

Background

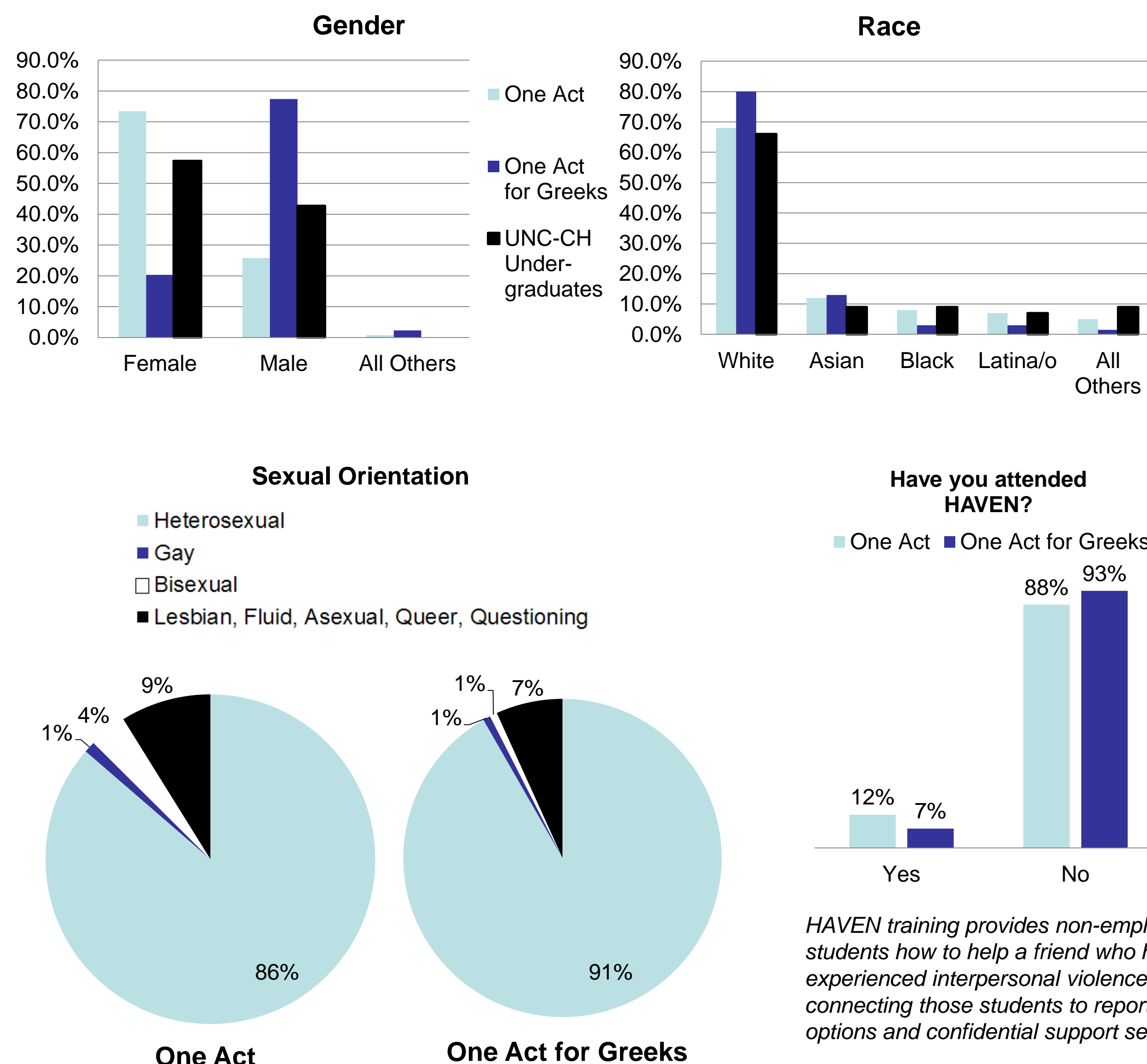
Student participants are invited to complete a pre-test at the start of training, as well as a one week and two month follow up.

One Act	One Act for Greeks
Four Hour Skills Training	Three Hour Skills Training
Bystander intervention to prevent sexual violence, abusive relationships, stalking & harassment	Bystander intervention to prevent sexual violence & high risk drinking
Advertised via social media, word of mouth, posters in residence halls, bus posters, website	Advertised via social media, word of mouth, email, website, OFSL staff & Councils
Presented all-call or to groups upon request (ie. living learning communities, student organizations, etc.)	Presented to fraternity or sorority chapters or Councils upon request. New members and executive board members of chapters encouraged to attend
15% identified as a member of fraternity or sorority	100% identified as a member of fraternity or sorority
n=271* for 2013-2014 out of 331 trained students across 18 trainings	n=133* for 2013-2014 out of 160 trained students across 10 trainings

*Students who indicated they completed both trainings were excluded.

Demographics of Participants

Students were asked at the end of the pre-test to identify their demographics. They could select **all that apply** for these categories.



Connection to Violence Prevention

Before discussing specifics of how to prevent violence, students were asked to **write on a notecard what connects them to violence prevention and what brought them to the training.**

- They are informed that these notecards will be collected and read aloud throughout the training, so they should not write anything that they do not want shared with the group.
- They are also informed that the notecards will be kept after the training, in accordance with IRB.
- The notecards were coded according to common themes:**



Pre-Test Attitudes & Behaviors

Null Hypothesis: At pre-test, the scale scores for One Act participants are equal to those for One Act for Greeks.

Scales:	Description & Scale	One Act	One Act for Greeks	Difference
College Date Rape Attitude and Behavior Scale (A)	Asks respondent to what extent they agree with rape myths; Scale 1-5	3.93	3.53	0.41***
Bystander Willingness to Help (B)	Asks respondent to indicate how confident they are that they could engage in behavior; Scale 0-100	78.2	74.6	3.55*
Bystander Efficacy (B)	Asks respondent to indicate how likely they are to engage in behavior; Scale 1-5	4.15	3.81	0.34***
Bystander Behavior(B)	Asks respondent to indicate whether they have actually engaged in behavior stated in the last 2 months; Scale 0-1	0.75	0.57	0.18***

p<0.05, p<0.01**, p<0.001****

(A) Adapted from Lanier & Elliott, 1997
(B) Adapted from Banyard, Plante, Cohn, Moorhead, Ward, & Walsh, 2005; Banyard & LaPlant, 2002; Banyard, Plante, & Moynihan, 2005

Interpretation of Results: On average, One Act participants had higher scale scores than One Act for Greeks participants in all four scales. The differences in scale scores were statistically significant at the p<0.05 level for Bystander Willingness to Help and at the p<0.001 level for the other three scales.

Conclusions

Demographics: One Act for Greeks reached a greater percent of students who identified as male, heterosexual, and white or Asian as compared to the One Act participants in 2013-2014. One Act for Greeks reached a higher percent of students who had *not* been HAVEN trained.

Outcomes: One Act for Greeks reached an audience with different knowledge, attitudes, and behaviors than the four hour One Act training at the pre-test during 2013-2014. These participants expressed stronger agreement with rape myths on the College Date Rape Attitude and Behavior Scale. One Act for Greeks participants also had lower confidence acting as a bystander and fewer pro-social bystander behaviors than One Act participants. One Act and One Act for Greeks participants were most similar in their willingness to help when they see a problem, according to the Bystander Willingness to Help scale.

Future Directions

One Act for Greeks highlights an important partnership with the Office of Fraternity and Sorority Life as well as the student-led Councils for reaching a different audience for violence prevention. Since the curriculum and audience differs, once all post-test data is collected, the next step is to compare long-term changes for individuals between these groups.