



Sexual Assault on College Campuses: Expelling Rape Myths and Providing Title IX Knowledge

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Key Findings

The educational intervention was successful in reducing rape myth acceptance and increasing Title IX knowledge.

Participants assigned to the educational intervention rejected rape myths more than those in the control condition.

Participants assigned to the educational intervention learned about the Title IX process.

INTRODUCTION

Sexual assault, as experienced by college students nationwide, is as high as 8.4% of women and 0.6% of men for non-consensual vaginal, anal, or oral intercourse. While there are 14.2% of women and 1.9% of men who have experienced incapacitated rape, more than 30% of college men and women have experienced non-consensual kissing and sexual touching (Fedina et al., 2016). The prevalence of sexual assault potentially brings about increased endorsements of rape myths and solidifies the need for Title IX resources on college campuses. Rape myths can also lead to victim blaming and decrease reporting (Lonsway & Fitzgerald, 1994). This study addresses the endorsement of rape myths and lack of knowledge about Title IX at a Midwestern college campus by testing the efficacy of an originally created intervention. Our hypothesis was that the intervention would reduce participants' perceptions of rape myth acceptance and increase knowledge about the Title IX process.

METHOD

Participants from Midwestern University
151 (116 female, 85.4% White, *Mage* = 21.75 years).
Design

The study was a pretest-posttest design where our independent variable was the presentation of an educational intervention or a control condition.

Measures and Materials

Illinois Rape Acceptance Scale Short-Form (IRMA-SF): assessing the individuals' acceptance of rape myths. All items are rated on a 5-point Likert scale (1 = strongly agree to 5 = strongly disagree).

Self-Developed Title IX Questionnaire: a scale that assesses an individuals' knowledge on Title IX
Rape Myth and Title IX educational tool: PowerPoint video with education on expelling rape myths and Title IX information.

How to Install a Gas Water Heater control tool: a sixteen slide PowerPoint video with education on how to install a gas water heater.

RESULTS

	IRMA-SF			Title IX		
	Pre-Test	Post-Test	Pre/Post Diff.	Pre-Test	Post-Test	Pre/Post Diff.
Intervention	M=90.06 SE=1.60	M=94.79 SE=2.24	$M_{diff}=-4.74$ $p=.028$	M=7.37 SE=.18	M=8.21 SE=.17	$M_{diff}=-.838$ $p<.001$
Control	M=92.55 SE=1.45	M=91.39 SE=2.03	$M_{diff}=1.17$ $p=.545$	M=7.47 SE=.16	M=7.21 SD=.16	$M_{diff}=.265$ $p=.028$
Between Groups Diff.	$M_{diff}=-2.50$ $p=.248$	$M_{diff}=3.41$ $p=.216$		$M_{diff}=-.102$ $p=.675$	$M_{diff}=1.001$ $p<.001$	

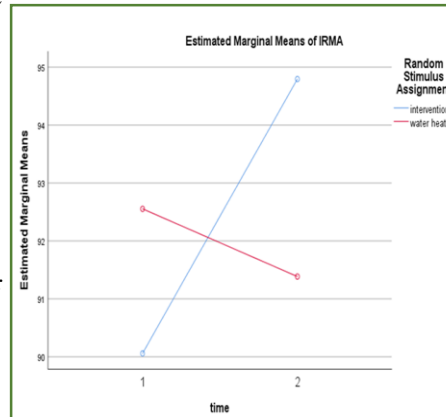


Figure 1. Interaction between presented condition and time for the IRMA-SF. Sig. interaction show at the blue line time 1 vs. Time 2.

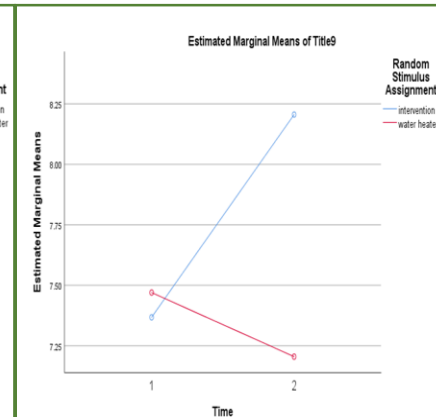


Figure 2. Interaction between presented condition and time for Title IX Knowledge Questionnaire. Sig. differences for everything except for time one between conditions.

*Note: all results were reported using $p<.05$

METHOD CONT.

Procedure

After providing consent, participants filled out the Illinois Rape Myth Acceptance Scale Short-Form (IRMA-SF) (Payne, Lonsway, & Fitzgerald, 1999; McMahon & Farmer, 2011) and a self-developed Title IX Knowledge Questionnaire. Then participants watched an educational intervention teaching them about rape myths and the Title IX process or the control video on how to install a water heater. Next, participants completed a personality inventory before completing the IRMA-SF and the Title IX Questionnaire again.

DISCUSSION

The results from the present study suggest the educational intervention was successful in reducing acceptance of rape myths while simultaneously increasing knowledge of the Title IX process at a Midwestern university. We found an interaction between the conditions and the time on both the IRMA-SF and the Title IX Knowledge Questionnaire. These results support utilizing a similar educational intervention or modifying this one to use in student orientations nationwide to address the issue of campus sexual assault.

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