

**ASSESSING STUDENT RAPE MYTH ACCEPTANCE AND ATTITUDE TOWARD
INTERVENING IN INCIDENTS OF SEXUAL VIOLENCE**

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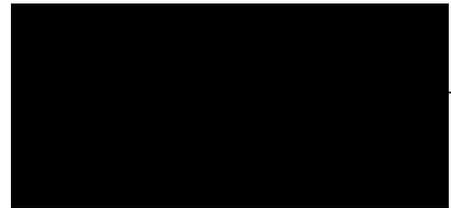
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Abstract

Government bodies and university administrations continue to develop policies and programs to address sexual violence within post-secondary communities. Bystander intervention and rape myth acceptance are frequently targeted for improvement through such programming and policy. Using the Bystander Attitude Scale-Revised and the Illinois Rape Myth Acceptance Scale, data was collected and analysed from a sample of 154 students at Nipissing University, located in North Bay, Ontario.

Results suggest that while the overall acceptance of rape myths is low, there may be some confusion amongst students regarding justification of a perpetrator's actions and unsubstantiated criteria for classifying an incident as sexual. Results also suggest that while students have a positive attitude towards intervention in situations of sexual violence, supporting victims, and reporting perpetrators, they have a neutral attitude towards proactive intervention, such as through sexual violence education or workshops.

It is recommended that Nipissing University dedicate resources to attracting those who are on the fence about engaging with proactive opportunities. Other small universities in Ontario may also benefit from this. In doing so, they may reach a larger audience, thus improving the overall communities understanding of key topics of sexual violence and skills for intervention and victim support. This may contribute to ongoing efforts to decrease sexual violence rates on post-secondary campuses.

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Table of Contents

Title Page	i
Certificate of Examination.....	ii
Abstract.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of Tables	vii
Chapter 1: Introduction and Background.....	1
Background.....	1
Prevalance of Sexual Violence on Campuses.....	1
Bill 132, Sexual Violence Policies, and Sexual Violence Prevention Education.....	2
Illinois Rape Myth Acceptance Scale (IRMA).....	5
Bystander Attitude Scale Revised (BAS-R).....	7
Research Questions.....	8
Benefits	8
Research Paper Outline.....	9
Chapter 2: Literature Review.....	10
Rape Myth Acceptance	10
Victim Blame and Perpetrator Justification.....	12
Minimization of the Act.....	14
Bystander Intervention.....	15
Victim Blame and Perpetrator Justification.....	17
Minimization of the Act.....	18
Victim Blame and Perpetrator Justification.....	18

Chapter 3: Methodology	22
Ethics.....	22
Participants.....	22
Population... ..	22
Recruitment.....	23
The Questionnaire	24
Sample.....	27
Analysis.....	27
Chapter 4: Results	28
Demographics	28
Bystander Attitudes.....	33
Rape Myth Acceptance	34
Chapter 5: Discussion	37
Bystander Attitudes.....	37
Proactive Opportunities... ..	39
Rape Myth Acceptance	40
Recommendations for Future Practice.....	41
Reccommendations for Future Research	42
Limitations	43
Conclusion	44
References.....	46
Appendix A – Research Ethics Board Approval	54
Appendix B – TCPS2 Certificat	55
Appendix C – Questionnaire.....	56
Appendix D – Recruitment Email.....	61

Appendix E – Recruitment Handout.....	62
Appendix F – Participant Information Letter.....	63
Appendix G – Questionnaire Results.....	66

List of Tables

Tables

Table 4.1	Demographics	31
Table 4.2	Campus Involvement.....	32
Table 4.3	Sexual Violence Education Source	33
Table 4.4	Bystander Attitudes.....	34
Table 4.5	Rape Myth Acceptance	36

Chapter 1: Introduction and Background

Background

Prevalence of Sexual Violence on Campuses

Increased awareness of the prevalence of sexual violence on post-secondary campuses and within post-secondary student culture has become a major point of policy development for universities and colleges. It has been reported that one out of every five women will experience sexual assault during their post-secondary education (Krebs, Lindquist, Warner, Fisher, & Martin, 2009; Muehlenhard et al., 2017), and that 41% of total sexual victimizations are against a student.

The exact frequency of those who have been sexually victimized is difficult to determine as many choose not to report the incident to authorities. For example, incidents where the attacker was an acquaintance and where no weapon or drug was involved are rarely reported to police or other authority figures (Brennan & Taylor-Butts, 2007; Fisher, Daigle, Cullen, & Turner, 2003; Moore & Baker, 2018; Wolitzky-Taylor et al., 2011). Other reasons for not reporting incident include embarrassment, not wanting their attacker to be punished, fear that they would be blamed for the incident, or a lack of faith that the administration will provide any meaningful response (Holland & Cortina, 2017; Moore & Baker, 2018; Spencer, Mallory, Toews, Stith, & Wood, 2017). While there is resistance to reporting to formal authorities, victims will often turn to friends for support suggesting the need for enhanced bystander knowledge and training in how to respond to acts of sexual violence (Ahrens, Stansell, & Jennings, 2010; Sudderth, Leisring, & Bronson, 2010).

Sexual violence continues to be a problem on campus, with data suggesting rates have remained steady over the last two decades (Senn et al., 2014). Obtaining accurate information on campus sexual violence can be difficult, as students reporting rates tend to be low, and there is concern over inconsistency with the record keeping of the colleges and universities themselves. In response to this it's become commonplace to use surveys to collect self-reported data from students for study (Wood, Sulley, Kammer-Kerwick, Follingstad, & Busch-Armendariz, 2017). Surveys often focus on subjects like students' attitudes and beliefs in order to analyse the cultural climate amongst students. This method was used in the present study.

Bill 132, Sexual Violence Policies, and Sexual Violence Prevention Education

In response to high rates of sexual violence amongst students, the government of Ontario passed *Bill 132 Schedule 3, The Ministry of Training, Colleges and Universities Act* in 2016. Schedule 3 outlines several broad requirements of colleges and universities intended to address sexual violence. Institutions were instructed to create a standalone policy to specifically address sexual violence, rather than addressing the issue as a section within a larger policy (Bill 132, 2016). As of November 2014, only 9 of 102 Canadian colleges and universities had such policies and the provincial bill forced all 46 public colleges and universities in Ontario to meet this standard (Canadian Federation of Students, 2015).

In order to address concerns about institutional reporting rates, the bill also required all universities and colleges to keep detailed reports of all incidents to be provided to the Minister of Training, Colleges, and Universities. The Minister can request reports on student usage of supports and accommodations for victims, the programs, and initiatives used to educate members of the community, the number of incidents reported to the institution, as well as details of any incidences of sexual violence which occurred with the exception of information which would

compromise the confidentiality of the victim (Bill 132, 2016). Recently a digital survey was released to all post-secondary students by the minister in order to gather such data, although it has been met with some criticism by advocacy groups (Goffin, 2018).

Bill 132 provides a degree of autonomy to each university and college, allowing individualized policies to be tailored to each institution. The benefits of this are that the unique needs of each college and university can be addressed within their policies and new forms of sexual violence education can be piloted in order to seek increasingly effective methods of combating the problem (“Select Committee on Sexual Violence and Harassment Transcript”, 2015; Streng & Kamimura, 2017). Noteworthy policies and programs include the *Bringing in the Bystander* program from the University of Windsor, the stand-alone sexual violence policy from Lakehead University, the mandatory education regarding consent given during orientation week at the University of Guelph, and the online bystander support platform used at the University of Ottawa (Vernile et al., 2015).

Over the last few years reviews of the types of training used at universities have become common in the academic literature. Three classifications of training have been identified: perpetrator based, self-defence and resistance based, and bystander based (Newlands & O’Donohue, 2016).

Perpetrator based programs are often found in correctional systems, as they address those who have already committed sexual offences and are designed to change the perpetrator’s behaviour. This method has received much criticism because none of these programs effectively measure behavioural change (Vernile et al., 2015).

Self-defence and resistance-based programs are designed to teach those who are at risk of victimization how to fight back against attackers both verbally and physically. Senn (“Select

Committee on Sexual Violence and Harassment Transcript”, 2015) notes that while this can be effective, it is problematic when the attacker is a friend or acquaintance of the victim. Victims may be hesitant to defend themselves through force if they have a prior relationship with their attacker (“Select Committee on Sexual Violence and Harassment Transcript”, 2015).

Bystander based education, which has become popular on campuses, is designed to increase a person’s capability to intervene during an incident, to improve a person’s ability to support someone who has been victimized, and to change a community view of a problem over a long period of time (Newlands & O’Donohue, 2016). A key advantage of bystander intervention education is that it presents the problem of sexual violence as one for society to deal with collectively, rather than presenting it as one that only potential victims and perpetrators should deal with (Banyard, Plante, & Moynihan, 2004). The conceptual model that underlies bystander education is that as members of a society become more receptive to the messages of anti-sexual violence, the problematic attitudes and behaviours that were once pervasive will dissipate and individuals will be more likely to support victims, condemn perpetrators, and intervene in sexually violent situations (Banyard et al., 2004).

Postsecondary institutions in the United States and Canada have begun developing instruments to measure the amount and extent of sexual offences on their campuses as well as student attitudes and knowledge. These instruments collect data from the student body of an institution regarding prevalence of sexual offences, the knowledge and attitudes of students regarding sexual assault, harassment and stalking (Wood et al., 2017). Wood et al. (2017) argued that the measurement of student attitudes, knowledge, and beliefs assists with the development of policies and future programs designed to change the underlying problematic culture. The Select Committee on Sexual Violence and Harassment in Ontario asserted that for changes to attitudes

and rape myth acceptance to occur, aspects of a culture must be changed, otherwise any attempt to reduce rates of sexual violence may only act as temporary reprieve (Vernile et al., 2015). As universities and colleges continue to develop their policies and implement new forms of education, their population should be continually studied to determine if the culture and attitudes are changing as intended.

Two instruments designed to measure changes in culture that have been developed were the Illinois Rape Myth Acceptance Scale (IRMA), (Payne, Lonsway & Fitzgerald, 1999) and the Bystander Attitude Scale-Revised (BAS-R), (McMahon et al., 2014).

Illinois rape myth acceptance scale (IRMA).

In a review of rape myth measurement instruments and research on rape myth in Western society, Lonsway and Fitzgerald (1994) identified correlations between rape myth acceptance and several concerning problematic traits including negative view of victims, positive view of perpetrators, acceptance of sexual violence as a cultural norm, and higher levels of sexual aggression. The IRMA was later developed by Payne, Lonsway and Fitzgerald (1999) to address a lack of sociological research on cultural mythology surrounding sexual assault, which was often used to justify male aggression against females.

The IRMA was intended to replace the previously popular Rape Myth Acceptance Scale (RMAS) (Burt, 1980). The researchers found that the items of the RMAS (1980) correlated with only a small number of demographic and attitudinal items and that studies utilizing the RMAS were unable to produce substantial findings, with most only confirming previously found information, such as males having higher rape myth acceptance than females (Payne et al., 1999).

The IRMA contains forty-five items, forty of which are related to myths about sexual assault and five used as filler. These filler items are intended to inhibit response bias instead of using inversely coded items, as is typical of such scales. Payne et al., (1999) argued that inverse coding, which words an item from the scale negatively so that a desirable score is flipped from one end of the Likert scale to the other, would be problematic for the validity of measuring rape myth as it changes the myth's wording itself. It is also argued that the wording of inversely coded items can cause confusion amongst participants (Payne et al., 1999). Payne et al., (1999) instead opted for fillers items, which are about sexual violence but are not used in the actual scoring. It is suggested that these items inhibit response bias by not fitting into any category of rape myth, preventing the participant from noticing trends in the items and answering all items with "strongly agree" to appear favourable.

Each item in the scale is a statement of myth about sexual assault, and participants are to mark their agreeability with the statement on a Likert scale. The score from each item contributes to one of seven subscales, each representing a category of rape myth. The subscales were designed through a factor analysis of the items during the instrument's development. The initial design included eleven subscales which were theoretically meaningful; however, analysis of these eleven subscales found two lacked significant correlation with the other scales and were removed and three were combined into one subscale due to their similarities. Each subscale used colloquial terms, rather than technical ones, to be easily interpreted by participants. The items were also worded to follow the theoretical framework underlying the scale; that myths were used to deny the prevalence and severity of rape, either through victim blame or suggesting only certain types of women could be victims, as well as to justify the actions of the perpetrator

(Payne et al., 1999). The resulting seven subscales were: She asked for it, It wasn't really rape, He didn't mean to, She wanted it, She lied, Rape is a trivial event, and Rape is a deviant event.

While the psychometric tests of the IRMA yielded positive results, the scale's length was considered a potential drawback as certain settings or users may be limited by time constraints. Thus, a short form of the IRMA was developed that used half the items from each subscale, as well as some of the filler items, resulting in a twenty-item instrument.

Bystander Attitude Scale-Revised (BAS-R).

The initial design of the Bystander Attitude Scale (BAS) (Banyard, Plante, & Moynihan, 2002) included 51 behaviours as questionnaire items, which were selected based on a literature review and interviews with individuals who work in fields related to sexual violence. Participants were asked to indicate their attitudes towards performing behaviours listed in each item on a Likert scale (Banyard, Plante, & Moynihan, 2005).

While revising the BAS into its current iteration, the BAS-R, McMahon et al. (2014) identified through literature that attitude was one of three major factors in behavioural intention, alongside beliefs and confidence (McMahon & Banyard, 2012). The ability to properly measure the attitudes of individuals towards bystander intervention serves as a theoretically important measure of the potential for members of a population to engage in intervention. During the revision, they categorized situations in which bystanders can intervene into four distinct types. McMahon and Banyard (2012) asserted that while intervention in high risk situations is commonly recognized in sexual violence education and research, there are opportunities for bystander intervention prior to and following incidents as well.

During the development of the scale the researchers performed preliminary tests with undergraduate students, confirming the psychometric properties of the items while using a factor

analysis to reduce the number of items necessary for the scale. Eleven items were deemed strong indicators of bystander intervention attitudes while the remaining items were deemed filler, which were used to inhibit response bias. The eleven items were categorized into four subscales which were labelled based on the similarity of the items and the theoretical framework (McMahon et al., 2014).

The four subscales used in the newest iteration of the BAS-R are: High-risk situations, Post assault support for victims, Post assault reporting of perpetrators, and Proactive opportunities.

Research Questions

This study addresses two research questions that will provide useful information for this ongoing process within Nipissing University in Ontario, as well as potentially supporting the process at other small Canadian universities. The Sexual Violence Prevention, Support and Response Policy at Nipissing University states under section 4.2 that it will address sexual violence through raising awareness, providing education, and running prevention initiative, which will be evaluated frequently for improvement by an internal committee (Nipissing University, 2016). Information on the attitudes of students would likely prove valuable for such improvement.

To investigate how students feel about addressing incidents of sexual violence, assisting victims, and participating in cultural change- the first research question asks: *What are the attitudes of Nipissing University students regarding acts of bystander intervention?* The study also examined how agreeable students are with common myths of sexual violence by exploring research question 2: *To what degree do students at Nipissing University agree with myths about*

sexual violence? This will allow the researcher to identify what areas, if any, students are uncertain about regarding sexual violence myths.

Benefits

The results of this study will be of interest to the policy makers, the general public, Nipissing University, and other universities and colleges of similar demographics. Much of the existing research on sexual violence in post-secondary institutions focuses on large institutions located in major cities. Having research based on a small institution available to support those developing programs and policies at similarly small colleges and universities may help them to proceed with a greater understanding of areas to focus on. Existing research also focuses primarily on US colleges and universities, with differing social and legal constructs. The US law governing post-secondary sexual violence policies is Title IX, which views sexual violence as a form of discrimination, whereas Bill 132 Schedule 3 views sexual violence as a standalone issue. US campuses also have a greater emphasis on fraternities and sororities compared to Canadian campuses, with these groups often being focused on in researcher for their risk of involvement in sexual violence (“Select Committee on Sexual Violence and Harassment Transcript”, 2015). Research on a Canadian campus would provide a more appropriate point of reference for Canadian university and college administrators when developing and refining sexual violence programs and policies.

Research Paper Outline

This research paper is organized into five chapters. Chapter one has presented background information on sexual violence within post-secondary communities and the status of current legislation regarding sexual violence policies, established the questions that this study set out to answer, and outlined the benefits of this study. Chapter two provides a review of academic

literature. The literature review focuses on attitudes towards the four types of bystander intervention and acceptance of rape myth. Chapter three outlines the methodology used in designing the questionnaire, collecting the data, and analyzing the responses. Chapter four reviews the results of the completed questionnaires. Chapter five discusses the meaning of the findings, applies the findings in order to answer the research questions, explains the impact of the findings, acknowledges limitations, and presents suggestions for further research.

Chapter: 2 Literature Review

Common themes addressed in the literature on sexual violence on campuses has focused on the role of alcohol in lowering victim inhibition, as well as the power and control exerted by social groups such as fraternities and athletic teams (Jozkowski & Wiersma-Mosley, 2017; "Select Committee on Sexual Violence and Harassment Transcript", 2015). More recently, a surge of research has occurred in the United States, focusing on concepts like rape myth acceptance and bystander attitudes, their role in sexual violence rates and prevention, and how programming can decrease sexual violence rates by targeting these concepts (Labhardt, Holdsworth, Brown, & Howat, 2017; McMahon, 2015). This literature review will examine the current state of academic literature on rape myths and bystander intervention.

Rape Myth Acceptance

Rape myths are ideas and concepts which suggest incorrect or prejudiced information about sexual violence (Payne et al., 1999).

It is theorized that such myths serve to minimize the social damage done to the perpetrator of a sexual assault by justifying their actions, shifting the blame to the victim, and implying that sexual violence is not problematic (Payne, Lonsway, & Fitzgerald, 2006). Those who report greater agreeability with rape myths similarly tend to report greater levels of sexual aggression, proclivity towards sexually coercive behaviour, a lower likelihood of reporting personal victimization, a lower likelihood of supporting a victim following a sexual assault, and a lower likelihood of believing a disclosure from a victim (Bhogal & Corbett, 2016; Bohner, Jarvis, Eyssel, & Siebler, 2005; Canan, Jozkowski, & Crawford, 2018; McMahon & Farmer, 2009; Schuller, McKimmie, Masser, & Klippenstine, 2010).

It is no surprise, then, that attempting to reduce rape myth acceptance in post-secondary students is one of the most commonly cited learning outcomes of sexual violence prevention programming (Vladutiu, Martin, & Macy, 2011). This section of the literature review has been organized into two categories based on types of rape myth; Victim Blame and Perpetrator Justification and Minimization of the Act. Victim Blame and Perpetrator Justification incorporates rape myths that take responsibility for the crime away from the perpetrator and shift it onto the victim. Minimization of the Act refers to myths which address acts of sexual violence, rather than the individuals involved, such as suggesting that sexual violence is not nearly as pervasive as modern media and research claims.

Victim Blame and Perpetrator Justification.

A common public view is that sexual assault is driven by a desire for sexual gratification. A contrasting theoretical perspective is that sexual assault is about one individual imposing control and dominance over another. One way this myth is perpetuated is through the suggestion that only “attractive” individuals can be assaulted (Gotovac & Towson, 2015; "Select Committee on Sexual Violence and Harassment Transcript", 2015). The reality that victims do not require physical attractiveness to be attacked demonstrates the falseness of this concept. Victim blaming serves to justify the perpetrator’s actions by insinuating it is the fault of the victim that they were assaulted or by discrediting the legitimacy of the victims claims. This can further isolate a victim, preventing them from reporting, as they may fear disbelief and blame (Holland & Cortina, 2017).

Examples can be found in the IRMA (1999) such as “If a woman is sexually assaulted while drunk, she is at least somewhat responsible for letting things get out of control” (Payne et al., 1999). This myth suggests that if a female willingly becomes intoxicated and is assaulted

during the intoxication, she is at least partially responsible. Research has found that agreement with this specific myth correlates with placing increased blame on the victim and decreased blame on the perpetrator. (DeLoveh, Cattaneo, & Mason, 2017; Hackman, Pember, Wilkerson, Burton, & Usdan, 2017; Koelsch, Brown, & Boisen, 2012; Untied, Orchowski, Mastroleo, & Gidycz, 2012).

Similarly, the IRMA item “A lot of women lead a man on and then cry sexual assault” follows the theme of blaming the victim, suggesting that the victim is responsible for their own assault if they were provocative towards their attacker, encouraging him to engage in sexual activity regardless of attempts by the victim to stop. This myth is recognizable in the Hackman et al. (2017) study when a participant indicated they felt that when a woman backs out after leading a man on, the situation becomes confusing and the perpetrator cannot be blamed for misunderstanding the situation and pushing sex on the victim.

Those persons who demonstrate a greater acceptance of rape myth tend to spend more time analysing and scrutinizing the story of the victim rather than that of the perpetrator (Süssenbach, Eyssel, Rees, & Bohner, 2017). As such, it is unsurprising that studies often find the majority of victims who choose to disclose at all, do so with friends, family, and colleagues, who more frequently accept the victim’s statements as truth, instead of disclosing to a formal authority like police, who more often critically analyse the victim’s statement (Rich & Seffrin, 2012; Süssenbach et al., 2017).

Victim blame and justification of the perpetrator’s actions by the recipient of a disclosure is associated with increased negative feelings about the incident, such as self-blame and depression, by the victims themselves (Milliken, Paul, Sasson, Porter, & Hasulube, 2016a). It is often suggested that sexual assault training should include clarification of myths regarding victim

blame and perpetrator justification in order to encourage more disclosures from victims and reduce the negative outcome of such disclosures both in informal and formal settings (Milliken et al., 2016; Rich & Seffrin, 2012).

Such training is recommended to be divided by gender in order to best address the specific needs of males and females separately (Nadeem & Shahed, 2017; Newlands & O'Donohue, 2016). Males appear to demonstrate a lower level of understanding of consent, place a greater amount of blame on the victim, and are more likely to believe that women taking responsibility for their own self-defence is an ideal preventative (Bhokal & Corbett, 2016; McMahan, 2010; Nadeem & Shahed, 2017; Newlands & O'Donohue, 2016; Osman, 2011).

There is some data suggesting decreasing victim blame and perpetrator justification decreases rape proclivity amongst males and improves their ability to assist a victim post-assault (Emmers-Sommer, 2017; Newlands & O'Donohue, 2016; Rich & Seffrin, 2012; Süssenbach et al., 2017). Additionally, an acceptance of myths which blame the victim and justify the perpetrator's actions is found to be a common reason cited by victims for not reporting their own incident (LeMaire, Oswald, & Russell, 2016).

Minimization of the Act.

There are several concepts pervasive in post-secondary culture which minimize the act of sexual assault itself. Such concepts are identifiable in the IRMA in items such as "Women tend to exaggerate how much sexual assault affects them", which suggests that sexual assault is not as large of a problem as many females report it to be (Payne et al., 1999).

Another example of a myth which minimizes the act is "If the attacker doesn't have a weapon, you can't call it sexual assault" (Payne et al., 1999). This myth implies that assaults which did not involve a weapon are not technically sexual assault, which may dissuade victims

of such kinds of assault from reporting their victimization to authorities. Such myths suggest that there are standards of sexual assault outside of the legal definitions which must be met for an incident to be considered a true sexual assault. Victims who do not feel the act met these standards, for example, if the assault did not involve a weapon or drugs or if the typical male-perpetrator female-victim roles were not followed, are less likely to report their incident (LeMaire et al., 2016).

Situations of sexual assault in which the perpetrator used physical force and alcohol to control their victims seem to be more easily recognized as sexual assault than situations involving verbal coercion (Butler, Ningard, Pugh, & Ven, 2017). The concern with this misunderstood criterion for sexual assault may be the inability of victims and bystanders to recognize when an incident has or is occurring as it does not meet the standards set out by said myth. Post-secondary students acting as bystanders appear to struggle with recognizing perpetrators who do not fit the criteria as laid out by rape myths (Hackman et al., 2017). Victims of sexual assault by way of coercion at post-secondary parties tend to refute the idea that they have been victimized at all if their assault did not follow the outlined criteria (Boyle & Walker, 2016).

Myths about what constitutes a sexual assault serve as a defence for perpetrators of such acts by prompting their victims and the public to dismiss the criminality of their actions. These myths are then continuously passed down through generations of post-secondary students through influential social groups, such as fraternity members and athletes, groups commonly studied for their likelihood of committing a sexual assault (Boyle & Walker, 2016; Butler et al., 2017; Canan et al., 2018; Jozkowski & Wiersma-Mosley, 2017).

Bystander Intervention

Addressing sexual violence as a problem that includes not only perpetrators and victims, but also bystanders, is a strategy which both increases the number of individuals who take responsibility for improving the problem, and also avoids a binary labelling system of victims and perpetrators (Newlands & O'Donohue, 2016). Bystander intervention training has recently become a popular format on post-secondary campuses.

The value and versatility of bystander intervention was best described by Charlene Senn during a meeting of the Select Committee on Sexual Violence and Harassment (2015);

Bystander interventions try to create a community of student citizens who are empowered to safely intervene in three different kinds of situations: situations that support sexual assault, like someone telling a rape joke; situations where the risk of sexual violence is elevated or even likely, for example a sober man is seen taking a woman who can barely walk upstairs at a party; and situations where support is needed, for example, a friend tells you she was sexually assaulted last night” (Select Committee on Sexual Violence and Harassment, 2015).

Two key aspects of bystander intervention education are pointed out by Senn (“Select Committee on Sexual Violence and Harassment Transcript”, 2016). First, bystander intervention targets student citizens, calling for a broader community-level involvement in stopping sexual violence. Second, there are multiple ways a bystander can contribute to intervention, aside from intervening during a stereotypical assault (Butler et al., 2017; McMahon & Banyard, 2012).

These varied areas of bystander intervention can be seen through the breakdown of the BAS-R's (2014) four categories: High-risk intervention, Post assault supporting of victims, Post assault reporting of perpetrators and Proactive opportunities (McMahon et al., 2014; McMahon & Banyard, 2012).

High Risk Intervention.

High-risk intervention involves bystanders intervening immediately prior to or during an incident of sexual violence. This form of intervention is the type most frequently addressed in traditional sexual violence education and is also the type many students consider when discussing how they would take part in sexual violence prevention (Butler et al., 2017; McMahan et al., 2014).

Research suggests that females are more likely to engage in high-risk intervention and tend to have concrete strategies for intervening in situations in public settings such as parties, including convincing the potential victim to leave with them or insisting that the potential perpetrator end the conversation (Edwards, Rodenhizer-Stämpfli, & Eckstein, 2015; Koelsch et al., 2012). Males tend to describe their attitudes regarding high-risk intervention in vague terms, indicating that they would “step in” if they had a feeling something was amiss (Koelsch et al., 2012). Male intervention appears to be at least somewhat inhibited by a view that there is a “moment” in which to step in, often accompanied by a view that this situation will require violent actions by the intervener. Peer pressure to appear masculine, in this case by being permissive of sexual coercion unless the situation warrants physical intervention, seems to be a driving force dissuading males from acting (Brown & Messman-Moore, 2010; Carlson, 2008). The issue with this view is that the optimal time for intervention is prior to actual assault, as the perpetrator often isolates the victim prior to the assault (Burn, 2009).

Members of influential groups often studied for their likelihood of committing assault, such as athletes, may be open to bystander skill development and intervention in real world scenarios; however, they may be held back by the social expectations amidst their group mates

that influences them to avoid intervention unless the situation fits a stereotypical sexual assault. This is particularly prominent amongst male groups (McMahon & Farmer, 2009).

A theme noted in the literature is that when attending parties, female students are expected to attend in groups in order to prevent victim isolation from happening by monitoring group members' locations (Burn, 2009; Hackman et al., 2017). Here we see an example of an informal yet common form of bystander protection, where groups of female students are expected to look out for one another. If these groups are to protect one another, it would likely prove beneficial for members to receive some form of education on intervention.

Training on post-secondary campuses which address bystander's attitudes and intentions to intervene in situations seem to be beneficial at improving actual bystander interventions in practice (Banyard & Moynihan, 2011; Burn, 2009; Carlson et al., 2017; McMahon & Farmer, 2009; McMahon et al., 2015).

Post-Assault Support and Reporting.

Following an incident of sexual violence, supporting victims and reporting incidents to authorities is an important role a bystander can play in both assisting with victim healing and ensuring perpetrator punishment. The decision-making process in which a victim determines who, if anyone, they will disclose to, is a complex one (DeLoveh et al., 2017; Sudderth et al., 2010) Studies have demonstrated that despite the multitude of options for reporting victimization to a formal authority or institution, such as the police or post-secondary officials, victims do so rarely (Holland & Cortina, 2017).

This is not necessarily detrimental, as some data suggests that victims may prefer disclosure to informal recipients, such as friends or family, due to their higher likelihood of believing the disclosure and lower likelihood of revictimization through formal legal proceedings

(DeLoveh et al., 2017). Reporting to institutional authorities has the benefit of potentially reprimanding the perpetrator and providing professional support in forms like therapy to victims. However, many view these benefits as not worth the costs of formal reporting (Holland & Cortina, 2017).

Post-secondary administration and legal authorities may also demonstrate a degree of victim blaming, particularly if the victim was utilizing alcohol or drugs at the time (Amar, Strout, Simpson, Cardiello, & Beckford, 2014).

While there is evidence that some individuals are able to cope with their incident on their own, further research suggests that those who do not disclose their incident to an informal or formal source are more likely to suffer from mental health concerns, such as PTSD and depression, compared to their disclosing counterparts (Ahrens et al., 2010; DeLoveh et al., 2017). If victims are more likely to disclose to informal sources, and disclosure, handled properly, assists with the recovering mental health of victims, then it follows that a community would benefit from a high degree of bystander willingness to assist a victim and report a perpetrator. Thus, an understanding of the state of such attitudes in a given community would prove beneficial for further development of programs to address this.

Proactive Opportunities.

McMahon et al. (2014) defined proactive opportunities as situations in which a bystander can take a stand against sexual violence but where there is no risk of harm for a victim. Such situations range from participating in voluntary courses or workshops focusing on sexual violence, such as Bringing in the Bystander or InterACT (Katz & Moore, 2013), to supporting a rally intended to bring awareness to the prevalence of the problem. McMahon et al. (2014) goes

so far as to include self-guided research about sexual violence online as an item under the category of proactive opportunities on the BAS-R (2014).

Bystander education programs on post-secondary campuses have been found to reduce rape myth acceptance and improve bystander intentions to help (Katz & Moore, 2013). However, this would be of little benefit if no members of a community are willing to participate or if the only participants are those forced to do so. Participating of one's own free will in such education could demonstrate a degree of internalized responsibility for helping address the problem.

Rich et al. (2017) discussed how college males, the target audience for many education opportunities, explained their avoidance of such opportunities, and their diffusing of responsibility as pro-active bystanders. They suggested it was solely a problem for victims and perpetrators to address. Commonly cited reasons for not wanting to participate included feeling that the problem did not involve them and that males were addressed as though they were all potential perpetrators (Rich et al., 2010).

In contrast, those who identified a sense of responsibility for helping to deal with sexual violence seem to be comfortable both participating in proactive opportunities and encouraging others to do so (Banyard & Moynihan, 2011; Coulter, 2003).

It's also noteworthy that for college males, often the only type of bystander intervention they consider is physical confrontation with a potential or active perpetrator, portraying themselves as defenders rescuing a helpless female victim from her attacker (Brown & Messman-Moore, 2010; Burn, 2009; Carlson, 2008). If such males are never involved in bystander intervention training, they may, despite their best intentions, miss opportunities to learn other productive forms of intervention, such as supporting a victim. They may also engage in high-risk situations without an understanding of how to do so properly.

As such, developing a community that has a willingness to engage in proactive opportunities is advantageous to the overall goal of addressing sexual violence, both by encouraging community members to learn intervention skills and by changing the overall attitude of the community towards sexual violence.

Literature Summary

The existing literature suggests that bystanders have an important role to play in tackling the problem of sexual violence on post-secondary campuses. They can oppose rape myths and culture which permits sexual violence, to intervene in incidents as they happen, to support victims after an incident, and to report incidents to authorities. As victims often seem hesitant to deal with formal authorities and instead seek friends and family for support the role of the bystander appears to be a vital one.

Much of the literature suggests that potential bystanders can be limited in their effectiveness, as males often only consider high risk intervention and do not acknowledge the role they play in the other three areas. Rape myths also seem to limit the ability for members of a community to intervene or support victims effectively, as they prevent the potential bystander from accepting the realities of the incident if they do not conform to previously believed stereotypes about sexual violence.

Bystander intervention training, which attempts to dispel rape myths and teach intervention skills has become a popular method of engaging the community at large and has proven effective at changing post-secondary student attitudes in the past. This research paper supplements the existing literature by focusing on bystander attitudes and rape myth acceptance amongst students at a post-secondary campus that is both small and Canadian, two demographics not often focused on by researchers.

Chapter: 3 Methodology

Ethics

The research project was approved by the Research Ethics Board of Nipissing University on October 24, 2018 (Appendix A). The researcher completed the mandatory Tri-Council training module for research involving human participants (Appendix B).

Several steps were taken to ensure the project was done in a manner that avoided unnecessary risk for participants and maintained participant confidentiality. Participation was entirely voluntary. Participants completed the questionnaire online with no contact with other participants or researchers outside of the initial recruitment. No identifying information was collected from participants. This minimized the potential for participant information being compromised.

Questions were exclusively about attitudes and did not ask questions about participants personal experiences with sexual violence. The first and final page of the questionnaire listed support services and their telephone numbers, recommending that those who experience trauma during the questionnaire contact one of the services (Appendix C).

Participants

Population.

The population used for the current research was students enrolled at Nipissing University in North Bay, Ontario. The institution has a student population of roughly 5000, including full-time and part-time enrolment, domestic students and international students, and students enrolled in Bachelor's, Master's and Doctoral degree programs (Nipissing University, 2017). In order to be eligible for participation a student had to be enrolled in an academic program at Nipissing University.

Recruitment.

Participants were recruited through convenience sampling. The researcher sent an email to eight faculty members teaching courses at Nipissing University. The faculty were selected through a review of the courses offered in the Fall semester using the student portal WebAdvisor. Courses were selected based on estimated student population as displayed on WebAdvisor. Courses with high populations representing a variety of programs were selected in order to maximize potential participation while ensuring a range of program populations were approached.

The email sent to faculty included a one-page request to speak with the students in their lecture (Appendix D) about participating in the digital questionnaire as well as a request to distribute a handout containing the URL to access the questionnaire online (Appendix E). Seven faculty members responded to the request, each of whom granted the researcher permission to recruit participants from their classes. A total of fourteen lectures were attended by the researcher. The lectures' year of study ranged from first year courses to fourth year courses, as well as two courses designated for the post-graduate Bachelor of Education program. The courses represented programs in psychology, sociology, criminology, business, education, and social work, which allowed the researcher to access students in all three schools of study at Nipissing University: Arts and Science, Applied and Professional Studies, and the Schulich School of Education. The researcher spoke to each lecture for five minutes, providing a summary of the Participant Information Letter (Appendix F).

Students were reminded that participation was entirely optional, and those who were in multiple lectures that the researcher spoke to were reminded that they were not required to take an additional copy of the handout to avoid additional pressure to participate.

Students were informed that those who participated would be given an opportunity to win a gift card to the campus shop valued at \$100.00. Randomized lottery numbers were used for the draw to avoid collecting personal information, such as email addresses. Participants were instructed to check the bulletin board outside of the research supervisor's office the first week of classes in January, as that winning number would be posted there. On January 7, 2019 the winning number was drawn and posted with instructions to see the research supervisor in his office to claim the gift card.

The questionnaire was available online from October 29, 2018 until December 21, 2018.

The Questionnaire.

The questionnaire used in this study can be found in Appendix C.

Four demographic questions were selected for use in the questionnaire based on prior research: gender, year of study, involvement with campus organizations, and experience with sexual violence education.

Gender was listed as a categorical question with options for male, female, transgender or other, and participants were able to select only one option. Those who selected other were given a text box to enter their response freely if they chose to do so. Year of study was listed as a categorical question with options for first, second, third, fourth, fifth and sixth or higher, and participants were able to select only one option. Involvement with campus organizations was listed as a categorical question with options for the following: Intramural athletics, varsity athletics, program societies, frosh leadership, student government, residence life, or other. Participants who selected other could respond freely in a text box, listing their other involvement on campus. Participants were able to select as many options as they saw fit.

Experience with sexual violence education was listed as a categorical question with options for the following: Received education or training at Nipissing University, received education or training in high school, received education or training from another source, and received no sexual violence education. Participants could select the first three options in any combination if they so choose but could not select any of the “received training” options alongside the “received no training” option.

The IRMA (1999) was used in the questionnaire as the scale to measure participant rape myth acceptance over seven sub-scales. Each participant was asked to rate on a Likert scale ranging from one to five how much they agreed with twenty statements. On the scale the number one indicated strongly disagree, two was disagree, three was neutral, four was agree and five was strongly agree. The three filler items, “Most perpetrators of sexual assault are not caught by the police”, “All women should have access to self-defence classes” and “It is preferable that a female police officer conduct the questioning when a woman reports a sexual assault” were used to inhibit response sets, in place of reverse coded items as was intended by the developers of the IRMA.

The subscale She asked for it was comprised of four items: “If a woman is sexually assaulted while drunk, she is at least somewhat responsible for letting things get out of control”, “A woman who teases men deserves everything that might happen”, “When women are sexually assaulted, it’s often because the way they said ‘No’ was ambiguous”, and “A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex”.

The subscale It wasn’t really rape was comprised of two items: “If a woman doesn’t physically fight back you can’t really say it was sexual assault” and “If the attacker doesn’t have a weapon you can’t call it sexual assault”.

The subscale He didn't mean to was comprised of two items: "Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away" and "Sexual assault happens when a man's sex drive gets out of control".

The subscale She wanted it was comprised of two items: "Although most women wouldn't admit it, they generally find being forced into sex a real 'turn-on'" and "Many women secretly desire to be sexually assaulted".

The subscale She lied was comprised of two items: "Sexual assault accusations are often used as a way of getting back at men" and "A lot of women lead a man on and then cry sexual assault".

The subscale Rape is a trivial event was comprised of two items: "If a woman is willing to make out with a guy, then it's not a big deal if he goes a little further and has sex" and "Women tend to exaggerate how much sexual assault affects them".

The subscale Rape is a deviant event was comprised of three items: "Men from nice middle-class homes almost never commit sexual assault", "It's usually only women who dress suggestively that are sexually assaulted" and "Sexual assault is unlikely to happen in the woman's own familiar neighbourhood".

The BAS-R (2014) was used in the questionnaire as the scale to measure participant attitudes toward bystander intervention over four sub-scales. Each participant was asked to rate on a Likert scale ranging from one to five how they felt about potentially engaging in a situation of bystander intervention over nineteen statements. On the scale one indicated highly unlikely, two unlikely, three neutral, four likely and five highly likely.

The subscale High risk situations was made up of three items: "Confront a friend who plans to give someone alcohol to get sex", "Check in with a friend who looks drunk when she

goes to a room with someone else at a party” and “Say something to a friend who is taking a drunk girl back to his room at a party”.

The subscale Post assault support for victims was made up of two items: “Go with a female friend to the police department if she says she was sexually assaulted” and “Go with a male friend to the police department if he says he was sexually assaulted”.

The subscale Post assault reporting of perpetrators was made up of two items: “Report a friend to the police if I heard rumours that they had forced someone to have sex” and “Tell a don or other campus authority about information I might have about a sexual assault case even if pressured by my peers to stay silent”.

The subscale Proactive Opportunities was made up of four items: “Visit a web site to learn more about sexual violence”, “Join an organization that works to stop sexual violence”, “Participate in a rally on campus to stop sexual violence” and “Take a class to learn more about sexual violence”.

Sample.

The goal sample size for the research was 156 participants. This number was chosen to achieve an 8% margin of error at a 95% confidence level.

Analysis

The results were analysed by first creating a summated rating scale by adding together the results of each item within a subscale. For example, for each participant a subscale with four items, each rated on a Likert scale of five, could have a potential score between four and twenty. Next, the mean for each summated rating scale was calculated across all the participants. This mean was used to determine the attitudes participants had towards each type of bystander intervention and rape myth. Low scores on the summated rating scale for myths indicated

participants did not believe that type of myth. Neutrally aligned scores indicated a lack of certainty, while high scores indicated an acceptance of the myth. Low scores on the summated rating scale for bystander attitudes indicated a negative attitude towards engaging in that type of intervention. Neutrally aligned scores indicated a lack of certainty, while high scores indicated a positive attitude towards that type of intervention.

Chapter: 4 Results

The purpose of the questionnaire was to collect data using the BAS-R (2014) and IRMA (1999) to answer two research questions: *What are the attitudes of Nipissing University students regarding acts of bystander intervention?* and *To what degree do students at Nipissing University agree with myths about sexual violence?*

One-hundred and sixty-three questionnaires were collected using the Qualtrics online survey software and initial results were reviewed using IBM's SPSS software. Nine questionnaires were excluded from analysis due to incomplete responses, resulting in a sample size of 154 and thus an 8.5% margin of error at a 95% confidence level was attained.

The results for each individual item can be found in Appendix G.

Demographics

Of 154 completed questionnaires 20.8% (n=31) identified as male. Seventy-eight percent (n=121) of participants identified as female. Point six percent (n=1) of participants identified as transgender. Despite an option to identify as a non-listed gender using a text box, no participants identified as any gender not specified on the questionnaire. Twenty-two percent (n=35) of participants identified as first year students. Thirty-four percent (n=53) of participants identified as second year students. Sixteen percent (n=25) of participants identified as third year students. Ten percent (n=16) of participants identified as fourth year students. Sixteen percent (n=25) of participants identified as fifth year or greater students.

Of the reported involvement in student organizations, the most commonly cited for involvement was Residence Life, with 21.4% (n=33). Roughly 14.3% (n=22) of respondents indicated involvement in Intramural Athletics, while 4.5% (n=7) indicated involvement with

Varsity Athletics. Thirteen percent (n=20) of respondents identified involvement with their respective program society, student-run organizations of those in the same program of study such as the Criminal Justice Student Association or the Psychology Society. Four percent (n=6) of respondents identified as leaders during Frosh Week, the orientation period at the beginning of the school year, and 3.2% (n=5) of respondents identified as members of student government.

Fourteen “Other” forms of involvement were listed by respondents. The most commonly listed forms of other involvement were “Sorority”, “Nipissing-Canadore Christian Fellowship”, and “Other Clubs” with 2.4% (n=4) respondents for each. Roughly 1.8% (n=3) of respondents identified as volunteers on the Relay for Life committee, and 1.2% (n=2) identified as research assistants in faculty labs. Best Buddies, cheerleading, the Equity Centre, Jack.Org, exchange, international student mentorship, Nipissing University Student Alumni, and the International Criminal Justice Honours Society each had 0.6% (n=1) of participants identify involvement with them.

It is of note that involvement with any of the above organizations does not preclude involvement with any other organization, resulting in some students identifying as members of multiple groups.

Forty-four percent (n=68) of respondents reported not being involved in any campus organizations. Forty percent (n=61) of respondents reported being involved with one campus organization. Thirteen percent (n=20) of respondents reported being involved with two campus organizations. One percent (n=2) of respondents reported being involved with three campus organizations. Two percent (n=3) of respondents reported being involved with four campus organizations.

Sixty-three percent (n=97) of respondents indicated they had attended some form of sexual violence education program, workshop or session, compared to thirty-seven percent (n=57) respondents who did not. Of the 97 respondents who had attended some form of program, workshop or session, 42.2% (n=65) of total respondents indicated they had received such education from only one of the given sources (Nipissing University, High school, or Other). Comparatively, 14.3% (n=22) of respondents indicated they had attended two of the given sources, while 6.5% (n=10) respondents indicated they had been involved in all three given sources.

Thirty-nine percent (n=60) of respondents indicated they had attended a sexual violence workshop, program or session at Nipissing University. Thirty-one percent (n=48) of respondents indicated they had attended one in high school. Twenty percent (n=31) of respondents indicated they had attended one at another source.

Table 4.1

Demographics

Gender	N	%
Male	32	20.8
Female	121	78.6
Transgender	1	0.6
Year of Study		
First Year	35	22.7
Second Year	53	34.4
Third Year	25	16.2
Forth Year	16	10.4

Fifth Year or Greater	25	16.2
Total Campus Involvement		
No Affiliations	68	44.2
One Affiliation	61	39.6
Two Affiliations	20	13
Three Affiliations	2	1.3
Four Affiliations	3	1.9
Sexual Violence Education History		
No Sexual Violence Education	57	37
One Source of Sexual Violence Education	65	42.2
Two Sources of Sexual Violence Education	22	14.3
Three Sources of Sexual Violence Education	10	6.5

Table 4.2

Campus Involvement	N	%
Athletics, Intramural	22	14.3
Athletics, Varsity	7	4.5
Frosh Leadership	6	3.9
Program Society	20	13
Residence Life	33	21.4
Student Government	5	3.2
Other	26	16.9

Table 4.3

Sexual Violence Education Source	N	%
No Sexual Violence Education	53	34.4
Nipissing University	60	39
Highschool	48	31
Other Source	31	20.1

Bystander Attitudes

For the subscale High risk situations, ranging from a potential minimum score of three to a potential maximum score of fifteen, the mean of 12.76 indicates a positive attitude amongst participants towards engaging in this type of intervention. This subscale concerns acts of direct intervention in order to disrupt an act of sexual violence as it occurs.

For the subscale Post assault support for victims, ranging from a potential minimum of two to a potential maximum of ten, the mean of 9.47 indicates a positive attitude amongst participants towards engaging in this type of intervention. This subscale concerns providing aid to victims after their victimization has occurred.

For the subscale Post assault reporting of perpetrators, ranging from a potential minimum of two to a potential maximum of ten, the mean of 7.47 indicates a relatively positive attitude amongst participants towards engaging in this type of intervention. This scale concerns the reporting of a perpetrator to authorities, both police and institutional.

For the subscale Proactive opportunities, ranging from a potential minimum score of four to a potential maximum score of twenty, the mean score of 13.14 suggests a relatively neutral self-reported attitude of participants towards engaging in this type of intervention. This subscale concerns participants' willingness to engage in educational and advocational opportunities

designed to change the culture which underlies sexual violence. The neutral mean score in this category is of interest, as it suggests that the population may not be entirely interested in personally engaging in cultural change.

Table 4.4					
Bystander Attitude Scales					
	High Risk Situations	Post Assault Support for Victims	Post Assault Reporting of Perpetrators	Proactive Opportunities	Bystander Attitudes
Valid	154	154	154	154	154
Mean	12.7662	9.4740	7.4675	13.1364	42.8442
Minimum	6	4	3	4	25
Maximum	15	10	10	20	55

Rape Myth Acceptance

For the summated rating scales measuring rape myth acceptance, lower scores indicate rejection of rape myths, while higher scores indicate acceptance of rape myths.

Most of the rape myth acceptance subscales (She asked for it, It wasn't really rape, She wanted it, She lied, and Rape is a trivial event) had relatively low mean results (Table 5). For these five subscales, the results suggest that participants have negative attitudes towards these myths and therefore, do not accept them.

The results of the subscale It wasn't really rape are particularly low. The mean of the subscale, which had a potential range of two to ten, is 2.25. This subscale addresses myths in which situations of sexual assault are dismissed based on illegitimate criteria, such as the

physical resistance put forth by the victim. These results indicate that participants may have a firm grasp of what does and does not constitute sexual assault.

The subscale Rape is a deviant event, which suggests sexual assault is carried out primarily by or against socially deviant individuals, had slightly higher results with a mean of 4.17 and a standard deviation of 1.45. While a high score would have indicated participants believed that sexual assault is carried out by and against deviant individuals and a low score would have indicated an understanding that this is not the case, this more neutral result suggests a potential lack of certainty.

The subscale He didn't mean to also had a more neutrally aligned mean score. The mean of the subscale was 4.49. Like the results of the subscale Rape is a deviant event, this neutral score suggests a potential lack of certainty by participants in identifying if these myths have merit.

The implications of the neutral scores for the myths Rape is a deviant event and He didn't mean to will be discussed in Chapter Five.

Table 4.5**Rape Myth Acceptance Scales**

	She Asked for It	It Wasn't Really Rape	He Didn't Mean To	She Wanted It	She Lied	Rape is a Trivial Event	Rape is a Deviant Event	Rape Myth Acceptance
Valid	154	154	154	154	154	154	154	154
Mean	5.5390	2.2532	4.1948	2.4481	3.5519	2.6883	4.1753	24.8506
Minimum	4	2	2	2	2	2	2	17
Maximum	15	5	9	8	10	7	9	55

Chapter 5: Discussion

Bystander Attitudes

As for the first research question, *What are the attitudes of Nipissing University students regarding acts of bystander intervention?*, the summated rating scales for the sub-categories High risk situations, Post assault support for victims and Post assault reporting of perpetrators all had relatively high means, suggesting that students have positive attitudes about engaging in this kind of behavior.

The high mean score of High risk situations follows the trend set by much of the literature—that students most often perceive bystander intervention as direct confrontation with a perpetrator and/or protection of a victim. The benefit to this in practice is that students appear to have positive attitudes towards opposing sexual violence when they encounter it.

There are several problems with relying on this form of intervention. Data suggests that most sexual assaults in universities and colleges occur in private. While the stereotype of an assault occurring at a party has merit, victims and perpetrators typically isolate themselves from the party before the assault occurs (Koelsch et al., 2012). Intervention in such scenarios therefore may not be viable in many situations.

Casey and Ohler (2012) note that without training, many potential bystanders may lack the knowledge, skills, or confidence required to effectively intervene in a high-risk scenario without risking harm to themselves or the victim. It would likely prove beneficial to educate potential bystanders on how to handle such situations in a way that is safe for themselves and the potential victim in order to build knowledge, skills, and confidence.

The high mean score in Post assault support for victims suggests that, as the name of the category implies, students are open to aiding victims after their attack has occurred. The benefit to this in practice follows from research which indicates that victims of sexual violence often choose friends, family, and colleagues to disclose to for support, rather than formal options such as police or university administration (Rich & Seffrin, 2012; Holland & Cortina, 2017; Süssenbach et al., 2017).

Not disclosing has been found to lead to increased risk of mental illness such as depression and PTSD, and disclosure in which the victim does not feel supported has been found to lead to an increase in feelings of distress for the victim (Ahrens et al., 2010; Milliken, Paul, Sasson, Porter, & Hasulube, 2016). Thus, bystanders should not only be open to receiving disclosure, but should understand how to navigate a disclosure in a way that leaves the victim feel supported.

Disclosure through informal outlets, such as friends and family, is not without its risks. Disclosures in which the recipient assigns blame to the victim, or in which the victim perceives the interactions as non-helpful, can negatively impact the recipient and victim's relationship and potentially result in future non-disclosures on the part of the victim (Milliken et al., 2016). As per the High risk situations, the positive attitudes of students towards assisting victims would benefit if supported by proper training on how to receive disclosure and support a victim.

The high mean score of Post assault reporting of perpetrators suggests that students feel positively about providing authorities with information they have regarding an assault or perpetrator. This can be beneficial as some research suggests that certain post-secondary social groups suppress reporting incidents, permitting attackers to go unpunished (Jozkowski & Wiersma-Mosley, 2017). Increased reporting also helps promote decreased social acceptability

for actions like sexual assault and perpetrators see that their actions are no longer treated passively (McMahon & Banyard, 2012).

Overall, it appears that the attitudes of students at Nipissing University towards intervention in high risk situations, supporting victims, and reporting perpetrators are positive.

Proactive Opportunities

Unlike the other three categories of the BAS-R, the Proactive opportunities category was met with more neutral responses by the participants. The neutral attitudes of students towards Proactive opportunities suggests neither a propensity towards or aversion from engaging in opportunities to learn about sexual violence, join social organizations that oppose sexual violence, or engage with anti-sexual violence events. This suggests a potential roadblock for the benefits of the positive attitude's students have towards high risk intervention and victim support as students may not be willing to participate in bystander intervention training, and thus may lack the skills needed to intervene in a way that is both safe and provides support for the victim.

It is also noteworthy that while the intention may be present, potential bystanders without the skills or confidence to properly intervene, either through support for the victim or high risk intervention, may either fail to do so or do so ineffectively (Banyard & Moynihan, 2011). It is also widely believed that a single training session is unlikely to have long term benefits, and that even those with some experience in sexual violence education are often unconfident in intervening and may not possess the necessary skillset to intervene safely (Casey & Ohler, 2012; "Select Committee on Sexual Violence and Harassment Transcript", 2015). The literature commonly recommends repeat training opportunities with updated material, giving students a chance to not only learn the skills and knowledge required to intervene, but a chance to practice

them so they can do so effectively. If students are not drawn to participate in proactive learning opportunities, they are unlikely to develop said skills and knowledge.

Addressing this in practice will be done in the Recommendations for Practice section of this chapter.

Rape Myth Acceptance

The second research question sought to investigate the attitudes Nipissing University students had towards various types of rape myths.

The results of the summated rating scales for She asked for it, It wasn't really rape, She wanted it, She lied, and Rape is a trivial event revealed low means, suggesting that overall these myths are not accepted by students.

The subscales He didn't mean to and Rape is a deviant event had less skewed results. He didn't mean to, which had a summated rating scale score range of two to ten, had a mean of 4.19. A cumulative 35% of participants scored a five or six. Rape is a deviant event, which had a summated rating scale score range of two to ten, had a mean of 4.17, and a cumulative 26% of participants scored a five or six. This suggests that for both subscales, participants had more neutrally aligned attitudes as opposed to the other subscales which demonstrate clearly skewed scores in support of rape myth rejection.

He didn't mean to is characteristic of myths which justify the actions of the perpetrator, suggesting that their actions were unintentional or based on confusion. Hackman et al. (2017) found, for example, that some feel backing out of a sexual interaction after it had begun may cause a degree of confusion for the other participant, which they felt justified their actions if they failed to stop. Perpetrator justification appears to be less prevalent in the literature than myths

which blame the victim, suggesting a gap that further research on this specific myth should address.

This finding supports suggestions presented to the Select Committee on Sexual Violence and Harassment (2015) that education on consent should be mandatory for all students. As consent education is designed to teach students what does or does not constitute mutually agreed upon and therefore, legal sex, this could decrease students' acceptance levels of myths about perpetrator mistake being a justification.

Rape is a deviant event is characteristic of myths which suggest that only a certain stereotype of male commits sexual assault, that only a certain stereotype of women could be sexually assaulted, and that sexual assault does not take place in socially acceptable settings like middle class neighbourhoods. Uncertainty about this myth can prove counterproductive to bystander intervention. There is evidence that bystanders are typically on the lookout for assaults fitting the stereotypes, potentially missing actual incidents, and that victims who do not feel their attack fit the deviant criteria are less likely to report it to authorities (Boyle & Walker, 2016; Butler et al., 2017; Hackman et al., 2017).

While the data does not suggest a mass acceptance of the myth, the lesser certainty that students have towards agreeing or disagreeing with this myth indicates it may be an area worth focusing on in future sexual violence education programs. By increasing student understanding about the commonality for sexual assault to be acquaintance based, in non-deviant communities, and that any individual can be a victim regardless of traits, this myth's acceptance may be lowered. This could improve students' ability to notice non-stereotypical assaults for intervention.

Recommendations for Future Practice

The most interesting finding of this study for practice appears to be the neutral attitude students had towards proactive intervention. This suggests that while students may not be opposed to such opportunities, they also do not have strong drive to engage with it of their own volition. This appears to support the findings of Rich et al. (2010).

As universities and colleges in Ontario continue to update and maintain their own sexual violence prevention efforts, there should be resources dedicated to understanding the reasons why those who avoid proactive opportunities do so.

In her presentation before the Select Committee on Sexual Violence and Harassment, Senn (2015) noted that to effectively respond to sexual violence programs and policies must always be the most effective ones available. In order to be effective, programs should attract the largest number of students possible in order to reach a wider audience. Therefore, understanding why students do not attend such programs in order to adjust the programs accordingly is highly recommended.

As students display a positive attitude towards high risk intervention, supporting victims and reporting perpetrators, it may be beneficial to have easily accessible resources available to students. In this way, those who avoid training but find themselves in a situation where they need to support a victim who discloses to them can refer to some form of literature for guidance.

Finally, future training should directly address the myth that Rape is a deviant event in order to increase students' understanding that any person can be a perpetrator or victim. This could prevent potential bystanders from missing opportunities to intervene, or from failing to support a victim or report a perpetrator, on the grounds that the perpetrator and actions did not fit the criteria established by this myth.

Recommendations for Future Study

Much of the literature reviewed focuses on large colleges and universities and those primarily in the United States. This results in a gap in academic literature, where certain aspects of smaller university communities, such as familiarity with a greater number of colleagues, may be ignored. Thus, continued study of bystander intervention and rape myth acceptance on small campuses and Canadian campuses is highly recommended.

Future studies should continue the work of Rich et al. (2010) but on small campuses, investigating the reason students have such neutral attitudes about participating in proactive bystander intervention such as training and workshops. In depth interviews could supplement the findings of this study by identifying why the general student population is not drawn to proactive opportunities.

Further research on correlations between bystander attitudes and actual bystander intervention would be beneficial, particularly if attention is paid to the differences between those who have voluntarily engaged in proactive opportunities such as training and those who have not. Research on the effects of programs which directly address the myth that sexual violence is a deviant event on the ability to recognize incidents may also prove enlightening.

Limitations

There were several limitations in this study. First, the sampling method was limited as potential participants were based on convenience. An attempt to recruit from the entire student population would have been preferable but was not possible both for ethical reasons, limiting the exposure of students to a potentially distressing topic, and due to the capacity for a student researcher to seek out participants. By approaching large classes to recruit participants the researcher attempted to minimize this limitation.

The sample was also limited in that only one participant identified as transgender. While it would have been preferable to obtain greater representation from transgender students, the low response rate from such students made work with their data a risk to confidentiality.

The study was also limited by the 8.5% margin of error based on the sample size. While it would have been beneficial to obtain a larger sample size to reduce this margin of error, it is worth mentioning that obtaining a greater number of participants can be challenging at a relatively small university. This is an inherent problem with research on small communities.

As quantitative research this study was also limited in its ability to explore concepts in depth; it was able to only demonstrate the current state of students' bystander attitudes and rape myth acceptance. As mentioned previously, a more in-depth qualitative study of the reasons students are not drawn to proactive opportunities could prove an enlightening extension on this research.

Conclusion

Using the BAS-R (2014) and the IRMA (1999), two scales that have demonstrated their effectiveness at measuring bystander attitudes and rape myth acceptance. This study has found that at Nipissing University, an Ontario university with a small student body, the overall attitude towards bystander intervention is high while the overall rape myth acceptance is low. The exceptions to this were the myths He didn't mean to and Rape is a deviant event and the bystander attitudes towards Proactive opportunities. In these categories' participants demonstrated neutral attitudes.

This study suggests that while students may demonstrate a general understanding of myths versus realities surrounding sexual violence, there are areas that may be confusing and require further attention through programs and educational material. It also suggests that while

students may have a positive attitude towards intervening in situations of sexual violence, supporting victims and reporting perpetrators, they do not demonstrate an interest in proactive opportunities, such as workshops or voluntary research.

The takeaway from this is that while improving these opportunities on campus is a noble goal, attention should be paid to attracting those who are on the fence about attending in order to reach a wider audience. In doing so it may be possible to improve the overall community's understanding of key topics of sexual violence and skills at intervention and victim support, and in the long run it may be possible to reduce the high rates of sexual violence on post-secondary campuses.

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Appendix C- Questionnaire

Questionnaire Support Service Contact Information

Before beginning the questionnaire, please take note of the following support services. Should you feel concern or trauma at any time during or after the questionnaire, please access whichever the following support services you believe will best aid you. At any time during the questionnaire you may cease participation.

-Nipissing University Counselling Services: 705-474-3450 Ext: 4507

-Nipissing University Sexual Violence Prevention and Education Coordinator: 705-474-3450
Ext: 4075 OR email -SVpolicy@nipissingu.ca

-Amelia Rising Crisis Line: 705-476-3355.

-Good2Talk (Postsecondary Student Helpline): 1-866-925-5454

-Victim Support Line: 1-888-579-2888

-Mental Health Helpline (Health Services Information): 1-866-531-2600

-Support Services for Male Survivors of Sexual Abuse: 1-866-887-0015

-Assaulted Women's Helpline: 1-866-863-0511

-Talk4Healing (Aboriginal Women's Helpline): 1-855-554-HEAL (4325)

Section A: Demographics

Please identify which of the following most apply to you:

1. Gender:
 - a. Male
 - b. Female
 - c. Trans
 - d. Other
 - e. Prefer Not to Say

2. Year of Study:
 - a. 1st
 - b. 2nd
 - c. 3rd
 - d. 4th
 - e. 5th
 - f. 6th +

3. Community Involvement:
 - a. Athletics
 - b. Residence (Volunteer or Staff)
 - c. Student Government
 - d. Program Society

4. Sexual Violence Training History:
 - a. I have received sexual violence education or attended sexual violence programming at Nipissing University.
 - b. I have received sexual violence education or attended sexual violence programming at my prior high school.
 - c. I have received sexual violence education or attended sexual violence programming through another venue (IE- Another school, community programming, etc.).
 - d. I have not received any education on sexual violence or attended any programming regarding sexual violence.

Section 2: Rape Myth Acceptance

Please indicate how much you agree with each of the statements below using the scale. A score of 1 indicates *Strongly Disagree*, while a score of 5 indicates *Strongly Agree*.

1. If a woman is sexually assaulted while she is drunk, she is at least somewhat responsible for letting things get out of control.
2. Although most women wouldn't admit it, they generally find being physically forced into sex a real 'turn on'.
3. If a woman is willing to make out with a guy, then it's no big deal if he goes a little further and has sex.
4. Many women secretly desire to be sexually assaulted.
5. Most perpetrators of sexual assault are not caught by the police.
6. If a woman doesn't physically fight back, you can't really say that it was sexual assault.
7. Men from nice middle-class homes almost never commit sexual assault.
8. Sexual assault accusations are often used as a way of getting back at men.
9. All women should have access to self-defense classes.
10. It is usually only women who dress suggestively that are sexually assaulted.
11. If the attacker doesn't have a weapon, you really can't call it a sexual assault.
12. Sexual assault is unlikely to happen in the women's own familiar neighborhood.
13. Women tend to exaggerate how much sexual assault affects them.
14. A lot of women lead a man on and then cry sexual assault.
15. It is preferable that a female police officer conduct the questioning when a woman reports a sexual assault.
16. A woman who teases men deserves anything that might happen.
17. When women are sexually assaulted, it's often because the way they said 'no' was ambiguous.
18. Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away.
19. A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex.
20. Sexual assault happens when a man's sex drive gets out of control.

Subscales:

She asked for it- 1, 16, 17 & 19

It wasn't really rape- 6 & 11

He didn't mean to- 18 & 20

She wanted it- 2 & 4

She lied- 8 & 14

Rape is a trivial event- 3 & 13

Rape is a deviant event- 7, 10 & 12

Unscored- 5, 9 & 15

Section 3: Attitudes

Please indicate how likely you are you engage in each listed behaviour using the scale. A score of 1 indicates *Very Unlikely*, while a score of 5 indicates *Very Likely*

1. Use the words “ho”, “bitch”, or “slut” to describe girls when I was with my friends
2. Confront a friend who plans to give someone alcohol to get sex.
3. Confront a friend if I hear rumors that they had forced someone to have sex.
4. Check in with a friend who looks drunk when she goes to a room with someone else at a party.
5. Say something to a friend who is taking a drunk girl back to his room at a party.
6. Confront a male friend who is hooking up with someone who is passed out.
7. Express concern if a friend makes a sexist joke.
8. Report a friend to the police if I hear rumors that they had forced someone to have sex.
9. View pornography online, on DVD's, or in a magazine.
10. Challenge a friend who says that victims are usually to blame for being sexually assaulted.
11. Call for help (i.e. call 911) if I saw a group of guys bothering a girl in a parking lot.
12. Call for help if I saw a girl that I do not know go to a dorm room with a group of guys and hear her yelling for help.
13. Tell a don or other campus authority about information I might have about a sexual assault case even if pressured by my peers to stay silent.
14. Go with a female friend to the police department if she says she was sexually assaulted.
15. Go with a male friend to the police department if he says he was sexually assaulted.
16. Visit a website to learn more about sexual violence.
17. Join an organization that works to stop sexual violence.
18. Participate in a rally on campus to stop sexual violence.
19. Take a class to learn more about sexual violence and abuse.

Subscales:

High risk situations- 2, 4 & 5

Post assault support for victims- 14 & 15

Post assault reporting of perpetrators- 8 & 13

Proactive opportunities- 16, 17, 18 & 19

Unscored- 1, 3, 6, 7, 9, 10, 11, 12

Support Service Contact Information

Please take note of the following support services. Should you feel concern or trauma at any time after the questionnaire, please access whichever the following support services you believe will best aid you.

-Nipissing University Counselling Services: 705-474-3450 Ext: 4507

-Nipissing University Sexual Violence Prevention and Education Coordinator: 705-474-3450
Ext: 4075 OR email -SVpolicy@nipissingu.ca

-Amelia Rising Crisis Line: 705-476-3355.

-Good2Talk (Postsecondary Student Helpline): 1-866-925-5454

-Victim Support Line: 1-888-579-2888

-Mental Health Helpline (Health Services Information): 1-866-531-2600

-Support Services for Male Survivors of Sexual Abuse: 1-866-887-0015

-Assaulted Women's Helpline: 1-866-863-0511

-Talk4Healing (Aboriginal Women's Helpline): 1-855-554-HEAL (4325)

Appendix E- Recruitment Handout

Assessing Nipissing University Student Attitudes Towards Bystander Intervention and Acceptance of Rape Myths

Researcher
Adam Higgins

Participation should take 15-30 minutes.

Participants will be entered into a draw for a chance to win a
\$100 gift card to the Campus Store

To complete the questionnaire please go to the following link:

Please note the questionnaire concerns topics of sexual violence. If
you have concerns for your well being please contact counselling
services. If you have concerns about the nature of the
questionnaire, please contact the research coordinator.

Counselling Services:
counselling@nipissingu.ca

(705) 474-3450 x.4507

Research Coordinator:
carlys@nipissingu.ca

(705) 474-3450 x.4378

Appendix F- Participant Information Letter



PARTICIPANT CONSENT FORM Questionnaire

Assessing Student Knowledge and Attitude Toward Intervening in Incidents of Sexual Violence

You are being invited to participate in a study of attitudes towards intervening in incidents of sexual violence, as well as knowledge regarding sexual violence. This research is being conducted by **Adam Higgins** as part of the Thesis Project requirements for the degree of Master of Arts in Sociology at Nipissing University. If you have any questions or concerns about the research, or if you decide to withdraw your participation from the study, please contact the

Project Intent:

This project is designed to assess the attitudes and knowledge Nipissing University students have regarding sexual violence and intervention.

The objectives of this project are threefold:

1. To determine that attitudes of Nipissing University students towards various acts of bystander intervention in incidents of sexual violence.
2. To determine the level of agreeability Nipissing University students have of common myths related to sexual assault.

Procedures

The student undertaking this research will collect data from consenting participants in the form of an anonymous digital questionnaire. Questions for the questionnaire have been pre-selected by the researchers. Completion of the questionnaire should take 15-30 minutes.

If you consent to participating in a questionnaire, please note the following:

1. The questionnaire is voluntary, and you may end your participation at any time.
2. The questionnaire will present general themes and questions. These themes may inquire into:
 - a. Attitudes towards certain sexually violent behaviors.
 - b. Attitudes towards certain forms of intervention during sexually violent incidents.
 - c. Acceptance of myths regarding sexual assault.
3. After the questionnaire is completed all data will be securely stored.
4. Only anonymous, aggregated data will be released in the final research paper.

100 College Drive, Box 5002, North Bay, ON P1B 8L7
tel: (705) 474-3450 • fax: (705) 474-1947 • tty: 1-877-688-5507
internet: www.nipissingu.ca



Confidentiality:

This study will be conducted digitally.

No identifying information (Such as names, email address, etc) will be collected.

Risks and Benefits

Risks of participation in the questionnaire include potential resurfacing of past traumatic events. Please find the contact information for various support services after this consent form and copy any information you feel you may need. The information will appear again at the end of the questionnaire.

There may be no direct benefit to you, and you may not receive financial or other compensation/incentives for participating in this study. All participants will be given a number following the completion of the questionnaire. These numbers will be used by the researchers in a draw for a **100\$ gift card to the Nipissing University Campus Store**. A winning number will be posted on December 1st, 2018 on the bulletin board outside A344. The odds of winning are roughly 1 in 150. The winning participant can claim their gift card by informing Dr. Ron Hoffman in A344 that they are the winner.

Withdrawal

You are free to withdraw from the study at any time up until the completion of the questionnaire. Due to the anonymous nature of the questionnaire removal of a participants submission following completion is unavailable.

Use of Data:

Data will be collected until November 12th, 2018.

The student researcher is expected to complete a written thesis, as well as an oral defense of the research.

A copy of the student's final paper will be publicly available following a successful thesis defense.

Upon completion of the program, the student will transfer any records to the supervising professor. The supervising professor will keep these records secure for five years, after which the data will be securely deleted.

Anonymous, aggregated data from the study will be provided to the Assistant Vice President, Students of Nipissing University for use in the development of sexual violence programming and policy.

The resulting research paper from the study may be presented in a conference or published in a publicly available academic journal.



Consent

We do not expect that this process will cause any difficulties for you, but please inform the supervising professor if you experience discomfort or inconvenience. You are not giving up or waiving any of your legal rights by participating in this study, or by signing this form.

Should you have any questions or concerns about this research now, or at any time during the study, please contact the supervising professor, Dr. Ron Hoffman:

Dr. Ron Hoffman
Nipissing University
100 College Drive
North Bay, Ontario, Canada
P1B 8L7

[REDACTED]

This study has been reviewed and received ethics clearance through Nipissing University's Research Ethics Board. If you have questions regarding your rights as a research participant, contact: Ethics Administrator, Nipissing University, 100 College Drive, North Bay, ON P1B 8L7 [REDACTED]

If you consent to participate in the questionnaire, please check the box "I have read the participant information letter, I understand all risks associated with the study, and I consent to participate in the questionnaire".

Appendix G- Questionnaire Results

Bystander Attitude Items	N	%
<i>High Risk Situations</i>		
Confront a friend who plans to give someone alcohol to get sex.		
Very Unlikely	3	1.9
Unlikely	10	6.5
Neutral	11	7.1
Likely	66	42.9
Very Likely	64	41.6
Check in with a friend who looks drunk when she goes to a room with someone else at a party.		
Very Unlikely	0	0
Unlikely	9	5.8
Neutral	6	3.9
Likely	54	35.1
Very Likely	85	55.2
Say something to a friend who is taking a drunk girl back to his room at a party.		
Very Unlikely	1	0.6
Unlikely	6	3.9
Neutral	18	11.7
Likely	63	40.9

Very Likely	66	42.9
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Post-Assault Reporting of Perpetrators

Report a friend to the police if I hear rumours that they had forced someone to have sex.

Very Unlikely	7	4.5
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Unlikely	29	18.8
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Neutral	56	36.4
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Likely	45	29.2
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Very Likely	16	10.4
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Tell a don or other campus authority about information I might have about a sexual assault case, even if pressured by my peers to stay silent.

Very Unlikely	2	1.3
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Unlikely	4	2.6
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Neutral	13	8.4
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Likely	67	43.5
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Very Likely	68	44.2
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Post-Assault Support for Victims

Go with a female friend to the police department if she says she was sexually assaulted.

Very Unlikely	0	0
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Unlikely	0	0
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Neutral	6	3.2
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Likely	128	83.1
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Very Likely	153	99.4
Go with a male friend to the police department if he says he was sexually assaulted.		
Very Unlikely	0	0
Unlikely	2	1.3
Neutral	5	3.2
Likely	25	16.2
Very Likely	121	78.6
<i>Proactive Opportunities</i>		
Visit a website to learn more about sexual violence.		
Very Unlikely	10	6.5
Unlikely	20	13
Neutral	41	26.6
Likely	56	36.4
Very Likely	27	17.5
Join an organization that works to stop sexual violence.		
Very Unlikely	12	7.8
Unlikely	30	19.5
Neutral	49	31.8
Likely	42	27.3
Very Likely	21	13.6
Participate in a rally on campus to stop sexual violence.		
Very Unlikely	12	7.8

Unlikely	28	18.2
Neutral	53	34.4
Likely	40	26
Very Likely	21	13.6

Take a class to learn more about sexual violence and abuse.

Very Unlikely	17	11
Unlikely	23	14.9
Neutral	34	22.1
Likely	58	37.7
Very Likely	22	14.3

Rape Myth Acceptance Items

N %

She Asked for It

If a woman is sexually assaulted while drunk, she is at least somewhat responsible for letting things get out of control.

Strongly Disagree	113	73.4
Disagree	26	16.9
Neutral	8	5.2
Agree	7	4.5
Strongly Agree	0	0

A woman who teases men deserves anything that might happen.

Strongly Disagree	124	80.5
Disagree	25	16.2

Neutral	3	.19
Agree	2	1.3
Strongly Agree	0	0
When women are sexually assaulted, it's often because the way they said 'no' was ambiguous.		
Strongly Disagree	92	59.7
Disagree	46	29.9
Neutral	12	7.8
Agree	4	2.6
Strongly Agree	0	0
A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex.		
Strongly Disagree	115	74.7
Disagree	28	18.2
Neutral	6	3.9
Agree	5	3.2
Strongly Agree	0	0
<i>It Wasn't Really Rape</i>		
If a woman doesn't physically fight back, you can't really say that it was sexual assault.		
Strongly Disagree	131	85.1
Disagree	20	13
Neutral	2	1.3

Agree	1	0.6
Strongly Agree	0	0

If the attacker doesn't have a weapon, you really can't call it sexual assault.

Strongly Disagree	142	92.2
Disagree	12	7.8
Neutral	0	0
Agree	0	0
Strongly Agree	0	0

He Didn't Mean To

Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away

Strongly Disagree	51	33.1
Disagree	43	27.9
Neutral	38	24.7
Agree	21	13.6
Strongly Agree	1	0.6

Sexual assault happens when a man's sex drive gets out of control.

Strongly Disagree	62	40.3
Disagree	51	33.1
Neutral	23	14.9
Agree	17	11
Strongly Agree	1	0.6

She Wanted It

Although most women wouldn't admit it, they generally find being physically forced into sex a real 'turn on'.

Strongly Disagree	114	74
Disagree	29	18.8
Neutral	9	5.8
Agree	1	0.6
Strongly Agree	1	0.6

Many women secretly desire to be sexually assaulted.

Strongly Disagree	141	91.6
Disagree	11	7.1
Neutral	2	1.3
Agree	0	0
Strongly Agree	0	0

She Lied

Sexual assault accusations are often used as a way of getting back at men.

Strongly Disagree	58	37.7
Disagree	65	42.2
Neutral	21	13.6
Agree	8	5.2
Strongly Agree	2	1.3

A lot of women lead a man on and then cry sexual assault.

Strongly Disagree	87	56.5
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Disagree	44	28.6
Neutral	16	10.4
Agree	4	2.6
Strongly Agree	3	1.9

Rape is a Trivial Event

If a woman is willing to make out with a guy, then it's no big deal if he goes a little further and has sex.

Strongly Disagree	120	77.9
Disagree	28	18.2
Neutral	5	3.2
Agree	1	0.6
Strongly Agree	0	0

Women tend to exaggerate how much sexual assault affects them.

Strongly Disagree	108	70.1
Disagree	34	22.1
Neutral	6	3.9
Agree	5	3.2
Strongly Agree	1	0.6

Rape is a Deviant Event

Men from nice middle-class homes almost never commit sexual assault.

Strongly Disagree	103	66.9
Disagree	44	28.6
Neutral	7	4.5

Agree	0	0
Strongly Agree	0	0
It is usually only women who dress suggestively that are sexually assaulted.		
Strongly Disagree	102	66.2
Disagree	40	26
Neutral	7	4.5
Agree	3	1.9
Strongly Agree	2	1.3
Sexual Assault is unlikely to happen in the women's own familiar neighbourhood.		
Strongly Disagree	111	72.1
Disagree	35	22.7
Neutral	6	3.9
Agree	2	1.3
Strongly Agree	0	0