

# Men's Sexual Violence Prevention

## Emerging Practices for the Profession

Todd Henneman

Assistant Director

USC Center for Women & Men

Melora Sundt

Associate Dean

USC Rossier School of Education



# Today's Discussion

- Purpose of the presentation
- Quick history of prevention
- Two promising lines of research
  - Emerging profile of perpetrators
  - Bystander behavior
- Characteristics of promising prevention
  - The USC Men Care model
- Findings and implications

# Purpose of the Presentation

- Persistent problem
- Transitions in approach
- Guidance from the research literature
- Food for thought/dialogue:
  - Where should we be heading?
    - How might research help our design?
  - Who needs to be involved?

# Awareness to Prevention **THE JOURNEY TO TODAY**

# “Prevention” and Prevention

- Risk reduction places onus on a potential target of violence to avoid victimization
  - Examples include pouring your own drink
  - For years, colleges considered this “prevention”
- Primary prevention is taking action before violence against women occurs

# '60s movements link survivors

## TIMELINE

1960s



### Emerged from 1960s social activism

- Women's and civil rights movements drive progress
  - Betty Friedan writes *The Feminine Mystique* (1963)
  - Carol Hanisch writes "The Personal Is Political" (1969)
  - In feminist groups, women speak of experiences

# Feminists propel change

## TIMELINE

1970s  
1960s

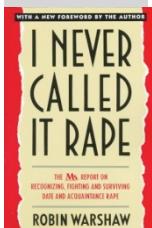


- In 1971, New York Radical Feminists hold 2 major events
  - At the first speak out, women tell of rapes by doctors, therapists, husbands, dates (Connell and Wilson, 1974)
  - A follow-up conference teach self-defense skills
- Media credit feminists for removing taboo of discussing rape, begin covering anti-rape efforts (Bevacqua, 2000)
- Seeing systemic problems, rape crises centers open
  - Initially focused on raising public awareness
  - Introduced self-defense classes
  - Re-enacted “what-if” scenarios
  - Lead consciousness-raising programs
  - Now they’re “risk reduction” or “rape avoidance”

# Campuses reach out to women

## TIMELINE

1980s  
1970s  
1960s



### **“Acquaintance rape” becomes well-known**

- Ms. magazine launches project on sexual assault
  - Koss (1984) studies 6,100 students at 32 colleges
  - She finds 1 in 4 victimized (later refined to 1 in 5)
  - Stereotype does not match reality
- Results transform knowledge of sexual assaults

### **Collegiate “prevention” efforts begin**

- Programs largely focus on single sex: women
- Teach avoidance and self-defense skills (Parrot, 1990)
  - Install blue-light emergency kiosks
  - Distribute “rape whistles”
  - Tell female students not to walk alone

# Rape prevention goes co-ed

## TIMELINE

1990s  
1980s  
1970s  
1960s



### Colleges expand co-ed prevention efforts

- 64% of rape-education program (Morrison et al., 2004)
- Commonly provide definitions and challenge myths
- Results tend to be mixed and short-term
  - Short-term, not long-term, changes in beliefs and attitudes (Breitenbecher, 2000; Bachar & Koss, 2001; Brecklin & Forde, 2001; Gidycz et al., 2002; Morrison et al., 2004)
  - Often one-time programs, found not to create lasting changes (Lonsway, 1996; Berkowitz, 1994)
  - Attendees do not become more empathetic (Anderson & Whiston, 2005)

### Late 1990s, anti-sexist males speak on campuses

- Michael Kimmel offers lectures based on his books
- Jackson Katz addresses manhood, links to his DVDs
- Don McPherson tours with “Your Throw Like A Girl”

**TIMELINE**

2000s

1990s

1980s

1970s

1960s



# Prevention focuses on men

## By early 2000s, men's programs grow

- Focus on men taking responsibility for their own behavior and confront others' coercive behavior (Gidycz et al. 2002)
- Still represent only 8% of programs (Morrison et al., 2004)
- Often involve ideas of bystanders intervening

## What is “bystander intervention”?

- A bystander is an individual who witnesses an emergency or problematic situations. Often, they do nothing to help.
- Bystander intervention models call on these individuals to get involved and do something positive.
  - Programs involving bystanders include:
    - Mentors in Violence Prevention Program (O'Brien, 2001; Katz, 2007)
    - Bringing in the Bystander (Banyard et al., 2007)
    - One in Four (Foubert, 2000)

# Best practices become clearer

## TIMELINE

2000s  
1990s  
1980s  
1970s  
1960s

### **Some men's programs foster change**

- Peer education in multiple sessions seems promising  
(Black et al., 2000; Brecklin & Forde, 2001; Davis & Liddell, 2002; Lonsway, 2000; O'Donohue et al., 2003)
- Reductions seen in self-reported likelihood to rape  
(Berkowitz, 2002; Gidycz et al., 2002)
- Improved attitudes seen toward rape  
(Bachar & Koss, 2001; Brecklin & Forde, 2001; Morrison et al., 2004)
- Revised Sexual Experiences Survey intended to provide standardized measures for evaluations  
(Koss et al., 2007)
- Bystander programs yield even greater hope
  - Changes remained at 2-, 4- and 12-month post-tests  
(Banyard et al., 2007).

# What remains a challenge?

- Some defensiveness from male audiences
- Research suggests little impact from most one-time programs
- Recidivism rate suggests that educational interventions have little impact on perpetrators
- What else?
- What else do we need to know?

# Two strands of research

- USING THE PERPETRATOR PROFILE**
- HARNESSING BYSTANDERS**

# Perpetrators **THE EMERGING PROFILE**

# About 1 in 5 college women are raped, but does that mean 1 in 5 men are perpetrators?

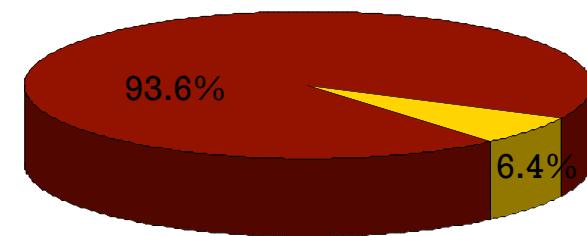
## Completed rape of college women

- Koss et al. (1987): 15.4%
- CDC (1995): 20.4%
- Merrill et al. (1998): 36%
- Brenner et al. (1999): 20%
- NIJ-CDC (2000): 14.8%

## Much of campus rape is committed by serial perpetrators who are students

Lisak and Miller (2002)

- 6.4% met rape or attempted rape criteria
  - 63.3% were serial offenders
    - » 120 men accounted for 483 rapes
      - » 4 per person
    - » Of the 120, 76 men accounted for 439 rapes
      - » 5.7 per person



# **It often is not “a misunderstanding.”**

## **It’s a plan.**

- Thompson: ‘Nice Guy’ Profile
- Lisak: ‘Undetected Rapist’
- In both profiles, the offender:
  - Is seen by others as social, charming
  - Is typically positioned as a leader among other men
  - Views women as sexual objects
  - Has access to consensual sex
  - Plans his assaults
  - Uses alcohol strategically
  - Does not often use weapons; uses other force instrumentally
  - Does not define his own actions as rape

# **Self-reported behaviors**

(Sundt, Battle, Li, & Henneman, 2008)

## **Survey of 1,000 male students; 71% yield**

- 96% involved in at least one university-affiliated organization
  - 74% fraternity
  - 23% intercollegiate (NCAA) team
  - 23% intramural sports
  - 27% registered student organization
- 4.3% identified as “possible perpetrator” based on answers
  - Koss et al. (1985) found 4.3% met definition of “sexually assaultive”

# 'Potential perpetrator' profile

(Sundt, Battle, Li, & Henneman, 2008)

## **Membership**

- No significant difference in the distribution of possible perpetrators among the 3 categories of affiliation: fraternity, student-athlete or neither.

## **Knowledge**

- Were more likely to believe that weapons often are involved.
- Rated sexual assault on their campus as significantly less of a problem.

## **Behavior**

- Were significantly more likely to proceed when unsure of consent.
- Were significantly more likely to have persuaded an unwilling partner.
- Were more likely to have sex with a partner who had been drinking alcohol.
  - Findings consistent with Lisak & Miller (2003) and Thompson (2001)

## **Attitudes**

- Believed it was OK to pressure a women to drink alcohol to improve chances.
- Believed any healthy woman can resist a rapist if she really wanted to.

# Perpetrators know — and exploit — the myths

- **They do not define their behavior as a crime**
  - They are “taking advantage of a situation”
  - They “do not need to rape”
- **They reframe what happened to fit our misperceptions that ...**
  - There was miscommunication
  - The presence of alcohol is an innocent, regrettable circumstance
  - Because they are charming, they couldn’t have done this crime
  - Because there are no/few visible injuries, she consented
  - We can’t possibly have college men who are serial perpetrators. It just doesn’t happen like that here

Bystanders  
**Not just about the group...**

# Early bystander findings: size matters

- Presence of others can inhibit helping if we fear our behavior will be interpreted negatively
- We look to others to define context
- Knowing others are available to respond reduces our inclination to act
  - (Latane & Darley, 1970; Latane & Nida, 1981)

# For bystanders, relationships matter: in-group/out-group

- Between the bystander and the victim
  - An “in-group” victim more likely to be helped
- Within the bystander group: the role of the “alpha”
  - In group/alpha “yes” = most likely
  - Out-group/alpha “yes” = next likely
  - Out-group/alpha “no” = less likely
  - In group/alpha “no” = least likely
- Relationships dominate perceptions of severity
- Conclusion: social context matters a lot  
(target/non-target)
  - Levine, Cassidy & Brazier (2002)

# Social norming

- “Social norms” refer to the acceptability of actions or belief
- Perceptions of social norms predict what people will say or do
  - Students overestimate the prevalence of problem behavior
  - They underestimate the prevalence of healthy behaviors
    - (Berkowitz 2007)

# Social marketing

- Social marketing applies advertising principles to help solve social and health problems by encouraging pro-social behavior
  - (Kotler and Lee, 1971, 2007)
- Social norms marketing communicates true (fact-based) norms
  - (Perkins & Berkowitz, 1986; Berkowitz, 2002)

# Blending it all...

Men's willingness to intervene to prevent a sexual assault is correlated with their perception of other men's willingness to intervene  
(Fabiano et al, 2003)

CLASSMATE  
GIRLFRIEND  
AT USC,  
NEIGHBOR  
FRIENDS  
DON'T LET  
SISTER  
FRIENDS  
TAKE  
ADVANTAGE  
OF WOMEN.

MEN  
**CARE**  
a partnership of the  
USC Center for Women and Men  
and the  
USC Rossier School of Education

Diverting a guy's attention,  
joining a conversation or  
asking a simple question  
may prevent a sexual assault.

USC Men Creating Attitudes  
for Rape-free Environments  
[www.usc.edu/mencare](http://www.usc.edu/mencare)

# The Men Care Model

## A SPECTRUM OF CHANGE

# Our approach

- Influenced by Spectrum of Prevention (Cohen and Swift, 1999)
  - Strengthen individual skills and knowledge
    - Reach approximately 1,000 students each year through workshops
  - Promote community education
    - Use educational marketing campaigns, building critical masses of support
  - Educate providers
    - Train adjudicators, senior administrators, campus security
  - Foster coalitions and networks
    - Collaborate with non-profit organizations and neighboring institutions
  - Change organization practices
    - Review and update protocols, policies and conduct codes

# Men Care strategy

- Peer educators
  - Have credibility
  - Encourage candid conversations
  - Serve as role models
- Sessions
  - Target single-sex male audiences
  - Meet on their turf
  - Address audiences as allies, not perpetrators
  - Rely on discussions and exercises, not lectures
    - Uses examples and social norm statistics from our campus
    - Practice building skills
  - Explicitly discuss serial perpetrators

# Men Care's five tiers

- Offers multiple sessions
  - ❑ Stereotypes of masculinity
    - Explores the negative effects on college men
    - Addresses creating safe spaces for wider expressions of gender
  - ❑ Personal responsibility
    - Explains ways to ask for consent, including scenarios
    - Discusses perpetrators using alcohol as weapon
    - Introduces concept of bystander intervention
  - ❑ Bystander intervention (2 sessions)
    - Sensitizes to “ref flags” and link back to perpetrator dialogue
    - Discusses how to intervene
    - Practices ways of intervening
  - ❑ Supporting survivors
    - Engages in empathy-building exercises
    - Discusses how to be a caring friend
- Incorporates marketing to reinforce themes



# Providing “take home” tools

USCMenCare USC

## FIGHT ON FOR EQUALITY



You're at a party. You know a guy who wants to score. He says, "If you get a girl drunk and alone, it's easy." Sounds sketchy, right?

We're all part of the Trojan Family, and that means we watch out for one another. It's the Trojan way: 76% of USC guys say they'd do something if they saw a situation where another guy was trying to take advantage of a woman.\*

A simple, subtle comment by you could prevent a rape.

As men, we need to speak up — or do something — when we see another guy making catcalls at women, harassing other students, or acting on a bad motive that may result in sexual violence.

TIPS LISTED ON BACK! 

USCMenCare [usc.edu/mencare](http://usc.edu/mencare)  
information • contacts • downloads

USC Student Affairs

\*Based on anonymous surveys of fraternity members, student-athletes, and undergraduate men in USC-owned housing. Surveying by USC Men Care. Analysis by the USC Rossier School of Education.

USCMenCare

## Consent is Sexy!



Flip me over! 

USC Student Affairs

### Consent is sexy!

Consent is a key difference between sex and sexual assault. The person initiating or moving sexual activity to the next step must get consent from his partner. But asking for consent doesn't have to be awkward.

Here are 9 ways to ask for consent:

- "Is this all right with you?"
- "Are you comfortable with what we're doing?"
- "Do you want to do it?"
- "Are you sure you want to?"
- "Is this OK?"
- "Is this moving too fast?"
- "Do you want to keep going or stop here?"
- "It would turn me on to \_\_\_\_\_. Want to try it?"
- "Should I get a condom? Or do you want to stop?"



Check in. Asking questions is a way of making sure you're both having a good time.  
**Remember: Good communication leads to good sex.**

USC Men Care  
[usc.edu/mencare](http://usc.edu/mencare)  
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# Results and Implications

## **IS IT WORKING?**

# Is it working?

Post-tests found male students are:

- More likely to challenge sexist remarks
- Less likely to engage in sex if they are unsure whether or not they have consent

# Implications for Student Affairs

- Male educational programs should:
  - Reinforce but not dwell on definitions
  - Reach out to all male populations
    - Offenders likely aren't limited to one or two groups
  - Focus on bystander intervention
- Adjudication processes:
  - Prepare hearing boards for the possibility of a serial perpetrator – the pattern is very consistent
- Rest of Student Affairs: your thoughts?