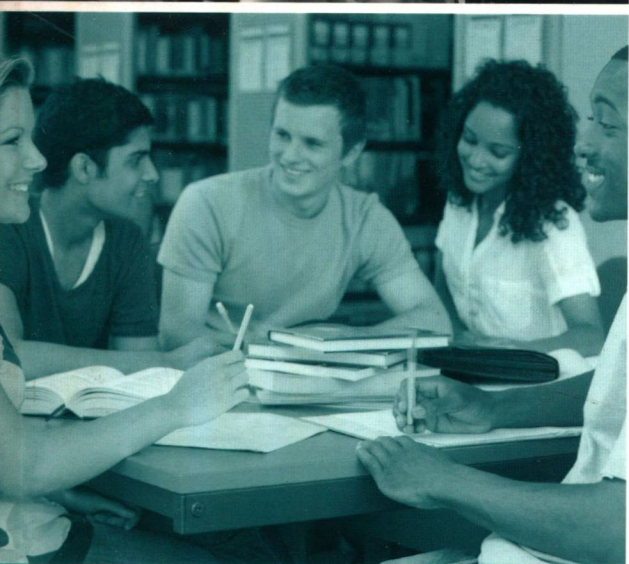
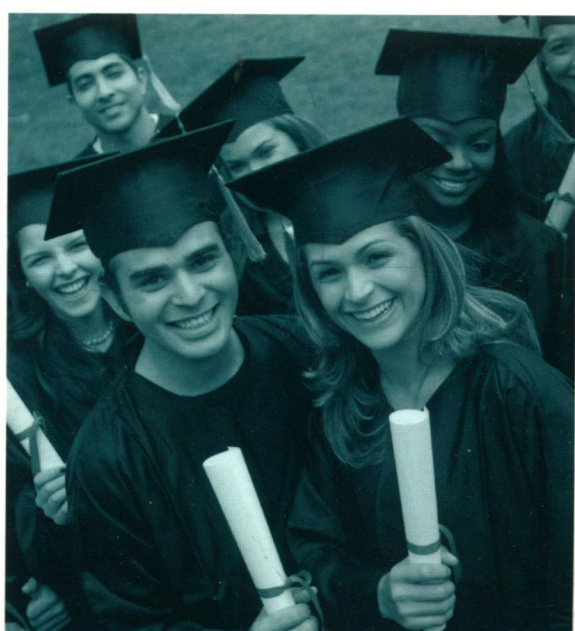


ENDING RAPE THROUGH PEER EDUCATION



# The Men's and Women's Programs



JOHN D. FOUBERT

ROUTLEDGE

ENDING RAPE THROUGH PEER EDUCATION

# The Men's and Women's Programs

J O H N   D .   F O U



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# **The Men's and Women's Programs**



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# Preface

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During the summer of 1993, I wrote what is now known as the first script for *The Men's Program*, an all-male, sexual assault, peer education program. Since that time the program has been implemented in colleges and universities, rape crisis centers, and military units worldwide. Much has happened since then, including three revisions to a book on the Men's Program and now this new volume and set of companion pieces for the Men's and Women's Programs.

This book, and its accompanying volumes for peer educators, is designed to be the complete manual for you to start up all-male and all-female peer education groups on your college campus, in your military unit, in your community, or in your other organization. The format of the book is intended to make program implementation as smooth for you as possible.

When I first wrote the initial script for the Men's Program, I was in my first job after earning my master's degree. At the time I served in the Dean of Students Office at the University of Richmond. A group of students from a sexual assault peer education group came to me and said they were having trouble reaching the men on campus. They asked if I would help them create a program for men on the subject. I eagerly accepted, and went about trying to find successful programs. To my surprise, there were none out there. All of the programs I could get my hands on treated men as potential rapists in a condescending fashion. I saw that a new approach was needed. So, I found a videotape created for police training that graphically described a rape experience. I used this video to create a program to teach men what rape feels like. I couched the message in the context of a program on how to help a friend recover from rape. This appealed to men as potential helpers instead of potential rapists. The program got a strong positive response from men at Richmond. I then began presenting it at conferences, made it the cornerstone of my doctoral dissertation, and wrote a book about it, and it spread nationwide. *One in Four* was the name selected by the first peer education group I built from scratch. The name has since been adopted by scores of peer education groups nationwide who present the Men's Program. Affiliation with this organization is not required to make presentations, though it is recommended. More information can be found at [www.oneinfourusa.org](http://www.oneinfourusa.org).

This manual begins with a complete description of what the Men's Program and the Women's Program are and why they are effective. Chapter 2 provides

you with scripts for both programs, additional scripts tailored toward military audiences for both programs, material for a PowerPoint™ presentation for the Men's Program, and a handout for the Women's Program.

Chapter 3 includes detailed training materials that you can use to equip your peer educators with the basic information they will need to teach their peers about sexual assault. More than just information about the program they will present, this chapter provides you with workshops to put your educators through about issues such as gender, rape trauma syndrome, answering difficult questions, and other critical areas of content that they will need to master before giving a presentation.

Chapter 4 provides you with advanced training exercises that you can use to supplement the training of your peer educators as needed. This material can also be used as follow-up training for your peer educators, or even follow-up programs for your intended audience. You will find that many of the training exercises in this chapter are themselves stand-alone programs. If your institution has a more serious commitment to sexual assault prevention than most, you might find that using several of these in addition to the Men's and Women's Programs useful.

Chapter 5 outlines how to recruit and select men and women to be in sexual assault, peer education groups. Ideas for recruiting members, letters to send out, interview questions to select from, rating scales, and ideas on how to choose candidates are included in this comprehensive chapter.

Chapter 6 provides advice from former peer educators for prospective and current peer educators. It includes the perspectives of the president of a One in Four chapter at Western New England College and from a Captain in the U.S. Army who was the president of the One in Four chapter earlier at the University of Virginia.

Chapter 7 provides a great deal of advice and resources for your role as the advisor of a sexual assault peer education group. It begins with material to help you decide whether you should advise such a group. In addition, the chapter includes advice on laying the groundwork for a chapter, how to get your group off to a good start, a sample constitution, advice on getting high attendance at programs, an agenda for a group retreat, motivational speeches to deliver to your group at different times of the year, and several other helpful resources.

To help substantiate your efforts, Chapter 8 describes several evaluation studies of the Men's Program and a study recently completed on the Women's Program. Having all this information will help you and your presenters to know they truly are making a difference. In addition, you can use this research with funding and decision-making authorities on your campus or in your organization to justify the use of these programs.

Thank you for being part of the movement to end men's violence against women! Go forth and make a difference.

**John D. Foubert, PhD**  
*Stillwater, Oklahoma*

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# Acknowledgments

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I don't take credit for a single idea or word printed in this book. Anything I have contributed is a provision from God, for which I can claim no credit.

Since 1993 when I wrote the first script for what is now the Men's Program, I have benefited from the advice, criticism, and wisdom of individuals far too many to count or certainly to fit on these pages. Thanks to all who offered so much assistance.

I have learned most of what I know about how to prevent sexual assault from my interactions with students, most of all from the tremendously rewarding relationships I have been blessed to have with members of many chapters of and staff in the national office of One in Four. Countless ideas and passages in this book were originally drafted by or are in some way attributable to their passion, insight, and hard work. I appreciate their contributions deeply. Thank you.

Thank you to Edsel Erickson for publishing the first edition of *The Men's Program* and for always rooting for me. Thank you, Mary Koss, for conducting the first study to find the one in four statistic and for standing by it regardless of who attacked it or you. Your steadfast passion inspires me. Thank you, Dick Ramon, for creating a scenario that is the catalyst of behavior change. You have changed and continue to change the lives of many. Thank you to David Lisak for helping the field understand perpetrators, and for teaching us about their weaknesses. Your ideas made the Women's Program possible. Thank you, Gail Stern, for showing me how to be a better teacher, Christopher Kilmartin for teaching me about gender and sexual harassment, and to both Gail and Chris for being the best collaborators with whom I have ever worked.

Thank you to so many professional mentors who have invested themselves in me throughout my academic, administrative, and faculty career: Larry Beckhouse, Scott Allison, Barbara Sholley, Dick Mateer, Len Goldberg, Ken Blick, Susan Komives, Marylu McEwen, Bud Thomas, Larry Benedict, David Leslie, Chuck Eberly, and Dale Fuqua.

Dana Bliss from Routledge has provided years of ideas, encouragement, and conceptualization of how to package this work. Thank you, Dana, for believing in this project. Sean Bannon provided critical editorial assistance from a valued perspective as an advisor in training; I am sure he will make a wonderful chapter advisor. Thank you!

My research collaborators have provided highly valued service and support, most notably J. T. Newberry and Jerry Tatum. Thank you both for the unique ways you display courage and character.

Thank you Susan, my wife, for her unconditional love; Meg, my daughter, for her contagious joy; Will, my son, for all he will become; and to Jesus my savior for what he accomplished.

This book is dedicated to the glory of God.



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# About the Author

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**John D. Foubert, PhD**, received a BA in both psychology and sociology from the College of William and Mary, an MA in psychology from the University of Richmond, and a PhD in college student personnel administration from the University of Maryland at College Park. Dr. Foubert has served as a student affairs administrator at the University of Richmond, the University of Maryland, and the University of Virginia. He also served as an assistant professor, then associate professor of higher education administration at the College of William and Mary.

Since 2009, Dr. Foubert has served as associate professor and Anderson, Farris, & Halligan Professor in the College Student Development Master's Degree Program at Oklahoma State University. Dr. Foubert teaches courses in college student development theory, advanced student development theory, group and cultural interventions, introduction to student affairs, master's theses, and supervision of internship experiences. In addition to the present volume, Dr. Foubert is the author of *The Men's Program: A Peer Education Guide to Rape Prevention* (3rd edition, 2005) and *Lessons Learned: How to Avoid the Biggest Mistakes Made by College Resident Assistants* (2007). He is also widely published in scholarly journals such as the *Journal of American College Health*, the *Journal of Interpersonal Violence*, the *Journal of College Student Development*, the *Journal of Personality and Social Psychology*, *Sex Roles*, and *Violence Against Women*.

In 1998, Dr. Foubert founded what is now the national nonprofit organization One in Four. While serving as its president for 10 years, he led its growth to dozens of campus-based chapters and began a nationwide "RV Tour" with four recent college graduates who present the most effective rape prevention program ever evaluated in the research literature.

Since 1993, his sexual assault prevention work has been used by countless universities, state health departments, the U.S. Naval Academy, the U.S. Army, rape crisis centers, police departments, and correctional facilities to educate men about rape. From 2005 to 2007 he served as the principal investigator for a \$275,000 U.S. Department of Education grant which successfully completed the most comprehensive evaluation study of a rape prevention program ever attempted. This grant project helped produce the only program in history ever

shown to lead to a decline in sexual assault among high-risk men who saw a program relative to a control group.

Dr. Foubert has also conducted numerous studies on the development of college students in the psychosocial, moral, and spiritual realms. His current research is identifying the areas of spiritual struggle for college students and elements that lead to religious conversion. He is also studying the effects of men's use of pornography on bystander behavior in sexual assault situations.

An award-winning practitioner, scholar, and programmer, Dr. Foubert was identified by the American College Personnel Association in 2001 as an "Emerging Scholar" and was the runner-up for the National Dissertation of the Year Award from the National Association of Student Personnel Administrators for his work in rape prevention in 2000. In 2007, he won the William and Mary President's Award for Service to the Community. His work has appeared in the *Washington Post*, the *Chronicle of Higher Education*, *Inside Higher Education*, and numerous television news programs, and he has been a featured guest on the National Public Radio program *Talk of the Nation*. Dr. Foubert is a regular keynote speaker and consultant to universities, state health departments, and the military; has testified before Congress; and has presented before state sexual assault coalitions on how to end sexual assault on college campuses and in the military.

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## Chapter 1

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# Introduction to the Men's and Women's Programs

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Do you have responsibility for educating college students about sexual assault? Do you work in the military and seek an effective program to prevent military sexual trauma? Do you work in a rape crisis center or other community organization and seek effective training material for men or women about sexual violence? Do you advise an antiviolence group and want ideas about how to freshen up your training? Do you wonder how you can get more people—men or women—involved in your educational efforts? Do you want to use the only program in the scholarly literature shown to reduce sexual assault among men and one of the only programs shown to increase bystander behavior among women? If so, this book is designed for you.

Whether you are a student affairs or health education professional working on a college campus, a sexual assault response coordinator or program director in the military, a prevention educator in a rape crisis center, or some other educator who is looking for a research-based approach to ending rape, this book was written to take you from just wanting to do rape awareness programming through every step to the outcome of a successful program.

What you will find in these pages is a complete guide for how to start up your own sexual assault peer education group, or groups. Some readers will be familiar with the precursor to this book, *The Men's Program*. The several editions of that book focused on how to create all-male peer education groups. This volume overhauls that program and includes materials for all-female groups along with a new focus on areas such as bystander intervention, alcohol, and the military.

Throughout this book you will be provided with resources and recommendations; it will be up to you to make choices about how to use them. You will find that there will be recommendations made to follow the guidance from research; in the end, the book is designed for you to make choices on what to use, whether to use it, and if so, how.

There are two main “programs” included in this book. Scripts for each of them are provided in Chapter 2. One is written for men, the other for women—thus they are referred to as “The Men’s Program” and “The Women’s Program.” Both take about an hour for peer educators, or others, to present to an audience. Both are based on theories of attitude and behavior change. Both have outcomes research to demonstrate their effectiveness.

Both the Men’s Program and the Women’s Program are designed to be first-time sexual assault presentations for young adults. Both introduce the topic of sexual assault and set the course for future educational experiences you might offer them. I recommend that you use other research-based programs with the target population of your educational efforts after you have used the Men’s and Women’s Programs as part of a comprehensive sexual assault prevention effort. Some of the training materials in this manual could serve as follow-up programs. In addition, programs that have research support, for example, the Green Dot program, are worth trying in addition to the programs described herein.

## **The Men’s Program**

In the Men’s Program, participants learn what a rape feels like, how to help a woman recover from a rape experience, and how to intervene as a bystander if they observe a situation that could turn into a rape. As you will read, not only do they become more effective bystanders who intervene in situations that could turn into a sexual assault; they also become less likely to commit sexual assault in the first place (Foubert, Newberry, & Tatum, 2007; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, in press).

The Men’s Program is designed as an all-male, peer education workshop because research shows that for sexual assault programs, single-sex, peer education formats are much more likely to result in attitude and behavior change (Brecklin & Forde, 2001; Stein, 2007). However, the program can be presented by anyone.

The Men’s Program focuses on increasing men’s empathy toward women who survive rape and encouraging men to intervene when they see that a rape situation might occur. It convinces men that being raped is a traumatic experience and shows men how they can help women recover from the experience, if a woman comes to them asking for help. Presenters often use preprinted posters or PowerPoint™ with pertinent information to reinforce key points. Toward the end of the program, peer educators open the floor for questions.

### ***The Program Begins***

The Men’s Program opens by establishing the nonconfrontational nature of the program. Peer educators give an overview of what will be covered in the subsequent hour, and make sure that everyone knows that he can leave at any time.



Participants view a 15-minute video, prefaced by an introduction that it describes “a rape situation” that will help them to better understand how to help a sexual assault survivor. Participants are not told that the video describes two men raping a *male* police officer. They know only that the video describes a rape situation.

## ***The Video***

The video shows a speech by a male police officer who describes another male police officer who is moving a trash can in an alley. Two attackers surprise him and take control of the situation. The police officer is told not to move; he quickly assesses the situation. He ends up submitting to a rape out of fear that greater harm might be done to him. Later, he endures a difficult hospital examination, becomes concerned about sexually transmitted infections, and is subjected to insensitive comments from his colleagues that perhaps he had met his attackers before and that maybe he really wanted the incident to happen. These segments of the video are processed as they relate to experiences commonly endured by women who survive rape.

At the conclusion of the video, peer educators break the stunned silence by explaining that a video in which an officer describes a male-on-male rape was used because it is the closest parallel available for helping men understand what it might feel like to be assaulted. The peer educators use the video to draw parallels from the police officer's experience to experiences commonly endured by female survivors.

A pair of peer educators then takes turns reminding the audience of several segments of the video and relating these to common experiences of women who survive rape. These common survivor experiences include having a rape happen in an everyday situation that turns bad, being frozen with fear, eventually submitting to the act to avoid further violence, worrying about long-term physical consequences, enduring a hospital examination, and suffering the questions about why she didn't resist the attack. As men are led through these parallels, research shows that they develop a deeper empathy for rape survivors (Foubert & Newberry, 2006). The message they receive is that rape is a violent crime that is not the fault of the survivor.

## ***Helping a Survivor***

At this point in the program, the peer educators note that one in four college women have survived rape or attempted rape. This statistic is used to show the men that learning to help a survivor is relevant to them, as it is likely that someone they know has survived rape. Peer educators review the importance of encouraging proper medical attention, listening, believing, referring the survivor to counseling, and resisting the temptation to suggest further violence.