

Report Describing Projects Designed to Prevent First-Time Male Perpetration of Sexual Violence

Prepared by
Monique Clinton-Sherrod
Deborah Gibbs
Amy Vincus
Sean Squire
Connie Cignetti
RTI International
and
Kristianna Pettibone
James Igoe
The MayaTech Corporation

April 23, 2003

This report was developed as part of a large contract, "Evaluation Assistance for Projects Designed to Prevent First-Time Male Perpetration of Sexual Violence," funded by the Centers for Disease Control and Prevention and conducted by RTI International (a trade name for Research Triangle Institute). The study was initiated in September 2002 to identify sexual violence prevention programs and provide evaluation technical assistance.

Acknowledgments

We would like to express our sincere gratitude to all of the key stakeholders who contributed information for this project, including prevention program staff, researchers in the field, and representatives from state and national organizations.

Table of Contents

Section	Page
Executive Summary.....	iv
1. Introduction.....	1
2. Overview of Methodology.....	2
3. Development of Contact List.....	2
3.1 Literature Review.....	2
3.2 Additional Contacts.....	4
4. Stakeholder Interviews	4
4.1 Initial Contacts	4
4.2 Follow-Up Contacts and Semistructured Interviews	6
5. Identified Programs.....	6
5.1 Multiple-Session, Curriculum-Based Prevention Interventions.....	7
5.2 Ongoing, Open-Forum Discussion Groups.....	8
5.3 One-Time Awareness/Educational Workshops and Theatrical Performances.....	8
5.4 Environmental Change Strategies	8
6. Other Relevant Resources.....	9
7. Conclusions.....	9
7.1 Recommendations.....	9
7.2 Next Steps	11
8. References.....	11
Appendix: Programs Targeting Prevention of First-Time Perpetration of Sexual Violence.....	14
Multiple-Session, Curriculum-Based Prevention Interventions	15
Ongoing, Open-Forum Discussion Groups or Ongoing Mentoring Program.....	32
One-Time Awareness/Educational Workshops and Theatrical Performances	38
Environmental Change Strategies.....	53

Executive Summary

Objectives

This report offers a catalogue of programs targeting prevention of first-time male perpetration of sexual violence. The report provides an overview of literature findings on sexual violence prevention and a detailed description of steps used to obtain information about existing programs in this substantive area. These programs are catalogued by broad groupings based on the general approach used by implementers. The reader should be able to

- identify general research findings from literature on sexual violence prevention,
- understand general approaches used in the area of sexual violence prevention,
- select sexual violence prevention programs targeting prevention of first-time male perpetration based on various criteria of interest, and
- understand current gaps in the area of first-time male perpetration prevention.

Data Collection

The collection of information for this project took place over a 4-month period. Individuals, agencies, and programs were identified from published literature, other publications, and web sites and contacted to obtain relevant information about their own programs targeting prevention of first-time male perpetration and other programs of which they were aware. This approach allowed for the retrieval of well-known programs as well as promising grassroots, community-based programs that would not have surfaced through literature and document reviews. A Microsoft Access database was used to track information collected throughout this process. A total of 37 programs were identified and catalogued for this report.

Identified Programs

The goal of the first phase of the project was to identify programs targeting prevention of first-time male perpetration of sexual violence, with a specific focus on programs working with a male audience. Programs with a mixed-gender audience were included if they had a male-targeted component or if there was an extensive level of evaluation that assessed gender differences. Information gathered on the 37 identified programs included the following:

Type of Information	What Was Found
Population served	Ranged from elementary to college age and from diverse, male-only programs to mixed-gender programs with male-only components.
Medium used to convey the message	Ranged from one-time awareness programs to long-term, multiple-session programs.
Goals, objectives, and desired outcomes	All programs indicated an overarching goal of changing attitudes and behavior that perpetuate sexual violence.
Theoretical/scientific basis for the approach	Most programs focused on social learning approaches with some grounding in feminist theories.
Level of evaluation	Ranged from basic process measures to more rigorous pre- and post-test evaluations.
Staff capacity	Ranged from one primary staff member to several staff with student volunteers.

The report's appendix describes each of the 37 programs in terms of these dimensions. To provide an overall structure for identified programs, each program was catalogued into one of four groups based on the approach and medium used.

Multiple-Session, Curriculum-Based Prevention Interventions. Sixteen programs used a multiple-session, curriculum-based approach. This approach has been found to produce the largest effect in attitudinal change in research findings.

Ongoing, Open-Forum Discussion Groups. Five programs used ongoing, open-forum discussion groups or mentor programs in their efforts to prevent first-time male perpetration of sexual violence. The open-forum discussion groups often use pieces of established curricula, such as the Jackson Katz's Tough Guise curriculum, or resources from national organizations, such as Men Can Stop Rape, to spark conversation within the groups.

One-Time Awareness/Educational Workshop and Theatrical Performances. The 14 awareness/educational workshops and theatrical performances were one-time programs, with a limited number having some type of booster session. Programs or approaches developed by researchers such as John Foubert and Alan Berkowitz were commonly mentioned.

Environmental Change Strategies. Other approaches are often reinforced with environmental strategies that attempt to change a social climate characterized by acceptance or lack of active prevention of sexual violence. Strategies such as the White Ribbon Campaign and those used by Men Can Stop Rape work to raise the general public's awareness about violence against women.

Gaps and Recommendations

Several recommendations were identified based on document review and communication with programs.

Develop Gender-Specific, Theory-Driven, Multiple-Session Programs. Programs that provide gender-specific sessions that are ongoing and have a theoretical basis have been empirically shown to

have the greatest effect on attitudinal change regarding sexual violence. Every effort should be made to incorporate evidence-based techniques that have demonstrated effectiveness.

Focus on Cultural Issues. Several programs indicated that they provide services for racially/ethnically diverse populations, but few have been evaluated for effectiveness with these groups. Effort needs to be taken to evaluate these specific aspects of programs.

Implement Behavioral Measures. There is a need for more specific measurements of sexually violent behavior that can be used in varying settings. Programs should investigate proxy measures for changes in sexual violence, such as anonymous, schoolwide surveys and innovative measures of behavioral intent.

Improve Access to Evaluation Training. Programs should use external resources, such as university- and college-based evaluators who can develop instrumentation and conduct analyses. However, it is essential that program staff utilize these opportunities to hone their own evaluation skills.

Share Information on Program Models. Programs are eager to learn about approaches used by others working in the area of sexual violence. Information exchange tools such as Rape Prevention and Education (RPE) list serves and resources available through National Sexual Violence Resource Center (NSVRC) should be used to provide avenues for questions and answers regarding various topics.

Next Steps

This report culminates the first phase of this CDC-funded study, providing a catalogue of programs targeting prevention of first-time male perpetration of sexual violence. Throughout this process, stakeholders indicated a need for program evaluation, but many acknowledged a lack of skills to carry out comprehensive evaluation. The next phase of this study begins to address this issue by offering evaluation assistance to a subset of programs targeting prevention of first-time male perpetration of sexual violence.

1. Introduction

The Centers for Disease Control and Prevention (CDC) awarded a task order contract to RTI International in September 2002 to identify programs designed to prevent first-time male perpetration of sexual violence and to provide evaluation assistance to a subset of these programs. This 3-year contract involves the following activities:

- identify and characterize existing programs designed to prevent first-time male perpetration of sexual violence
- develop an application and screening system to select a small group of programs that will receive technical assistance from RTI
- conduct an “empowerment” evaluation with the programs selected through the application process

In this report, we describe findings from the first phase of this project, which involved identification of programs that target prevention of first-time male perpetration of sexual violence. In the next phase, four programs will be selected to participate in an empowerment evaluation that provides technical assistance.

Early efforts to deal with perpetration of rape often focused on secondary and tertiary activities that provided intervention for men who had already exhibited sexually violent behavior. Over the past decade, however, efforts have shifted from intervention following sexual violence to prevention of first-time male perpetration. To evaluate intermediate and long-term outcomes of these efforts, the prevention community needs to know about services offered by these programs, their target populations, and the types of data they collect. In issuing this task order, CDC has recognized the importance of using evidence-based programs and the need for rigorous evaluation of promising programs and approaches in dealing with the prevention of first-time male perpetration.

As a first step, RTI staff met with the CDC project officer to clarify the scope of materials to be included in the identification of existing programs designed to prevent first-time male perpetration of sexual violence. Information was gained from each of the following resources:

- work products from another CDC task order to RTI
- published literature that provides information on programs designed to prevent first-time male perpetration of sexual violence
- key experts in the field of sexual assault prevention from government, state, local, and academic settings
- key experts who work directly with men’s groups to prevent sexual assault, including grassroots, community-based organizations and other sexual violence advocates

In this report, we first describe the steps used to develop a list of contacts. The development of this list involved an assessment of existing literature about programs targeting sexual violence prevention and a review of previously established resource lists of key stakeholders working in the field. The next section of this report provides a description of the methods used to gather and maintain information from relevant contacts. An overview of identified programs is then offered, with detailed descriptions of programs provided in an appendix. The report concludes with recommendations drawn from the information gathered and the next steps for this project.

2. Overview of Methodology

The collection of information for this project took place over a 4-month period. We identified programs using several methods for gathering information. We first reviewed documents provided by CDC and existing information from published literature, other publications, and web sites. Findings from these documents provided the basis for an initial contact list. In our communications with contacts, we used a snowball sampling technique to ensure that promising grassroots, community-based programs and other programs that would not have surfaced through literature and document reviews were identified. This technique involved making the initial contact, obtaining information about the contact's program, inquiring about other promising first-time male perpetration prevention programs from this initial contact, and then gathering information from recommended additional contacts. The information gathered from initial contacts and subsequent recommended contacts was tracked and compiled for this report. This approach was deemed the most feasible for collecting as much information as possible in a 4-month time span.

3. Development of Contact List

3.1 Literature Review

During the initial kickoff meeting, CDC staff recommended a reduction in time devoted to the proposed literature review. They noted that an extensive review would duplicate work being completed by RTI on the CDC-funded Evaluation of Block Grants for Rape Prevention and Education (RPE) study. The primary purpose of the RPE review was to provide CDC with a comprehensive summary of RPE program evaluation studies to identify those programs that are effective in increasing awareness of and subsequently reducing the incidence of sexual assault. This review provided some general conclusions regarding RPE-funded sexual violence prevention efforts that are important to note:

- Evaluation studies have improved methodologically by incorporating more rigorous research designs. Recent studies have used quasi-experimental designs that include multiple intervention styles with random assignment for treatment and control groups (Breitenbecher, 2000; Davis, 2000; Lonsway, 1996; Yeater & O'Donohue, 1999).
- There has been an increase in the use of longitudinal follow-up in evaluation of prevention efforts (Pacifci, Stoolmiller, & Nelson, 2001; Weisz & Black, 2001).

- Prevention programs have showed some promise for altering attitudes and belief systems among young adults; however, no direct evidence indicates that these programs reduce the incidence of sexual violence (Bachar & Koss, 2001; Breitenbecher, 2000; Davis, 2000).
- Compared with other target populations, programs that focus on adolescents have been evaluated the least (Pacifci, Stoolmiller, & Nelson, 2001).
- Current programs should reduce emphasis on didactic formats in health education class settings and concentrate on smaller groups in less formal settings, with multimedia presentations, role playing, and other interactive methods (Pacifci, Stoolmiller, & Nelson, 2001; Weisz & Black, 2001).
- Interactive programs that are led by peers, target single-gender audiences, and consist of multiple sessions are the most effective means for changing attitudes and beliefs (Brecklin & Forde, 2001; Earle, 1996).
- Research studies need to incorporate behavioral measures that assess achievement of realistically attainable results. Innovative methods that measure behavioral outcomes without adversely affecting participants are needed for future research (Yeater & O'Donohue, 1999; Reppucci, Land, & Haugaard, 2001).

The RPE literature review focused on general sexual violence prevention programs that received RPE funds, including those addressing child sexual abuse and victim services. It was also restricted to programs with some level of evaluation. To assess additional literature on programs that targeted first-time male perpetration, RTI worked with MayaTech, a subcontractor, to conduct a literature search using slightly modified parameters from the RPE literature search. The goal of this search was to capture literature that would identify programs targeting prevention of first-time male perpetration, with no restrictions related to the presence of evaluation information or RPE funding.

As with the RPE literature review, web search engines were used to access on-line information. MayaTech conducted searches of such databases as the National Library of Medicine's (NLM) MEDLARS, EPIC, Dialog, and Westlaw. These databases provide an extensive range of information. For example, the EPIC databases include ERIC, PsychInfo, Sociological Abstracts, ArticleFinder, Readers' Guide to Periodical Literature, Newspaper Abstracts, and Periodical Abstracts.

As anticipated by CDC staff, we found a limited amount of literature on sexual violence prevention programs targeting first-time male perpetration. Our search yielded only five articles that were directly relevant to this project, with descriptions of programs targeting prevention of first-time male perpetration or other pertinent information. We excluded programs that did not have a specific focus on prevention of first-time male perpetration of sexual violence, such as those addressing general violence prevention or bullying prevention, or those identified in the RPE literature review. Some identified programs were the foci of dissertations. Many of these were investigated and found to be no longer in existence. Two of the remaining articles described the Mentors in Violence Prevention Project (Katz, 1995) and the White Ribbon Campaign (Kilmartin, 1996). Both of these programs were included in the identified programs and are described in this report. Three additional articles were also found that provided broader information on the issues of perpetration prevention (Becker & Reilly, 1999; Ryan,

1997; Wekerle & Wolfe, 1999). These articles present various theoretical approaches to sexual violence prevention, specifically among adolescents. Ryan (1997) notes the importance of addressing sexually violent behavior early in the lives of children, particularly those with prior exposure to maltreatment and at the greatest risk of exhibiting sexually violent behavior. Becker and Reilly (1999) discuss the public health approach to sexual violence, with a focus on prevention and intervention strategies and the role of alcohol. Finally, Wekerle and Wolfe (1999) provide a review of six programs that address adolescent dating violence. In the review, researchers noted changes in attitudinal and behavioral measures within community- and school-based programs.

3.2 Additional Contacts

In our initial meeting with the CDC project officer, CDC provided a resource file that included information on several male perpetration prevention programs and experts in the field of sexual violence. This contact information included most of the programs that were found in the literature review and was appended to the list developed from existing literature. We also obtained contact information for state-level organizations dealing with sexual violence prevention, such as injury prevention units, departments of health, and coalitions against sexual assault.

We used a snowball sampling technique to identify programs targeting prevention of first-time male perpetration of sexual violence. We made an initial contact and obtained information about the contact's program. These contacts were also asked about other first-time male perpetration prevention programs, and information was gathered from the recommended contacts. We corresponded with individuals working in the field of sexual violence through numerous telephone calls and via e-mail. Contacts included RPE coordinators in various states, national sexual violence prevention agencies, researchers, community-based providers of male-focused sexual assault perpetration prevention programs, and others with relevant experience and expertise. Repeated mention of already-identified programs increased our confidence that we had identified most existing programs and/or the curricula being used by programs.

4. Stakeholder Interviews

4.1 Initial Contacts

Our initial telephone or e-mail contact with organizations involved a description of this project and a request for a general overview of their efforts in the area of prevention of first-time male perpetration of sexual violence. Program implementers were extremely forthcoming with information, and many sent reports, brochures, and videos describing their programs. We used these materials to begin compiling detailed information about programs targeting prevention of first-time male perpetration.

Exhibit 1 shows the type of information that we sought for each program. This detailed information covered a variety of domains, ranging from the population served to staff capacity. Much of this information was provided in the program implementers' general description of program efforts, materials they sent to us, and data gathered from program web sites on the Internet.

Exhibit 1. Program Information Collected

Factor of Interest	Probes
Population served	<ul style="list-style-type: none"> ▪ Who are your program participants? ▪ Do you provide single-gender, male-focused activities? ▪ On average, how many new or ongoing participants receive exposure to your services each month? ▪ Do you serve a racially/ethnically diverse population? ▪ How are program participants identified/recruited?
Medium used to convey message	<ul style="list-style-type: none"> ▪ Please summarize your program efforts. ▪ What activities/services does your program provide? ▪ Do you use a specific curriculum? {If so,} please describe. {If not,} how do you structure what you do?
Goals, objectives, and desired outcomes	<ul style="list-style-type: none"> ▪ Why does your program exist, i.e., what are your program's goals? ▪ What results do you hope for or try to achieve among your program's participants? ▪ What are the most important services your program provides?
Theoretical/scientific basis for the approach	<ul style="list-style-type: none"> ▪ Is your program based on any type of theory or scientific research? {If so,} please describe. ▪ How would you explain the success of your program?
Level of evaluation	<ul style="list-style-type: none"> ▪ How have the successes of your program been assessed? ▪ How have the challenges of your program been assessed? ▪ Do you have information describing the accomplishments of your program? {If so,} did this involve any external or internal evaluation? Is there an ongoing relationship with an evaluator? ▪ How long has your program been in existence? {If program is more broad,} more specifically, how long has the prevention of male perpetration component been in existence? ▪ Are there any contextual issues that have affected your program (e.g., political, economic, social)?
Staff capacity	<ul style="list-style-type: none"> ▪ Who delivers your program? ▪ What type of training do program implementers receive? ▪ Are there staff and resources available to assist with data collection for evaluation efforts? ▪ How stable are the current funding streams for your program, specifically for the next 3 years?

4.2 *Follow-Up Contacts and Semistructured Interviews*

We were able to collect the majority of information needed from initial contacts, web sites, and documents describing programs. However, after organizing all of this information, a few programs did not have complete descriptions. We called or sent e-mail messages to seven programs to complete gaps in the information collected. These 30- to 45-minute semistructured interviews used open-ended questions to assess contacts' knowledge about the existence of other programs focused on preventing first-time male perpetration, theoretical and design issues surrounding these programs, any evaluation information about the programs, and suggestions about gaps in current research and directions of future research in this topical area. The interviews were guided by the domains of interest shown in Exhibit 1.

We completed the literature review and semistructured interviews within 3 months of the contract award. This information provided the basis for the description of programs provided in the next section of this report.

5. Identified Programs

Our goal was to identify programs targeting prevention of first-time male perpetration of sexual violence, with a specific focus on programs working with a male audience. Programs with a mixed-gender audience were included if they had a male-targeted component or if there was an extensive level of evaluation that assessed gender differences. We gathered comprehensive information on 37 programs. The tables found in the appendix to this report provide detailed descriptions of each of the programs in terms of the six domains shown in Exhibit 1:

- population served
- medium used to convey the message
- goals, objectives, and desired outcomes
- theoretical/scientific basis for the approach
- level of evaluation
- staff capacity

Many of the programs we contacted acknowledged the importance of a male perpetration prevention focus in the area of sexual violence but did not feel that their current program fit the purview of this project. Several programs that did not have a male perpetration prevention focus requested the information gathered through the project, reinforcing the need for and importance of this effort.

The 37 identified programs had some degree of variation in the six domains of interest; however, we found commonalities that allowed us to group them based on their approaches. We categorized the programs into four major approaches:

- multiple-session, curriculum-based prevention interventions

- ongoing, open-forum discussion groups
- one-time awareness/educational workshops
- environmental change strategies

Descriptions of findings within each of the broad categories are provided in the following sections.

5.1 Multiple-Session, Curriculum-Based Prevention Interventions

Sixteen programs, particularly those working with adolescent males, use a multiple-session, curriculum-based approach. These programs range from two or three class periods to semester-long activities and are implemented with elementary- to college-aged participants. Programs with older adolescents or college-aged students are often led by peers who receive some form of curriculum training. There are varying levels of racial/ethnic diversity among participants, including African Americans, Latinos, Native Americans, and various immigrant groups. Several of the programs have received grants from state and/or national governmental agencies or funding through an academic institution; however, many acknowledged the constant need to find new funding sources to ensure sustainability of their programs. At least two programs contacted were planning to discontinue their efforts because of a lack of ongoing funds.

In conversations with program implementers, we found that the following theoretical approaches or curricula were used as the basis for a large number of programs:

- Alan Berkowitz's social norms approach (Berkowitz, 1994)
- Jackson Katz's Tough Guise and Mentors in Violence Prevention (MVP) curricula (Katz, 1995; Katz & Earp, 1999)
- Deborah Mahlstedt's Fraternity Anti-violence Education Project (Mahlstedt & Corcoran, 1999)
- Barrie Rosenbluth's Expect Respect program (Rosenbluth & Bradford-Garcia, 2002)

Each of these has been in existence for several years. Programs based on these curricula have had moderate to rigorous levels of evaluation. The majority of these program developers offer publications and conduct training/educational workshops describing their approaches to sexual violence prevention. The programs attempt to change the norms and cultural acceptance surrounding sexual violence by directly addressing male responsibility for their own actions as well as those of others. Their approaches range from single programs grounded in changing social norms regarding sexual violence based on Berkowitz's work, to the Rosenbluth program, which uses a multipronged approach of classroom presentations, a structured support group curriculum for males at risk for violence, and school-based counseling.

5.2 Ongoing, Open-Forum Discussion Groups

Five programs use ongoing, open-forum discussion groups or mentor programs in their efforts to prevent first-time male perpetration of sexual violence. These programs primarily take place in college or university settings, with two of the five programs targeting middle and high school males. The open-forum discussion groups often use pieces of established curricula, such as Jackson Katz's Tough Guise curriculum, or resources from national organizations, such as Men Can Stop Rape, to spark conversation within the groups.

One program director indicated that the open-forum approach provides a safe place for males to discuss a variety of topics pertaining to sexual violence without the need for the didactic approach often used with a structured curriculum. It was also noted, however, that this approach presents unique challenges for evaluation efforts because of the difficulty in operationalizing process and outcomes measures.

5.3 One-Time Awareness/Educational Workshops and Theatrical Performances

The 14 awareness/educational workshops are one-time programs, with a limited number having some type of booster session. These workshops often emphasize identification of societal definitions of masculinity and expectations of males, with challenges to males to deconstruct cultural views and change beliefs regarding women. As seen in the appendix, many of the college-based programs have created collaborations that enable them to reach large numbers of males through fraternities, athletic teams, or orientation sessions for first-year students. Several of these programs are grounded in curricula developed by John Foubert (the One in Four Program, the Men's Program), with adaptations based on the specific needs of the program.

The use of theatrical performances is an innovative approach to prevention of sexual violence that has been adopted by some communities. We identified three programs that incorporate performances and discussion on the topic of sexual violence. Although these programs usually have mixed-gender audiences, they periodically perform for all-male groups or have a specified goal of changing beliefs around inappropriate male behavior in the area of sexual violence.

The majority of the awareness/educational workshops are local programs, although a few of the workshops and all of the theater groups present nationally. This one-time workshop approach to sexual violence prevention is frequently chosen by schools and communities with time constraints that do not allow for longer, curriculum-based programs. However, evaluation with these types of programs has often been limited to pre- and post-testing, with little longitudinal follow-up.

5.4 Environmental Change Strategies

Many of these previously described approaches are reinforced with environmental strategies that attempt to change a social climate characterized by acceptance or lack of active prevention of sexual violence. Strategies such as the White Ribbon Campaign and those used by Men Can Stop Rape (Strength Campaign, posters, media campaigns) work to raise the general public's awareness about

violence against women. The White Ribbon Campaign encourages men in Montreal to wear ribbons in remembrance of women who have been killed and also as a sign of protest of any violence against women. The Men Can Stop Rape program conducts media campaigns using posters and advertising to move individuals and groups from the passive role of bystander to the active role of social change agent against sexual violence. The program also provides workshops nationally that involve discussions, role plays, and exercises, with a focus primarily on exploring masculinity, manhood, and their relationship to violence toward both women and men.

Evaluation of environmental strategies has proven challenging in many domains of prevention, and sexual violence prevention is no exception. A minimal amount of evaluation of these strategies exists, with most using basic pre- and post-testing. Techniques continue to be developed to assess large-scale, societal changes in attitudes and behaviors resulting from media campaigns and other environmental change approaches.

6. Other Relevant Resources

In addition to program-specific information, we also identified organizations that provide large amounts of information on research, theory, and current practices in the area of sexual violence prevention. Agencies such as the National Institute of Justice (<http://www.ojp.usdoj.gov/nij>), National Sexual Violence Resource Center (www.nsvrc.org), National Violence Against Women Prevention Research Center (www.vawprevention.org), Prevention Institute (www.preventioninstitute.org), and Office on Violence Against Women (www.ojp.usdoj.gov/vawo) provided a wealth of material for this project. Information ranged from current and past projects pertaining to prevention of first-time male perpetration to resource lists of curricula and documents on the topic.

7. Conclusions

7.1 Recommendations

Through the documents reviewed and phone and e-mail correspondence with programs, we developed recommendations regarding current gaps and needs for prevention efforts targeting first-time male perpetration of sexual violence.

Focus on Gender-Specific, Theory-Driven, Multiple-Session Programs. Both the literature and program providers emphasized the importance of programs that provide gender-specific sessions that are ongoing and have a theoretical basis. Literature findings indicated that single-gender groups had a more significant attitudinal change than mixed-gender groups. Although several program implementers indicated a definitive need to have gender-specific prevention efforts, they acknowledged the importance of a mixed-gender component to allow for both male and female perspectives to be discussed. The varying components should be incorporated in ongoing programs that provide more intensive, interactive sessions to increase the likelihood of attitudinal change. To truly increase rates of change, it is also important that these programs have some level of theoretical underpinning. As indicated in the program

descriptions, several programs have used theory-driven curricula that have been shown to be effective and made adaptations for their own programmatic needs.

Focus on Cultural Issues. Existing literature provided little information on the impact of cultural issues in prevention of sexual violence perpetration. Although a significant number of programs indicated that they provide services for racially/ethnically diverse populations, few have been designed with diverse target populations in mind or been evaluated for effectiveness with these groups. Programs should consider what is culturally appropriate for their target audiences.

Assess Behavioral Measures. Research findings and those working with prevention programming in the area of sexual violence indicate that many of the outcome measures focus on factors that have not been shown to have direct relationships to perpetration of sexual violence. Although these types of measures, such as attitudinal changes, are indirectly linked to likelihood of sexual violence perpetration, we need specific measurements of sexually violent behavior. Programs that collect data on sexual violence, particularly with children in school settings, are often not allowed to ask explicit questions regarding sexual behavior; however, to truly assess program effectiveness, these specific behaviors must be assessed.

School-based programs, or others that encounter problems collecting behavioral information about participants, should investigate other proxy measures for changes in sexual violence. Many school systems routinely collect information on reports of violent behavior, and national surveys/studies such as the Youth Risk Behavior Survey (YRBS) and Communities That Care Survey also provide these types of information. These data collection mechanisms often offer state-developed web sites with reports of findings at varying geographical levels, many as specific as the county level. These data may be available at the school level with required consent. These innovative approaches can be used to obtain more behavioral measures of changes in sexual violence.

At the young adult level, researchers have attempted to use cutting-edge measures of behavioral intent and change. For example, Schewe and O'Donohue (1993) used a conformity assessment to identify differences between treatment and control groups in conformity to group norms, and Gilbert, Heesacker, and Gannon (1991) used a naturalistic phone call 1 month after an intervention to assess participants' willingness to volunteer with a women's safety project.

Improve Access to Evaluation Training. Programs are striving to develop or improve evaluation efforts, but a lack of training and resources in appropriate evaluation techniques impedes these efforts. To sustain evaluation efforts, it is important that program implementers are trained in basic evaluation techniques. Due to rapid turnover in many programs, evaluation techniques probably should be taught to multiple program staff. Many programs are no longer satisfied with someone else simply providing the results of evaluation. They desire the skills to assess the effectiveness of their own programs.

Because many programs are faced with the dual dilemma of lack of staff and insufficient funding for evaluation efforts, innovative techniques are often required. Many programs have teamed with university- or college-based researchers. Symbiotic relationships can often be established with graduate

students, who are often eager to develop their evaluation skills. However, it is important that programs do more than document program findings. They must also enhance the evaluation capability of program staff. Many universities also have specific programs or classes about program-level evaluation. Often these classes revolve around evaluation projects. Dialoguing with professors in this area may offer a cost-effective mechanism for obtaining program evaluation resources.

Share Information on Program Models. Programs are eager to learn about approaches used by others working in the area of sexual violence. Information exchange tools such as the Rape Prevention and Education (RPE) list serves and resources available through National Sexual Violence Resource Center (NSVRC) provide avenues for questions and answers regarding various topics. For example, the NSVRC and VAWnet (National Electronic Network on Violence Against Women) have a partnership to provide facilitated list serve discussions on sexual violence prevention, and the NSVRC is a clearinghouse for sexual violence prevention program models and curricula. Many stakeholders that were contacted as part of this project want to learn more about programs focusing on prevention of first-time male perpetration. They suggested that catalogues and brochures describing programs should use as little technical language as possible and provide a comprehensive overview of program efforts and effectiveness.

7.2 Next Steps

Program staff and experts in the field indicated a need for program evaluation, but many acknowledged a lack of skills to carry out comprehensive evaluations. RTI will send applications to programs identified in this phase of the project, inviting them to participate in an empowerment evaluation. In this type of evaluation, external evaluators act as coaches and facilitators who build the capacity of program staff through training and facilitation so that they can conduct future evaluations. Rather than conducting the program evaluations themselves, external evaluators support their capacity building in terms of evaluation as part of an ongoing process of program improvement. In the next phase of this project, we will work with a small group of programs in the development of skills and expertise to allow them to develop, implement, and sustain their own evaluation efforts.

8. References

- Bachar, K., & Koss, M.P. (2001). From prevalence to prevention: Closing the gap between what we know and what we do. In C.M. Renzetti, J.L. Edleson, & R.K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 117-142). Thousand Oaks: Sage.
- Beane, Allan L. (1999). *The bully free classroom*. Free Spirit Publishing, Inc.
- Becker, J.V., & Reilly, D.W. (1999). Preventing sexual abuse and assault. *Sexual Abuse: A Journal of Research and Treatment*, 11, 267-278.

- Berkowitz, A.D. (Ed.). (1994). *Men and rape: Theory, research, and prevention programs in higher education*. San Francisco: Jossey-Bass.
- Brecklin, L.R., & Forde, D.R. (2001). A meta-analysis of rape education programs. *Violence & Victims, 16*, 303-321.
- Breitenbecher, K.H. (2000). Sexual assault on college campuses: Is an ounce of prevention enough? *Applied & Preventive Psychology, 9*, 23-52.
- Davis, T. (2000). Programming for men to reduce sexual violence. *New Directions for Student Services, 90*, 79-89.
- Earle, J.P. (1996). Acquaintance rape workshops: Their effectiveness in changing attitudes of first year college men. *NASPA Journal, 34*, 2-18.
- Foubert, J.D. (2000). The longitudinal effects of a rape-prevention program on fraternity men's attitudes, behavioral intent, and behavior. *The Journal of American College Health, 48*, 158-163.
- Gilbert, B.J., Heesacker, M., & Gannon, L.J. (1991). Changing the sexual aggression-supportive attitudes of men: A psychoeducational intervention. *Journal of Counseling Psychology, 38*, 197-203.
- Grube, J.W., Mayton, D.M., & Ball-Rokeach, S.J. (1994). Inducing change in values, attitudes, and behaviors: Belief system theory and the method. *Journal of Social Issues, 50*, 153-174.
- Hamilton, M., & Yee, J. (1990). Rape knowledge and propensity to rape. *Journal of Research in Personality, 24*, 111-122.
- Katz, J. (1995). Reconstructing masculinity in the locker room: The Mentors in Violence Prevention Project. *Harvard Educational Review, 65*, 163-174.
- Katz, J., & Earp, J. (1999). *Tough Guise teacher's guide online: A companion to the college and high school versions of the video, Tough Guise: Violence, Media, and the Crisis in Masculinity*. Northampton, MA: Media Education Foundation.
- Kilmartin, C.T. (1996). The White Ribbon Campaign: Men working to end men's violence against women. *Journal of College Student Development, 37*, 347-348.
- Lonsway, K.A. (1996). Preventing acquaintance rape through education. What do we know? *Psychology of Women Quarterly, 20*, 229-265.
- Mahlstedt, D., & Corcoran, C. (1999). Preventing dating violence. In C. Crawford, S. David, & J. Sebrechts (Eds.), *Coming into her own*. San Francisco, CA: Jossey Bass.
- Pacifici, C., Stoolmiller, M., & Nelson, C. (2001). Evaluating a prevention program for teenagers on sexual coercion: A differential effectiveness approach. *Journal of Consulting and Clinical Psychology, 69*, 552-559.
- Petty, R., & Cacioppo, J. (1986). *Communication and persuasion: The central and peripheral routes to attitude change*. Springer-Verlag: New York.

- Reppucci, N.D., Land, D., & Haugaard, J.J. (2001). Child sexual abuse prevention programs that target young children. In P.K. Trickett & C. Schellenbach (Eds.), *Violence against children in the family and the community* (pp. 317-337). Washington, DC: American Psychological Association.
- Rosenbluth, B., & Bradford-Garcia, R. (2002). *Expect Respect: A support group curriculum for safe and healthy relationships* (3rd ed.). Austin, TX: SafePlace.
- Ryan, G. (1997). Perpetration prevention: Primary and secondary. In G. Ryan & S. Lane (Eds.), *Juvenile sexual offending: Causes, consequences, and correction* (2nd ed., pp. 433-455). San Francisco, CA: Jossey-Bass.
- Schewe, P., & O'Donohue, W. (1993). Rape prevention: Methodological problems and new directions. *Clinical Psychology Review, 13*, 667-682.
- Weisz, A.N., & Black, B.M. (2001). Evaluating a sexual assault and dating violence prevention program for urban youths. *Social Work Research, 25*, 89-100.
- Wekerle, C., & Wolfe, D. (1999). Dating violence in mid-adolescence: Theory, significance, and emerging prevention initiatives. *Clinical Psychology Review, 19*, 435-456.
- Yeater, E.A., & O'Donohue, W. (1999). Sexual assault prevention programs: Current issues, future directions, and the potential efficacy of interventions with women. *Clinical Psychology Review, 19*, 739-771.
- Zatorski, Joan. (n.d.). *Let's learn about preventing violence: An educational activities book*. The Positive Line.

Appendix
Programs Targeting Prevention of
First-Time Perpetration of Sexual Violence

To facilitate identification of programs of interest, each description lists key words that identify (1) gender, (2) age group, (3) racial/ethnic diversity, (4) setting, (5) type of program, and (6) duration of program (when available).

Multiple-Session, Curriculum-Based Prevention Interventions

Program Name: "Are We Listening" Program, Douglas County Rape Victim Survivor Service (RVSS), Lawrence, KS
Contact Name: Sarah Jane Russell or Laurie Hart
Phone Number: (785) 843-8985
E-mail: rvss@sunflower.com
Key Words: (1) Mixed gender and male only; (2) elementary, middle, and high school age; (3) racially diverse population; (4) elementary, middle, and high school setting; (5) multiple-session, curriculum-based program

Population served	This school-based program provides awareness/prevention education programming for racially/ethnically diverse groups of males and females in grades kindergarten through 12 and age 9 to 18, with some single-gender, male-focused activities. Approximately 267 students receive exposure to the programs offered each month. Recruitment of students varies depending on the grade level.
Medium used to convey message	In an effort to reduce the incidence of all forms of gender violence and bully behavior in Kansas, RVSS’s “Are We Listening” program is in its fourth year of collaborating with Lawrence Public Schools, The Kansas Office of the Attorney General, and the Kansas Department of Health and Environment to design and implement a comprehensive, K-12 prevention program. The grade-specific programs are “Steps to Respect” for grades K-6, “S.U.R.G.E.” (Students Upholding Respect and Gender Equity) for grades 7-9, and Women/Men of Strength for grades 10-12. These programs use multiple-session curricula.
Goals, objectives, and desired outcomes	The program’s goals are to achieve a change in knowledge, attitude, behavior, and environment that reduces the incidence of violence against females with age-appropriate intermediate indicators of understanding, attitude, and behavioral changes. Specific objectives have been developed for each of the grade levels they service.
Theoretical/scientific basis for the approach	This program is grounded in Behavior Change Theory and Cognitive Learning Theory.
Level of evaluation	Methods of evaluation primarily consist of process evaluation, including dates, session topics, and numbers of students, conducted by external and internal evaluators. Impact evaluation (pre/post tests) is used mostly for local program purposes, such as showing teachers, other school personnel, and coalition members that the program’s educational activities have produced attitudinal and behavioral changes.
Staff capacity	The program is delivered by the education coordinator, Laurie Hart. Training includes 30 hours annually of in-service and mandated quarterly meetings held by the Kansas Department of Health and Environment. Staff and resources are available to assist with data collection for evaluation efforts. Current funding is in Year 2 of a 5-year funding cycle as part of a noncompetitive continuation grant application process from a CDC/NCIPC/DVP Rape Prevention and Education grant.

Program Name: Athletes Helping Athletes, Garden City, NY
Contact Name: Don McPherson
Phone Number: (516) 877-4249
E-mail: mcpherso@adelphi.edu
Key Words: (1) Male only; (2) college, high school, and middle school age; (3) racially diverse; (4) university setting and all primary and secondary school levels; (5) one-time workshops and curriculum-based programs

Population served	This program serves ethnically and racially diverse groups of college males, with a focus on student athletes. The program also serves high school and middle school students.
Medium used to convey message	Mr. McPherson is beginning to formalize the programs offered through this agency. Programs include the following: (1) a program in Syracuse, NY, that trains high school students to speak to children in elementary schools about bullying and teasing; (2) the Student Athlete Leadership Program, a violence prevention program that attempts to address definitions of masculinity; and (3) the Sports Leadership Institute, a program that uses a recently created curriculum entitled “Coaching Boys into Men.”
Goals, objectives, and desired outcomes	One of the major goals of the programs is to challenge men to assess current cultural and social definitions of masculinity and redefine what is appropriate and accurate with this definition.
Theoretical/scientific basis for the approach	Mr. McPherson worked with Jackson Katz and the Mentors in Violence Prevention (MVP) program before arriving at Adelphi University. The programs that he has developed are grounded in these concepts.
Level of evaluation	He has not conducted extensive evaluation with these programs but would like to develop a comprehensive evaluation component.
Staff capacity	The programs are delivered by college and high school students. Both groups receive leadership training.

Program Name: Boy Talk/Girl Talk, Women’s Resource Center, Glasgow, MT
Contact Name: Beth Blakeman-Pohl
Phone Number: (406) 228-8401
E-mail: women@nemontel.net
Key Words: (1) Mixed gender and male only; (2) grades 7 to 12; (3) racially diverse; (4) middle and high school setting; (5) multiple-session, curriculum-based program; (6) four-part series

Population served	This school-based program is delivered to single-sex and mixed-gender groups in grades 7 to 12 in all 19 schools in the four-county area. On average, the program is delivered to 315 participants per month. Native American youth are targeted and recruited to participate in the program through area schools.
Medium used to convey message	The program delivers the “Boy Talk/Girl Talk” series, which covers Dating Violence, Sexual Violence, Self-Harm/Self-Injury, and Stalking and Hate Crimes. The program includes discussion, information, resources, and a safety planning theme to deliver its prevention message.
Goals, objectives, and desired outcomes	The purpose of the program is to address the issues of violence faced by youth because these issues were not being discussed otherwise. Staff provide youth with the knowledge that what they choose to do may be illegal and the effects of those choices, such as incarceration and being listed in a sexual offender registry. The program also serves to validate the victims’ experience. The overarching goal is to decrease violence, primarily sexual violence, raising awareness about the issues, educating the youth, and giving them the knowledge to stop the violence by making a choice. Staff believe that the most important service the program provides is honest, straightforward talk about the issues that youth face.
Theoretical/scientific basis for the approach	Although the program does not have a theoretical basis, it does use a formal prevention model. Staff introduce an alternative to the youth; to be clear that the sexual encounter is consensual for both participants.
Level of evaluation	The program submits semiquarterly reports to the Montana State Health Department and has a relationship established with an evaluator. Staff recently started conducting evaluations after each presentation to learn about abuse the youth have experienced themselves or committed against others. They will use these findings to educate the community on the reality of youth violence and to implement programs to better address these issues. Staff consider requests by counselors and school administrators for the program as documentation of their success.
Staff capacity	The program’s director and a law enforcement liaison advocate (a former law enforcement officer) deliver the program, and both have participated in state and national training. Staff resources for evaluation activities are minimal; however, this program has been identified as a priority-funded program by the Montana State Health Department.

Program Name: Expect Respect Curriculum, Safe Place, Austin, TX
Contact Name: Barrie Rosenbluth
Phone Number: (512) 356-1628
E-mail: brosenbluth@austin-safeplace.org
Key Words: (1) Mixed gender and male only; (2) grades K to 12; (3) racially diverse; (4) middle and high school setting; (5) multiple-session, curriculum-based program; (6) 24 weeks

Population served	The Expect Respect Program serves 400 students in school-based counseling and support groups each year, with some programming specifically targeting males. Participants are ethnically/racially diverse, with the largest percentage being Hispanic. Counseling and groups serve students in grades K-12 who have experienced domestic violence, sexual abuse, or are involved in an abusive dating relationship. Educational programs on preventing bullying, sexual harassment, and dating violence reach 4,000 students and 3,000 adults each year.
Medium used to convey message	The Expect Respect Program provides individual counseling, educational support groups, classroom presentations, and staff training. Support group facilitators use the program's curriculum, "Expect Respect: A Support Group Manual for Safe and Health Relationships." The sessions are 24 weeks long, with separate groups for male and female students. The groups provide a safe place for members to talk about their experiences, give and receive supportive feedback, and build skills for healthy relationships. Classroom presentations and staff training are also provided.
Goals, objectives, and desired outcomes	The Expect Respect Program works at multiple levels in a school. The goals are to (1) support youth in healing from past abuse, (2) raise expectations for equality and respect in relationships, (3) enhance safety and respect on school campuses, and (4) promote youth leadership in violence prevention. Each program component is evaluated. Students who participate in middle and high school groups are expected to increase their knowledge about abusive and healthy relationships and their confidence in their relationship skills. They are expected to decrease their acceptance of the use of force in relationships. Students who participate in educational presentations are expected to increase their awareness and their ability to help themselves and their peers. Adults who receive training are expected to identify strategies for stopping and preventing bullying, sexual harassment, and dating violence among students.
Theoretical/scientific basis for the approach	Children who experience sexual or domestic violence need access to services at school to help them increase their safety, social support, and relationship skills. Without intervention, these children are at risk for further victimization and for perpetrating violence against peers and dating partners. Primary prevention programs should address bullying and sexual harassment as precursors to dating and sexual violence. Based on the work of Dan Olweus, the Expect Respect Program developed and evaluated a school-wide model for preventing bullying and sexual harassment and improving school climate. This multi-level approach includes classroom curricula developed by Nan Stein at the Wellesley College Center for Research on Women.
Level of evaluation	Questionnaires are administered to students during their intake session and again at the completion of the group curriculum. Pre- and post-tests are designed to measure changes in knowledge, attitudes, and future behaviors. Evaluation methods for other program components include school climate surveys, training feedback forms, and student and teacher focus groups. The program produces an evaluation report each year.
Staff capacity	Program staff include a director, a coordinator of training, a prevention educator, four school-based counselors, an administrative assistant, and a team of interns and volunteers.

Program Name: Fraternity Anti-violence Education Project, West Chester, PA
Contact Name: Deborah Mahlstedt
Phone Number: (610) 436-3523 or (610) 436-2945
E-mail: dmahlstedt@wcupa.edu
Key Words: (1) Male only and mixed-gender; (2) college age; (3) racially diverse; (4) university setting; (5) multiple-session, curriculum-based training and one-time workshops

Population served	This project serves college-aged men in fraternities. Programs are typically delivered in a male-only environment but can be adapted to a mixed-gender environment.
Medium used to convey message	The program incorporates small-group discussion, role plays, and handouts using the Fraternity Violence Education curriculum. The first semester is a detailed classroom session in which the men participate in various activities to develop an understanding of the issue. The second semester requires the men to co-lead discussions and seminars in the fraternities.
Goals, objectives, and desired outcomes	The goals of the program are for men to educate other men about violence against women; to assist men with developing the leadership skills necessary to confront this social problem; to create an atmosphere in which there is opportunity for ongoing dialogue among men about sexual violence; to have men take responsibility for the fact that some men do rape and beat women; to offer young men a safe, structured setting to explore difficult issues—masculinity, sexism, sexual assault—without fear of being blamed; to challenge the attitudes and dispel the myths that perpetuate sexism and violence against women; to provide young men with knowledge about the causes of violence against women; and to examine the causes of violence toward women in a context of male institutional power that has allowed men to “get away with” sexual violence.
Theoretical/scientific basis for the approach	The curriculum is based on specific ideas about social change, including that it is a slow, complex process; it is best facilitated by members of the group that is seeking or needing change; and it requires that change take place on an institutional, group, and individual level. The curriculum is based on the idea that a safe place to examine one’s feelings, beliefs, and behaviors connected to oppression is crucial.
Level of evaluation	The program has been in existence since 1989. It has been evaluated rigorously. A report of the evaluation findings will be ready for publication in spring 2003.
Staff capacity	Peer leaders are recruited through the fraternity system and must take two semesters of classes to be qualified as trainers/presenters.

Program Name: Friendship Center of Helena, Carroll College, Helena, MT
Contact Name: Kelly Parsley
Phone Number: (406) 447-4524
E-mail: kparsley@carroll.edu
Key Words: (1) Gender specific and male only; (2) middle and high school age; (3) primarily white population; (4) middle and high school setting; (5) multiple-session, curriculum-based program

Population served	This school-based program provides prevention education sessions for males and females in grades 6 through 12, with gender-specific curricula available. Participants are not recruited for the program. Instead, teachers typically call and request that the program be delivered to their classes.
Medium used to convey message	The director, Kelly Parsley, visits elementary, middle, and high schools across the United States to present a curriculum called "Walking in the Lion's Den." She also does a presentation titled "Men Can Stop Rape." She uses two different curricula, one for boys and one for girls. The program for girls deals with ways to be safer. The one for boys deals with taking the responsibility to end rape.
Goals, objectives, and desired outcomes	The basic goal of the program is to provide outreach to 1,000 students per year. Program staff strive to make participants feel slightly uncomfortable and to challenge them to think about the lessons.
Theoretical/scientific basis for the approach	The program has a basis in Marxist theory. (Marxism, a theory of government advocated by Karl Marx, promotes a classless society in which resources are shared and owned by all.) The Friendship Center's program has been very successful at raising awareness. The college is a Catholic campus, and the general belief prior to the inception of the project was that rape does not exist. This program has helped change that perception.
Level of evaluation	The program includes basic post-test evaluations at the conclusion of each presentation. Three questions are asked: (1) What did you learn? (2) What do you wish the presenters would have done differently? (3) What do you want to change about the program? The program has been in existence for 6 years. There has not been any formal evaluation of the program as a whole; however, its accomplishments are documented in student testimonials.
Staff capacity	The presentations are delivered by the director, who is occasionally accompanied by a student intern. The director and the intern are the only staff. The director has a master's degree in English from Penn State University, has 5 years of research experience, and has conducted conference presentations. The program is currently funded by CDC, through a block grant distributed by the Department of Health and Human Services, but this funding source has not been very stable.

Program Name: Hands Are for Helping Program, Women’s Resource Center, Glasgow, MT
Contact Name: Beth Blakeman-Pohl
Phone Number: (406) 228-8401
E-mail: women@nemontel.net
Key Words: (1) Mixed gender; (2) elementary school age; (3) racially diverse; (4) elementary school setting; (5) curriculum-based program

Population served	This program is for grades K through 6 and addresses violence prevention for both boys and girls. It is provided to all 19 schools in a four-county service area, as well as to youth in day care centers, Head Start programs, and preschools. The program serves approximately 230 participants per month and has a racially/ethnically diverse population, primarily Native American youth. Program participants are identified and recruited through their schools.
Medium used to convey message	The program begins a dialogue with youth and educators about the reality of violence that the youth witness or experience. It then provides youth and educators with the tools (books, videos, teaching guides, web sites, discussion questions) to best address and prevent this violence and to continue to raise youth awareness and build a foundation for respect. Focus areas include (1) Hands Are for Helping basic violence prevention (grades K-2); (2) media violence awareness and its impact on youth (grades 3-4); and (3) bullying prevention with nonviolence conflict resolution (grades 5-6). It also includes a specific component that addresses sexual violence prevention.
Goals, objectives, and desired outcomes	The goals of this program are for participants to begin to build a foundation of respect for one another, including tolerance and nonviolence. The program would also like to heighten awareness of the violence our youth experience or are subject to and have that awareness translate into positive, respectful actions in their daily lives.
Theoretical/scientific basis for the approach	Materials include <i>Let’s Learn About Preventing Violence</i> (Zatorski, n.d.) and <i>The Bully Free Classroom</i> (Beane, 1999).
Level of evaluation	<p>Program staff use student questionnaires and maintain follow-up contact with school administrators, counselors, and faculty. An external evaluation was conducted by educators within the classroom. An internal evaluator was the director of the Women’s Resource Center, who attended the presentations.</p> <p>The program has been in existence for a year. There are contextual issues that have affected the program. Youth capabilities (those identified with behavioral issues or limited learning capacities) and life experiences (history of abuse either witnessed or personal experience) are important. Due to a remote, isolated location and vast service area (geographic area covering 9 percent of the state), the travel distance is very time consuming. In addition, the population base varies from town to town, and the youth population varies accordingly. These issues affect the presentation style and method.</p>
Staff capacity	<p>Trained child advocates deliver the program. They receive state and national training, with an emphasis on violence prevention and adult and child victim advocacy. Minimal staff are available to assist with evaluation efforts.</p> <p>Program staff are currently assessing funding. However, the program has been identified as a priority funded program.</p>

Program Name: Men Against Violence Program, University of Maryland, Baltimore County (UMBC), Catonsville, MD
Contact Name: Casey Miller
Phone Number: (410) 455-1556
E-mail: cmille1@umbc.edu
Key Words: (1) Male only; (2) college age; (3) racially diverse; (4) university setting; (5) workshops; (6) semester-long class

Population served	This sexual violence prevention program is campus based and delivered to college-aged students. It is a male-only program, because only men have applied to the Men Against Violence (MAV) group. There is also a women's group, Advocates Against Violence. Students receive three credits at UMBC in women's studies, social work, or psychology for participating in the program.
Medium used to convey message	The program focuses on antiviolenace and how to define masculinity. In addition to the classes, men can come in to talk about issues. Staff also hold presentations in residence halls and the community. They also provide campus-wide awareness events.
Goals, objectives, and desired outcomes	The goals of this program are to increase on-campus awareness of the issues of sexual assault, domestic violence, stalking, harassment, and other types of discriminatory behaviors (hate crimes, racism, sexism, homophobia, etc.) and to help educate males about their responsibility to be nonviolent.
Theoretical/scientific basis for the approach	This program is based loosely on Deborah Mahlstedt's work (Fraternity Violence Education Project) and Paul Kivel's research.
Level of evaluation	There is no formal evaluation of this program; however, subjective measurements are made based on papers written by the students.
Staff capacity	The program has one MAV coordinator, one program coordinator, and six peer educators. It is funded by the Department of Justice (DOJ) and managed by the California Coalition Against Sexual Assault (CALCASA).

Program Name: Mentors in Violence Prevention (MVP) Program, Northeastern University's Center for the Study of Sport in Society, Boston, MA

Contact Name: Jeff O'Brien

Phone Number: (617) 373-7651

E-mail: jobmvp@aol.com

Key Words: (1) Mixed gender and male only; (2) college, high school, and middle school age; (3) racially diverse; (4) university, high school, and middle school setting; (5) multiple session, curriculum based, and one-time workshop

Population served	This prevention program serves approximately 350 high school students per year with its Train-the-Trainer program. The program is delivered to racially diverse, mixed- and single-gender groups in middle schools, high schools, military schools, and universities. It also serves more than 1,000 college students per year with awareness-raising presentations.
Medium used to convey message	<p>The program uses the MVP curriculum, which is a multiple-session training regimen (six or seven 2-hour sessions; 2- to 3-month timeframe). Male and female participants explore with MVP trainers different types of abuse and the ways in which this abuse touches their lives.</p> <p>The Train-the-Trainer program involves graduates of the MVP program. Students learn public speaking and group facilitation skills in preparation for conducting their own awareness-raising workshops with younger students in their schools.</p> <p>The program delivers activities based on the empowered bystander approach. The program is a gender violence prevention and education program, which views student athletes and student leaders not as potential perpetrators or victims but as empowered bystanders who can confront abusive peers.</p>
Goals, objectives, and desired outcomes	The primary goals of the program are to affect knowledge change, attitude change, and efficacy (are people more likely to intervene). The specific goals for the program vary according to gender.
Theoretical/scientific basis for the approach	The program was created in 1993 by Jackson Katz.
Level of evaluation	The program recently completed a 3-year mixed-methods evaluation. This involved pre- and post-testing of knowledge and attitudes measuring the efficacy of the program. The evaluation focused specifically on the MVP Massachusetts high school initiative, funded primarily through the Massachusetts Department of Public Health.
Staff capacity	The program is facilitated by mixed-gender, multiracial teams. The high school Train-the-Trainer programs involve a 15-hour training course. The college and professional-level Train-the-Trainer programs involve three 8-hour days. Approximately 15 hours of that time is used to raise awareness, and the final hours are used to teach the trainers how to present the materials.

Program Name: Prevention of Sexual Violence Against Females, Metropolitan Organization to Counter Sexual Assault (MOCSA), Kansas City, MO

Contact Name: Gail Jones Kaufman

Phone Number: (816) 931-4527

E-mail: gkaufman@mocsa.org

Key Words: (1) Male only and mixed gender; (2) middle school age; (3) racially diverse; (4) middle school setting; (5) multiple-session, curriculum-based program

Population served	Project participants are male and female middle school students. Depending on the school, students may be seen together or in single-gender groups. Approximately 100 new or ongoing participants receive exposure to MOCSA services each month. One of the schools is mostly Caucasian; the youth at another site are multinational and ethnically diverse, with 70 percent being either African American or Hispanic. Partner schools were chosen based on their communicated desire for a prevention program.
Medium used to convey message	MOCSA partners with two middle schools and provides sexual assault prevention programming each year to the 6th, 7th, and 8th grade students. A curriculum was developed using lecture, small group discussion, homework assignments, videos, role plays, and other activities. Topics include Understanding Violence; Stereotypes and Gender Roles; Positive Relationships; Sexual Assault; Communication; Personal Power; Interpersonal Competence; Anger Management; and Conflict Resolution.
Goals, objectives, and desired outcomes	This program exists to decrease the risk factors associated with sexual violence victimization and perpetration among youth by changing the attitudes and behavior that perpetuate sexual violence in our society. The objectives are that youth will learn life-long skills that will help them decrease the incidence of sexual violence by developing empathy, understanding consequences for behavior, developing effective coping responses, and understanding how the perpetuation of gender stereotypes fosters a rape-supportive culture.
Theoretical/scientific basis for the approach	A literature review was conducted prior to developing the prevention program to guide its development. MOCSA's programs are comprehensive programs that open dialogue with youth on important topics such as sex, sexual assault, and intimacy. These areas are not discussed by most adults, resulting in misinformation from peers and the media. MOCSA combats the perpetuation of myths and negative perceptions about sexual violence and healthy and unhealthy relationships.
Level of evaluation	Resource Development Institute was retained to evaluate MOCSA's sexual assault prevention program over a 3-year period. Pre- and post-tests were administered using a battery of assessment tools. Evaluation results confirmed that the program was effective, with reduction in violent acts and increases in friendly interactions. Quarterly staff meetings are held to discuss challenges, and staff routinely discuss issues and observations with the cooperating teacher at each partner school.
Staff capacity	As a rape crisis center, MOCSA has been providing prevention services for over 25 years. The RPE project has been in existence since 1998, with full implementation beginning in 1999. Seven staff members serve on this project in various capacities. Staff members are required to read the literature review for a foundation of sexual assault prevention and to practice delivering the program. Staff are trained in crisis intervention, mandated reporting, and referral sources so that they are prepared if a program participant discloses an incident of sexual assault. Staff currently collect evaluation data for programming. MOCSA receives funding for this program from a variety of sources, including private foundations, United Way, individual contributions, and the Kansas Governor's Office.

Program Name: Respect Curriculum, Dekalb Rape Crisis Center, Decatur, GA
Contact Name: Fatima Cody Stanford (Prevention Coordinator)
Phone Number: (404) 377-1429
E-mail: fcsdrcc@bellsouth.net
Key Words: (1) Mixed gender and male only; (2) middle and high school age; (3) racially diverse; (4) middle schools, community organizations, and private groups; (5) multiple-session, curriculum-based program; (6) 5-day program

Population served	The Respect curriculum is provided to all students in Decatur and DeKalb county schools and to youth in community organizations. The community presentations include male-only groups, and the school-based presentations are generally mixed-gender groups. Participants in the programs are of diverse ethnic backgrounds, including Caucasian, African American, and Puerto Rican. The community groups include Latinos, refugees, and other populations. Participants range from 100 to 500 per month. The agency is usually called and invited to make a presentation.
Medium used to convey message	The Respect curriculum was developed by the organization and is a 5-day program that covers healthy relationships, gender and power, definitions of sexual assault, empathy induction, and things that can be done to help sexual assault survivors. Along with the Respect curriculum, the organization offers a seventh grade program called “Hands Off,” which is focused on sexual harassment, and other victim services.
Goals, objectives, and desired outcomes	Program staff strive to make people aware of what sexual violence is and steer potential perpetrators away from perpetrating. They focus on youth to help mold attitudes that do not support violent behavior.
Theoretical/scientific basis for the approach	This curriculum was developed by the organization. It is based on research such as empathy induction work by John Foubert.
Level of evaluation	An Emory student evaluated the curriculum for a master’s of public health thesis. In addition, a doctoral class at Argosy evaluated the curriculum. Program staff are currently conducting an assessment of the program that includes basic descriptive information. The program has been in existence approximately 5 years.
Staff capacity	The agency has a speaker’s bureau that consists of volunteers who present the curriculum. The volunteers must complete a 30-hour training and a 6-hour speaker training.

Program Name: Safe Dates Program, University of North Carolina, Health Behavior and Health Education, Chapel Hill, NC

Contact Name: Vangie Foshee

Phone Number: (919) 966-6616

E-mail: foshee@email.unc.edu

Key Words: (1) Mixed gender; (2) middle and high school age; (3) rural, racially diverse population; (4) middle and high school setting, also a community-based component; (5) multiple-session, curriculum-based program

Population served	This school-based program provides awareness/prevention education programming for males and females in middle and high school. Dr. Foshee noted that several schools and agencies have expressed interest in the program and are implementing it. The program provides services to a racially/ethnically diverse population.
Medium used to convey message	The Safe Dates program consists of school and community activities. School activities include a theater production performed by peers, a 10-session curriculum, and a poster contest. The play is about how an adolescent victim of dating violence seeks help with her violent relationship. The curriculum includes teaching objectives for each session and interactive exercises that address each mediating variable. Community activities promote secondary prevention by encouraging victims to leave violent relationships and seek help and by encouraging perpetrators to stop being violent and seek help. Community activities include a crisis line, support groups, materials for parents, and service-provider training.
Goals, objectives, and desired outcomes	School activities promote the primary prevention of dating violence by changing norms associated with partner violence, decreasing gender stereotyping, and improving conflict-management skills.
Theoretical/scientific basis for the approach	The program aims to prevent dating violence by changing dating violence norms, gender stereotyping, conflict-management skills, help seeking, and cognitive factors associated with help seeking.
Level of evaluation	Both short- and long-term evaluations have been conducted by Dr. Foshee. The short-term behavioral effects disappeared one year after participation in the program; however, effects on dating violence norms, conflict management skills, and awareness of community resources were maintained. Dr. Foshee was not aware of evaluation efforts that may have occurred in other schools and organizations currently using the program. Dr. Foshee received funding from CDC to use the Safe Dates longitudinal data and Census data to examine whether there are differences between African American and white adolescents in their ways of responding to family violence.
Staff capacity	The program was originally delivered in one school district in North Carolina. Dr. Foshee is aware of various school and organizations who use the program.

Program Name: Safe Space, Butte, MT
Contact Name: Ellen Donahue
Phone Number: 1-800-479-8511
E-mail: ssadm@safespace.org
Key Words: (1) Male only; (2) high school age; (3) racially diverse; (4) alternative high school setting; (5) multiple-session, curriculum-based program; (6) semester-long class

Population served	Safe Space is a school-based prevention program delivered to a group of young men in an alternative school. On average, the program serves approximately 5 to 10 individuals per month. All males who are enrolled in the "Social Issues" class at the Abraham Lincoln Alternative High School participate in the program.
Medium used to convey message	The program offers a course entitled "Social Issues" but does not use a specific curriculum. The 2002-2003 school year is its sixth year in the school but only the second in which male and female students have been split into two separate groups. The group "ground rules" are usually established at the beginning of each semester, and then the students are asked for input on issues they want to discuss.
Goals, objectives, and desired outcomes	The goal of the program is to deliver services in junior and senior high schools. The program also provides temporary emergency housing for survivors of domestic and sexual assault, a 24-hour crisis and information line, three weekly survivor support groups, one weekly children's group, a Women's Resource Center, a 911 emergency cell phone program, and 24-hour on-scene domestic violence and sexual assault response and advocacy service.
Theoretical/scientific basis for the approach	This program is based on an empowerment model and feminist theory.
Level of evaluation	The program submits semiquarterly reports to the Montana State Health Department. Program staff define their success by increased usage of services; individuals who no longer require services; and individuals who have been educated and understand the dynamics of domestic violence, sexual assault, dating violence, and family abuse. The program has been involved in groups with male youth since September 1997.
Staff capacity	<p>The executive director facilitates the weekly classes at Abraham Lincoln Alternative High School. She began working in the field of domestic violence in 1989 and holds a master's degree in social work. Safe Space has a staff of two full-time and two part-time employees. Despite limited staff, the program provides educational presentations to more than 1,000 students each year and more than 1,500 individuals in the community.</p> <p>The stability of the funding for this program is uncertain. Each year the program faces possible cuts in its current funding because all of its funding sources are competitive, including those on the local level. Most of Safe Space's monetary support comes from federal sources. Staff are concerned about possible cuts in VOCA allocations to domestic violence and sexual assault programs.</p>

Program Name: Tough Guise: Violence, Media, and the Crisis in Masculinity, Long Beach, CA
Contact Name: Jackson Katz
Phone Number: (562) 997-3953
E-mail: jacksonkatz@aol.com
Web Site: www.jacksonkatz.com
Key Words: (1) Mixed gender and male only; (2) high school and college age and adults; (3) racially diverse; (4) university, school, and community settings; (5) video and study guide; (6) multiple sessions or one-time presentation

Population served	This resource tool was developed for high school and college students. It is also frequently used in batterer interventions, domestic violence and sexual assault outreach programs, and other community settings.
Medium used to convey message	“Tough Guise: Violence, Media, and the Crisis in Masculinity” is an educational video that is used in conjunction with a 22-page study guide. There is a high school version of the video that is 57 minutes long and a college version that is 82 minutes long. The video and guide are used by numerous schools and agencies throughout the country and are often structured with multiple sessions. Information for these items are available on Mr. Katz’s web site.
Goals, objectives, and desired outcomes	This program provides an analysis of the relationship between mass media, masculinity, and violence. The goals include increasing awareness of media’s influence in perpetuating the cultural norm of masculinity and violence and providing participants with analytic tools to understand how media works.
Theoretical/scientific basis for the approach	This program is grounded in prior research that illustrates the influence of media on social norms.
Level of evaluation	There have been varying levels of evaluation by the various agencies and schools that use the program throughout the country. The majority of evaluation has been limited to basic pre- and post-testing.
Staff capacity	Mr. Katz provides the video and study guide on his web site, along with other resource tools such as the videos “Wrestling with Manhood” and “Spin the Bottle.” Mr. Katz also helped develop the Mentors in Violence Prevention (MVP) program, and he tours the country discussing issues of masculinity and violence.

Program Name: Unlearning Rape Using the Passport to Manhood Curriculum (Modified Program) in Riley County, Kansas Department of Health and Environment, Topeka, KS
Contact Name: Judy Davis
Phone Number: (785) 539-7935
E-mail: jdavis@oz-online.net
Key Words: (1) Male only; (2) ages 11 to 14; (3) racially diverse; (4) community- and school-based programs; (5) multiple-session, curriculum-based program; (6) 14-week program

Population served	The Unlearning Rape Project offers the Passport to Manhood curriculum to 11- to 14-year-old males. Last year, the project reached a racially/ethnically diverse group of 96 boys. The program is open to any boys in this age range at the Boys and Girls Club in Riley County.
Medium used to convey message	The Passport to Manhood curriculum was developed by the Boys and Girls Clubs. The Unlearning Rape Project has infused the 14-week program with sessions that focus on sexual violence issues, resulting in a modified version of the original curriculum. The agency also offers a bullying prevention program, a dating violence program for at-risk teens, and a sexual violence peer educators' program for university students.
Goals, objectives, and desired outcomes	The Passport to Manhood curriculum is used as a part of Riley County's larger initiative, the Unlearning Rape Project. This is a community-wide initiative aimed at changing attitudes and behaviors that often precede sexual violence against women and girls.
Theoretical/scientific basis for the approach	The Passport to Manhood curriculum was developed by the Boys and Girls Clubs. The original curriculum was not developed to address sexual violence; however, the Riley County program has added components that are intended to address issues of sexual violence.
Level of evaluation	The Unlearning Rape Project will be submitting required evaluation data on the Passport to Manhood curriculum to the Kansas Department of Health and Environment using a universal instrument for pre- and post-testing. It was initially difficult to get approval for male-focused prevention efforts from stakeholders, but the program currently receives a great deal of support.
Staff capacity	The program is delivered by staff at the Boys and Girls Club in Riley County, who received training from the national Boys and Girls Clubs. The organization has 3 years of funding through the Kansas Department of Health and Environment.

Program Name: The Wise Guys Program in Grant County, Risk Reduction Involving Sexuality of Kids (RRISK) Project, funded by the Kansas Department of Health and Environment, Ulysses, KS

Contact Name: Anita Mason

Phone Number: (620) 356-3824

E-mail: rrisk@ulysses.org

Key Words: (1) Male only; (2) ages 11 to 17; (3) racially diverse; (4) community-based setting; (5) multiple-session, curriculum-based program

Population served	This community-based program targets boys aged 11 to 17. Approximately 20 to 25 boys participate in an average month. Overall, the participants are ethnically diverse, with about 50 percent Hispanic and 50 percent white. They are identified/recruited through referrals from various agencies, including a mental health center, school counselors, and the court system.
Medium used to convey message	Volunteers have an evening session offering food and games, followed by a lesson from the Wise Guys curriculum. Along with the Wise Guys program, the agency also offers school-based programs called “Promoting Alternative Thinking Strategies” (PATHS) and other sexuality topics such as STDs and teen pregnancy prevention.
Goals, objectives, and desired outcomes	This program’s goals are to demonstrate male responsibility; reinforce an environment of positive behaviors; increase awareness and education about the dangerous mix of drugs, alcohol, and sexual violence; provide alternatives to early initiation of antisocial behavior; and reinforce healthy relationships.
Theoretical/scientific basis for the approach	The program uses the Wise Guys curriculum, which is designed to empower young men with the knowledge they need to make effective decisions; encourage young men to respect themselves as well as others; help young men understand the importance of male responsibility, particularly sexuality; and help young men improve communication with parents, educators, peers, and others.
Level of evaluation	The program uses the evaluation instruments from the Wise Guys curriculum (pre- and post-tests) and has documentation from the various administrations of these instruments. Volunteers who implement the program also distribute and collect the evaluation instruments. The program director identified a few contextual factors that have had an impact on the program: (1) the program must deal with the politics surrounding discussions about sex with young children but has received a lot of support from the school system; (2) the large transient Hispanic population results in such issues as varying academic levels and the need to find Spanish-speaking implementers.
Staff capacity	This agency has a Male Involvement Committee that provides volunteers. The committee has several members who completed the Wise Guys training, and they are responsible for implementation of the curriculum. This program has 3 years of funding from the Kansas Department of Health and Environment.

***Ongoing, Open-Forum Discussion Groups
or Ongoing Mentoring Program***

Program Name: Boys Will Be Boys Program, Shawnee County YWCA Battered Woman Task Force, Topeka, KS
Contact Name: Lance Murphy or Lisa Hetch
Phone Number: (785) 354-7927
E-mail: SIR711@hotmail.com
Key Words: (1) Mixed gender and male only; (2) elementary, middle, and high school age; (3) racially diverse population; (4) elementary, middle, and high school setting; (5) ongoing group discussion and mentoring

Population served	This program provides services to racially/ethnically diverse males ages 11 to 19, with a focus on African American boys. Approximately 1,000 students per month receive services. Students are recruited through Elementary Prevention Education Schools and based on teacher recommendations and student referrals.
Medium used to convey message	The Young Women's Christian Association (YWCA) of the United States draws together members who strive to create leadership to attain a common vision: peace, justice, freedom, and dignity for all people. In an effort to reduce the incidence of all forms of gender violence, this program is designed to implement a discussion-based prevention program with the motto "It is never necessary to be unkind." These are ongoing discussion/mentoring groups that use several curricula to spark discussion. Mr. Murphy also facilitates afterschool programming, parent groups, and church groups.
Goals, objectives, and desired outcomes	<p>The program has the following time-phased objectives:</p> <ul style="list-style-type: none"> • Implement prevention education through discussion-based programming at five public schools in Shawnee County. Expand to three additional schools to develop a more methodologically sophisticated set of groups. • Design and implement a sport camp for prevention of first-time male perpetration of sexual violence. <p>The program hopes to achieve a change in knowledge, attitude, behavior, and environment that reduces the incidence of violence against females. The program has been successful because of its multi-method approach, and it reaches "at-risk" African American boys.</p>
Theoretical/scientific basis for the approach	The program is based on nonviolence theory and Christian faith based theology. It also uses three curricula developed by Nan Stein: Flirting or Hurting, Quit It, and Gender Violence.
Level of evaluation	Methods of evaluation are mainly composed of process evaluation with pre/post testing and informal participant feedback. Program accomplishments have been documented through external and internal evaluation.
Staff capacity	The program is delivered by the health educator, Lance Murphy. Training for program implementation includes 32 hours of mandated quarterly meetings/trainings facilitated by the Kansas Department of Health and Environment. Staff and resources are available to assist with data collection for evaluation efforts. Current funding is in Year 2 of a 5-year funding cycle as part of a noncompetitive continuation grant application process from a CDC/NCIPC/DVP Rape Prevention and Education grant.

Program Name: Men Against Rape Program, Campus Violence Prevention Project, University of California, Davis, CA
Contact Name: Peggy Whalen, Jennifer Beeman, Lisa Sanders
Phone Number: (530) 752-3299, (530) 752-3759, (530) 752-3372
E-mail: pawhalen@ucdavis.edu; jmbeeman@ucdavis.edu; lmsanders@ucdavis.edu
Web Site: www.cvpp.ucdavis.edu
Key Words: (1) Male only; (2) college age; (3) racially diverse; (4) university setting; (5) group discussions; (6) monthly meetings

Population served	This program is university based and targets college-aged men (ages 18 to 21). Forty-three men signed up to participate in events and the on-line discussions, and 20 came to the first meeting. (The program is new and has met only a few times.) The campus population is diverse (with a large Asian population), and the participants reflect the diversity of the campus population in general. They are recruited through outreach activities conducted on campus.
Medium used to convey message	The Men Against Rape program is a campus program currently consisting of monthly meetings for interested men. In addition, a group of men participate in weekly on-line discussions. The men are planning the rest of the intervention, which will include a community service project and a special project. The campus also is getting ready to start a Men Educating Men peer training program. They will train campus men to speak to fraternities, sports teams, and other groups. Current activities include peer education, a media campaign, monthly meetings, and the on-line discussions. Methods used to provide information and build skills include discussion, role play, exercises, and video. The program does not currently use a specific published curriculum; however, staff will be trying to incorporate a curriculum as the program grows.
Goals, objectives, and desired outcomes	The prevention activities of the Men Against Rape program support the campus community by helping to create an environment that encourages awareness of the issues of sexual assault, relationship violence, and hate- or bias-related activities.
Theoretical/scientific basis for the approach	This program has not identified a specific theoretical or scientific basis for its approach. As the program develops, staff will devote more time to this aspect of the project.
Level of evaluation	The program is new, and staff have not yet conducted any formal evaluations. They are interested in conducting evaluation activities and will do so as the program matures.
Staff capacity	The meetings and workshops are facilitated by professional staff and student peer educators. The peer educators are trained through a year-long series of classes. The program has several paid staff members and several student leaders who would be able to conduct evaluation activities.

Program Name: SAVE Mentors, Women’s Studies Program, University of Northern Iowa, Cedar Falls, IA
Contact Name: Annette Lynch
Phone Number: (319) 273-7102
E-mail: annette.lynych@uni.edu
Web Site: http://fp.uni.edu/womenstudies/us_justice_department_grant.htm
Key Words: (1) Male only; (2) college age; (3) primarily white population; (4) university setting; (5) peer mentor program

Population served	This campus-based sexual violence prevention program is targeted at males aged 18 to 21. More students in leadership positions on campus are recruited and serve as mentors to other undergraduate males.
Medium used to convey message	The primary focus of the program is to recruit men who then serve as mentors to younger male students on campus. Trained students work with groups on masculinity issues, usually in a workshop format and sometimes in a retreat format.
Goals, objectives, and desired outcomes	The goal of the program is to decrease violence against women.
Theoretical/scientific basis for the approach	This program is based on Jackson Katz’s work. Michael Kimmel will be visiting to work with the group in spring 2003.
Level of evaluation	This program is currently conducting some research on the correlation between masculinity and violence against women.
Staff capacity	Student presenters receive 2 days of training. The program has a men’s advisory board of faculty, staff, agency professionals, and a coordinator.

Program Name: Take a Stand, Student Assault Recovery Service, University of Montana, Missoula, MT
Contact Name: Shantelle Gaynor
Phone Number: (406) 243-6429
E-mail: sgaynor@mso.umt.edu
Key Words: (1) Male only; (2) college age and adults; (3) racially diverse; (4) university setting; (5) ongoing group discussions

Population served	This program is a campus-based prevention intervention, delivered to a group of racially diverse college-aged and adult men. Participants meet on a voluntary basis and are recruited through on-campus outreach.
Medium used to convey message	The primary component of the program is a group discussion twice a month. Volunteer male peer educators present sexual awareness/ consciousness-raising materials to a group of 7 to 10 men two Wednesdays per month for 1½ hours each. The discussion focuses on how gender roles influence sexual violence. The program also conducts gender exercises (i.e., construction of masculinity) and bystander scenarios and provides activist opportunities in which men offer peer education in the community. The program is based on a focus group approach, and a script of questions is used to facilitate discussion.
Goals, objectives, and desired outcomes	The main goal of the program is to prevent sexual violence by focusing on men rather than teaching women how to avoid dangerous situations. It addresses the violence in men's lives that leads to desensitization and devaluing of others. Program staff describe their most important service as being the quality and depth of the discussions.
Theoretical/ scientific basis for the approach	The program is based on work done by Alan Berkowitz. The program also works in collaboration with Men Can Stop Rape in Washington, DC. The group conducts Train-the-Trainer workshops with staff of Take a Stand. The program is also based on the third wave of feminist theory, which emphasizes the importance of men's involvement.
Level of evaluation	Program staff attempted to conduct phone interviews with a sample of 500 students, but the response rate was less than 1 percent. They will attempt to do more evaluation with future funding cycles. Basic satisfaction evaluations are conducted to refine the questions asked during the presentations. The outline of discussions has changed and shifted as a result. The program is in the process of revising its peer education discussions. It does have a relationship with an external evaluator.
Staff capacity	The program has been in existence for approximately 9 months. It currently employs one full-time and one part-time staff member. Male peer educators deliver the program and provide assistance with data collection and evaluation efforts. The funding for the program will be up for renewal in a year and a half.

Program Name: Young Men’s Group, Men’s Resource Center of Western Massachusetts, Amherst, MA
Contact Name: Steven Botkin
Phone Number: (413) 253-9887
E-mail: mrc@mensresourcecenter.org
Key Words: (1) Male only; (2) ages 12 to 18; (3) racially diverse; (4) middle and high school setting; (5) ongoing discussion groups

Population served	Program participants are male middle and high school students. These are ongoing groups open to any male who would like to participate. One group specifically targets men of color.
Medium used to convey message	<p>The Young Men’s group offers ongoing discussion groups that provide a forum for males to discuss a variety of issues, such as male violence, healthy relationships, masculinity, and leadership as men. The center also offers a batterer intervention program called “Men Overcoming Violence,” weekly support groups, and a magazine entitled <i>Voice Male</i>.</p> <p>Staff do not use a specific curriculum because they do not want participants to consider the program to be a repeat of school. They leave discussion open to the participants’ interest.</p>
Goals, objectives, and desired outcomes	The program has a mission to support men, challenge men’s views on violence, and promote men’s leadership in overcoming oppression.
Theoretical/scientific basis for the approach	The program uses an educational model but is an open forum for discussion among participants.
Level of evaluation	<p>The program has a very loose evaluation that obtains written and verbal feedback. Staff would like to do more in terms of evaluation, but they have found it difficult to define their objectives, especially with the lack of a structured curriculum.</p> <p>The center has been in existence for 20 years. Its youth focus started in 1990. The current program has undergone many changes, however, evolving from a classroom presentation approach to an ongoing, discussion group format.</p>
Staff capacity	<p>The Young Men’s program is facilitated by staff. Facilitators have had training from the Department of Public Health Adolescent Perpetration Training Model and the Best Training Model of Youth Development.</p> <p>The program does not receive RPE funding. Due to recent Department of Health budget cuts, staff have looked for more grants and private funding streams.</p>

One-Time Awareness/Educational Workshops and Theatrical Performances

Program Name: Crimes Against Nature, Fredericksburg, VA
Contact Name: Chris Kilmartin
Phone Number: (540) 654-1562
E-mail: ckilmart@mwc.edu
Key Words: (1) Mixed gender; (2) college age; (3) primarily white population; (4) university setting; (5) theatrical performance

Population served	This program is geared toward college-aged men and women. Universities typically contract with Dr. Kilmartin to provide the program to classes or buy the video to use. In an average year, Dr. Kilmartin conducts 15 shows. A typical audience is usually about 150 people, so the program is delivered to approximately 2,250 people per year.
Medium used to convey message	The program is a 65-minute “one-man” theatrical performance used to educate college students about masculine psychology. Dr. Kilmartin emphasizes the gendered aspects of sexual assault and men’s special role in prevention.
Goals, objectives, and desired outcomes	The goal of the program is to begin conversations about difficult issues surrounding masculinity today, which provides the context for sexual assault and substance abuse.
Theoretical/scientific basis for the approach	The program is based on scientific research on the psychology of men, drawing from the literature regarding men, men’s health, violence, sexual violence, and masculinity. The presentation is centered around Dr. Kilmartin’s personal experiences and universal themes. Dr. Kilmartin recounts his own personal journey through childhood, adolescence, and manhood and uses humor to point out the many demands society places on males.
Level of evaluation	Dr. Kilmartin has been delivering these programs since 1998. He recently analyzed data from a research project conducted about the play. The analysis took a sample of general psychology students and gave them a survey that asked them to rate the ideal man, ideal woman, most men, most women, and the self on several dimensions (this survey was administered 3 weeks prior to the performances). Half of the group was randomly assigned to see the show and the other half served as controls. The same survey was administered to both groups after the show. Those who saw the show were significantly more likely to expand their view of the ideal man to include more traditionally feminine characteristics (gentleness, nurturing, caring, etc.). One of the most reliable indicators of sexual assault perpetration is a negative attitude toward women.
Staff capacity	Dr. Kilmartin is the only staff member. The only contextual or political issue that he confronts is having the perspective of a white, middle-aged, middle- class, heterosexual male.

Program Name: How Not to Be Accused, University of Idaho, Moscow, ID
Contact Name: Don Lazzarini, Valerie Russo
Phone Number: (208) 885-2956
E-mail: dlazz@uidaho.edu
Key Words: (1) Male only; (2) college age; (3) primarily white population; (4) university setting; (5) one-time workshop

Population served	This program is provided to fraternities and incoming male students. There is mandatory participation for 100 percent of first-year male fraternity members and 80 percent of the entire fraternity.
Medium used to convey message	Mr. Lazzarini and Ms. Russo present a workshop entitled “How Not to Be Accused,” in which participants discuss the importance of clear communication in sexual situations and are provided with a legal perspective on sexual assault. The curriculum was developed by the presenters, who have backgrounds in law enforcement and victim services. Topics discussed include communicating in intimate relationships, taking a stand against disrespectful behavior toward women, and recognizing that no response does not connote permission and that substance use and emotions can interfere with clear judgment.
Goals, objectives, and desired outcomes	The overall goal of this program is to challenge ideals that college men have about appropriate behavior in intimate relationships.
Theoretical/scientific basis for the approach	The program was developed by Mr. Lazzarini and Ms. Russo based on their experiences in the area of sexual violence.
Level of evaluation	There has been no formalized evaluation of the program.
Staff capacity	The program is presented by Mr. Lazzarini and Ms. Russo, who used their prior job experience as their primary training. They currently have a 2-year Department of Justice grant to continue the program.

Program Name: Men Against Violence, University of Alabama Women’s Center, Tuscaloosa, AL
Contact Name: Melanie Miller
Phone Number: (205) 348-5040
E-mail: mlmiller@sa.ua.edu
Web Site: www.sa.ua.edu/wrc/programs/
Key Words: (1) Male only; (2) college age; (3) racially diverse; (4) university setting; (5) one-time workshops

Population served	<p>This program is a campus-based prevention program targeting males. Most participants are college-aged males; however, the program also delivers services to local high schools. The program averages between 40 and 50 participants per month. Because of its university setting, there are usually more participants in the beginning of a semester (September and February) than in other months.</p> <p>The diversity of the participants depends on the setting of the prevention program. If the program is being delivered to a general population, such as a residence hall or classroom, the participants are racially diverse. If the program is for fraternities, the population tends to be primarily white. Students are recruited through outreach on campus. Those interested in participating must go through an application and interview process.</p>
Medium used to convey message	<p>The primary component of the program is peer presentations on preventing male perpetration of violence. The program does not use a specific published curriculum but does have a training manual that the peer educators use.</p>
Goals, objectives, and desired outcomes	<p>Other than basic quantitative data to reflect the number of participants served, the program does not have clearly defined goals and objectives.</p> <p>The program identified its most important service as providing education services to campus groups.</p>
Theoretical/scientific basis for the approach	<p>The program is based on Alan Berkowitz’s social norms work and social change theory.</p>
Level of evaluation	<p>Program staff do not conduct much evaluation, but they do conduct a satisfaction survey and collect a social norms questionnaire.</p>
Staff capacity	<p>Student presenters deliver this program, and they receive 8 hours of formal training. The program has a coordinator who would be able to do some evaluation work. In addition, the program could potentially use graduate assistants to help with data collection and evaluation. The program currently receives Violence Against Women Act (VAWA) funding.</p>

Program Name: Men Against Violence Program, University of Pittsburg in Kansas, Pittsburg, KS
Contact Name: Julie Allison
Phone Number: (620) 235-4529
E-mail: jallison@pittstate.edu
Key Words: (1) Mixed gender and male only; (2) college, high school, and middle school age; (3) primarily rural and white population; (4) university, high school, and middle school setting; (5) one-time workshop

Population served	Program participants include college students, high school students, and middle school students. There are male-focused activities, with some diversity among participants. Pittsburg has an 11 percent Hispanic population.
Medium used to convey message	The Men Against Violence Program works closely with the Sexual Assault Response Team to provide both advocacy and education on the issues of violence against women. Educational programming includes workshops for students and community members. The program includes breakout sessions with gender-exclusive groups that focus on rape myths, legal issues, motivation for sexual assault, men's positions of power, the socialization process, homophobia, red flags for violence, intimate violence, and what can be done as individuals and as a group. Staff hold an annual White Ribbon Campaign and are also beginning a media campaign and a social norms campaign.
Goals, objectives, and desired outcomes	The program has several goals: <ul style="list-style-type: none"> ▪ to provide education on sexual violence prevention ▪ to help participants become role models for other men and boys ▪ to help participants become willing to encourage others to take a stand against sexual violence ▪ to conduct training with staff in victim awareness
Theoretical/scientific basis for the approach	This program is based on the work of Chris Kilmartin, Don McPherson, and Alan Berkowitz.
Level of evaluation	Program evaluation demonstrates very positive reactions from participants. Pretesting has been conducted using a rape myth acceptance scale and a social norms assessment. Post-testing has not yet been conducted but is planned in order to assess long-term effects of the educational programming.
Staff capacity	The program is delivered by undergraduate students who are trained in a three-credit class. It has received several private donations outside of the university and minimal funds from the university itself.

Program Name: “The Men’s Program” written by John Foubert; promoted by the National Organization of Men’s Outreach for Rape Education, Inc.

Contact Name: John Foubert, Assistant Professor of Higher Education, College of William and Mary, and President, NO MORE Inc.

Phone Number: (757) 221-2322

E-mail: jdfoub@wm.edu

Key Words: (1) Male only; (2) college age; (3) primarily white population; (4) university setting; (5) 1-hour videotaped program

Population served	This sexual violence prevention program was designed for men on college campuses. It has also been presented in military academies (the Naval Academy, a modified version to the Air Force), high schools, prison halfway houses, state health departments, state sexual assault coalitions, and local community organizations. Most presentations are typically delivered in residence halls and fraternities and to athletes.
Medium used to convey message	The Men’s Program can be presented as a live performance by peer educators from a prepared script or shown as a videotape called “How to Help a Sexual Assault Survivor: What Men Can Do” produced by NO MORE, Inc. This tape is a professional video of peer educators and a police officer presenting The Men’s Program and is designed for use in place of a live presentation. The centerpiece of the program is a video segment in which a police officer describes an experience of a male officer being raped by two males. This example is used to induce empathy in men for rape survivors.
Goals, objectives, and desired outcomes	The program includes both overt and covert goals. The overt goal is to teach men how to help a woman recover from rape. The covert goal is primary prevention and changing behavioral intent.
Theoretical/scientific basis for the approach	The research underlying The Men’s Program includes findings by Brecklin and Forde (2001) and Earle (1996) showing that all-male peer education programs are more successful than mixed-gender programs and those not presented by peers. Other research has shown that as men increase their empathy with survivors and have more aversion to rape, they report less likelihood of raping (Hamilton & Yee, 1990; Schewe & O’Donohue, 1993). The program is also based on theories of attitude and behavior change, including Belief System Theory (Grube, Mayton, & Ball-Rokeach, 1994) and the Elaboration Likelihood Model (Petty & Cacioppo, 1986).
Level of evaluation	Program staff conducted a formal evaluation of fraternity men who participated in the program. Pre- and post-tests were conducted, as well as a 7-month follow-up. These evaluations gauged attitudes and behavioral intent. Published findings of the study showing a significant, long-term decline in rape myth acceptance and likelihood of raping and are provided in the <i>Journal of American College Health</i> (Foubert, 2000). Additional studies are being conducted. The program has been in existence since 1993.
Staff capacity	More than 1,500 copies of the manual for this program have been sold. The author knows of 10 universities who currently are using the program on a regular basis. Many more have seen the program. Students at each of these institutions who call themselves “One in Four” present the program at these 10 universities. Limited funding tends to be provided by the individual universities to their peer education groups. These “One in Four” chapters provide presentations at their campuses, and in some cases in their communities and at other universities. Dr. Foubert tours the country presenting The Men’s Program and teaching others how to start “One in Four” chapters. The research on his program has been funded by an American College Personnel Association (ACPA) grant, a summer research grant at William and Mary, national fraternities, and the National Interfraternity Conference.

Program Name: The Men's Program, Sexual Assault Peer Advocates (SAPA), Central Michigan University, Mount Pleasant, MI
Contact Name: Steve Thompson
Phone Number: (989) 774-6677
E-mail: thomp1sm@cmich.edu
Key Words: (1) Male only; (2) college age; (3) racially diverse; (4) university setting; (5) one-time workshop

Population served	The participants of this program are a racially/ethnically diverse group of incoming male students, male athletes, and fraternity members. There were 30 programs provided during the previous semester, with varying numbers of participants. All incoming male students and male athletes are required to participate.
Medium used to convey message	The program encourages all men to be responsible for their own actions, as well as the actions of other men. It is based on the One in Four Program developed by John Foubert but has gone through several modifications.
Goals, objectives, and desired outcomes	This program attempts to educate all male students on campus by addressing awareness, prevention, and avoidance.
Theoretical/scientific basis for the approach	The program is based on the One in Four Program developed by John Foubert.
Level of evaluation	A psychology doctoral student is evaluating fraternities that are participating in The Men's Program.
Staff capacity	Fifteen male peer advocates present programs. Peer advocates receive more than 100 hours in training from Dr. Thompson.

Program Name: The Men Working With Men Program, Sexual Assault Prevention Education Program, Oklahoma State Department of Health (OSDH), Chronic Disease Service, Oklahoma City, OK

Contact Name: Kathy Middleton, Ella K. Slagle, Steve Nedbaleck

Phone Number: (405) 271-4072, ext. 57107, ext. 57144

E-mail: kathymm@health.state.ok.us; ellakays@health.state.ok.us; steven@health.state.ok.us

Key Words: (1) Male only; (2) college age; (3) racially diverse; (4) university setting; (5) one-time workshop

Population served	A diverse group of college-aged males and athletes participate in this program. The program has involved approximately 150 Train-the-Trainer participants. The information has also been adapted to be presented to males in the high school district system and males in the juvenile offender system.
Medium used to convey message	This program provides The Men's Program developed by John Foubert. It attempts to change social norms and cultural myths around rape and sexual assault. The program also offers a Bullying Prevention Initiative that has a sexual bullying component presented to mixed-gender groups. OSDH provides training, materials, and technical assistance to male-focused organizations at colleges and universities. It anticipates providing resources to several Oklahoma colleges and universities.
Goals, objectives, and desired outcomes	The program promotes the need for men to provide leadership in sexual assault prevention and education. The goal is to make changes in male social norms and cultural myths regarding rape and sexual assault.
Theoretical/scientific basis for the approach	This program uses the research-based training model developed by John Foubert.
Level of evaluation	Staff have conducted an assessment of changes in knowledge and attitudes, which were found to be statistically significant from pre-test to post-test. They are currently working on a behavior study and will be adding to their research statewide in spring/summer 2003.
Staff capacity	An experienced, male public health specialist with the OSDH Sexual Assault Prevention Education Program delivers the program.

Program Name: New Orleans YWCA Rape Crisis Program, New Orleans, LA
Contact Name: Tracey Monteferrario-Rubenstein
E-mail: trubenstein@ywca-neworleans.org
Key Words: (1) Mixed gender and male only; (2) elementary, middle, and high school age; (3) racially diverse; (4) community-based setting; (5) one-time workshop

Population served	This community-based program targets a racially diverse group of men, women, boys, and girls, ages 5 and up. Some community education presentations are made to single-gender audiences, such as students at all-male high schools. Program participants also include survivors of sexual trauma, the general public, and loved ones of survivors. The program is delivered to approximately 1,500 to 2,000 participants per month. These participants come to the program via self-referral, referrals from health care providers, child protection referrals, court mandates, and referrals from schools.
Medium used to convey message	With older boys, the presentations are more conversational and may involve watching video vignettes. These presentations stress personal responsibility, understanding laws related to sexual violence, the obligation to stop if a partner says no, respect for self and partner, positive peer interaction such as refusing to take part in sexist or degrading jokes, removing oneself from inappropriate sexual activities or conversations, and helping peers understand sexual assault issues.
Goals, objectives, and desired outcomes	For the male-only programs, the goals are to raise awareness of the issue and identify healthy, viable options for expressing masculinity. The primary goal of the organization is to empower survivors of sexual abuse and sexual assault and to assist in the healing process. Specific goals of the organization are to increase awareness of sexual trauma issues and resources for survivors and their loved ones. In general, the program provides crisis intervention, advocacy, therapy, and education. The all-male sessions provide education only.
Theoretical/scientific basis for the approach	The intervention is based on feminist theory and the empowerment model.
Level of evaluation	This program has existed since 1974. Its success is documented through self-report by audience members following presentations. The program reports successes in quarterly and annual reports to funders, including the United Way.
Staff capacity	Highly trained professionals deliver the presentations. Most presenters have a master's degree. All employees and volunteers must complete 24 hours of in-house training. The training materials and curriculum are approved by the Louisiana Foundation Against Sexual Assault. Although the program has no dedicated evaluator, staff members are each responsible for monthly statistical reports on their activities.

Program Name: Peer Education and Outreach, North Carolina State University, Raleigh, NC
Contact Name: Mary Ann Turnbull
Phone Number: (919) 513-3293
E-mail: mmturnbu@gw.fis.ncsu.edu
Key Words: (1) Mixed gender and male only; (2) college age; (3) racially diverse;
 (4) university setting; (5) one-time workshop

Population served	This program is open to all students but has a focus on male athletes, fraternities, and members of the Reserve Officers' Training Corps (ROTC). It provides male-only presentations to a racially/ethnically diverse group.
Medium used to convey message	This is a one-time workshop that focuses on rape culture and changing inappropriate attitudes.
Goals, objectives, and desired outcomes	<p>Program staff strive to help individual participants achieve the following goals:</p> <ul style="list-style-type: none"> ▪ begin thinking about the women in their life ▪ develop a better understanding of rape culture, such as language ▪ realize that small actions by both men and women that may not seem harmful can make a woman susceptible to rape ▪ become willing to talk to peers and take a stand against sexual violence <p>They also encourage athletes to become role models.</p>
Theoretical/scientific basis for the approach	This program is based on the work of John Foubert, Jackson Katz's MVP program, and Men Can Stop Rape.
Level of evaluation	The program has had a limited amount of evaluation, mostly process oriented. It has been in existence for about 2 years, but the current model is fairly new.
Staff capacity	Male undergraduates receive training from two graduate students, who serve as peer trainers during a three-credit training class. The undergraduates then deliver the program to various groups on campus. The program receives funds through the physical education department, campus police, and other university sources.

Program Name: The Rape Prevention Program for Men, Hobart College, Geneva, NY
Contact Name: Rocco “Chip” Capraro
Phone Number: (315) 781-3300
E-mail: capraro@hws.edu
Key Words: (1) Male only; (2) college age; (3) primarily white population; (4) university setting; (5) one-time workshop; (6) 1½- to 2-hour workshop

Population served	All incoming male students participate in the Rape Prevention Program for Men at Hobart College. There is an average of 30 to 45 participants per month.
Medium used to convey message	This program is a 2-hour interactive workshop that uses scenarios written by college students to discuss sexual violence via peer-led discussion that occurs in residence halls. The major topics of the workshop are masculinity and what it means to be a man in society. Students deconstruct these ideas to gain a better understanding of how society and culture shape ideas about masculinity. Participants take part in the workshop and follow-up activities, which include a Take Back the Night men’s vigil and the White Ribbon Campaign.
Goals, objectives, and desired outcomes	The goal of this program is to reinforce the idea that most men do not support sexually violent behavior.
Theoretical/scientific basis for the approach	This program uses information from Alan Berkowitz’s social norms approach, which aims to correct misperceptions regarding men and sexual behavior. The project director attributes the success of the program to the participants themselves. Dr. Capraro felt that the program would not be successful if most men did not have relatively positive views about women and relationships.
Level of evaluation	An evaluation of the program was completed for a dissertation project and mainly consisted of an assessment of pre- and post-test changes in attitudes and values associated with perpetration of rape (Earle, 1996) and also a book chapter about the program in <i>Men and Rape: Theory, Research, and Prevention Programs in Higher Education</i> [Berkowitz, 1994]).
Staff capacity	The program is delivered by 10 students, who are sophomores, juniors, and seniors. These students have been trained as peer facilitators by Dr. Capraro and work in teams of two with professional staff observing. Dr. Capraro’s job description includes work with this program; thus, the program does not require outside funding. Some work-study students also assist with the program.

Program Name: SCREAM Theater, Sexual Assault Services and Crime Victim Assistance, Rutgers University, New Brunswick, NJ
Contact Name: Sarah McMahon, Karen Herman
Fax Number: (732) 932-1181
E-mail: smcmahon@rci.rutgers.edu; keherman@rci.rutgers.edu
Key Words: (1) Mixed gender and male only; (2) college and high school age; (3) racially diverse; (4) university and high school setting; (5) theatrical performance

Population served	<p>SCREAM Theater serves a racially diverse mix of incoming students at Rutgers and other universities, university professionals, high schools, and various other student, professional, and community groups. The program occasionally provides presentations to all-male groups in juvenile justice programs and some all-male high schools. Presentations are also made to male fraternal organizations and male athletic teams. The program conducts approximately 75 presentations a year, with most of them occurring in August. Approximately 7,000 students are served in August, compared to about 1,000 in December.</p> <p>Participants are not currently recruited for the programs. Schools and universities have heard about SCREAM through word of mouth or have contacted SCREAM after seeing the presentations at conferences.</p>
Medium used to convey message	<p>The SCREAM Theater offers a variety of presentations on a range of issues, such as sexual assault, dating violence, stalking, and harassment. The curriculum for this program is not formalized, although six training meetings are provided each semester for peer educators.</p>
Goals, objectives, and desired outcomes	<p>The program's goals are to raise awareness about issues of interpersonal violence, to enable individuals to assist friends who have been abused, to encourage audience members to confront one another on inappropriate behavior, and to engage in individual and collective means for social change. The program provides an open forum for dialogue about issues of interpersonal violence and encourages students to discuss issues and to continue to talk about them after the presentations.</p>
Theoretical/scientific basis for the approach	<p>The program is based on a combination of various theoretical foundations. The approach to addressing issues of interpersonal violence is based largely on feminist theory and a culture of violence theory. The theoretical underpinnings of the peer education approach rely heavily on leadership and social change theories.</p>
Level of evaluation	<p>The program conducts both formal and informal assessments. In 1998 and 1999, a large-scale assessment was conducted of first-year students who saw the production during orientation. Results indicated that there were positive changes in attitudes about sexual assault. The program started in 1991.</p>
Staff capacity	<p>The program is delivered by college-aged peer educators. The assistant director of the department is responsible for all departmental evaluation projects. The funding for this program is stable. It receives a state grant that is renewed every year through the NJ Division on Women, Rape Care Programs.</p>

Program Name: Sex Signals, Catharsis Productions, Chicago, IL
Contact Name: Christian Murphy
Phone Number: home: (312) 294-8905; cell: (312) 933-8703
E-mail: murphybro@rcn.com
Key Words: (1) Mixed gender; (2) college age; (3) racially diverse; (4) university setting; (5) theatrical performance

Population served	This program targets university students via its agent, who interfaces with the National Association of Campus Activities (NACA). The agent deals mostly with student unions or student activities departments and occasionally with sexual assault awareness programs. Presentations are delivered to mixed-gender groups. The diversity usually depends on the group's size, which ranges from 50 to 500 people. Most participants are recruited through an orientation program, self-referral, or a lecture series. The program has also served as an example to other professionals interested in incorporating its unique methodology into violence prevention programming.
Medium used to convey message	The program involves a 1-hour, two-person play that takes a humorous look at the awkwardness of dating as the two actors represent each gender's perspective. They use improvisation and audience interaction to explore how social mores, mixed messages, unrealistic fantasies, and false perceptions of the opposite sex can contribute to the misunderstanding and miscommunication often found in dating. The actors demonstrate how these miscommunications can lead to sexual assault. At the end of the play, the audience provides solutions for better communication in interpersonal sexual relationships in a discussion facilitated by the presenters.
Goals, objectives, and desired outcomes	The primary goal of the program is to inform participants about acquaintance rape while confronting perpetrator/victim stereotypes and rape myths. By enabling participants to correctly identify certain sexual behaviors as coercive (as opposed to seductive) as well as providing the language for consent and boundary setting, the program strives to eliminate nonpredatory acquaintance rape.
Theoretical/scientific basis for the approach	The program is not based on a specific theory but incorporates program co-designer Gail Stern's humor-based approach to teaching, based in part on John Dewey's theory of child-centered learning.
Level of evaluation	<p>Although program staff do not conduct formal evaluation activities that look at behavior change, they measure their success in three ways: (1) through NACA, students fill out a general questionnaire in which they rate the performance on a Likert scale for such characteristics as originality; (2) the program has its own evaluation, which students fill out and mail in; and (3) universities sometimes conduct their own audience evaluations and share that information with the program.</p> <p>The program has been in existence for 3 years. Staff conducted 6 presentations in the first year, 30 in the second year, and more than 100 shows in 2002. The Sex Signals program was recently nominated for the "Speaker of the Year" award granted by <i>Campus Activities Magazine</i> and its readers.</p>
Staff capacity	Three actors are responsible for delivering the program: Christian Murphy and either Gail Stern or Gwendolyn Druyor. These actors are also available to conduct evaluation activities. In addition, they hope to expand the number of actors involved next year to meet growing demand. The program relies on fees earned from the performances. With a goal of performing 175 shows in 2003 and many shows already scheduled, funding is relatively stable.

Program Name: Students As Allies, University of South Dakota, in collaboration with the South Dakota Department of Health, Vermillion, SD
Contact Name: Linda Ahrendt, Grace Mims
Phone Number: (605) 538-8278
E-mail: gmims@usd.edu
Key Words: (1) Mixed gender and male only; (2) college age; (3) primarily white population; (4) university setting; (5) one-time workshop; (6) 1- to 3-hour intervention

<p>Population served</p>	<p>Program participants are male and female college students. They also provide single-gender, male-focused activities to fraternities and male athletic teams, as well as female-focused activities to sororities and female athletic teams.</p> <p>Approximately 50 new or ongoing participants receive exposure to program services each month, mostly through fraternities. The population served is primarily white. Participants are identified/recruited through a comprehensive network with the student affairs department.</p>
<p>Medium used to convey message</p>	<p>Groups begin by taking a 10-item, multiple-choice quiz related to statistics on acquaintance date rape. Staff members review the quizzes to see how the groups did, which in turn guides the discussion points. The group reviews a video clip depicting date rape and the reflections of the perpetrator and victim and how those differ. The students then discuss whether the incident was rape or not as well as what would have to change for it to be consensual sex. This discussion leads to a focus on consent. After the discussion, the group receives the South Dakota law concerning rape.</p>
<p>Goals, objectives, and desired outcomes</p>	<p>The program’s goals are to change the inappropriate attitudes and beliefs about sexual violence. Staff are trying to create a rape-free environment for students.</p>
<p>Theoretical/scientific basis for the approach</p>	<p>The program is based on a theory of hostility toward women. It also emphasizes the harm that victims suffer and how that is the same as stranger rape. Staff are beginning to be interested in social norms theory. Focus groups were done last year to make an intervention specifically for the University of South Dakota population. Researchers developed a curriculum based on research and on other activities that were done at other universities. They also used Department of Justice (DOJ) information about goals and objectives that should be addressed in men’s and women’s groups. Results from the focus groups were transcribed and analyzed for themes, which were incorporated in the manual. The manual/curriculum is titled “Allies in Sexual Assault Prevention.”</p>
<p>Level of evaluation</p>	<p>The program conducts intense pre- and post-tests with treatment and control groups. The post-test is done 4 weeks after the intervention. In the spring, staff will continue with more interventions but hope to analyze data, write a report, and begin to disseminate information.</p> <p>The Department of Health and the South Dakota Network Against Domestic and Family Violence review the program’s activities and have been involved in planning. The program began conducting focus groups last year, and the years 2001, 2002, and 2003 have been reserved for curriculum intervention. The group has been administering interventions since September.</p>
<p>Staff capacity</p>	<p>The program has two administrators and two graduate assistantships (GA). The GAs conduct the workshops/classroom presentations for the student groups. Funding currently seems very stable. The South Dakota Department of Health is supportive and interested in continuing the grant.</p>

Program Name: Western Men Against Violence, Men's Violence Prevention Project, Western Washington University, Bellingham, WA
Contact Name: Brian Pahl
Phone Number: (360) 650-3290
E-mail: brian.pahl@wwu.edu
Key Words: (1) Mixed gender and male only; (2) college age; (3) primarily white population; (4) university setting; (5) one-time workshop; (6) 1-hour videotaped program

Population served	This program targets college-aged males and females and is typically delivered in classes and residence halls. The educational component of the program is segregated by gender. Participants usually join the program via self-referrals.
Medium used to convey message	<p>This project uses a number of theories in its approach. Participants examine bystander behavior, pluralistic ignorance, self, healthy relationships, and consent issues. The program also uses a community environmental approach.</p> <p>Western Men Against Violence (WMAV) is a group of Western students, sponsored by Prevention and Wellness Services, committed to social change by ending violence. WMAV gives men the opportunity to work together to ensure the health and well-being of all community members. The group brings men together and raises awareness through educational programs, community service projects, special events, and regular meetings. Topics of discussion have included the role of men in preventing stalking, sexual assault, and dating violence; tips for improving men's health and building healthy relationships; and prejudice reduction.</p>
Goals, objectives, and desired outcomes	The primary goal of the program is involvement, specifically, raising awareness of sexual violence and name recognition of the program. The mission of WMAV is to create a campus and community free of violence; to promote relationships based on equality and respect; to encourage positive, healthy expressions of masculinity; and to be visible, outspoken allies for all who experience prejudice and discrimination.
Theoretical/scientific basis for the approach	The practical application of the program is based on the work of Luoluo Hong, Paul Kivel, Jackson Katz, Alan Berkowitz, and Christopher Kilmartin. The project is based on the following theoretical foundations: Feminism, Social Norms, Diffusion of Innovations, Standpoint, Stages of Change, and Student Development.
Level of evaluation	The program's post-testing and staff indicated a desire for further evaluation of their efforts. They participate in the American College Health Association survey every 2 years and have inserted questions on violence into the survey. They have baseline data from 2000 with one follow-up in 2002.
Staff capacity	The Men's Violence Prevention Project has one full-time staffperson who conducts presentations on campus and provides training for the WMAV program. There are four peer health educators (students) who have been trained and provide presentations and training for other men. Approximately 15 men have had a less intensive training and assist with educational/awareness activities.

Environmental Change Strategies

Program Name: Men Can Stop Rape, Washington, DC
Contact Name: Patrick Lemmon
Phone Number: (202) 265-6530
E-mail: plemmon@mencanstoprape.org
Web Site: www.mencanstoprape.org
Key Words: (1) Male only; (2) high school and college age; (3) racially diverse; (4) university, high school, and community-based setting; (5) environmental change models

Population served	This community-based program targets both high school and college-aged males. It serves about 4,000 racially diverse students nationally through the local high school programs and the national college programs. Some of the Men Can Stop Rape (MCSR) programs, especially the Men of Strength (MOST) Clubs, involve work with young men from at-risk groups, such as the Boys and Girls Clubs. Recruitment of the high school and college programs occurs through indirect and direct outreach. Through the organization’s materials, web site, monthly newsletter, outreach packets, and school contacts, youth-serving professionals learn of the resources MCSR has to offer and invite the organization to conduct workshops and form MOST Clubs.
Medium used to convey message	<p>The Strength Training Program (STP) offers a variety of activities and services, including Awareness to Action workshops, MOST Clubs, Community Strength projects, and the Strength Campaign.</p> <p>The Strength Campaign, an original PSA and outreach project, was launched locally in 2001. It includes bus advertisements, posters in local high schools, a mini-magazine, guidebooks for school personnel, and workshops in the schools. The Campaign will be launched nationally in 2003.</p> <p>Awareness to Action workshops and MOST Clubs involve discussions, role plays, and exercises, with a focus primarily on exploring men’s role in preventing men’s violence and on positively redefining traditional masculinity.</p>
Goals, objectives, and desired outcomes	The program exists to move young people from bystander to activist in the struggle to prevent rape and other forms of men’s violence. Its specific goals are as follows: (1) to educate young men about their role as allies with women in preventing dating violence; (2) to promote positive, nonviolent models of male strength; and (3) to empower youth to take action to end dating violence, promote healthy relationships based on equality and respect, and create safer school communities.
Theoretical/scientific basis for the approach	The Strength Training Program is grounded in an environmental change model that provides the blueprint for moving individuals and groups from the passive role of bystander to the active role of social change agent.
Level of evaluation	The program has not conducted much in the way of formal evaluation. Staff have conducted a series of pre- and post-test measures for the Strength Campaign workshops, which showed very positive results. The program has been in existence since 1997.
Staff capacity	<p>There are five staff members, two of whom primarily conduct education/outreach. Staff members deliver MCSR workshops, sometimes with assistance from peer educators. The staff members receive regular training, and the peer educators complete a special training program. A board member donated evaluation consulting work for the Strength Campaign.</p> <p>Approximately 40 percent of the funding for this program comes from foundations, but this percentage has been dropping. The economy has made funding from foundations unstable, but MCSR is increasing its fee-for-service activities to counter this problem.</p>

Program Name: White Ribbon Campaign, Toronto, Ontario, Canada
Contact Name: Clay Jones (Canada); Chris Kilmartin (United States)
Phone Number: Clay Jones: (416) 920-6684; Chris Kilmartin (540) 654-1562
E-mail: info@whiteribbon.ca; ckilmart@mwc.edu
Key Words: (1) General public (males); (2) all ages; (3) racially diverse; (4) community and school settings; (5) environmental change approach

Population served	This program serves males of all ages.
Medium used to convey message	Each year, program staff urge men and boys to wear a white ribbon as a personal pledge never to commit, condone, or remain silent about violence against women. They are encouraged to wear the ribbon for 1 or 2 weeks in commemoration of the International Day for the Eradication of Violence Against Women. (In Canada they wear ribbons from November 25 until December 6, Canada's National Day of Remembrance and Action on Violence Against Women.) This campaign occurs on several college campuses in the United States at different times of year.
Goals, objectives, and desired outcomes	<p>Volunteers encourage reflection and discussion, which leads to personal and collective action among male participants. Throughout the year, they encourage men to take part in the following activities:</p> <ul style="list-style-type: none"> ▪ conduct educational work in schools, workplaces, and communities ▪ support local women's groups ▪ raise money for the program's international educational efforts <p>Program staff distribute education and action kits to schools, maintain a web site, and speak out on issues of public policy. They encourage male speakers to talk in schools, workplaces, and places of worship about the problem of violence. Some local groups organize events around Father's Day to talk about positive roles for men and about the importance of men being care givers and nurturers. Some groups organize Valentine's Day dances to spread a message about building healthy relationships.</p>
Theoretical/scientific basis for the approach	This program is not based on any scientific approach. However, it utilizes basic concepts of environmental change, such as gaining support from a large percentage of the community.
Level of evaluation	Staff refer to statistical data from the Canadian government to assess change in sexually violent behavior.
Staff capacity	The program has a board of directors with representatives from across Canada. Board members are elected once a year by an annual general meeting. Day-to-day leadership is provided by an executive committee and other volunteer committees that deal with finances, fundraising, publicity, outreach, and policy.