

College Students' Attitudes Toward Date Rape and Date Rape Backlash: Implications for Prevention Programs

Susan Woods and Douglas J. Bower

This study assessed and analyzed undergraduate college students' acceptance of the set of rape myth beliefs expounded by the date rape backlash movement. A 20-item Attitudes Toward Date Rape Scale (ATDRS) was designed to assess favorable and unfavorable attitudes toward backlash movement principles, with emphasis on victim credibility/motivation, gender responsibility for rape prevention, exaggeration of date rape statistics, and rape prevention education bias. Data were collected from 1,143 students on one midsize and two large midwestern universities. Statistical analyses determined that gender, an adversarial attitude toward sexual relationships, political and sex role views, perception of false accusation vulnerability, academic honorary membership, Greek affiliation, and knowledge of a date rape victim or man accused of date rape were significantly correlated with date rape backlash beliefs/rape myth beliefs. These findings highlight the need for sexual assault prevention programming that openly addresses sexual assault research and education controversies.

The Effect of Personal/Social Skills Lessons: The Missing Link in Prevention Curricula on Urban Middle School Student Tobacco Use

Gus T. Dalis and Glenn R. Dodd

A 2-year controlled study was conducted with urban and suburban middle school students to test the effect of a series of personal and social skill development lessons on behavior and behavioral intentions related to tobacco use. The intervention involved six lessons taught in the seventh grade and five lessons taught in the eighth grade. Although control group students demonstrated significant increases in number of cigarettes smoked, quantity of chewing tobacco/snuff used, combined use of alcohol and tobacco, and intention to use tobacco when older, experimental group students to whom the lessons were presented with fidelity showed no such expected increases. There were no significant findings on an intention-to-treat basis. The results of this study suggest that Personal/Social Skills Lessons: The Missing Link in Prevention Curricula, when taught with fidelity, provides students with skills to resist the uptake of certain health-compromising behaviors. The results also suggest that in further study of the lessons' efficacy, more rigorous teacher in-service training and classroom monitoring may be necessary to ensure that the lessons are implemented appropriately.

Ethical Issues Regarding Service: Perceptions of Health Education Faculty

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This study assessed the perceptions of health education faculty members regarding ethical scenarios pertaining to university, community, and professional service and assessed the perceptions of the scenarios by sex, tenure status, and whether service counted for yearly pay raises. A three-wave mailing was sent to a national random sample of university health education faculty and 215 (81%) responded. The majority of faculty perceived 5 of 13 scenarios related to university activities as unethical. Three of 9 scenarios regarding ethical issues at agencies outside the university were also perceived as unethical by the majority of respondents. Perceptions of what was ethical varied widely by respondents for the remaining scenarios.

Cultural Dance: An Opportunity to Encourage Physical Activity and Health in Communities
Sheila Jain and David R. Brown

Scientific evidence supporting the numerous physical, psychological, and social benefits of dance, specifically European/Western dance (ballet, jazz, modern), aerobic dance, and dance/movement therapy, indicate that dance is an effective activity for promoting the health and well-being of individuals. This article evaluates research related to dance forms having socio-cultural or traditional/ceremonial influences, which we have labeled cultural dance. An extensive literature review located 14 studies pertaining to cultural dance, of which only 4 were experimental or quasi-experimental, 2 were physiological, and 8 were descriptive. The experimental and physiological literature documented the benefits of dance-related cultural activity interventions among various subgroups of the population; the descriptive literature illustrated the role and importance of cultural dance forms within diverse communities. The research has established that cultural dance serves multiple functions (e.g., traditional/ceremonial practices, celebrations, healing, spirituality, cultural transmission, and social connectedness); however, there is limited scientific evidence that such dance forms are linked to improved health and fitness status. We recommend that cultural dance receive greater promotion and study as a public health intervention to increase physical activity, especially among groups at risk for inactivity, including females, older adults, and some racial/ethnic groups.

A Composite Score for Use with the Food Guide Pyramid
Darwin Dennison and Kathryn F. Dennison

The Food Guide Pyramid (FGP) is a government-produced food guidance system. The FGP is the most researched food guide and was the most costly to produce, yet there is no procedure to objectively determine individual adherence to guidelines. This article describes the development of a composite score to address this issue. The scoring evaluates how well or how poorly individuals are eating based on FGP guidelines, including serving recommendations, variety, and proportionality. The scoring uses food databases that contain standard FGP serving sizes to identify servings from the five food groups and the fats and sweets category. Food intake data are scored using a paper and pencil questionnaire to determine an individual's compliance with the FGP. The scoring is designed to enhance the use of the FGP in school-based nutrition education programs as a learning tool to improve food choice behavior.

Participants' Attendance at a Health Promotion Program for Older Widows and Widowers
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Spousal bereavement can be disruptive to self-care and health promotion practices; therefore, older widow (er)s could benefit from health education classes, provided they are motivated to attend. Unfortunately, efforts to attract older adults to many established health promotion programs have not been very successful. Guided by the theory of reasoned action (TRA), we attempted to determine to what extent attendance at Pathfinders, a health promotion program for older widow (er)s, was explained by behavioral attitude (expected outcomes of attendance and how they were valued), subjective norm (beliefs about others' opinions about attending and motivation to comply with those beliefs), and behavioral intention to attend all the classes. Eighty-four

widow(er)s age 50 and over attended an average of 7.8 classes (out of 11 possible). Behavioral attitude and subjective norm combined to explain more than 25% of the variance in intention to attend all the classes, but the TRA model failed to predict actual class attendance. Alternatively, attendance was greater for those widowed more recently and who reported the classes overall as being more helpful. Although the participants reported that the location and time of the classes were convenient, a variety of unanticipated obstacles could have interfered with class attendance. The broad scope of the content could have adversely impacted attendance for some participants, particularly those widowed longer. Programs with the most relevant self-care content might maximize interest and participation.

The UAB Drug Store Program: A Successful Partnership for Drug Education among Schools, Community Agencies, and Institutions of Higher Education
Brian F. Geiger, A. Sandra Willis, David Macrina, and Joseph Stallworth

A local army reserve command developed the Drug Store, an experiential community-based drug education program for middle school students, in 1993. More than 9,000 children have participated in the program since its inception. During 1997-99, university health education and psychology faculty members collaborated with substance abuse prevention specialists and the state department of education to develop classroom resources for middle school teachers. The National Health Education Standards and state course of study curriculum framework were used as content guides. This collaboration resulted in an enhanced community-based drug education program.