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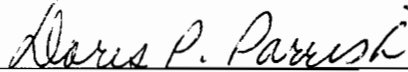
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The Attitudes Towards Date Rape of College
Men and Women Before and After and Educational Program

Heather Takach

Presented to the faculty of Lycoming College
in partial fulfillment of Departmental Honors for Nursing

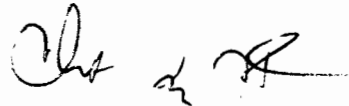
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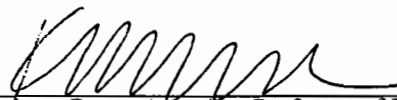
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departmental honors in nursing

Submitted by:
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Lycoming College
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Chapter I

Attitudes Toward Date Rape of College Students

Before and After an Educational Program

Introduction

What exactly is date rape? Can a woman really be raped by someone with whom she is on a date? These questions often arise regarding the seriousness of date rape. Date rape is perpetrated by a person who is in a dating situation with the victim (Gillen & Muncer, 1995). Eighty-four percent of rapes today are committed by a friend or acquaintance (Koss, 1988). Ninety-five percent of the incidences of rape are not reported, which demonstrates a need for more education (Allison and Wrightsman, 1993).

Problem Statement & Purpose

Date rape is a rising concern on college campuses. Many incidences are neither reported, nor taken seriously. Research must be conducted on the attitudes of college men and women in order to understand these attitudes and provide appropriate education.

The purpose of this study is to determine the differences in attitudes toward date rape between college students before and after an educational program.

Research Hypotheses

The research hypotheses of this study is twofold. First, there is a difference in attitudes toward date rape between college men and women. Secondly, there is a difference in attitudes towards date rape before and after an educational program.

Variables and Terminology

When studying the differences in attitudes towards date rape between college students, there are several variables and terms to define. The independent variables are gender (male and female) and before and after the educational program and the dependent variable is attitudes towards date rape. Date rape, as defined by Gillen and Muncer, (1995), is perpetrated by a person who has been involved in a dating situation with the victim prior to the assault.≡ This type of rape does not involve the physical and verbal violence, but is a more subtle case of coercion.

Attitudes toward date rape is measured in this present study using the Rape Attitudes and Perception Questionnaire (RAP) (Holcomb, Holcomb, Sondag & Williams, 1991). Males and females are college men and women in the freshmen to senior class attending a small, liberal arts college in central Pennsylvania. The educational program consisted of a short 30-minute video with several dating scenarios and 4 handouts: "Real Men Don't Rape", "Date Rape Facts", "Ann & Jim" & "Acquaintance Rape Prevention Strategies".

The following variables, from the demographic sheet, also need to be defined. Age is defined in years; residence is either resident or commuter; race is chosen from Asian, Mexican, African American, Caucasian or Other; hometown includes city, state and rural, urban, or suburban; and high school is either public or private. Previous

information sessions on date rape are explained as any previous education received on date rape and will be measured according to student reports.

Assumptions

Several assumptions regarding the participants are made by the researcher before the study is conducted. It is assumed that all the participants surveyed have the same education related to date rape. Also, the researcher assumes that the educational program is presented by the educators as taught by her. Finally, the researcher also assumes that the participants will answer the RAP honestly.

Limitations

Some limitations must also be established by the researcher before the research is initiated. First, the number of participants limits the generalizability of the research findings. Secondly, inexperience of the nursing student researcher conducting this study may limit accuracy of research methodology and results. Also, the specific sample used for the population does not allow results to be applied to all college students, just men and women at Lycoming College, which limits generalizability of the research findings. Finally, the researcher has no control over the number of subjects who chose not to attend the educational program or return to take the post-test.

Significance of Problem

The differences in attitudes towards date rape between college men and women and the differences in attitudes before and after an educational program is important to

many individuals within and without the campus community. It is important that the college nurses and counselors understand what students' attitudes are in order to better serve their educational needs and determine if education will change their attitudes. This research will make the subjects more aware that date rape does occur and how they can protect themselves. By receiving a report of the study, the college administrators, including the President and Dean of Freshmen, will better understand the need for educational programming in the area of date rape. Finally, nursing researchers can use this study as a pilot for future research utilizing a larger and more diverse sample.

The Introduction discussed basic information needed to understand the problem and purpose for this research study and provided the reader with some preliminary information on date rape. The next chapter, which includes the review of literature and theoretical framework, discusses the research articles, papers and books used as the foundation for the paper. A variety of different sources were used to provide a sound foundation for this research, providing a broad base of knowledge acquired from several different authors and their studies on date rape. The theoretical framework discusses the theory used as the basis for the construct of this research project.

Chapter II

Review of Literature

Date rape on college campuses is a significant problem and is of great concern since 15% of college women experience rape during their college career (Gillen & Muncer, 1995). In reviewing the previous research, many studies have been conducted to examine the differences between males and females and their attitudes toward date rape. The purpose of this study is to examine the differences in attitudes towards date rape between college students before and after an educational program. The following studies were examined by the researcher as a foundation for the literature review.

The research reviewed regarding gender differences are used in this study to support this hypothesis. Each study which examined gender differences found that men had more tolerant attitudes towards date rape than women. Fisher (1986) concluded that more accepting attitudes towards date rape are correlated with more traditional attitudes toward women. According to Fischer, these traditional attitudes toward women are directly related to a lack of sexual knowledge. Two classes, Human Sexuality in Fall 1982 and 1983 and Introduction to Psychology in Fall 1982 and 1983 were used. Two hundred and seventy-eight students in Human Sexuality in 1982 and 283 in 1983 and 106 and 153 Introduction to Psychology students in 1982 and 1983 were given a 54-item survey and a 63-item survey, respectively, assessing sexual tolerance, sexual experience, religiosity and sexual knowledge. These values showed a slight correlation between

attitudes towards date rape and the number of premarital sex partners ($r=-0.10$, $p<0.05$).

A study which examined gender differences in attitudes toward date rape was also used to provide information for this present study. Holcomb, Holcomb, Sondag and Williams, (1993), found that 21.1% of females believe when a female says no to having sex she means maybe and may even mean yes. The sample was 829 (407 males and 422 females) undergraduate students at a large midwestern university. The RAP, a twenty-question forced-choice Likert scale, was distributed in class to the students. Once completed the answers were collected and tabulated. Then, the responses were discussed at the end of the workshop. Analysis of, the results suggest that men had more tolerant attitudes toward date rape than women. One hundred and fifty women believed that sex while intoxicated is acceptable .

From recent research conducted on attitudes before and after an educational program, the results from two studies are as follows. Fisher (1986, cited in Lonsway 1996) discovered that decreased tolerance among women was evident after an educational program. The sample was drawn from two courses, Human Sexuality and Introduction to Psychology. The students, 561 males and females in Human Sexuality and 155 in Introduction to Psychology, were given two types of programs in different formats one day after the classes ended. The first program was presented in a standard lecture format and the second in an undescribed "confrontational format". The researcher concluded that the attitudes in both classes were comparable at pretest but at post test the Human

Sexuality class reported decreased tolerance to date rape, greater certainty in identifying a date rape and more liberal attitudes towards women. The confrontational format group resulted in increased tolerance towards date rape among men.

Another study by Holcomb, Sarvela, Sondag & Holcomb (1993) is directly related to the present research hypothesis because it demonstrated that students were less tolerant of date rape after exposure to an educational program than before. This study sampled 331 students from a large university who were selected from 18 general health classes and randomly assigned to either a control or treatment group. The treatment group was exposed to a consent scenario, in which the facilitators were on a first date. After the scenario was presented, the students had to determine when and how consent to have sex took place. The attitudes, both pre-test and post-test were then measured on the Date Rape Attitudes Survey. This study supports the researchers hypothesis that a change in attitudes would take place after an educational program ($r = -0.10$, $p = .0001$).

Koss (1988) used 489 college women who had been victims of rape to compare the reactions to rape between those who had been stranger raped and those who had been acquaintance raped. The Trait Anxiety Scale, the Beck Depression Inventory, a sexual satisfaction survey and a relationships scale were used. The results concluded that the victims of stranger rape were more likely to report the incidence and view themselves as victims of rape than those who were raped by an acquaintance. Also, rape was more likely to occur in the presence of alcohol or drugs.

In addition to research on attitudes towards date rape, a paper by Humphreys and Harold (1996) examined the feminist theory which supported the notion that tolerance towards date rape comes from an unequal power struggle in our society which favors men. Sanday [(1981), in Humphreys and Harold (1996)], stated that rape incidences in a given society depend on two variables: male dominance and acceptance of interpersonal violence. These rape-prone societies, such as the United States, glorify male violence which encourages men to be violent. This inequity dates back to the past when women were viewed as men's property.

Gillen and Muncer (1995) examined the differences in attitudes towards date rape between males and females. Twenty-three first-year college students (9 men and 14 women) took part in phase one of the study. One hundred and nineteen first-year students (53 men and 66 women) took part in phase two of the study. Phase one participants were asked to list their ideas about the six major causes of date rape. Phase two participants were asked to complete a questionnaire on communication, attitudes of society, behavior, male attitudes, female drunkenness, expected norms, male drunkenness and female flirtatiousness. The results indicated that women blame date rape on two factors, the first is that of society perceiving date rape as unimportant and the second is that male attitudes are that date rape is unimportant.

In order to establish a better understanding of the theoretical framework, two books about Betty Neuman were used as the basis for the theoretical framework. The

Neuman Systems Model (Neuman, 1989) provides nursing theory with a system which states that one of the main concerns of nursing is finding appropriate actions to deal with stressful situations and reactions of the client to this stress. This book provides in-depth explanations of the model, how it is applied to nursing education and how it is utilized in nursing practice. For this study, Neuman's focus on primary prevention strategies is of great interest since the researchers are educating college students in order to help prevent date rape from occurring. Reed (1993) is also used as a resource for the Neuman Systems Model. This book points out the main ideas of Neuman's nursing model in a condensed format. The origin of the theory, utilization of the theory, intervention format for the theory and application of the theory to practice are all discussed.

The Practice of Nursing Research (Burns & Grove 1997), a research textbook, was used in choosing the appropriate research design. The quasi-experimental research design chosen for this paper was discussed in great detail by the authors of this text book. A variety of nonequivalent control group designs were discussed. An untreated control group design with a pretest and post-test design was used. All of this information was discussed in Chapter 11 of the text.

The current state of the art on the above research is recent, with most of the articles after 1993. The two articles directly related to attitudes towards date rape before and after an educational program found evidence to support the researchers hypothesis. Betty Neuman's book from 1989 is a classic resource for nursing theory and was therefore

chosen as the primary source for the theoretical framework. The other sources noted were used to obtain specific information used in this present study. The research was somewhat limited for this study because most research on attitudes of date rape focus on gender differences. The researchers used the information relating to women specifically from these studies for this research project.

This section provided an in depth introduction and review of the literature. In the next section of this chapter, the literature mentioned above is used to develop the theoretical framework. Betty Neuman's, The Neuman Systems Model, is the theory used as the basis for this study on date rape because she emphasizes primary prevention strategies to prevent illness by maintaining the optimal level of wellness through identification of stressors. In this study the researchers are implementing a primary nursing prevention, an educational program, to strengthen the student's existing systems and decrease the likelihood that a date rape will occur.

Neuman's Systems Theory($r = -0.10$, $p = .0001$).

The research hypotheses of this study are: There is a difference in attitudes toward date rape between college men and women. There is a difference in attitudes towards date rape before and after an educational program. This research study was conducted with college men and women at a small, liberal arts college in central Pennsylvania. The researcher wanted to determine if there is a significant difference in attitudes of college students towards date rape in order to provide appropriate education on the campus. The researcher hopes the study will bring about more extensive date rape education and will increase awareness about date rape on the

college campus, which are both part of Neuman's primary prevention strategy. The Neuman Systems Model (Neuman, 1982) was used as the basis for this theoretical framework, because her emphasis is placed on maintaining an optimal level of wellness through assessment of the stressor effects and the adjustment to these stressors (Neuman, 1982).

The Neuman Systems Model is actually a derivative of many theories outside of nursing such as Selye's stress theory, Von Bertalanffy's general systems theory, Caplan's levels of prevention, Lewis's field theory and DeChardin's philosophy of life. It is used to view each individual piece of a human and how these pieces effect the whole (Reed, 1993). The whole is described as the mind, body and spirit of the individual (Neuman, 1989). The direction of nursing is now going to the Asystems approach≅, because it consists of elements in interaction and allows for better organization, specifically, cohesion of these elements (Neuman, 1982). The system's main focus is on the client's reaction to stressors which occur within the internal, external and created environment (Reed, 1993). Wellness, which occurs when these reactions to stressors are stabilized within the body, is the condition in which all parts and subparts of the human system are in balance with each other. Health is therefore reflected in the level of wellness maintained: when the system's needs are met, a state of optimum wellness is maintained, and when needs are not met, the level of wellness is reduced (Neuman, 1982).

Assumptions

Neuman integrates several assumptions into her model which indicates she values the holistic system based approached to the client care (Neuman, 1982). First, she explains that each client is unique and the environmental stressors differ in how they effect the client's normal line of defense. Secondly, certain client factors, which may be physiological, sociocultural, psycho-

logical and developmental, can alter the normal line of defense. When this line of defense is broken by one of the above factors, a stressor breaks through and affects the client in differing ways depending on the factors present. Furthermore, Neuman values intervention prior to the onset of symptoms as well as after. Finally, she assumes that nursing goals are properly established when negotiated with the client.

Stressors, tension-producing stimuli, or forces occurring within both internal and external environmental boundaries of the client, are a part of every environment and are categorized into three types by Neuman: intrapersonal, interpersonal and extrapersonal. Intrapersonal stressors are ones which occur within the internal boundary of the client, for example, personality. Interpersonal stressors are external factors outside the clients' boundary but remain close to the client, for example, the college social scene. Extrapersonal stressors are also external factors, but they are far away from the client's boundary, for example, peer pressure into sex (Neuman, 1982).

Person

Neuman also incorporates person, health and nursing as the three concepts of her model. The person is the client/client system which has physiological, psychological, sociocultural, developmental and spiritual factors. This client system is open to interaction with the environment and each of these previous five factors function harmoniously with the environment (Neuman, 1989). If any of these factors become imbalanced from the others, the normal line of defense within the body is broken.

Health

Health is defined by Neuman as the condition of optimal stability of the client/client

system at any one point in time (Neuman, 1989). Health is reflected in the level of wellness, the main emphasis of Neuman's model. Health is regained from illness through reconstitution which is the return of system stability following treatment of the stress reaction (Neuman, 1989). If reconstitution does not occur, death results.

Nursing

Nursing is the profession concerned with all the variables affecting a person's response to stress. The main goal is maintaining stability in the client's system through assessment of effect and possible effects of stressors and in helping maintain optimal level of wellness. Neuman considers the nursing process to have three components rather than the traditional five. She includes diagnosis, goals and outcomes. The nursing outcomes encompass the prevention as intervention format using primary, secondary and tertiary interventions.

Levels of Prevention

Wellness, which is the optimal goal of Neuman's theory, is obtained when adequate energy is available to support the interrelated system of client variables at that specific point in time. When wellness is not maintained and an illness results, the line of resistance helps return the client to a state of wellness. Three prevention types are used within nursing to maintain the optimal level of wellness.

Primary prevention refers to knowledge and information given during the nursing assessment, and intervention and stress reduction. This prevention strategy aims at protecting the normal line of defense and wellness state and decreasing risk factors from a stressor (Reed, 1993). Primary prevention is provided when a risk is known but a reaction has not occurred

(Neuman, 1982). Secondary prevention occurs when the line of defense is disrupted and a stressor has broken through. This strategy is aimed at strengthening the internal lines of resistance to a stressor by early case finding and treatment of the symptoms to maintain stability in the client system. Treatment begins at any time after the appearance of symptoms (Neuman, 1982). Finally, tertiary prevention is aimed at helping the client return to the primary prevention level of wellness and protect the client from return to the illness (Reed, 1993). This prevention begins at any point following treatment when some system stability has occurred (Neuman, 1982). **Linking Theory to Practice**

How does this theory relate to the present research study of differences in attitudes towards date rape of college students at a small, liberal arts college in Central Pennsylvania ? By using the primary prevention as intervention format described by Neuman, the links between stressors and how the subjects react to the stressors, along with the researchers' role in preventing the stressors, helps maintain the goal of optimum wellness. This study focuses on all aspects of prevention as intervention. The stressors identified, which include aspects of campus life such as drinking, peer pressure and pressure into having sex when the subjects really do not want to, are interpersonal stressors external to the subjects but within close proximity to the boundary. The researcher posits that some of the subjects can withstand the stress, and stress will not break through their line of defense, while others will allow the stressors to penetrate their line of defense and putting themselves at risk to be date raped. If the line of defense is penetrated, such factors as the subjects' body image, relationships, social behaviors, maturation and beliefs will affect whether or not a date rape will actually occur.

Through this research project, the intention is to reduce the risk factors stated above by

informing the school personnel of the need for education. The researcher's role was that of the nurse, as described by Neuman, because a primary prevention technique was utilized. The researcher conducted the study and upon revealing the results to the campus nurse and counseling services, she hopes that a primary prevention educational program will arise. Since there have been rapes reported recently on this campus, the researcher feels this study could be vital to the prevention of future rapes on the campus. The primary goal of this research study, as stated in the hypothesis, is maintaining optimal levels of wellness through increased awareness by presenting a preventative educational program.

Now that the review of literature and the theoretical framework have been discussed in detail, each is used as the foundations for the remainder of the study. In the next chapter, the methodology, the researcher will discuss the research design, the instrument selected and the treatment of data.

Chapter III

Methodology

The previous two chapters introduced this study and discussed the literature review and theory used to structure this research project. This chapter will be focused on the design used in performing the research on attitudes of college men and women towards date rape before and after an educational program. This section includes the research design, the instrumentation and the treatment of data.

Design

A quasi-experimental, pre-test and post-test control group design was used in this study to detect a cause and effect relationship between the independent and dependent variables. The research hypothesis is as follows: There will be differences in attitudes of college men and women before and after an educational program is presented. The design was chosen using a decision tree for research designs. Since a treatment is present, and the treatment is tightly controlled, a randomly assigned control group is used; and since the original sample is not randomly selected, the quasi-experimental design was chosen. Other reasons for this choice of design is that the equivalence of subjects in the control and experimental groups allow for comparison of pre-test and post-test scores of the dependent variable, attitudes toward date rape, which will be measured both before and after the educational program (Burns & Grove, 1997).

There are also some disadvantages to quasi-experimental designs, such as, the need for more subjects because both a control and experimental group are needed. Secondly, it can become expensive to conduct this type of study because of the intervention provided to the experimental group. Finally, this type of design is time consuming to conduct because it requires

administering a post-test (Burns & Grove, 1997). All of these disadvantages have been realized and considered by the researchers.

The target population used for this study of differences in attitudes toward date rape between college men and women is first through fourth year college men and women. The accessible population is college students at Lycoming College. The sample used was 23 women and 8 men at Lycoming College. The subjects were chosen using convenience sampling. The experimental group (3 males and 7 females) consisted of subjects in both an Introduction to Psychology Class and an Educational Psychology Class who voluntarily completed the pre-test, attended the educational program and completed the post-test. The control group (5 males and 16 females) consisted of subjects in an Introduction to Psychology class who voluntarily completed the pre-test and post-test questionnaires. The groups were assigned based on the availability of classes. The experimental groups classes were accessible and contained a variety of students from each grade level. Although the participation was voluntary, each student in the experimental group was given bonus points in the class for attending the program. Since the participation was strictly voluntary, the researcher could not account for the number of subjects who chose not to attend the educational program.

Before any of the questionnaires were distributed, or the program was conducted, permission was obtained from both the institution, Lycoming College, and the participants. A letter of permission was written to the institution and given to the chairwoman of the nursing department (See Appendix A). Each subject received a letter of consent which they had to read before the research began (See Appendix B). Both of these letters included the purpose of the study, procedures used to conduct the study, risks and discomforts involved in participation,

benefits of the research, and whom to contact if there were any questions. Each questionnaire was coded by number in order to determine who did and did not take the pre-test and post-test.

Pilot Study

A pilot study was conducted before this study began. The hypothesis of the pilot study was there would be a difference in attitudes toward date rape of first year college women before and after an educational program was presented. Both a control and experimental group were used in order to identify any differences in attitudes. The control group took the pre-test and post-test where as the experimental group took the pre-test, attended the educational program and took the post-test. The educational program, which consisted of a short 20-minute video "When is a Kiss Just a Kiss" and four handouts, "Real Men Don't Rape", "Acquaintance Rape Prevention Strategies", "Facts About Rape" and "Ann and Jim", was not altered for this current study. The results concluded statistically significant results, with $p=0.05$, that there was a difference in attitudes toward date rape of first year college women before and after an educational program ($p=0.029$). One hundred percent of the experimental group strongly disagreed that when a woman says "no", she means "maybe" or even "yes", whereas only 78.1% of the control group strongly disagreed with this statement. Also, 12.5% of the control group and 6.7% of the experimental group disagreed that it is difficult to tell a rapist by his or her reactions.

Instrumentation

The Rape Attitudes and Perceptions Questionnaire (RAP) was chosen by the researchers because it measures attitudes about rape and requires very little time to complete. This instrument is a 20-item forced-choice attitudes questionnaire (See Appendix C). Nineteen of the questions deal with attitudes and one question, number 15, is a behavior question. The

instrument was developed by Holcomb and his associates (1991) based on a review of date rape literature. The researcher was given written permission by Derrick Holcomb to use this tool (See Appendix D). Reliability and validity of the RAP were established. The reliability, determined by the Cronbach alpha coefficient and Guttman split-half, is 0.74 and 0.75, respectively, which were minimally acceptable. The validity was determined subjectively by content and judged by a panel of multi disciplinary experts (Holcomb et. al, 1991). These subjective methods of determining reliability and validity are adequate.

The demographic questionnaire, developed by the researcher, consists of a number of variables used to describe the subjects (See Appendix E). Variables included age, sex, resident status at college, race, hometown, high school, previous educational programs on date rape and knowledge of a person who has been raped. The researcher used these variables to describe the subjects and make comparisons among subjects once the data was collected and analyzed. This demographic sheet, along with the consent form was attached to the questionnaire and distributed.

The educational program was conducted by a pair of volunteer peer educators. The researcher met with them and discussed how the program was to run. The video was shown and she discussed where to stop and ask questions of the subjects. Each educator was given a written form to follow with exactly what to say and in what order to present the material.

For the control group, the peer educators attended the class and handed out the pre-test. They told each person, "this research study is assessing the attitudes of college students towards date rape. We are asking each of you to take about ten minutes to complete the 20-item questionnaire. Please be as honest as possible and if at any time you no longer want to

participate you are free to do so without any penalties." Each participant was told that by filling out and returning the questionnaire, they were giving permission to participate in the study. Two weeks later, the peer educators returned with the post-test, again attending the class and restating the same stipulations as above.

The experimental group was gathered together two separate times. Each class was presented at a different time by the peer educators. The peer educators explained, "We are peer educators conducting a study on attitudes of college students towards date rape. This program will take approximately 30 to 45 minutes." The educators passed out the questionnaires and asked the subjects to read the consent form. The educators explained that by filling out the survey, they were giving their permission to participate in the study. Subjects were asked to "complete the questionnaire as honestly as you can and if at any time you no longer want to participate you may drop out without any penalties." The questionnaires were collected and a 30-minute presentation including a video, "When is a Kiss Just a Kiss", and four handouts, "Ann and Jim", "Real Men Don't Rape", "Acquaintance Rape Prevention Strategies" and "Facts About Rape" (See Appendix F) was conducted by the peer educators.

The subjects were also given a paper with the peer counselors' names in case this program brought back any bad memories. The video was presented first, and at the end of each scenario a discussion conducted by one educator about what could have been done differently to prevent the rape occurred. The subjects were given opportunities to ask questions throughout the presentation. Next, the handouts were distributed and discussed. Each educator discussed two of the handouts. The "Facts About Rape" was presented first, then "Real Men Don't Rape", next "Ann and Jim" and finally "Acquaintance Rape Prevention Strategies". After the program any

questions were answered and the subjects were reminded that in two weeks, a post-test would be given. The subjects voluntarily returned two weeks later to take the post-test out of class and the same explanation described earlier was used. All subjects were thanked for their participation and reminded that all answers would be kept confidential.

Scoring was done on a Likert-type scale in which numbers 1 through 5 were assigned, respectively, to the feelings of strongly agree, agree, undecided, disagree and strongly disagree. Each item was examined by the researcher to determine if it should be scored with 5 being strongly agree and 1 being strongly disagree, or if they should be reverse coded in order to provide consistency throughout the scoring. Questions 5, 7, 8, 9, 11, 13, 14, 17, 20, 21, 23, and 25 were scored with 5 being strongly agree and 1 strongly disagree. All other questions were reverse coded. These numbers were solely used for scoring purposes. The highest total score could have been 125, which represented the most positive attitudes (least tolerant) towards date rape. The lowest total score could have been 25, which represented the most negative attitudes (most tolerant) towards date rape. The total score was computed by summing the responses after appropriate reverse coding. At the conclusion of data entry, the scores for each question were compared by subject in order to determine similarities and differences among the responses.

Treatment of Data

The focus of this study is to determine the differences between observations. Using the SPSS statistical package, a data sheet was compiled as follows. Variable one was the participant's identification number. Variable two was sex with 01 representing female and 02 representing male. Variable three was age represented in years. Variable four was residence with 01 representing resident and 02 representing commuter. Variable five was race with 01 to 05

representing Caucasian, Asian, Mexican, African and other, respectively. Variable six was hometown with 01 representing rural, 02 representing urban and 03 representing suburban. Variable seven was high school with 01 being public and 02 private, and variable eight was high school education on date rape with 01 representing yes and 02 representing no. Variable nine was attendance at a previous date rape information session with 01 for yes and 02 for no, and the last demographic variable was knowing a person who has been raped with 01 as yes and 02 as no. The remaining variables were those of questions 1 to 20 on the RAP. Each question was repeated twice because a pre-test and post-test were given.

After the both the pre-test and post-test scores were collected, the data was entered into the SPSS statistical data sheet. Each subject was identified only by a coded number which ensured that all subjects' identities were kept confidential. The researcher discarded the questionnaires which did not have all questions completed. This procedure of discarding data was accounted for in the results of the study.

In conclusion, this section examined the research design, the instrument and the treatment of data used for this research study. This section set the stage for the results to be analyzed. In Chapter IV of this paper, the researchers discuss the data analysis and the results concluded from this analysis.

Chapter IV

The results of the demographical statistics yielded a sample which was 94.9% caucasian and 5.1% Asian; 51.3% resided in rural areas, 5.1% in urban areas and 43.6% in suburban areas. Also, 87.2% were college residents while 12.8% were commuting students. The sex of the sample was 71.8% female and 28.2% male. Fifty-one point three percent knew someone who had been raped while 64.1% had not had attended previous date rape sessions, while 35.9% had.

The research hypothesis, there is a difference in attitudes towards date rape of college men and women was statistically supported by this study using the Mann-Whitney test ($z=-2.894$, $p=.003$). The hypothesis which states that there is a difference in attitudes towards date rape of college students before and after an educational program, was not supported by the results of the data. Using the Mann-Whitney test, the results showed no significant difference in attitudes towards date rape before and after the educational program ($z=-.455$, $p=.670$) (See Appendix G). These non-significant findings may have resulted from the small sample size, the presentation of the educational program by an outside source and from the inexperience of the researcher.

The researcher also reported some serendipitous finding. There was no significant differences in attitudes between those who had and those who had not attended a previous date rape session ($p=.441$), between those who had and those who had not received previous date rape information ($p=.173$) or between those who did or did not know someone who had been raped ($p=.544$) (See Appendix H). From this information, it does not appear that having previous information on date rape effected the results of this study.

Some trends in the results revealed the attitudes of the subjects towards date rape. As expected, 46.2% strongly disagree and 25.6% agree that when a woman says “no” to having sex, she means “maybe” or even “yes”. Of these percents, 25% of the men were undecided if a woman really means “yes” when she says “no”. Twelve point eight percent of the subjects agree that rape is often provoked by the victim. Half of the males agree that rape is often provoked by the victim in accordance with 0% of the women agreeing that the victim provokes the occurrence. The results of this study support past research conducted on attitudes towards date rape. As the researcher of this study concluded that there is a difference in attitudes towards date rape between men and women, so did Holcomb, Sarvela, Sondag & Holcomb (1993). They concluded that a statistically significant difference did occur in attitudes towards date rape before and after an educational program. The 331 subjects were selected from 18 general health classes and randomly assigned to the control or experimental group. A consent scenario was presented and the subjects had to determine when consent to having sex occurred. The study by Fisher (1986 cited in Lonsway 1996) discovered decreased tolerance in women to date rape after the educational program. Research conducted on differences in attitudes by gender towards date rape also showed statistically significant findings after a date rape workshop. The researchers concluded that men had more acceptable attitudes towards date rape than did women (Holcomb, Holcomb, Sondag, Williams 1993). Gillen and Muncer (1995) found statistically significant results which indicated that women blamed date rape on 1) society perceiving date rape as unimportant and 2) males attitudes that date rape is unimportant.

Several threats to internal and external validity have been identified. The threats to internal validity include honesty of the subjects in answering the questions. The answers given

may reflect how the subjects thought the researchers wanted the answers to be rather than the subjects' true attitudes. If the answers given were not honest, results of the study may have been affected. Also, the subjects may have remembered the questions from the pre-test which may have influenced them to change their attitudes on the post-test. This may have also influenced the results of the study. Finally, the subjects chosen to participate in the control and experimental groups may be different in some way. This could very well be a problem because this sample was conveniently, rather than randomly selected. The administration of the pre-test to the control and experimental groups were not exactly the same. The control group tests were obtained at the beginning of their class period, while the experimental group tests were collected outside of class before the educational program.

The threats to external validity or ability to generalize the findings with regard to the study design include the large number of subjects invited to be in the experimental group who chose not to attend. Of 56 subjects asked to attend the information session and be in the experimental group, only 10 subjects attended to form the experimental group. These 10 subjects therefore completed both the pre and post-tests. Certainly, these results can not be generalized to the entire population of college students, only students at Lycoming College who participated in the program. There is also the question of representativeness of the sample, which limits generalizability.

Now that the results, serendipitous findings, trends in the results and threats to validity have been stated and discussed, the next chapter discusses those results. In Chapter V, the summary of the results, uses of the findings, additional research areas and ways of disseminating findings will be discussed.

Chapter V

Discussion

This chapter discusses the research study conducted on college men and women's attitudes towards date rape before and after an educational program. Included is a summary of the results, uses of the findings in nursing, additional research areas with college men and women and ways in which this research was and could be disseminated.

Since part of the findings of this study did not support the hypothesis, the researcher believes that future date rape research still needs to be conducted on the population of college students. Much research is being conducted on college students and their attitudes towards date rape, but continuing research needs to be conducted. With the very small sample size, (n=21 in the control group and n=10 in the experimental group) further studies should use larger more diverse populations. Using such a sample would allow for the results of the study to be more generalizable to the general population of first through fourth year college men and women. Random assignment to the experimental and control groups, rather than a convenient assignment, would improve the design. Administration of the program during the required activities associated with freshman orientation may be useful in yielding a larger sample size.

These study findings would be useful in a variety of areas of nursing. School or College Health Nurses could use such research to increase their educational programming. The nurse would benefit by determining the extent to which education needs to be conducted. Emergency Room nurses who deal with date rape victims may also benefit from this information in conducting prevention workshops. The school administration could use this data to determine the effectiveness of teaching already being done. Also, administration could determine the

importance of having a date rape education program on their campus. Community nurses could use this information in their practice. The results of a date rape study may broaden the awareness of the need for education in the community, for example, a study could be done in the local high school. The community nurses may determine from the results, whether teenagers in the school should be better educated on protecting themselves from becoming victims because many of the teenagers possess the "it won't happen to me" attitude.

Additional Research Areas

College students are a great population on which to conduct research studies. Besides date rape, other important areas may be studied on this population. For example, attitudes towards STD's, attitudes towards premarital sex, attitudes towards abstinence and attitudes towards teen pregnancy would give a school nurse information on the need for educational programs and health services to be offered. Another large study which could be conducted on college men and women is attitudes towards relationships. In the college social scene, promiscuous sex may occur. Such a study would yield results that would allow the school nurse to provide proper education along with birth control methods that would be easy to obtain and use.

The findings of this research are useless unless disseminated to interested and appropriate individuals. The researcher formally presented this research study to her committee of two nursing and two psychology professors. A copy of the research project was sent to Derek Holcomb and Paul Sarvela, authors of the RAP. Also, a copy was sent to the College Health Nurse, school counselor, Dean of Freshmen and the Freshmen Resident Hall Coordinator. A community health nurse who specializes in maternal/child and women's health nursing is also

going to receive the data.

In conclusion, in addressing the research hypotheses, there is a difference in the attitudes of college men and women towards date rape, and there is a difference in attitudes towards date rape before and after an educational program, it is apparent that the subjects were not significantly effected by previous information they had received on date rape. The majority of the subjects believe that when a women says “no” to having sex she means “no”, although 25% of the men were undecided. Even when heavy petting does occur it is not justifiable for rape to occur and that in most situations. Finally, 50% of males agree that rape is provoked by the victim, whereas none of the women felt this way. It is also interesting to note that the subjects, both men and women, felt that just because a man spent a lot of money on a woman, it would not be justifiable to rape her. Even though, this was a small sample size, the findings suggest that with an educational program on date rape, the attitudes of women were less tolerant than the attitudes of men ($p=.003$). Therefore, it is important that future research and educational programming continue to occur in this area. With the increasing incidences of rape in our society, the health care professionals and educators need to learn and know the importance of educating people on date rape.

Appendix A

Institutional Permission Letter

October 15, 1997

To whom it may concern,

I am Heather Takach, senior nursing student at Lycoming College. As a requirement for my honors project, I am conducting a research study on the attitudes towards date rape of college men and women before and after an educational program.

I am writing to ask your permission to conduct our research study at your institution, Lycoming College. I want to sample first through fourth year men and women in some Psychology classes. The research will be quasi experimental using both a control and experimental groups. The control group students will complete a pre-test and two weeks later complete the post-test. The experimental group will take the pre-test, attend an educational program and then complete the post-test.

The educational program will include a 20-minute video, "When a Kiss Isn't a Kiss", and three handouts, "Ann and Jim"; "Real Men Don't Rape"; and "Acquaintance Rape Prevention Strategies: Facts About Date Rape". The benefits to Lycoming College are numerous. The college nurse and counselors will be able to determine and adjust accordingly, the educational need to prevent date rape based on the students attitudes.

If any concerns should arise from either the presentation or the questionnaire, students will be directed to talk with either Mark Britten or Bonnie Clark, the college counselors.

Sincerely,

Heather Takach

Appendix B

Subject Consent

Dear Participant:

You are being asked to participate in a research study. My name is Heather Takach, senior nursing major at Lycoming College. As part of my course load this semester, I am conducting an honors project. For this, I must conduct a research study. The purpose of my study is to compare differences in attitudes among first year freshman women before and after an educational program is presented.

All information will be obtained from participants selected based on residence hall for this study. As a participant you will be asked to complete an 8- item demographic questionnaire and a 25- item Date Rape Attitudes Questionnaire. These forms will take approximately 10 to 15 minutes to complete. After completing these forms, we will be around to collect them.

There will be no costs or risks if you choose to participate in this study. All information we obtain through the study will be confidential. If you do not wish to participate in this study, simply return the forms to your Resident Advisor. If you have any questions or concerns regarding the questionnaires, please contact Heather Takach at 321-4417. If conflicts arise concerning personal issues from this questionnaire, please contact Mark Britton, the campus counselor at 321-4052.

Sincerely,

Heather Takach

Signature:

Your name is strictly being used to ensure that the all participants take both the pretest and posttest and will be discarded as soon as both tests are completed. Your name will at

Appendix C

Instrument

To answer the following questions, use the following options:

SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

To what extent do you agree or disagree with the following statements? PLEASE CIRCLE ONLY ONE ANSWER PER QUESTION.

- | | | | | | |
|--|----|---|---|---|----|
| 1. A women likes to be whistled at on the street. | SA | A | U | D | SD |
| 2. It is OK for a man to have sex with a woman who is heavily intoxicated. | SA | A | U | D | SD |
| 3. Women frequently cry rape falsely. | SA | A | U | D | SD |
| 4. Rape is often provoked by the victim. | SA | A | U | D | SD |
| 5. It is difficult for a man to tell when a woman is willing to have sex. | SA | A | U | D | SD |
| 6. Many women have an unconscious desire to be raped. | SA | A | U | D | SD |
| 7. It is acceptable for a woman to pay for a date. | SA | A | U | D | SD |
| 8. It is acceptable for a woman to ask a man out on a date. | SA | A | U | D | SD |
| 9. Many women pretend they don't want to have sex because they don't want to seem "easy". | SA | A | U | D | SD |
| 10. It is justifiable for a man to expect sex from a woman if he has spent a lot of money on the date. | SA | A | U | D | SD |
| 11. A woman can be assertive and still be considered feminine. | SA | A | U | D | SD |
| 12. It is OK for a man to have multiple sex partners, but it is not OK for a woman. | SA | A | U | D | SD |
| 13. It is difficult for a woman to tell if a man is a rapist by the way he looks and acts. | SA | A | U | D | SD |
| 14. A man can control his behavior no matter how attracted he feels toward someone. | SA | A | U | D | SD |

15. When a woman wears revealing clothes, she is hinting that she is willing to have sex.	SA	A	U	D	SD
16. When a woman says "no" to having sex, she means "maybe" or even "yes".	SA	A	U	D	SD
17. Just because a woman fondles a man's genitals doesn't mean she has consented to have sex.	SA	A	U	D	SD
18. Any woman could prevent rape if she really wanted to.	SA	A	U	D	SD
19. If a woman goes to the home or apartment of a man on their first date, she is hinting that she is willing to have sex.	SA	A	U	D	SD
20. Just because a woman engages in heavy necking and petting doesn't mean it is her fault if her partner forces sex on her.	SA	A	U	D	SD
21. A man can be considered masculine even if he is not very aggressive.	SA	A	U	D	SD
22. A woman who initiates sex has probably had sex with a lot of people.	SA	A	U	D	SD
23. Men and women should probably have separate date rape workshops.	SA	A	U	D	SD
24. A date rape workshop for both men and women would probably blame men for date rape.	SA	A	U	D	SD
25. Date rape is a topic worthy of a workshop.	SA	A	U	D	SD

Appendix D

Permission to use Tool

Date: Fri, 23 Jan 1998 09:42:04 -0600
From: Paul Sarvela <psarvela@siu.edu>
To: "Heather J. Takach" <takheat@lycoming.edu>
Subject: Re: date rape research study

Heather-

was happy to read about the results of your research. Good job!

You are most welcome to use the instrument in other research projects.

All the best to you!

Paul Sarvela

Help Q Quit L ListFldrs I Index Y prYnt S Save
OTHER CMDS C Compose G GotoFldr W WhereIs T TakeAddr E Export

Appendix E

Demographic Questionnaire

Demographical Data

Name (optional): _____

Sex: Female Male

Age in years: _____

Residence: Resident Commuter

Race: Asian Mexican African Caucasian Other

Hometown(name): _____

Rural Urban Suburban

High School: Public Private

Did your high school provide information on date rape? yes no

Have you ever attended a date rape information session other than a high school class? yes no

If yes, explain _____

Do you know anyone who has been raped? yes no

Appendix F

Educational Program Handouts

Real Men Don't Rape

Real men accept the responsibility to not harm another person.

It is never okay for a man to force himself on you, even if you tease him, dress

provocatively, lead him on, have had sex with him before, he paid for your dinner, given you expensive gifts or if you are under the influence of drugs or alcohol.

If you say "no", it means "no".

Rape is a crime of violence. It is motivated by the desire to control and dominate. It is illegal!

If you are in a situation with a man who is pushing you to have sex, back off and suggesting talking about it.

Do not assume what your partner wants, check out the assumption.

Don't assume you both want the same degree of intimacy.

Stay in touch with your sexual desires. Do not let your desires control your actions.

Communicate your sexual desires honestly and as early as possible.

If you have any doubts about what your partner wants, STOP, ASK, CLARIFY.

Your desires may be beyond your control, but your actions are within your control. Sexual excitement does not justify forced sex.

It is okay to say no to sex.

The fact that you were intoxicated does not give a man the right to force you into sexual intercourse.

Don't let a man's size and physical appearance intimidate you.

ACQUAINTANCE RAPE PREVENTION STRATEGIES

WOMEN:

1. Trust your instincts when you feel uncomfortable. Use your intuition. Listen to that little voice inside you. Get out of a dangerous situation as soon as you sense danger.
2. Be able to say no or yes as you want to. Use assertive verbal confrontation if you need to -- "I feel uncomfortable when you don't listen to me, when you touch me like that, etc."
3. Know that passivity, submissiveness, and coyness can contribute to a climate for sexual aggression.
4. Be aware of your environment, the people around you, and the potentials for situations.
5. Dress so you can move freely, easily and quickly.
6. Take assertiveness training and self-defense classes.
7. Yell "fire" (instead of help or rape) if you need help.

WHEN GOING OUT WITH SOMEONE:

1. Establish the identity of a person before going out with him.
2. Take your own car when going out or leaving a party with a man you don't know -- that way you will not be restricted by lack of transportation.
3. Trust your instincts when fearful -- know what's going on around you.
4. Don't get trapped in a man's's residence; make sure you could leave quickly if you had to.
5. Be aware of men who are highly mood and self-centered.
6. Communicate what you want and set clear limits for sexual behavior.

IF YOU MEET A MAN AT A PARTY OR BAR:

1. At the bar, introduce the person you are leaving with to a friend.
2. To determine his correct name, ask to see his ID care -- "I don't believe you're as old as me"
3. When the two of you get to your room or apartment, call to the woman across the hall, "I told you I'd let you know when I got home Ted and I will be in my room".

WAYS TO AVOID RAPE IN SOCIAL SITUATIONS:

1. You take a chance of being raped when you accept a ride home from someone you have just met, perhaps at a party -- no matter how pleasant he may seem.
2. Be aware of unconscious, nonverbal message which may contradict what you say out loud. Become responsible for your unspoken communication.
3. Say no when you mean no, say yes when you mean yes --= believe in your right to express your feeling and to do so assertively.
4. Be aware of stereotypes that present you from self expression, such as "anger is unfeminine", "being passive is feminine", "be a lady, don't make a scene". Which is preferable, a scene or a rape.
5. Be aware of specific situations in which you do not feel relaxed and in charge.

HONEST COMMUNICATION NEEDS TO BE PRACTICED BY BOTH SEXES:

1. Know what you want.
2. Communicate this to the other person.
3. Listen carefully to what they have to say.
4. Clarify what you think they mean if you are at all unsure.
5. Clarify what you mean if you think you are not being understood.
6. More satisfactory relationships will result from honest communication than from hinting and guessing.

from Educator/Advocate program, Everywoman's Center, UMass, Amherst

FACTS ABOUT RAPE

Campus Rape Facts

1 in 4 college women have either been raped or suffered attempted rape

80% of rapes by college students involve a victim the offender knows

Acquaintance rape on college campuses involves a male perpetrator under the influence of alcohol/drugs 75% of the time; over 50% of women victims reported being intoxicated

Acquaintance rape is more common than left-handedness, heart attacks and alcoholism

Rape Facts

57% of the rapes occurred on a date

Women ages 16-24 have a 4 times higher risk of being raped than any other population group

84% of the women who were raped knew their assailants

Male Facts

1 in 12 male students surveyed had committed acts that met the legal definition of rape

84% of men who had committed acts that met the legal definition of rape, said that what they did definitely was not rape

33% of males surveyed said that they would commit rape if they definitely could escape detection

25% of men surveyed believed that rape was acceptable if : the woman asks the man out; or the man pays for the date; or the woman goes back to the man's room after the date.

Appendix G

Statistical Significance of Research Hypothesis

NPar Tests

Mann-Whitney Test

Ranks

	SEX	N	Mean Rank	Sum of Ranks
sumpq	female	23	18.78	432.00
	male	8	8.00	64.00
	Total	31		

Test Statistics^b

	sumpq
Mann-Whitney U	28.000
Wilcoxon W	64.000
Z	-2.894
Asymp. Sig. (2-tailed)	.004
Exact Sig. [2*(1-tailed Sig.)]	.003 ^a

a. Not corrected for ties.

b. Grouping Variable: SEX

Test Statistics^b

	sumpq	SUMQ	DIFF
Mann-Whitney U	83.500	152.500	99.000
Wilcoxon W	149.500	323.500	309.000
Z	-1.096	-1.030	-.455
Asymp. Sig. (2-tailed)	.273	.303	.649
Exact Sig. [2*(1-tailed Sig.)]	.279 ^a	.308 ^a	.670 ^a

a. Not corrected for ties.

b. Grouping Variable: GROUP

Appendix H

Comparison of Attitudes and Previous Date Rape Information

Test Statistics^b

	SUMPQ sumpq	SUMQ	DIFF
Mann-Whitney U	107.000	136.000	97.000
Wilcoxon W	278.000	461.000	268.000
Z	-.401	-1.144	-.803
Asymp. Sig. (2-tailed)	.688	.253	.422
Exact Sig. [2*(1-tailed Sig.)]	.708 ^a	.263 ^a	.441 ^a

a. Not corrected for ties.

b. Grouping Variable: SESSION

Test Statistics^b

	SUMPQ sumpq	SUMQ	DIFF
Mann-Whitney U	102.500	141.500	72.000
Wilcoxon W	157.500	519.500	303.000
Z	-.106	-.625	-1.398
Asymp. Sig. (2-tailed)	.916	.532	.162
Exact Sig. [2*(1-tailed Sig.)]	.917 ^a	.538 ^a	.173 ^a

a. Not corrected for ties.

b. Grouping Variable: INFO

Test Statistics^b

	SUMPQ sumpq	SUMQ	DIFF
Mann-Whitney U	82.500	181.500	103.000
Wilcoxon W	187.500	371.500	256.000
Z	-1.451	-.239	-.637
Asymp. Sig. (2-tailed)	.147	.811	.524
Exact Sig. [2*(1-tailed Sig.)]	.149 ^a	.813 ^a	.544 ^a

a. Not corrected for ties.

b. Grouping Variable: KNOW

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