exercise, and will not have a homework assignment.
Class 3/week 3: survivors’ stories. The third class will have three guest speakers who have been sexually assaulted in their life. Students will be given bios of the speakers ahead of time, and they will submit anonymous questions for the speakers. Their talks will give them an open space to talk about their experience, and also how they saw gender role factor into their assault. Then, the speakers will address each anonymous question. Ideally, the speakers will not only be females, but also males. This class furthers the progress of the last class in which students can connect their own perspectives (their questions) with others’ perspectives (survivors’ answers) in order to increase their understanding of others, while also familiarizing themselves with the impact that sexual assault has on individuals around them. For homework, students will reflect on the similarities they see in these survivors’ stories and the gender role behaviors of people in their school.

Control trainees. Instead of having the three guests visit the class, control trainees will read their stories. They will not be able to ask the guests questions, and therefore will not be given opportunity to shift their perspectives (their questions) with others’ perspectives (survivors’ answers) in order to increase their Individualized Consideration towards others. They will have no homework, and therefore will not be encouraged to practice individualized consideration towards members in their community.

Class 4/week 4: the effects of sexual assault. The fourth class will be a class trip to a local shelter that aims to prevent sexual violence. Prior to arrival, each student will prepare a question for the leaders of the shelter, specifically regarding how they view gendered influence and how they recommend combating these influences. Upon arrival, the students will talk with the leaders of the program, addressing not only their questions, but also the leaders’ experiences working with sexually abused people. For homework, students will reflect on leaders’ advice as
to how to best prevent sexual violence in a community. This class offers exposure to the true existence of survivors needs. Exposure to survivors of sexual violence should decrease acceptance of sexual violence (Nunes et al., 2013), the understanding of the vitality of sexual assault prevention should increase.

*Control trainees.* Control trainees will read about local shelters and resources available to survivors of sexual assault. However, they will not go to a shelter or talk with leaders from shelters. They will not have homework.

**Class 5/week 5: aiding the effects of sexual assault.** The fifth class will be another class trip to the same local shelter, and this time the students will undergo training to volunteer at the shelter. For homework, students will plan how they can use this training to combat gender norms they have noticed in the school.

*Control trainees.* Control trainees will plan an individual project, within which they come up with the best way to aid sexual assault survivors after their trauma. They will not volunteer at a shelter, and they will not engage anyone in the project they design.

**Class 6/week 6: community project.** The sixth class, which will be the final class of the Gender Role in Sex Culture section, will be a class-wide project to reflect all the information learned these past classes, and create a project to implement in the school that will lessen the issues. The project will engage the school community immediately following the end of this course section. This engagement with the community was also inspired by the “Shifting Boundaries” program, which resulted in significant effects through its schoolwide intervention. In the intervention, the students used posters to increase awareness, and included other members of the community in vital roles to the cause (Taylor et al., 2013). The intention of this course component is to increase student trainees’ qualities of Inspirational Motivation and Intellectual
Stimulation. Therefore, the trainees will be instructed to “inform the community of the vitality of the course section, and provide a vision of how this cause can be achieved” which should inspire motivation in followers in the cause about gender role in sex culture, or whichever topic the trainees’ project is focused on at that point during the semester. They will also be directed to “design a project that gathers ideas and includes interactive involvement from community members”. This way, for whichever sexual assault prevention topic, students can intellectually stimulate followers to become change agents in the cause. This community engagement will happen after the end of every course component. Students will be given the same instructions, and the only thing that must change is that the content of the project must relate to the respective course section they recently finish. Students will advertise each project with posters that include images of their faces, in order to create an association between the topic and the leaders’ admired status (Paluck, 2015). At the end of each course section, students will also write down three specific and attainable goals in showing leadership in the causes they have learned, at three different time points. Past training programs have shown that longevity is increased when trained leaders continue to practice their leadership (Barling, Kelloway, & Weber, 2000).

**Control trainees.** Control trainees will not do a community engagement project. Instead, they will use their last class to conclude all they have learned this semester, and ask any further questions about past classes. Therefore, they will not practice any form of inspirational motivation or intellectual stimulation.

**Consent education (weeks 7 - 12).** This section of the course will include content that aims to increase knowledge of sexual consent and teaches how to communicate and understand consent, which is similar to content from previous successful prevention programs (Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014; Taylor, 2013). Additionally, the previously
mentioned research signifies that misunderstanding of consent leads to sexual assault perpetration, so it is important that a program clarifies consent. The way in which this section of the course will be taught is different from previous programs. This section aims to increase trainees’ knowledge of consent, but it also aims to increase their Transformational Leadership trait of “Idealized Influence”. Again, this trait is shown when the leaders actually exhibit the behavior of their cause. Past training programs in Transformational Leadership have targeted this trait through role-play activities, emphasizing the importance of consistency in their leadership, and developing interpersonal communication (Barling, Weber, & Kelloway, 1996; Agboola, 2004). Therefore, this section will instruct trainees to imagine themselves in real-life scenarios, learn how to show and interpret in those scenarios, and role-play showing and interpreting consent. This way, trainees will recognize the scenarios as they relate to their own behaviors and relationships, learn how to exhibit the behavior, and practice exhibiting the behavior. Control trainees will learn the same course content, but they will be instructed to imagine someone else in the scenarios introduced throughout the course, and will not role-play. Therefore, control trainees will learn about consent, but they will not relate it to their own behaviors or relationships and they will not practice exhibiting the behaviors.

**Class 7/week 7: what is consent?** The first class of the Consent tier of the program will start as open discussion. The opening question will be, “What is sexual consent, and what is sexual nonconsent?” The students will break into groups after forming their individual answer, and discuss what definitions they came up with. Then, the instructor will inform the students of the legal definition of consent. The students will have an open discussion about what the difference is between their understanding of consent was and the legal definition. Because there are so many differences between interpretation and expression of consent (Jozkowski et al.,
2014), this class aims to raise awareness of differences and reduce misunderstandings. By defining legally what consent means, students can increase their awareness of the misunderstandings in their interpretations, and have an objective definition as to how to act consensual in sexual situations. For homework, students will practice talking with three people outside of the course about consent and informing them of the legal definitions. This should help trainees show that they are a model for information on consent, which is a component of the trait of Idealized Influence.

*Control trainees.* Instructors will lectures control trainees on societal and legal definitions of consent and nonconsent. Students will individually write how their personal definitions of consent and nonconsent compare with the definitions they learned today. They will not do discussions, group work, or homework.

*Class 8/week 8: what is consent for you?* The second class will be focused on interpreting and showing consent and nonconsent. The room will into groups. Each group will discuss the question “How do you show consent and nonconsent? How do you read consent and nonconsent from a sexual partner?” The room will come back together and the instructor will write on the board how students show and interpret consent and nonconsent. The class will discuss similarities and differences between how people assume males or females show consent or nonconsent in control to how they actually show consent or nonconsent. This class will continue the aims of the first Consent class, but through bringing in gender differences, students can associate their previously learned gender norms lessons with their current lessons on consent. This association is especially important, because topics which relate to gender role in sex culture directly predict consent knowledge (Warren, Swan, & Allen, 2015). For homework, trainees will talk with three members in the community about how they think their gender role has affected
their ability to sexually consent. Through this, trainees can show that they understand the consequences of behaviors in misunderstanding of consent, which relates to Idealized Influence.

Control trainees. Instructors will inform control trainees on the gendered differences of expressing and interpreting consent. The students will then individually write about how their previous lessons about Gender Role in Sex Culture relates to these gendered differences in consent. They will not discuss, work in groups, or have homework.

Class 9/week 9: intoxication and consent. For the third class, students will discuss the information they’ve learned about consent, and apply it to situations in which there are alcohol or drugs. Because intoxication is common in sex culture, it makes consent complex. Since the students will have learned about power dynamics and violence norms during the Gender Role in Sex Culture part of the program, and because these sober norms influence how people act while intoxicated (Abby, Ross, & McDuffie, 1995), students should learn to associate culture with intoxicated behavior. Therefore, the class will break into groups to discuss power dynamics during states of intoxication. Students will break into groups and discuss the following questions: “What experiences do you remember in which intoxication inhibited your ability to interpret sexual consent? What precautions should we take around people we are attracted to at a venue where we are intoxicated? In which ways can we continue the lessons we learn in this room to our intoxicated minds?” After discussing, the room will open up to a classwide discussion. For homework, students will talk with those same three people in the community, and discuss with them how alcohol has affected their ability to give consent. Through this, the trainees will further show they understand the consequences of behaviors in misunderstanding of consent in the community.
Control trainees. Instructors will lecture students about power dynamics, intoxication, and consent complexity. Students will individually write answers to the questions that experimental groups will discuss in groups. No homework will be given.

Class 10/week 10: consent in practice. For the fourth class, the instructor will write up vignettes of situations where consent can be confusing. The vignettes will specifically include signals that the students revealed in the prior class, and the dialogue is formatted to include consensual communication. The class will split into four groups, each with different scenarios, and role-play the scenarios. After role-play, the class will come together again, and each group will identify in their scenario where moments of consent were needed, and how they were obtained. After each group presents, the class opens up to discussion on any questions or comments regarding the specific scenario or the group’s answers. The instructor should take every opportunity to clarify when, legally, consent is given. This class specifically aims to use the past class’ information on consent and familiarize students with putting their theories to practice. Through practicing consensual communication, students can increase their transformational trait of Idealized Influence, because they learn to model the behavior themselves (Bass, 1985).

Control trainees. Control trainees will individually read the same scenarios that experimental trainees receive. Trainees will individually write down where the consent moments were needed and how they were obtained. The instructor will walk around to each individual and make sure he or she answers these questions correctly. Trainees will not work together or act out the scenarios.

Class 11/week 11: nonconsent in practice. For the fifth class, the students will work on reading signs for nonconsent. These again will include aspects of what students brought up in the
second Consent class. Students will watch short clips of television or movie footage in which characters are engaging in sexual activity. They will also again practice building their Idealized Influence traits through acting out the scenarios in revised consensual ways.

*Control trainees.* Control trainees will watch these same clips. After each clip, trainees will individually write down what parts of the nonconsensual scenarios can be changed to consensual. The instructor will walk around to each student and make sure that he or she proposes correct solutions. Trainees will not act out scenarios.

**Class 12: Community engagement.** For the sixth Consent class, the class will reflect and create a community engagement project on the lessons they learned about consent throughout this section of the course. They will have the same set of instructions as the last community engagement class, but their content will be on Consent Knowledge instead of Gender Role in Sex Culture. The project will take place immediately following the end of this segment of the course.

*Control trainees.* During this last class, the instructor will go over a summary of everything learned in the past section. The students can ask any questions they have about the course section. They will not design a community engagement project.

**Bystander intervention efficacy (weeks 13 - 18).** This section of the course includes content on recognizing moments to intervene and building skills to intervene, which is content that has been used in significantly effective programs (Taylor, 2013; Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014). Such content has also been noted in previously mentioned research to significantly relate to sexual assault perpetration (Katz & Moore, 2013; Orchowski, 2016). This section of the course will not teach this content in the same way that previous programs have. Similar to the Consent Knowledge part of the program, this section aims to increase the trait of “Idealized Influence”. Therefore, in the same way as the Consent Knowledge section,
trainees will imagine themselves in real-life scenarios, learn how to intervene in those scenarios, and role-play bystander intervention. This way, trainees will recognize the scenarios as they relate to their own behaviors and relationships, learn how to exhibit the behavior, and practice exhibiting the behavior. Control trainees will learn the same course content, but they will be instructed to imagine someone else in the scenarios introduced throughout the course, and will not role-play. Therefore, control trainees will learn about bystander intervention, but they will not relate it to their own behaviors or relationships and they will not practice exhibiting the behaviors.

**Class 13/week 13: being the bystander.** The first class will begin with a freewrite for students to reflect on times in which they were a bystander and did not do anything to help. Then, the instructor will give a short lecture on how sexual assault is more likely to be perpetrated by people who surround themselves with people who are accepting of sexual objectification, violence against females, sexual aggression towards females, and an understood power over females. The purpose of the instructor educating about this, is that it shows that people who stand by without intervening are more likely to be perpetrators themselves. Following the lecture, the students will reflect on their initial free-write about a moment in which they were a bystander, and somehow change it into a situation of sexual assault. They will then write about how they would have intervened. This class aims to get students to imagine themselves in real-life scenarios where they have the opportunity to be an idealized influence, and to theorize about how they can become that idealized influence.

**Control trainees.** Instructors will teach an elongated lecture on the importance of bystander intervention. Students will read scenarios where bystanders either did nothing or did intervene, and students should individually identify those moments in the scenarios they receive.
Instructors will walk around to each individual student and make sure he or she is recognizing proper moments of intervention. Control trainees will not write an imaginative scenario in which they themselves are intervening bystanders.

Class 14/week 14: bystanding sexual assault. The second class will focus on bystander intervention of causes of sexual assault culture. The students will read about vignettes of groups of people sexually objectifying, acting aggressive towards, or asserting sexual power over an individual. Then, the students will imagine themselves in that group of people, and write how they would have acted in the scenario. The discussion will open up to the entire classroom, where the instructor will also offer insight and constructive definite ways in which to intervene. Through learning how to intervene sexual assault culture, students can become idealized influencers in preventing behaviors that lead to sexual assailter mentality.

Control trainees. Control trainees will read the same vignettes, only some of the scenarios will include intervening bystanders and non-intervening bystanders. The students will individually note where in the scenarios the bystanders did intervene or should have intervened. The instructors will walk around and verify that each student is answering correctly. The students will not reflect on how he or she would intervene in these scenarios.

Class 15/week 15: intervening sexual assault. The third class will focus on bystander intervention of explicit sexual assault. The students will read about vignettes of groups of people sexually assaulting or being noticeably sexually aggressive towards another. Then, the students will imagine themselves in that group of people, and write how they would have acted in the scenario. The discussion will open up to the entire classroom, where the instructor will also offer insight and constructive definite ways in which to intervene. Through learning how to intervene
in moments of explicit sexual assault, students can gain confidence in their efficacy, which will increase their chances of actually intervening (Kleinsasser et al., 2015).

*Control trainees.* Control trainees will read the same vignettes, only some of the scenarios will include bystanders intervening or bystanders not intervening. In each scenario they read, the students will individually note where bystanders intervene and where they should have intervened. The instructors will walk around to ensure that students are answering accurately. The students will not reflect on how they themselves would intervene in these scenarios.

**Class 16/week 16: bystander intervention training 1.** The fifth class will be bystander intervention training, in which the instructor works with students on ways to recognize warning signs, and how to actually intervene - in both the sexist conversations and also the explicit sexual assault moments. Instructors will show how to speak out against rape myths and sexist language, and also how to intervene in violent situations. This class structure is inspired by the “Bringing in the Bystander” program, which effectively worked to increase efficacy in bystander intervention (Banyard, 2007).

*Control trainees.* Instructors will lecture control trainees on the same material as the class for experimental trainees.

**Class 17/week 17: bystander intervention training 2.** This class will aim to continue the lessons learned in the previous class, and bring them to practice. Students will split into groups and role-play different scenarios in which they could intervene as bystanders. Through practicing the bystander intervention skills they have been taught, students will increase their Idealized Influence in bystander intervention.

*Control trainees.* Instructors will pass out scenarios which include the warning signs and intervening skills mentioned in the previous lecture. The students will individually work to
recognize where those parts are in the scenarios they are given. The instructor will walk around to ensure the students are answering accurately. The students will not role-play bystander intervention skills, and will therefore not have the chance to practice skills to be an idealized influence to their surrounding community.

*Class 18/week 18: community engagement.* The sixth class will conclude with students reflecting on the information learned throughout the Bystander Intervention section. They will then create a community engagement project with the same instructions as the last two community engagement projects, but with a focus on Bystander Intervention instead of Gender Role in Sex Culture or Consent Knowledge. The project will involve the community immediately following the end of this section of the course.

*Control trainees.* Instructors will deliver a lecture that summarizes the information learned from this section of the course. Students can ask questions to clarify information they have learned in the classes of this section. Students will not design or implement a community engagement project on Bystander Intervention.

*Goal-setting.* At the end of each course section, leaders will develop specific action plans based on the section content they have just learned. Their action plans should include three different goals of showing leadership in the cause, and the goals must be set to happen separately, with three months in between each goal. Trained leaders who implement long-term goals have exhibited more transformational leadership within three or four months of follow up, because of the goals they set to do so (Barlin, Kelloway, & Weber, 1996). Also, goal-setting, like feedback, results in significant and meaningful effect sizes.
Outcome Measures

Updated Illinois Rape Myth Acceptance Scale (IRMA) (Payne, Lonsway, & Fitzgerald, 1999; McMahon & Farmer, 2011). This scale aims to measure rape myth belief through 21 items scored on a 5-point Likert scale (from 1 = strongly disagree to 5 = strongly agree). This scale is separated into 5 subscales. The first subscale, “She asked for it” measures if participants believe the victim’s behaviors invited sexual assault. The second subscale, “It wasn’t really rape” measures if participants deny assault through victim-blaming or perpetrator-excusing. The third subscale, “She lied” measures if the participants believe that victims fabricate rape. The fourth subscale, “He didn’t mean to” measures if participants believe that the perpetrators do not intend to rape. The fifth subscale, “He didn’t mean to - Alcohol” relates to the fourth subscale, and measures if participants excuse the perpetrator’s actions because of alcohol. Higher scores indicate higher rape myth acceptance beliefs. The full scale can be found in Appendix A.

Interpersonal Sexual Objectification Scale (ISOS) (Kozee, Tylka, Augustus-Horvath, & Denchik, 2007). This scale is a slightly modified version of the original scale. The original scale measures how often females are sexually objectified. Instead, these items have been reworded to measure how often the participant sexually objectifies another person. There is a total of 15 items assessing body evaluation and undesired explicit sexual advances. Each item is rated on a five-point Likert scale (1 = never to 5 = almost always). Higher scores indicate greater sexual objectification towards others. The original scale can be found in Appendix B, with revised changes detailed.

Comprehension of Consent/Coercion Measure. (Gibson and Humphrey, 1993). This measure is designed to see how well participants can detect consensual activity versus
nonconsensual activity. Participants read two vignettes which describe situations in which consent is not given and sexual coercion or assault occurs. After each vignette, participants rate their agreement of five statements on a 5-point Likert scale (1 = strongly agree to 5 = strongly disagree), regarding the level of consent portrayed. Abbreviated sample vignettes and items measuring sexual consent are shown in Appendix C. Higher scores indicate that participants recognize when actions are nonconsensual.

**Bystander Attitudes Questionnaire (Banyard, Plante, & Moynihan, 2005).** Bystander helping behaviors were put together from examples from literature, discussions with advocates and professionals in sexual violence fields, a pilot study, and an evaluation with sample college students (Banyard, Plante, & Moynihan, 2005). For each bystanding behavior listed, participants respond on a Likert scale of 1 - 5 (1 = strongly unlikely to 5 = strongly likely), of how willing or likely they would engage in that behavior. The higher the score, the more willing a person is to engage in bystander intervention behaviors. This questionnaire is shown in Appendix D.

**Transformational Leadership Scale (Bass & Avolio, 2000).** A scale of the Multifactor Leadership Questionnaire, which is the standard instrument for measuring Transformational Leadership, Transactional Leadership, and Laissez-Faire Leadership. The purpose of this Questionnaire is to see how followers perceive their leaders. Therefore, it is filled out by raters at a higher level, same level, or lower level in the organization than the leader. Each leader who is rated should be rated by 8 - 10 raters for best accuracy. For the purpose of this experiment, the rater form will only include the Transformational Leadership Scale questions. This scale consists of five subscales, which are based on the four traits of transformational leadership: Idealized Influence [Idealized Attributes (leaders who build trust in followers) and Idealized Behaviors...
(leaders who act with integrity), Inspirational Motivation (leaders who inspire others), Intellectual Stimulation (leaders who are able to encourage innovative thinking), and Individualized Consideration (leaders who are able to understand their followers). Each part has 4 questions, which are structured as a Likert rating scale 0 - 4 (0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently, if not always). In order to acquire this scale, a program would need to pay for it. Therefore, the scale itself is not included in the appendices of this proposal, but the scale’s price has been included in the overall budget of the program, which can be found in Appendix E.

**Procedure**

From each school, each of the 100 sample students will be assigned 5 student trainees whom they have to rate on the MLQ Transformational Leadership Scale rater form. This way, at least 10 students will rate each student trainee, a number which has been noted to provide the most accuracy for this form (Bass, 1985). Representative students in both the experimental and control conditions will fill this out at the beginning of the semester, before the student trainees have begun the course. The rater scores for each student trainee will be compiled and averaged and that number will be his or her baseline transformational leadership score. All representative students and all student trainees will also complete the IRMA, the ISOS, the CCC, and the Bystander Attitudes Questionnaire. These scores will be their baseline understanding of gender role in sex culture, consent knowledge, and bystander intervention knowledge.

**Student trainees.**

*Experimental trainees.* The experimental student trainees will undergo the course focused in sexual assault prevention content, taught in tactics that facilitate the growth of transformational leadership. This course will meet once a week, in sections of 10 students, for
the length of a 45-minute class period. For the first six classes, the students will undergo the Gender Role in Sex Culture portion of the course. At the end of the course section, they will prepare and implement a community project about Gender Role in Sex Culture. For the next six classes, the students will undergo the Consent Knowledge portion of the course. At the end of this part of the course, they will prepare and implement a community project about Consent Knowledge. For the last six classes, the students will undergo the Bystander Intervention portion of the course. At the end of this part of the course, they will plan and implement a community project on Bystander Intervention. All classes will be taught by sex education teachers.

*Control trainees.* The control student trainees will undergo the same structure of classes, in terms of content, but their class formats will not intend to increase their transformational leadership, and they will not design or implement community projects.

**Post-test measurements.**

*Content measurements.* At the end of the semester, all participants, including trainees and representative students will again fill out the Updated Illinois Rape Myth Acceptance Scale (IRMA), the Interpersonal Sexual Objectification Scale (ISOS), the Comprehension of Consent/Coercion Measure (CCC), and the Bystander Attitudes Questionnaire.

*Transformational leadership overall score.* Because there are 100 representative sample students and 50 trainees in each school, 10 representative sample students from each school will each rate 5 trainees. They will fill out the entire Transformational Leadership Scale rater form for these 5 trainees at the beginning and end of the program. These scores will represent the trainees’ overall transformational leadership scores.

*Transformational leadership traits.* At the end of the community project on Gender Role in Sex Culture, the representative students will fill out the Individualized Consideration,
Intellectual Stimulation, and the Inspirational Motivation subscales of the Transformational Leadership Scale for the same 5 trainees they rated at the baseline. At the end of the community project on Consent Knowledge, the representative students will fill out the Idealized Influence, Intellectual Stimulation, and Inspirational Motivation sections of the Transformational Leadership Scale for the same 5 trainees they rated at baseline. At the end of the semester, following the third community project about Bystander Intervention, the representative students will rate their respective trainees on the entire Transformational Leadership Scale. Control student trainees will also be rated by their representative students at these time points, on the same sections. Student trainees will receive these scores throughout the semester, because feedback on behavior typically results in substantial and meaningful effect sizes in leadership training (Barling, Weber, & Kelloway, 1996).

Data Collection

Content measurements. All participants’ scores on the content measurements will be collected at baseline and final. These scores will be averaged so that each category, Experimental Trainees, Experimental Representative Students, Control Trainees, and Control Representative Students, will have average scores for Baseline and Final.

Transformational leadership overall. At the beginning of each semester, both experimental trainees and control trainees will be scored by raters in the representative sample at their school. Since each trainee will have 10 raters, the scores each trainee receives will be averaged to make one score representative of that trainee. Then, all the trainees scores in that category will be averaged to create a representative score for the category.

Transformational leadership traits. After the first community engagement project following the Gender Role in Sex Culture part of the course, the representative students from
each school will rate their respective student trainees on Individualized Consideration, Intellectual Stimulation, and Inspirational Motivation subscales. Each trainee will receive an average score on each subscale. After the second community project following the Consent Knowledge part of the course, the representative students from each school will rate their respective student trainees on the Idealized Influence, Intellectual Stimulation, and Inspirational Motivation subscales. Each trainee will receive an average score on each subscale. After the third community project following the Bystander Intervention part of the course, the representative students will rate their respective student trainees on the entirety of the Transformational Leadership Scale. Through this measurement, I will collect the scores on the Idealized Influence, Intellectual Stimulation, and Inspirational Motivation subscales. Each trainee will receive an average score on each of these subscales.

Chapter 7: Results

Content Measures

The following results portray predicted outcomes for all groups on the IRMA, ISOS, CCC, and Bystander Attitudes Scale.

Rape myth scores. I hypothesize that experimental trainees, control trainees, and experimental representative students will significantly decrease their scores on the Illinois Rape Myth Acceptance Scale (IRMA). As mentioned previously, lowers scores indicate less beliefs in rape myths. Representative students in the control condition will also decrease their IRMA scores, but not significantly (See Figure 1).
Figure 1. Average scores on the Illinois Rape Myth Acceptance Scale. This figure shows average scores for experimental trainees, experimental representative students, control trainees, and control representative students at baseline and post-program. *Represents significant decrease in scores ($p < .01$).

To test these hypotheses, I will conduct a $2 \times 2 \times 2$ mixed ANOVA. I predict there will be two main effects. Condition will show a main effect such that the average scores of students in the experimental condition will be less than the average of the scores of students in the control condition. Time will show a main effect such that the participants’ scores at baseline will significantly differ from the participants’ scores post-program. I predict there will be no main effect for Student Type, such that representative students will not have significantly different averages than student trainees. Lastly, there will be a significant interaction between condition and time, such that participants in the experimental condition will decrease their scores significantly more over time as compared with participants in the control condition.
In order to better understand the nature of these interactions, I will conduct three separate one-way ANOVAs. The first and last factors, Condition and Student Type, will be analyzed through a between-subjects ANOVA. The second factor, Time, will be analyzed through a within-subjects ANOVA. I predict that the change in scores over time will depend on the Condition type, with the Experimental condition showing significance. I expect that changes in scores over time will not depend on Student Type. Lastly, I expect that the factor of Time will produce significant results, such that over time, participants’ scores will decrease.

**Interpersonal sexual objectification scores.** I hypothesize that experimental trainees, control trainees, and experimental representative students will significantly decrease their scores on the Interpersonal Sexual Objectification Scale (ISOS). Lower scores on this scale indicate less use of sexual objectification towards others. Control representative students will decrease their scores, but not significantly (See Figure 2).

![Figure 2. Average Scores on the Interpersonal Sexual Objectification Scale. This figure illustrates scores of experimental trainees, experimental representative students, control trainees, and control representative students, as measured at baseline and post-program. *Represents a significant decrease in scores (p < .01).](image-url)
To test these hypotheses, I will conduct a 2 (Condition: Experimental or Control) x 2 (Time: Baseline or Post-program) x 2 (Student type: Trainee or Representative Student) mixed ANOVA. I predict there will be two main effects. Condition will show a main effect such that the average scores of students in the experimental condition will be greater than the average of the scores of students in the control condition. Time will show a main effect the participants’ scores at baseline will significantly differ from the participants’ scores post-program. I predict there will be a main effect for Student Type, such that representative students in the control condition will have significantly different averages than student trainees in the control condition. Lastly, there will be a significant interaction between condition and time, such that participants in the experimental condition will increase their scores significantly more over time as compared with participants in the control condition.

In order to better understand the nature of these interactions, I will conduct three separate one-way ANOVAs. The first and last factors, Condition and Student Type, will be analyzed through a between-subjects ANOVA. The second factor, Time, will be analyzed through a within-subjects ANOVA. I predict that the change in scores over time will depend on the Condition type, with the Experimental condition showing significance. I expect that changes in scores over time will not depend on Student Type. Lastly, I expect that the factor of Time will produce significant results, such that over time, participants’ scores will increase.

Consent knowledge scores. I hypothesize that experimental trainees, control trainees, and experimental representative students will significantly increase their scores on the CCC. Control representative students will increase their scores, but not significantly (See Figure 3).
Figure 3. Average scores on the Comprehension of Consent/Coercion Scale. This figure illustrates scores for experimental trainees, experimental representative students, control trainees, and control representative students at baseline and post-program. *Represents significant increases in scores ($p < .01$).

In order to conduct these hypotheses, I will conduct a 2 (Condition: Experimental or Control) x 2 (Time: Baseline or Post-program) x 2 (Student Type: Trainee or Sample Student) ANOVA. I predict that there will be two significant main effects for Condition and Time, and no main effect for Student Type. The main effect for Condition will show that students in the experimental group have significantly higher average scores than students in the control group. The main effect for Time will show average scores at baseline significantly differ from average scores post-program. There will be no significant main effect for Student Type, meaning that both trainees and representative students do not have significant differences in their scores. I predict there will be a significant interaction between Time and Condition.
In order to understand these interactions, I will conduct three one-way ANOVAs. For the factors of Condition and Student Type, I will conduct a between-subjects ANOVA. For the factor of Time, I will conduct a within-subjects ANOVA. I expect that the between-subjects ANOVA for Condition will show that the change in scores over time depends on the Condition. I expect the between-subjects ANOVA for Student Type to show that change in scores over time does not depend on the Student Type. Lastly, I expect that the within-subjects ANOVA for Time will show that the change in scores depend on the time period.

**Bystander attitudes scores.** I hypothesize that experimental trainees, control trainees, and experimental representative students will significantly increase their bystander attitudes scores. Representative students in the control condition will also increase their bystander attitudes scores, but not significantly (See Figure 4).

*Figure 4. Average scores on the Bystander Attitudes Scale for Experimental Trainees.*

This figure shows scores of Experimental Trainees, Experimental Representative Students, Control Trainees, and Control Representative Students at baseline and post-program. *Represents significant increases in scores ($p < .01$).
To test these hypotheses, I will conduct a 2 (Condition: Experimental or Control) x 2 (Time: Baseline or Post-program) x 2 (Student type: Trainee or Representative Student) mixed ANOVA. I predict there will be two main effects. Condition will show a main effect such that the average scores of students in the experimental condition will be greater than the average of the scores of students in the control condition. Time will show a main effect the participants’ scores at baseline will significantly differ from the participants’ scores post-program. I predict there will be no main effect for Student Type, such that representative students will not have significantly different averages than student trainees. Lastly, there will be a significant interaction between condition and time, such that participants in the experimental condition will increase their scores significantly more over time as compared with participants in the control condition.

In order to better understand the nature of these interactions, I will conduct three separate one-way ANOVAs. The first and last factors, Condition and Student Type, will be analyzed through a between-subjects ANOVA. The second factor, Time, will be analyzed through a within-subjects ANOVA. I predict that the change in scores over time will depend on the Condition type, with the Experimental condition showing significance. I expect that changes in scores over time will not depend on Student Type. Lastly, I expect that the factor of Time will produce significant results, such that over time, participants’ scores will increase.

**Transformational leadership overall scores.** Only trainees will be measured on the Transformational Leadership Scale; representative students will not. Therefore, I will only include trainees scores in the mixed ANOVA to analyze transformational leadership. I expect to see experimental trainees significantly increase their scores in transformational leadership, and control trainees will increase their scores, but not significantly. (See Figure 5).
Figure 5. Average scores on the Transformational Leadership Scale. This figure shows scores for experimental trainees and control trainees, at baseline and post-program. *Indicates significant increases in scores ($p < .01$).

In order to test these hypotheses, I will conduct a 2 (Condition: Experimental or Control) x 2 (Time: Baseline or Post-program) ANOVA test with student trainees’ baseline and post-program scores on the Transformational Leadership Subscale. I expect that there will be a main effect for Condition, such that student trainees in the experimental condition will have significantly higher averages than student trainees in the control condition. I also predict that there will be a main effect for Time, such that student trainees’ scores at baseline will be significantly different than student trainees’ scores post-program. I predict there will be a significant interaction between Time and Condition, such that as Time increases, student trainees in the experimental condition will significantly increase their scores, and student trainees in the control condition will not significantly increase their scores.

In order to further understand these interactions, I will conduct a between-subjects ANOVA for the factor of Condition and a within-subjects ANOVA for the factor of Time. In
Condition, the results should show that changes in Transformational Leadership scores depend on the Condition type. For Time, I expect results will show that changes in scores depend on the change in Time.

**Transformational leadership traits.**

*Individualized consideration.* Since the Gender Role in Sex Culture part of the experimental course is supposed to increase the trait of Individualized Consideration in Transformational Leadership, I expect that the baseline scores of experimental trainees will show a significant increase after the Gender Role in Sex Culture community project. Trainees in the control condition will not show a significant increase after this time point (See Figure 6).

*Figure 6.* Average scores on the Individualized Consideration subscale of the Transformational Leadership scale. This figure illustrates scores of experimental trainees and control trainees, as measured at baseline, post-gender role in sex culture section, and final. *Represents significant increases in scores after previous section (p < .01).
In order to analyze this, I will conduct a 2 (Condition: Experimental or Control) x 3 (Time: Baseline, Post-course section, Final). I expect to see two main effects for Condition and Time. For Condition, I expect that trainees in the experimental condition will have significantly higher scores than trainees in the control condition. For Time, I expect that the averages of baseline, post-course section, and final, will be significantly different. I predict there will be a significant interaction between Condition and Time, meaning that the scores measured at the three time points will be significantly different between conditions. Specifically, student trainees in the experimental condition will show significant increases in their scores over time, whereas the control group will not show significant increases in their scores.

To see if these interactions vary in significance between different time points, I plan to conduct two separate one-way ANOVAs by Condition. Scores from the control condition will go through a within-subjects ANOVA. I predict that there will be no significant result in the within-subjects ANOVA for the control condition. Scores from the experimental condition will also undergo a within-subjects ANOVA. From this, I predict that there will be a significant result, such that the increase in score change for student trainees in the experimental condition significantly differs depending on the time.

If the within-subjects test reveals that the scores in the experimental condition are significantly different over time, that will mean that the increase in scores between baseline to post-course is significantly different than the increase in scores between post-course and final scores. In order to explore how the time intervals are so significantly different, I will run a post-hoc test. I predict that the post hoc test will show a significant increase from baseline scores to post-course on Gender Role in Sex Culture, and an insignificant increase from scores of post-course on Gender Role in Sex Culture to final scores.
**Idealized influence.** Both the Consent Knowledge component and the Bystander Intervention part of the course are meant to increase the Transformational Leadership trait of Idealized Influence. I expect the scores of Idealized Influence to significantly increase from baseline to post-course section of Consent Knowledge, and will again significantly increase from post-course section of Consent Knowledge to post-course section of Bystander Intervention (See Figure 7).

*Figure 7. Average scores on the Idealized Influence subscale of the Transformational Leadership scale. This figure illustrates scores of experimental trainees and control trainees, as measured at baseline, post-consent section, and post-bystander intervention section/final.

*Represents significant increase in scores after previous section ($p < .01$).

In order to analyze this, I will conduct a 2 (Condition: Experimental or Control) x 3 (Time: Baseline, Post-course section, Final). I expect to see two main effects for Condition and Time. For Condition, I expect that trainees in the experimental condition will have significantly higher scores than trainees in the control condition. For Time, I expect that the averages of
baseline, post-course section, and final, will be significantly different. I predict there will be a significant interaction between Condition and Time, meaning that the scores measured at the three time points will be significantly different between conditions. Specifically, student trainees in the experimental condition will show significant increases in their scores over time, whereas the control group will not show significant increases in their scores.

To see if these interactions vary in significance between different time points, I plan to conduct two separate one-way ANOVAs by Condition. Scores from the control condition will go through a within-subjects ANOVA. I predict that there will be no significant result in the within-subjects ANOVA for the control condition. Scores from the experimental condition will also undergo a within-subjects ANOVA. From this, I predict that there will not be a significant result, such that the increase in score change for student trainees in the experimental condition does not significantly differ depending on the time. Thus, the significant increase from baseline to post-course section on Consent Knowledge does not differ from the significant increase from post-course section on Consent Knowledge to post-course section on Bystander Intervention.

*Inspirational motivation.* The community engagement component of the course is supposed to increase the Transformational Leadership trait of Inspirational Motivation and Intellectual Stimulation of the trainees. As mentioned earlier, the trainees create a project of community engagement after each section of the course, specifically centered around the topic of the section they have just finished. I predict that their scores in Inspirational Motivation and Intellectual Stimulation will significantly increase from baseline to post-course section 1, will increase significantly from post-course section 1 to post-course section 2, and will significantly increase from post-course section 2 to post-course section 3. I expect that trainees in the control condition will not significantly increase their scores in any of these time intervals (See Figure 8).
Figure 8. Average scores on the Inspirational Motivation subscale of the Transformational Leadership scale. This illustrates scores of experimental trainees and control trainees, as measured at baseline, after the Gender Role in Sex Culture community project (Post-course section 1), the Consent Knowledge community project (Post-course section 2), and after the Bystander Intervention community project (Post-course section 3/final). *Represents a significant increase in scores from previous section ($p < .01$).

In order to analyze this, I will conduct a 2 (Condition: Experimental or Control) x 4 (Time: Baseline, Post-course section 1, Post-course section 2, Post-course section 3). I expect to see two main effects for Condition and Time. For Condition, I expect that the average of student trainees in the experimental program will be significantly higher than averages of student trainees in the control program. For Time, I expect that the scores at baseline, post-course section 1, post-course section 2, and post-course section 3 will be significantly different. I predict there will be a significant interaction between Condition and Time, meaning that scores which are
measured at different time points are significantly different between conditions. Specifically, student trainees in the experimental condition show significant increases in their scores over time, whereas the control group does not show significant increases in their scores.

To see if these interactions vary in significance between different time points, I plan to conduct two separate one-way ANOVAs by Condition. Scores from the control condition will go through a within-subjects ANOVA. I predict that there will not be a significant result in the within-subjects ANOVA for the control condition. Scores from the experimental condition will also undergo a within-subjects ANOVA. From this, I predict that there will not be a significant result, such that the increase in score change for student trainees in the experimental condition will not significantly differ depending on the time. This will mean that the increase in scores between baseline to post-course section 1 is the same significance as the increase from post-course section 1 to post-course section 2, and from post-course section 2 to post-course section 3.

Intellectual stimulation. I predict that their scores in Intellectual Stimulation will significantly increase from baseline to post-course section 1, will increase significantly from post-course section 1 to post-course section 2, and will significantly increase from post-course section 2 to post-course section 3. I expect that trainees in the control condition will not significantly increase their scores in any of these time intervals (See Figure 9).
Figure 9. Average scores on the Intellectual Stimulation subscale of the Transformational Leadership Scale. This illustrates scores of experimental trainees and control trainees, as measured at baseline, after the Gender Role in Sex Culture community project (Post-course section 1), the Consent Knowledge community project (Post-course section 2), and after the Bystander Intervention community project (Post-course section 3/final). *Represents a significant increase in scores from previous section (p < .01).

In order to analyze this, I will conduct a 2 (Condition: Experimental or Control) x 4 (Time: Baseline, Post-course section 1, Post-course section 2, Post-course section 3). I expect to see two main effects for Condition and Time. For Condition, I expect that the average of student trainees in the experimental program will be significantly higher than averages of student trainees in the control program. For Time, I expect that the scores at baseline, post-course section 1, post-course section 2, and post-course section 3 will be significantly different. I predict there will be a significant interaction between Condition and Time, meaning that scores which are
measured at different time points are significantly different between conditions. Specifically, student trainees in the experimental condition show significant increases in their scores over time, whereas the control group does not show significant increases in their scores.

To see if these interactions vary in significance between different time points, I plan to conduct two separate one-way ANOVAs by Condition. Scores from the control condition will go through a within-subjects ANOVA. I predict that there will not be a significant result in the within-subjects ANOVA for the control condition. Scores from the experimental condition will also undergo a within-subjects ANOVA. From this, I predict that there will not be a significant result, such that the increase in score change for student trainees in the experimental condition will not significantly differ depending on the time. This will mean that the increase in scores between baseline to post-course section 1 is the same significance as the increase from post-course section 1 to post-course section 2, and from post-course section 2 to post-course section 3.

Chapter 8: Discussion

Summary of This Study

The current proposal aims to prevent the spread of sexual assault at its core. By training participants to become transformational leaders in sexual assault prevention, this prevention ensures that the lessons participants learn will change norms in their followers and community, and also ensures that their followers become leaders of these new norms. Through this growth, when the original participants leave, the norms they learn will remain. Overall, this program includes content that targets the root of sexual assault, and a design that makes sure its effects last.

Six high schools from six different school districts will be a part of this study. All of the high schools will have select student trainees and select representative students. In three of the
high schools, the student trainees will undergo a sexual assault perpetration prevention course that will teach the topics related to sexual assailter culture, and they will learn this material in ways that enhance their traits of transformational leadership. The course is divided into three sections: Gender Role in Sex Culture, Consent Knowledge, and Bystander Intervention. The way in which Gender Role in Sex Culture is taught will increase the trait of Individualized Consideration. The way in which Consent Knowledge and Bystander Intervention sections are taught will increase the Idealized Influence trait of Transformational Leadership. At the end of each course section, there will be a community project component, in which the student trainees design and implement a project to engage the community on the past course-section topic. These sections aim to increase Inspirational Motivation and Intellectual Stimulation. The three remaining high schools will learn this same material, but not in ways that are meant to increase their transformational leadership, and they will not design or implement community projects. The representative students at each school will not undergo any course, but they will be measured on content related to the course topics. At the end of the semester, we should expect to see the experimental trainees to increase their transformational scores, and that the representative students at their schools will increase their scores on content measures which relate to the information the leaders in their school were learning throughout the course.

Interpreting Results

**Content measurements.** The current prevention proposes results which will decrease both experimental and control trainees’ scores on the Interpersonal Sexual Objectification Scale and the Illinois Rape Myth Acceptance Scale. If trainees in both conditions significantly decrease their scores on these measurements, we can infer that the program’s content during Gender in Sex Culture efficiently decreased sexist attitudes, sexual objectification tendencies, power over
others, and victim-blaming. These components have been included in previous perpetration prevention programs, because these attitudes often contribute to sexual assault perpetration (Locke & Mahalik, 2005; Abby, Ross, & McDuffie, 1995; Mikorski & Szymanski, 2016; Warren, Swan, & Allen, 2015; Gidycz, Orchowski, & Berkowitz, 2011). Therefore, through its content, this program will reduce these behaviors to reduce the potential that trainees will develop sexual assaulter mentalities.

Representative students in the experimental condition should also significantly decrease their scores on the Illinois Rape Myth Acceptance Scale and the Interpersonal Sexual Objectification Scale. If the changes in scores over time do not depend on student type, then the representative students will have increased their scores in a similar way to trainees who actually learned the material in the course. Representative students in the control condition will not significantly decrease their scores. Therefore, we can infer that representative students in the experimental condition likely decreased their scores because the trainees in their environment helped spread that knowledge to them, through their development of transformational leadership traits.

Both experimental and control trainees should significantly increase their scores on the Comprehension of Consent/Coercion Measure, the Bystander Attitudes Questionnaire, and the Bystander Efficacy Scale. If both conditions of trainees significantly increase their scores on these measurements, the course content during the Consent Knowledge section and the Bystander Intervention section increased trainees’ knowledge about consent and increased their ability and willingness to intervene during situations which contribute to sexual assault culture, or situations of sexual assault.
Representative students in the experimental condition should also significantly increase their scores on the Comprehension of Consent/Coercion Measure, the Bystander Attitudes Questionnaire, and the Bystander Efficacy Scale. If the changes in scores over time do not depend on student type, then the experimental representative students will have increased their scores in a similar way to trainees who actually learned the material in the course. Representative students in the control condition will not increase their scores. Therefore, we can infer that representative students in the experimental condition likely increased their knowledge because the trainees in their environment helped spread that knowledge to them, through their development of transformational leadership traits.

**Transformational leadership overall scores.** Trainees in the experimental condition should significantly increase their scores on the Transformational Leadership Scale. If they do, the way in which the course was taught has enabled them to become transformational leaders. In becoming transformational leaders, they have the leadership skills to turn their followers into leaders (Bass, 1985). Through their newly acquired knowledge of sexual assault prevention, these new transformational leaders can lead their followers into becoming new leaders of sexual assault prevention as well.

**Transformational leadership traits scores.** Experimental trainees’ scores should significantly increase on the subscales specific to Transformational Leadership traits, after the section of the course that targets those traits is completed. In this way, the specific components of the course will have been properly designed in content and tactic to increase the specific leadership trait in the participants. For instance, if the trait of Individualized Consideration significantly increases after the course section on Gender Role in Sex Culture, and does not significantly increase in control trainees, we can assume that the way in which the content of
Gender Role in Sex Culture was taught, which is taught in a way that enables the growth of Individualized Consideration, has likely succeeded in increasing that trait.

**Strengths**

This program offers novelty that prevents sexual assault from its core, targets an age group at a vital time in their leadership development, and aims to build chain of leaders, who pass on their traits and sexual assault prevention knowledge through communities and across time.

**Teaching both males and females.** Programs which focus on risk-reduction often target all-female audiences, and programs which focus on perpetration-prevention often target all-male audiences (Stewart, 2014). Although risk-reduction programs target mainly females because females have a greater risk of being sexually assaulted than males do (Renninson & Rand, 2002), focusing only on females puts an understood responsibility on females. Most perpetration prevention focuses on mostly males because males are more likely to be perpetrators than females. The current proposed program incorporates both males and females, and is designed in a way that allows students to learn and discuss their own experiences with gender and sexual assault. This way, the program’s design and demographic does not target one specific gender and cause defensiveness in either gender of students. Defensiveness can cloud the effort from students in learning the vital lessons in the course (Pohan & Mathison, 1998). Additionally, by including both males and females, the program addresses the possibility of female perpetration and male victimization. Also, both males and females can learn each other’s perspectives, which adds more peer-driven lessons, which high school students prefer (Schneider, Ehrhart, & Ehrhart, 2002). Lastly, if both males and females in the school undergo this proposed program, there will
be a bigger population of students who will consent more properly and who can know when and how to intervene.

**Targeting students pre-college age.** This program aims to change the culture of sexual assault perpetration. Therefore, the fact that it builds transformational leaders is vital. By building transformational leaders in sexual assault perpetration prevention, this program ensures that there will be a continuous spread of this knowledge throughout each community. Not only that, but by building transformative leaders while they are in high school, they can change the culture of their current community, but they can also spread it throughout their next community, which may be college. Because high schoolers who go to college often attend colleges that are anywhere from 0 miles away to more than 3,000 miles away (Mattern & Wyatt, 2009), the skills these leaders develop will not be limited to local cultures - through the social timeline of these leaders, this program has the ability to spread throughout the nation and the world. For high school students who do not attend college, they will still be entering into an age where sexual assault is most prevalent (Department of Justice, 2015), and therefore can combat that prevalence by being transformational leaders for that age group.

**Applicable to other prevention topics.** Although this proposed program includes content that is specified towards sexual assault prevention, the way in which it is taught encourages the growth of transformational leadership qualities. High school students also need leaders in topics such as anti-bullying, education about alcohol and drug use, and mental health awareness (Pham & Adesman, 2015; Kenney, Hummer, & LaBrie, 2010; Milin et al., 2016). These issues could be taught through the framework of this program, and could create leaders in the cause, as well as develop a culture to combat the cause. For instance, a section in mental health awareness could focus on awareness of others’ mental health. Students could learn about
signs of depression or suicidal symptoms in others (Milin et al., 2016), how others in their class have experienced or seen such things (Milin et al. 2016), and how they can help decrease the stigma around such issues (Milin et al., 2016). This section would look similar to the first section of Gender Role in Sex Culture, because it could increase Individualized Consideration trait in Transformational Leadership. Through learning about signs in others, talking with others about their experiences, and considering how their role in stigmatization of mental health can limit necessary help, students can begin to recognize the needs in others and learn how to best assist them.

**It keeps going.** Many of the most significantly effective prevention programs were strong because they addressed the proper content, and included the student body in their approach. The content sought to reduce sexual assault perpetration, and the inclusion of the student body encouraged new cultural norms. However, the effects of these programs were short-lived (Taylor, 2013; Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014). Although engagement with the student body encouraged new anti-sexual assault cultural norms, there were no actors to ensure that the norms stayed this way. Therefore, this current program includes both proper content and student body inclusion, but it also aims to build leaders who will keep these norms continuous. In fact, bank managers who received training in Transformational Leadership had followers who became more committed to the organization than followers of untrained managers. Additionally, these committed followers increased their efficacy in independent tasks such as credit card and personal loan sales (Barling, Weber, & Kelloway, 1996). Without their bank managers, the subordinates behaviors and efficacy increased. In the same way, this program should transform followers into committed agents of the cause, and increase their behaviors and efficacy towards sexual assault prevention. In doing so, the program’s effects can undergo a
ripple effect, in which its lessons pass down through student leaders and their followers, who transform into the next student leaders of the cause.

**Limitations**

This study, while vital in its aim, is complex in its approach, and therefore has a few limitations in its design.

**Student network.** As proposed, each student trainee will be rated by 10 student leaders on Transformational Leadership. The extent of relationship most definitely risks the validity and value in these ratings. For example, if student trainee’s best friend is assigned as his or her rater, the ratings given will most likely be biased in favor of the student trainee. If a student trainee is rated by someone who does not know him or her at all, the ratings will not be very accurate. However, the validity of the MLQ specifically takes these possible biases and networks into account somewhat (Bass & Avolio, 2000). It is because of these variations that the most accurate scores are obtained by 8 - 10 raters for each person. Because each trainee in the proposed study will have 10 students rating them, from a group of randomly selected representative students, the biases and gaps in social networks will most likely even out to representative scores for each trainee.

**Politics of sex throughout the country.** In America, high school sexual education mostly focuses on abstinence-centered or abstinence-plus, which either require or promote abstinence instead of comprehensive sex education (Hall, Komro, & Santelli, 2016). Including a course about sexual assault prevention would ultimately legitimize and normalize premarital sex. Therefore, the majority of high school sexual education programs may not permit teaching it. However, the areas that I propose to implement this program are in the state of California, which requires sex education to include content about sexual assault (Bazar, 2016). Additionally, if this
program is successful, it could gain legitimacy so that high schools initially unwilling to consider it may become more likely to consider it. However, the existence of comprehensive sex education programs in high schools depends on the allocation of funds in the federal government (Sexuality Information and Education Council of the United States, 2010). This gives a lot of power to the political cabinet in the White House. Because activism ignites change in political climates, creating transformational leaders in the activism of sexual assault perpetration prevention could foster a political climate that cares more about females’s rights, domestic violence, and the importance of sexual education. Thus, through its existence and effects, this program could increase the federal allowance of sexual education in high schools. With this increase, the chances of the program spreading to other schools throughout the country also increases. In other words, although this program will be initially limited by the political environment, it has the potential to defy those limitations.

**Uniqueness of community engagement project.** The course design is almost fully planned in detail, to ensure that both the content and the teaching will increase traits in transformational leadership for trainees in the experimental condition. However, the community engagement part of the course, which takes place after every section of the course, is left entirely up to the student trainees to design. The purpose of the community engagement projects are to increase the transformational leadership traits of Inspirational Motivation and Intellectual Stimulation. In order to do increase Intellectual Stimulation, student trainees are told to “design a project that gathers ideas and includes interactive involvement from community members”. In order to increase Inspirational Motivation, the student trainees are told to “inform the community of the vitality of [whichever course section], and provide a vision of how this cause can be achieved”. These are the only set of instructions that will be given to the student trainees.
Although I expect that these traits will increase after the community engagement projects, the broad aspect of these instructions means that the design of the community engagement will vary between schools. Therefore, the procedure of this part of the course is not completely replicable. However, these questions have produced significant results in past leadership training programs, regardless of their open-endedness (Kelloway & Barling, 2000). Additionally, one study found that as long as transformational leaders create their own solutions, implement them in communities, and use the knowledge they have obtained, the knowledge will spread well throughout a network (Davenport et al., 1996). The “Community Engagement” portion of this program is designed so the leaders do all of those things.

**Future Directions**

**Tracking the spread.** In order to ensure that the leaders indeed transform their followers, a future study could use longitudinal social network mapping in its methods. Each trained leader and a follower from the representative population at the school could be tracked in their social networks. Both the follower and whoever the follower connects with could be rated on their transformational leadership traits and the content scales, in order to see how well the original leader instilled leadership and sexual assault prevention knowledge into the follower. This process of measurement could continue down a line of ten degrees from the initial leader, to see how strong the longevity of transformational leadership is. Based on the previous literature, we would hope to see a strong transferring of both leadership and content.

If this program design successfully combines leadership and student networking, the effects could create a continuous culture of sexual assault preventative behavior. In order to combat the current absence of student networking, future studies can incorporate the social network of the schools, and specifically track the effect of those social networks in spreading the
program’s ideologies. For example, one study tracked whether certain students’ anti-conflict stance post-intervention spread to their peers within experimental schools (Paluck et al., 2015). In order to do this, the study chose students who were in the top 10% of their school in the number of connections reported by other students. These students were the “seed students”. In order to track the social network, the study asked all students at each school to nominate up to 10 students at their school whom they chose to spend time with in the last few weeks. These students were the “social referents”. One group in this study was the combined version of these two groups of students: the “seed social referents”. They both underwent the anti-conflict intervention and also had trackable networks in the school. In my current study, the trainees are chosen by the representative students on their ability to lead. I specifically chose this process of nomination because transformational leaders most often originate as initial recognized leaders (Bass, 1985; Kelloway & Barling, 2000). However, future research could choose trainees that have both recognized leadership qualities and also recognized social network connections in the school. We could then measure the peer-to-peer social influence effects by how seed students causally affect other students in their social network. In order to do so, a past study pre-randomized each school’s network and randomized assignment of seeds and schools, which showed the exact probability of exposure from one student to a seed social referent.

This past study also utilized a visual representation of social network - orange wristbands. The students undergoing intervention were instructed to give students orange wristbands when they were showing anti-conflict behavior. Future research could do the same for this program, such that students who acquire some sort of paraphernalia for sexual assault prevention behavior would then be measured on their knowledge of consent and bystander intervention efficacy. We would expect to see that those who did acquire some materialized representation for this
behavior would also perform well on these scales. And, if they did, that would show that there was some sort of contact made between trainees and students who exhibited sexual assault prevention behavior and had proper knowledge of that behavior. We could infer from this relationship that there was some sort of influence from the trainees to the students who came in contact with the trainees, especially if we compared their scores with students who did not receive paraphernalia for sexual assault prevention behavior.

By tracking these social networks, we could also measure if our program to build transformational leaders also changed their followers into leaders, like the goal of transformational leadership is. Once tracking these social networks, we could measure the noticed students on their transformational leadership scores. We would expect to see an increase in these students transformational leadership scores. If we did find this, our program would not only build transformational leadership in our trainees, but it would also make the non-trainees leaders in sexual assault prevention skills as well. This program could make leaders coach their followers into becoming leaders, who also coach their followers, and so on. Thus, this program, if combined with a social networking component, could show the potential for a continuous culture of sexual assault prevention - one that would not just last for a 4-year follow-up, but for years and years after that.

Measuring behaviors. In the current proposed study, both trainees and representative students are measured on scales relating to their understanding of the course content. Because these tests are self-report measures, researchers often worry about how valid they are in representing behaviors. Even though the Bystander Efficacy Scale and the Bystander Attitudes Scale have predicted correlative behaviors (Banyard, Moynihan, & Plante, 2007), the other scales have not been tested to such an extent. Therefore, in order to ensure that students from this
program can practice the behaviors they learn, future participants could perform a task that measures these behaviors. For instance, a participant could undergo two different virtual reality tasks, in which the only direction is to act and speak as if this were real life. The avatar would be programmed so that he or she could type in movement and words. The first virtual reality would be a party, because parties are environments which sexual assault is likely to occur (Ullman, Karabatsos, & Koss, 1999). At the party, there would be opportunities for bystanders to intervene to prevent sexual assault. The participant’s avatar could walk around the party, and when recognizing signs of nonconsent, could move and type in what behaviors he or she would do to intervene. This type of task could measure the extent of a participant’s knowledge of consent, how willing he or she is to intervene in a social situation, and how able he or she is to intervene with an effective skill. A second virtual reality could include a scenario in a school cafeteria. In this scenario, the participant’s avatar would be sitting at a table with another group of avatars, and the avatars would have conversations in which they sexually objectify others passing by or express rape myth acceptance. Implicit rape myth beliefs and sexism contribute to sexual assaulter mentality (Nunes, Hermann, & Ratcliffe, 2013), so this type of scenario is important to measure. The avatar could choose what to add to the discussion. Participants who undergo the program would hopefully speak in ways that stopped their peers from sexually objectifying others, or discounting their rape myth beliefs. If so, the task would show that participants who underwent the program have transferred their knowledge into action.

Additionally, through social network mapping, followers matched with trained leaders could record how often they encounter the leaders performing moments of rape myth beliefs, sexual objectification, anti-sexual objectification, or bystander intervention. Unfortunately, followers could not likely witness moments in which leaders perform consensual behaviors,
because of the privacy of sexual interactions. However, leaders could self-report on recent sexual aggression, although those are limited by the opportunities of sexual encounters and the social desirability to not be seen as sexually aggressive after a course on sexual assault prevention.

**Conclusion**

Sexual assault an epidemic, but few efforts exist to prevent it from spreading. Out of the efforts that do exist, programs are often limited in focus, design, and sustainability. Perhaps risk reduction methods increase awareness and temporary empowerment in participants, but they also contribute to a public narrative which endangers females and decreases their legal opportunities for justice. On the other hand, perpetration methods address topics that actually prevent the behaviors of sexual assault. However, the few perpetration prevention programs that do exist are often limited to males and/or college students, or designed without consideration for long-term effectiveness. The content of sexual assault perpetration prevention aims to reduce cultural norms that lead to or normalize sexual assault. Therefore, a program that includes such content should be designed in a way that ensures that participants not only learn the importance of changing cultural norms, but also work to change the cultural norms. Additionally, such a program should somehow ensure that the sexual assault preventative behavior continues. Therefore, a program should teach students perpetration prevention, but do so in a way that makes them inspirational leaders of the cause. Significant results from this proposed program may show that teaching students about factors that contribute to sexual assault perpetration, in ways that increase their traits of transformational leadership, effectively increases their transformational leadership, and increases sexual assault prevention knowledge in their followers. With these results, the current research seems like a promising first step in creating
changing agents in sexual assault prevention. With the transformative spread of these leaders, we could begin to see effective and lasting prevention to a worldwide epidemic.
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http://dx.doi.org/10.1111/j.1939-0025.2010.01007.x


Creamer M., Burgess P., & McFarlane A.C. Post-traumatic stress disorder: findings from the Australian National Survey of Mental Health and Well-being. *Psychological Medicine, 31*, 1237–1247. [https://doi.org/10.1017/S0033291701004287](https://doi.org/10.1017/S0033291701004287)


http://doi.org/10.2196/jmir.3426


prevalence and health effects of intimate partner violence and non-partner sexual violence.

Appendix A

**Updated Illinois Rape Myth Acceptance Scale**

*Scoring ranges from 1 (strongly agree) to 5 (strongly disagree). Scores can be cumulated or averaged in their range from 1 - 5.*

### Updated Illinois Rape Myth Acceptance Scale (IRMA)

<table>
<thead>
<tr>
<th>Subscale 1: She asked for it</th>
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</thead>
<tbody>
<tr>
<td>1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of hand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. When girls go to parties wearing slutty clothes, they are asking for trouble.</td>
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<tr>
<td>3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.</td>
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<td>4. If a girl acts like a slut, eventually she is going to get into trouble.</td>
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<td>5. When girls get raped, it’s often because they said “no” was unclear.</td>
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<td>6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex.</td>
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<thead>
<tr>
<th>Subscale 2: He didn’t mean to</th>
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<tbody>
<tr>
<td>7. When guys rape, it is usually because of their strong desire for sex.</td>
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<td>8. Guys don’t usually intend to force sex on a girl, but sometimes they get too sexually carried away.</td>
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<td>9. Rape happens when a guy’s sex drive goes out of control.</td>
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<tr>
<td>10. If a guy is drunk, he might rape someone unintentionally.</td>
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<tr>
<td>11. It shouldn’t be considered rape if a guy is drunk and didn’t realize what he was doing.</td>
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<tr>
<td>12. If both people are drunk, it can’t be rape.</td>
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<table>
<thead>
<tr>
<th>Subscale 3: It wasn’t really rape</th>
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<tbody>
<tr>
<td>13. If a girl doesn’t physically resist sex—even if protesting verbally—it can’t be considered rape.</td>
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<td>14. If a girl doesn’t physically fight back, you can’t really say it was rape.</td>
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<td>15. A rape probably doesn’t happen if a girl doesn’t have any bruises or marks.</td>
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<td>16. If the accused “rapist” doesn’t have a weapon, you really can’t call it rape.</td>
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<tr>
<td>17. If a girl doesn’t say “no” she can’t claim rape.</td>
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<thead>
<tr>
<th>Subscale 4: She lied</th>
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<tbody>
<tr>
<td>18. A lot of times, girls who say they were raped agreed to have sex and then regret it.</td>
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<tr>
<td>19. Rape accusations are often used as a way of getting back at guys.</td>
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<tr>
<td>20. A lot of times, girls who say they were raped often led the guy on and then had regrets.</td>
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<tr>
<td>21. A lot of times, girls who claim they were raped have emotional problems.</td>
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<tr>
<td>22. Girls who are caught cheating on their boyfriends sometimes claim it was rape.</td>
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</table>

*Scoring: Scores range from 1 (strongly agree) to 5 (strongly disagree). Scores may be totaled for a cumulative score. Higher scores indicate greater rejection of rape myths.*

(McMahon & Farmer, 2011)
Appendix B

Interpersonal Sexual Objectification Scale

This scale will be slightly modified. Such modification has been used by Mikorski & Szyman (2016) to measure how participants sexually objectify others. This scale will ask participants how often they have done these behaviors in the past year, and the questions will be reworded to make the participants the actors. For example, item 1, “How often have you been whistled at while walking down a street?” will be changed to “How often have you whistled at someone while they were walking down a street?”

<table>
<thead>
<tr>
<th>Factor and Item</th>
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</thead>
<tbody>
<tr>
<td>Factor 1: Body Evaluation</td>
</tr>
<tr>
<td>1. How often have you been whistled at while walking down a street?</td>
</tr>
<tr>
<td>2. How often have you noticed someone staring at your breasts when you are talking to them?</td>
</tr>
<tr>
<td>3. How often have you felt like or known that someone was evaluating your physical appearance?</td>
</tr>
<tr>
<td>4. How often have you felt that someone was staring at your body?</td>
</tr>
<tr>
<td>5. How often have you noticed someone leering at your body?</td>
</tr>
<tr>
<td>6. How often have you heard a rude, sexual remark made about your body?</td>
</tr>
<tr>
<td>7. How often have you been honked at when you were walking down the street?</td>
</tr>
<tr>
<td>8. How often have you seen someone stare at one or more of your body parts?</td>
</tr>
<tr>
<td>9. How often have you overheard inappropriate sexual comments made about your body?</td>
</tr>
<tr>
<td>10. How often have you noticed that someone was not listening to what you were saying, but instead gazing at your body or a body part?</td>
</tr>
<tr>
<td>11. How often have you heard someone make sexual comments or innuendos when noticing your body?</td>
</tr>
</tbody>
</table>

| Factor 2: Unwanted Explicit Sexual Advances |
| 11. How often have you been touched or fondled against your will? |
| 12. How often have you experienced sexual harassment (on the job, in school, etc.)? |
| 13. How often has someone grabbed or pinched one of your private body areas against your will? |
| 14. How often has someone made a degrading sexual gesture towards you? |

(Kozee, Tylka, Augustus, Horvath, & Denchik, 2007)
Appendix C  
**Comprehension of Consent/Coercion Scale**  
Each participant will read 2 vignettes, and answer 5 questions about each vignette. Participants respond to each question on a 1 (strongly disagree) to 5 (strongly agree) Likert Scale.

---

Please read the following short scene and answer the statements following it to the best of your ability using the scale provided.

Jim and Allison are undergraduates at a large state university. They have been dating for a month and have been sexually involved. They returned to Allison’s apartment after having dinner and seeing a movie. Sitting together on the couch, Allison pulls Jim to her and kisses him. She begins to unbutton his shirt and rub her hand against his chest. Jim whispers playfully into her ear letting her know that he would like to have sex (intercourse). She doesn’t respond. He begins to slowly undress Allison, but she pulls his hand back up to her face and kisses it. Again Jim tells her he would like to have sex; Allison says she doesn’t want to. Jim pauses while Allison continues to caress him. Then he leans over and unbuttons her blouse. Allison doesn’t stop him. He puts his hand on her jeans and begins to unzip them. Allison stops caressing him and zips her jeans up. Jim gets angry and tells her that the past several times that they have been together, she has initiated being sexual but doesn’t go all the way. Jim asks her if she is afraid. Allison says she is not afraid. Jim tells her to prove it. She says nothing. Jim tells her that he has been thinking about dating other women or just breaking it off with her since she doesn’t care as much about him as he does about her.

**If Jim were to tell Allison again that he wanted to have sex, and she didn’t say anything, it would be okay for him to assume that she had changed her mind and wanted to have sex with him.**

- Strongly Agree  
- Agree  
- No Opinion  
- Disagree  
- Strongly Disagree  

**It is not ok for Jim to challenge Allison to be sexual (i.e., ask her to prove she is not scared of having sex with him) with the hope that this will cause her to have sex with him.**

- Strongly Agree  
- Agree  
- No Opinion  
- Disagree  
- Strongly Disagree  

**If Allison changed her “no” to a "yes" (even though she still did not want to have sex with him) because she was afraid that Jim might leave her and then they had intercourse, Jim would be guilty of committing a sexual assault.**

- Strongly Agree  
- Agree  
- No Opinion  
- Disagree  
- Strongly Disagree
It would be ok for Jim to continue attempting to undress Allison with the expectation that she might change her mind about having sex.

- [ ] Strongly Agree
- [ ] Agree
- [ ] No Opinion
- [ ] Disagree
- [ ] Strongly Disagree

Jim is pressuring Allison to have sex when he first challenges her to prove she is not afraid to have sex with him, and by telling her he has been thinking about dating other women and possibly breaking up with her since he feels that she doesn't care as much about him as he does about her.

- [ ] Strongly Agree
- [ ] Agree
- [ ] No Opinion
- [ ] Disagree
- [ ] Strongly Disagree
Please read the following short scene and answer the statements following it to the best of your ability using the scale provided.

Mai and Kirk are new students at a small college. They were friends in high school, but never dated. Tonight, they had their first date. After coming back to Kirk’s apartment (which he shares with his brother who is out of town), he mixes some drinks using his brother’s stock of alcohol. They have each had several drinks. Mai is clinging to Kirk, laughing and giggling about things that happened while they were in high school. Suddenly, she kisses him on the lips. Kirk is surprised but kisses her back. Mai walks over to a sofa and he joins her. Kirk pushes her down on the couch and begins pulling her clothes off. Mai pushes against him as if attempting to push him away. She says nothing. Kirk gets undressed while kissing Mai. He begins to undress her. Mai freezes for a moment; she is afraid. Then she tries to pull her clothes back on, but Kirk grabs them out of her hand and throws them across the room. He pushes her back on the sofa. Mai looks at the clothes and up at Kirk; for a moment she is unsure of what to do. She is afraid of what Kirk will do if she tries to get the clothes. She tries to get up from the couch but has trouble getting her balance. She falls back onto the couch. Kirk begins to kiss Mai and to have sex with her.

<table>
<thead>
<tr>
<th>It was ok for Kirk to assume that Mai’s kiss and her moving to the couch meant that she wanted to have sex with him</th>
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<tbody>
<tr>
<td><img src="scale.png" alt="Scale" /></td>
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<tr>
<th>Kirk’s actions (pushing her down and grabbing and throwing the clothes) scare Mai because she is not sure what will happen if she attempts to resist Kirk. It would be wrong for Kirk to have sex with Mai in this situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="scale.png" alt="Scale" /></td>
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<thead>
<tr>
<th>Kirk mixed a number of really strong drinks for the two of them. He thought that this might make them more relaxed and might lead to something happening. It was ok for Kirk to have sex with Mai after doing this.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="scale.png" alt="Scale" /></td>
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</tbody>
</table>
Kirk should know that Mai doesn’t want to have sex because she tried to push away from him even though she didn’t say anything.

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

Kirk has not committed a sexual assault.

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

(Gibson & Humphrey, 1993, as cited by Galvin, 2013)
Appendix D

Bystander Attitudes Scale

Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale:

1. Call 911 and tell the hospital my suspicions if I suspect that my friend has been drugged. 1 2 3 4 5
2. Call 911 if I hear someone yelling and fighting. 1 2 3 4 5
3. Try to get help if I suspect a stranger at a party has been drugged. 1 2 3 4 5
4. Call 911 if I hear someone calling for help. 1 2 3 4 5
5. Go investigate if I am awakened at night by someone calling for help. 1 2 3 4 5
6. Call 911 if my friend needs help. 1 2 3 4 5
7. Talk to the friends of a drunk person to make sure they don’t leave their drunk friend behind at the party. 1 2 3 4 5
8. If I see someone at a party who has had too much to drink, I ask them if they need to be walked home so they can go to sleep. 1 2 3 4 5
9. If my roommate or friend said that they had an unwanted sexual experience but they don’t call it “rape” I question them further. 1 2 3 4 5
10. Walk a stranger home from a party who has had too much to drink. 1 2 3 4 5
11. Walk a friend home from a party who has had too much to drink. 1 2 3 4 5
12. If a woman is being shoved or yelled at by a man, I ask her if she needs help. 1 2 3 4 5
13. If I hear what sounds like yelling and fighting through my dorm walls I knock on the door to see if everything is ok. 1 2 3 4 5
14. If I hear what sounds like yelling or fighting through my dorm or apartment walls, I talk with a resident counselor or someone else who can help. 1 2 3 4 5
15. If I saw a friend grabbing, pushing, or insulting their partner I would confront them. 1 2 3 4 5
16. If I saw a friend grabbing, pushing, or insulting their partner I would get help from other friends or university staff. 1 2 3 4 5
17. If I saw a friend taking a very intoxicated person up the stairs to my friend’s room, I would say something and ask what my friend was doing. 1 2 3 4 5
18. If I saw several strangers dragging a passed out woman up to their room, I would get help and try to intervene. 1 2 3 4 5
19. If I hear an acquaintance talking about forcing someone to have sex with them, I speak up against it and express concern for the person who was forced. 1 2 3 4 5
20. Say something to a person whose drink I saw spiked with a drug even if I didn’t know them. 1 2 3 4 5
21. Grab someone else’s cup and pour their drink out if I saw that someone slipped something into it. 1 2 3 4 5
22. Ask a friend who seems upset if they are okay or need help. 1 2 3 4 5
23. Ask an acquaintance who seems upset if they are okay or need help. 1 2 3 4 5
24. Ask a stranger who seems upset if they are okay or need help. 1 2 3 4 5
25. Call a rape crisis center or talk to a resident counselor for help if a friend told me they were sexually assaulted. 1 2 3 4 5
26. Call a rape crisis center or talk to a resident counselor for help if an acquaintance told me they were sexually assaulted. 1 2 3 4 5
27. Call a rape crisis center or talk to a resident counselor for help if a stranger told me they were sexually assaulted. 1 2 3 4 5
28. Approach a friend if I thought they were in an abusive relationship and let them know that I’m here to help. 1 2 3 4 5
29. Let a friend I suspect has been sexually assaulted know that I am available for help and support. 1 2 3 4 5
| 30. Share information about sexual assault and violence with my friend. | 1 2 3 4 5 |
| 31. Confront friends who make excuses for abusive behavior by others. | 1 2 3 4 5 |
| 32. Speak up against racist jokes. | 1 2 3 4 5 |
| 33. Speak up against sexist jokes | 1 2 3 4 5 |
| 34. Speak up against homophobic jokes. | 1 2 3 4 5 |
| 35. Speak up against commercials that depict violence against women. | 1 2 3 4 5 |
| 36. Speak up in class if a professor explains that women like to be raped. | 1 2 3 4 5 |
| 37. Speak up if I hear someone say “she deserved to be raped.” | 1 2 3 4 5 |
| 38. Watch my drinks and my friends’ drinks at parties. | 1 2 3 4 5 |
| 39. Make sure I leave the party with the same people I came with. | 1 2 3 4 5 |
| 40. Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship. | 1 2 3 4 5 |
| 41. I won’t stop sexual activity when asked to if I am already sexually aroused. | 1 2 3 4 5 |
| 42. When I hear a sexist comment I indicate my displeasure. | 1 2 3 4 5 |
| 43. I obtain verbal consent before engaging in sexual behavior. | 1 2 3 4 5 |
| 44. If I hear that a teammate, dorm mate, fraternity brother, sorority sister has been accused of sexual violence, I keep any information I may have to myself. | 1 2 3 4 5 |
| 45. Educate myself about sexual violence and what I can do about it. | 1 2 3 4 5 |
| 46. Call 911 if a stranger needs help. | 1 2 3 4 5 |
| 47. I see a man and his girlfriend whom I know in a heated argument. The man’s fist is clenched and his partner looks upset. I ask if everything is ok. | 1 2 3 4 5 |
| 48. I see a man talking to a woman at a bar. He is sitting very close to her and by the look on her face I can see she is uncomfortable. I ask her if she is ok. | 1 2 3 4 5 |
| 49. I see a man and his girlfriend. I don’t know them but the man’s fist is clenched and his partner looks upset. I ask if everything is ok. | 1 2 3 4 5 |
| 50. I encourage people who say they have had unwanted sexual experiences to keep quiet so they don’t get others in trouble. | 1 2 3 4 5 |
| 51. If I know information about an incident of sexual violence, I tell authorities what I know in case it is helpful. | 1 2 3 4 5 |

(Banyard, Plante, & Moynihan, 2005)
Appendix E
Estimated Budget

Total payment for instructors: $7,560
Since this program does not replace the teaching of sex education courses at the schools, the sex education teachers may be working extra hours. If that is the case, the school with this program would need to hire an additional sex education teacher or mental health counselor to come in for the hours that the course takes place. Because the course takes place 5 times a week for 45 minutes, the instructors should be paid for 5 hours per week. According to further research, the hourly rate of a sex educator is roughly $14. Therefore, each school would pay its instructor 14 (hourly wage) x 5 (hours per week) x 18 (total amount of classes throughout the semester) = $1,260. Because there are 6 schools total, the total amount of money that should be allocated to instructor compensation is 1,260 (payment per instructor) x 6 (amount of schools) = $7,560.

Materials for course: $600
The materials for the course are relatively sparse. All trainees will need print-outs of vignettes. Because only experimental trainees will be planning and implementing a community project, only half the amount of total trainees will need materials related to those community projects. Materials will most likely include posterboard, markers, paints, and costumes (if the students decide to put on an educational performance). Overall, because these community project will only be happening three times throughout the course, we do not need a surplus of these materials.

Total payment for all Amazon gift cards: $600

Multifactor Leadership Questionnaire = $125.00
In order to purchase and reproduce this scale, the researcher must purchase at least 50 copies. Each copy is $2.50. Therefore, the total money that should be allocated to use this questionnaire is $125.00.
Appendix F

Consent Form (For Trainees)

You are reading this form in order to understand more about an experiment in educational training. This research study aims to give us insight into how effective a program is in preventing cultural norms that lead to sexual assault. For extra course credits, and in replacement of one of your electives, you will be asked to partake in a semester-long course about sexual assault.

The Experiment: As you have enrolled in the NAME OF COURSE for this upcoming semester, the current study would take place over the entire semester. Since this course includes content about sexual assault, you may be triggered. However, the content you learn in this course will make the prevention of sexual assault so much more effective in your school. Participation in this study will count for 4 extra course credits, and will replace an elective course. Although we cannot inform you of further details regarding the study at this time, you will be provided a complete explanation after your participation.

Confidentiality: As a participant, all of the information collected from you on self-report surveys will be kept confidential during experimentation and analysis. Additionally, our participants will each receive personal identification numbers to help in doing so. All information will be destroyed following the completion of data analysis.

Participation: Participation in this experiment is voluntary. If you choose to participate, you must take part in the course, but you have the option to complete the measures and to have your data used. If you become triggered by the course, or if you decide at any point in the study to withdraw your participation or if you decide not to participate at all, you will not receive extra course credits and your elective requirement will no longer be replaced. In the case of withdrawing part-way through the study, your data will be destroyed and will not be included in data analysis. By signing this form, you are not agreeing to participate in the study but are agreeing that you have been informed about the details of the study.

The data collected from all participants will be analyzed for a Senior Project and will be available to the public in the Bard College library once finished. If you wish to access the results of this experiment after completion, or if you have any further questions regarding any aspects of the study, please contact Sage Warner (sw5932@bard.edu) or my project advisor, Kristin Lane (lane@bard.edu). In addition, if you have any questions directly after reading this form, please ask them now.

Student Signature: ________________________________
Student Name (please print): _________________________
Parent Signature (for students under 18): __________________________
Parent Name (please print): __________________________
Date: ________________
Consent Form (For Representative Students)

You are reading this form in order to understand more about an experiment in educational training. This research study aims to give us insight into how effective a program is in preventing cultural norms that lead to sexual assault. For a chance to win a $100 Amazon gift card, you will be asked to fill out surveys at different points throughout the semester.

The Experiment: The current study would take place over the entire semester. Other students will undergo a course this semester. Although you are not involved in this course, you will be asked to take surveys regarding material that this course offers, and to fill out forms about different students who are taking the course. Since the surveys include content about sexual assault, you may be triggered. You will have to fill out five surveys and five forms about other students. You will fill out the five surveys at the beginning and end of the semester. You will fill out the five forms about other students at the beginning of the semester, at the sixth week of the semester, at the twelfth week of the semester, and at the eighteenth week of the semester. Although we cannot inform you of further details regarding the study at this time, you will be provided a complete explanation after your participation.

Confidentiality: As a participant, all of the information collected from you on self-report surveys will be kept confidential during experimentation and analysis. The forms you fill out about other students will be given to them, but you will remain anonymous. Additionally, our participants will each receive personal identification numbers to help in doing so. All information will be destroyed following the completion of data analysis.

Participation: Participation in this experiment is voluntary. If you choose to participate, you must take part in the group projects, but you have the option to complete the measures and to have your data used. If you become triggered by the surveys, or if you decide at any point in the study to withdraw your participation or if you decide not to participate at all, your name will no longer be in the raffle to win the $100 Amazon gift card. In the case of withdrawing part-way through the study, your data will be destroyed and will not be included in data analysis. By signing this form, you are not agreeing to participate in the study but are agreeing that you have been informed about the details of the study.

The data collected from all participants will be analyzed for a Senior Project and will be available to the public in the Bard College library once finished. If you wish to access the results of this experiment after completion, or if you have any further questions regarding any aspects of the study, please contact Sage Warner (sw5932@bard.edu) or my project advisor, Kristin Lane (lane@bard.edu). In addition, if you have any questions directly after reading this form, please ask them now.

Student Signature: __________________________________________
Student Name (please print): __________________________________
Parent Signature (for students under 18): _________________________
Parent Name (please print): _________________________________
Date: ________________
Appendix G

Debriefing Form

Thank you for participating!

The purpose of this experiment was to explore how a course design helped students become transformational leaders in sexual assault prevention. Six high schools were included in this experiment. Three schools underwent a course design aimed to increase transformational leadership and teach about sexual assault prevention. Three of the other schools underwent a course design aimed only to teach about sexual assault prevention. In each school, a portion of students underwent training, and a portion of representative students were chosen to rate trained students on their transformational leadership qualities throughout the semester. All participants were measured on their sexual assault prevention perceptions, behaviors, and knowledge, through different scales. We were interested in how training students in ways that emphasized transformational leadership traits successfully increased those traits, and how knowledgeable surrounding students became of sexual assault prevention measures. We predict that students trained in transformational leadership will increase their scores in transformational leadership more than students not trained in transformational leadership. We also predict that representative students at schools surrounded by transformational leaders will improve on measures pertaining to sexual assault prevention, even though they themselves do not take the course. If you have any more questions regarding the study or would like to learn about the results, please feel free to contact Sage Warner (sw5932@bard.edu) or my project advisor, Kristin Lane (lane@bard.edu). Thank you again for participating!