Planning for Change: Feminist Standpoint Epistemology Informing the Program Planning Process

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PLANNING FOR CHANGE: FEMINIST STANDPOINT EPISODEOLOGY
INFORMING THE PROGRAM PLANNING PROCESS

by
Laura Nichols

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
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Western Michigan University
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Laura Nichols
This thesis examines the process by which social programs are developed and explores how feminist standpoint epistemology may inform the process. A peer education program developed for college women is used as an example to illustrate the planning process. Secondary data collection, focus groups and a self-administered survey were the research techniques utilized in this planning approach.

The specific steps involved in program planning are identified and explained based on the program planning process presented and literature about this topic. The thesis concludes by exploring how certain ideas in feminist standpoint epistemology can be applied to the planning process in order to create programs which have the potential to empower target populations.
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CHAPTER I

REFLEXIVE STATEMENT

This thesis is a reflection of both the concerns I have about the problems that women students often face in college, and the lack of planning that seems to go into programming, particularly the unfortunate schism that often exists between program participants and program administrators. This project also reflects my desire to find my place, to determine what I have to contribute to society through the application of my sociological training.

The impetus for this project grew out of my participation in a Gender and Justice class. The course, besides challenging me at many different levels, exposed me to a theoretical paradigm whereby I could justify my return to school after four and a half years of working directly with people who experienced oppression daily, and who had shared with me the pain they felt. I had the choice and the ability to leave this meaningful work environment and enter some of the same realities as they exist in other forms, primarily that of written texts, of research reports, of action plans, journal articles and books.

Frankly, I have struggled with feeling guilty for my ability to leave such difficult situations, and for being able to rationalize this choice by convincing myself that I will be able to offer more because of my return to school. In this quest for aught know-
ledge, it is important to me that I do not forget the valuable knowledge which exists in lived experience. I believe that bringing these two types of knowledge together will help the advancement of each and hopefully allow for social problems to be more effectively addressed.

This brings me back to the paradigm which, in my mind, most effectively facilitates the synthesis of the stories of the lives of the oppressed persons I have met, with what I am learning. This approach is embedded in the ideas espoused in feminist epistemology and theory. Bell Hooks (1992) says that theory needs to speak to "the pain within folks" (p. 82). Expressing and legitimizing that pain provides methods in which the pain of others that we carry with us can be conveyed. This is an important point for sociologists who absorb and relate the reality of the lives of other people through their work. While some may argue that this type of absorption is in fact a prime example of what we should not do as objective social scientists, I believe that it is in fact essential if we are to look at society honestly and put the compassion in our work necessary to adequately address the complicated social problems that exist in our world. Such an approach will be explored in this thesis to determine how feminist knowledge may be utilized when planning programs which contribute towards solving social problems.

As an employee of structured organizations formed to serve the needs of oppressed persons, I found that many programs did not use the situated knowledge of those living in disparaging situations--
the very individuals that the programs were designed to address. Program development was typically shaped by two entities: (1) the requirements of the funding organization, and (2) the program administrators. Since I was primarily working with people for whom the program was developed, I often saw the large gaps that existed between what was available and what people needed and wanted. In my mind such a situation was not only a waste of money, but also a leading cause of program failure. Is it really that nothing works, or could it be that which made up the nothing was wrong to begin with?

My return to the college environment has also caused me to remember the realities I saw as an undergraduate student of women students belittled in class, of the t-shirts developed and sold by campus fraternities which objectified women, and the two friends I knew of (and the thoughts of the many more I did not) who were raped by our fellow classmates. There is no question for me, then, as to whether or not women students face additional problems while in college because of their sex. It is not my contention to claim that female students are more disadvantaged than male students, or to try and compare the different experiences of men and women students. But I believe that the pain many women students feel is real, is unnecessary, and that structurally there are ways to ameliorate the problems. This project is a small attempt towards that goal.

So these are some of the many domain assumptions which guide my work and feed the different struggles between theory and prac-
tice, method and thought that have no easy answers or formulas. Furhrman (1989) states that sociology today is "alive with reflexivity" (p. 358), allowing for the integration of the personal and the professional so that doing sociology can serve as a means by which one can make a personal commitment towards improving society. I hope, in the end, that though these words will be shelved and become outdated, the intentions behind them have a positive impact on the lives of some women students on this campus as well as expand and broaden the application of feminist epistemology in applied work.
CHAPTER II

INTRODUCTION

This paper employs an in-depth approach to examine the process involved in planning a program and explores how the incorporation of the needs and wants of college women and the resources of a university can be used in the design of a peer education program. This program example is used as a springboard to suggest ways in which feminist standpoint epistemology can aid in the process of designing, implementing and administering programs which ultimately and primarily benefit the persons served by the programs. The purpose of incorporating these ideas is to provide practical information which can assist in utilizing the knowledge of target populations as well as produce opportunities for these individuals to be involved in the construction and administration of new programs. The ultimate goal is the development of programs which speak directly to the problems at hand, resulting in the construction of model programs which improve and enhance the lives of the individuals who are often left out of the program planning process.

Program Development

Since the end of World War II social interventions in the form of social programs have been the major approach used to address social problems in the United States. The typical procedure has been
to identify the problem and design a program intended to solve it using private and public support (Hodgson, 1978). Yet the problems have not disappeared. The failure is often attributed to the program itself and program evaluations have grown since that time in an attempt to determine what went wrong? Yet evaluators rarely look critically at the whole nature of programs as a general approach towards solving social problems. Perhaps failure at solving such large problems goes beyond the specific program level. The problems are often complicated and rarely mono-causal. Finding solutions to adequately address these problems is often difficult.

An important starting point in an attempt to solve social problems is the recognition that these problems are socially constructed and tend to be defined as such by persons with the authority to make such a determination. This power to define social problems typically rests at the government and professional level, where the response is generally the creation of new policies and programs. Social scientific involvement in the program process is often limited to defining the problem and then later assessing program effectiveness. Needs assessment studies are often used to locate and define the problems. These queries often include questions based on past and current experiences and situations of the target populations, but the information is often not utilized effectively or put into action. This task is generally left up to professionals, or funding bodies. Not only can this lead to the development of programs which will not be adequately utilized by the target popula-
tion, but this paternalistic approach can further objectify individuals who are often living in oppressive conditions, forcing them to define themselves based on hegemonic program criteria. The exclusion of these individuals has been an issue of concern for many in the social scientific community, yet there is limited literature which explores how their voices can be heard in the attempt to address social problems.

As an example of the lack of literature on this topic, a content analysis of article titles from the *Journal of Evaluation and Program Planning* for all issues from the start of the journal in 1978 to the end of 1994 was conducted. It was found that 336 articles contained a form of the word evaluation in their title, 15 mentioned some sort of planning (program, community development, program development), and 16 mentioned both evaluation and planning in their titles. This means that for every eleven articles on program evaluation, only one focused on program planning. Perhaps if adequate research techniques were applied at the very start of the program planning process, some of the common problems often cited as difficult to achieve in evaluation work (defining program goals, obtaining input from stakeholders, consensus, etc.) would be ameliorated. Evaluation plans could then be tailored at the program development stage (Caulde & Newcomer, 1989). One approach that understandably would help in the development of better utilized and more effective programs is the inclusion of persons who are to be served by the program. Emphasis on including this target population, along
with the other multiple stakeholders, can help to ensure that the program is applied to the problem being addressed despite the particular political context (Hallett & Rogers, 1994).

Feminist standpoint epistemology understands the importance of recognizing and actively including persons who are researched in the research process, especially when the research is able to benefit these individuals. As Rixecker (1994) suggests, "Using women's lives to critique the dominant culture can highlight how the dominant structures and ideologies marginalize people generally, including men outside the privileged circles" (p. 124). Thus, using feminist standpoint epistemology to inform policy design is an important component in impacting policies before they have the potential to become oppressive, dominant forces. Similarly, the inclusion of ideas of feminist epistemology in program planning could provide a way to examine and shape structures which have the power to influence the lives of disadvantaged individuals. Application of such ideas can allow for the development of a pragmatic paradigm for program design that focuses on "getting programs to 'work' within a particular real world situation" (Fishman, 1992, p. 268). As a matter of practical necessity, the feminist paradigm is one that realizes the importance of including both learned and experienced knowledge in all types of research. The feminist research approach used to obtain this experienced knowledge often differs from typical applied techniques. Needs assessment studies are frequently used as applied social science approaches to obtain information on the
experiences of persons being targeted by intervention programs.

Needs Assessment

Needs assessment studies are a strategy by which many social scientists attempt to inform themselves of the experienced knowledge of those impacted by social problems, and are often used as a primary program planning step. These assessments can provide techniques by which very specific issues or broad social conditions are examined. Citizen surveys are one such needs assessment approach (McKillip, 1987) which provides a way by which individuals in the community are able to express their varying needs. Also, the assessment can be targeted to obtain information about certain types of need.

Measuring Need

The importance of measuring need is emphasized here because often professionals assume that need is understood, only to discover later that the program has not targeted the real needs or the right group. Need is complicated to measure because need can be defined on many different levels and results often differ depending on the level examined. Kettner, Moroney & Martin (1990) explore the different types of need, distinguishing between normative, perceived, expressed and relative need. First, normative need requires the comparison of a current situation with a standardized belief of basic necessities, for example the belief that all persons are en-
titled to food, shelter and health care. Second, perceived need is thought to be the most unstable type of need to measure because it involves what people think and/or feel their needs to be which can change frequently. Third, expressed need can be measured by determining how often individuals attempt to obtain a service. Finally, relative need is measured as the gap between level of services existing in one community as compared to what exists in similar communities or areas. McKillip (1987) defines the types of needs similarly, and describes them as normative, felt, expressed and comparative needs. Attempt at measurement of these needs can provide an estimate, but not a precise determination of needs (Kettner, et al., 1990).

In order for need to be measured at any level, there must first be an acknowledgment that a problem exists. This acknowledgement may occur based on a normative, perceived, expressed or relative assessment of a situation. Systematic measurement of need is necessary in order to understand both the root causes and potential ways to address the need. It is possible, though, that the need will only be defined as such and recognized as worthy of further study if deemed so by persons in positions given the authority to make such determinations. While sociologists may be attributed with being the primary contributors towards the recognition and definition of social problems, citizen groups and policy developers generally take a more active role in demanding or enacting opportunities for programs or other action plans to be developed in response to a
social problem. Such plans often include need assessment studies wherein the knowledge of those experiencing the problem (as defined typically by outside entities) is taken into account. This brings into question the true usefulness of the data collected when that knowledge has been shaped and defined by dominant criteria.

Needs Assessment and Inclusion of Target Populations

Programs often serve the needs of persons who it is believed could benefit in some way from interventions. Frequently, these individuals experience the absence of choices in their everyday lives. Generally the extent of these lack of choices depends on the varying impact that the general categories of race, class, gender and sexual orientation may have on individuals’ lives.

There are many methodological issues associated with assessing the needs of these target populations especially considering that many are members of minority and/or disempowered groups (Gergen & Gergen, 1991; Gorelick, 1991; Harding, 1987; Harris, 1995; Morgan, 1983; Reason, 1988). In assessing these needs target populations must be given the power to define and participate in changing their situations. According to Giddens (1993),

power in the sense of the transformative capacity of human agency is the capability of the actor to intervene in a series of events so as to alter their course; as such it is the 'can' which mediates between intentions or wants and the actual realization of the outcomes sought after. (p. 117)

Program development based on principles of inclusion and the power to change situations must therefore be flexible enough to provide
for the wants of various stakeholders while at the same time taking into account the knowledge base from which these wants were developed and may change. Feminist standpoint epistemology is one paradigm which provides insight into how this can be accomplished in a pragmatic way.

Feminist Standpoint Epistemology

Feminist epistemology realizes the importance of using theory and methods simultaneously in order to accomplish the larger goal of empowerment for disempowered groups. While the paradigm puts women at the center of its focus, its insights are not limited to this group.

The integration of theory and practice is seen as a crucial component if change is to occur. "Theory adequate to the task of changing the world must be open-ended, non-dogmatic, speaking to and grounded in the circumstances of everyday life" (Lather, 1991, p. 55). This necessitates that theory respond to and respect the political and intellectual capabilities of persons who are disadvantaged. Feminist methodology is an attempt to find ways for research to expose these capabilities. Gelsthorpe (1990) observes that some of the major characteristics of feminist methodology include: (a) the topic (primarily woman centered), (b) the process involved in the research, (c) equality between researcher and researched, (d) research that is action oriented, and (e) research which is useful and accessible to the persons involved.
Yet, planning effective programs involves more than following these methodological approaches. Due to the damaging psychological and social impact of domination (Collins, 1990; Freire, 1970), consideration of the matrixes of domination and false consciousness must be addressed. Feminist thought, especially as espoused by Collins (1990), can help bring this to light. Collins recognizes domination on three different levels: personal biography; the cultural context of the group or community created by race, class, and gender; and the systemic level of social institutions. She goes on to discuss the importance of recognizing how domination impacts in manners that might not even be recognizable to individuals who are disadvantaged, and how individual thoughts and actions contribute to the subordination of individuals. False consciousness can be a real concern as, "(t)he same situation can look quite different depending on the consciousness one brings to interpret it" (Collins, 1990, p. 619). Any practical application of feminist epistemology must therefore take into account issues surrounding the impact of domination. Program development is no exception.

Rixecker (1994) provides an example of how the practical application of feminist standpoint epistemology can be used to improve the policy design process. Her basic approach features a framework which will be expanded in this thesis so as to be useful in program development.

Feminist standpoint epistemology challenges traditional concepts of knowing and argues that reason and emotion cannot, and
further, should not be separated. Also recognized is the importance of considering the context in which this knowledge is shaped. The tension between individual constructs and the reality of the real world is acknowledged, thus espousing the idea that theory and praxis must be integrated for meaning to be discovered, realized and perhaps changed. This new way of looking at and constructing knowledge results in, "creat(ing) a more inclusive theoretical discourse thereby concurrently opening a door for more inclusive and contextual practical applications" (Rixecker, 1994, p. 128). Rixecker argues that the acknowledgement and respect of personal differences in the policy design process can result in minimizing the barriers between the internal and external aspects of the process. This minimization allows for those impacted negatively because of their sex, class and/or race to have ample opportunity to participate in the process of policy design. She further argues, as does Haraway (1991) and other feminist scholars, that relating personal experience is the method and agent which will allow this to occur.

However, the sharing of personal experience may not be enough for the emancipatory change that many feminists hope will occur. For example, while persons who have pressed charges against their battering spouses are asked to tell of their experiences, they are seldom asked for their opinion as to what needs to occur in order for the situation to be effectively addressed. Decisions on how to address the issue significantly impacts the future life course of these individuals. The telling of the story alone, then, does not
necessarily empower the individual, but rather, serves to inform those who have the ability to make decisions which will impact the future of that particular individual. Individuals must, therefore, be given the means by which they can be empowered to actively participate in changing their situation.

A similar gap between relating experience and being empowered exists in needs assessment studies. Researchers and/or program administrators are given the task of ultimately designing and administering particular programs based on their objective interpretation of the needs assessment. Excluding disadvantaged groups from this interpretation process increases the possibility that the cycle of domination will continue, albeit, perhaps, in a different form.

To address this problem, feminist methodology demands that research be conducted that is action-oriented, with the empowerment of dominated groups as one of its primary goals (Hooks, 1989; Lengermann & Niebrugge-Brantley, 1990). Such an approach allows for research to move beyond the level of conveying experience, and requires that feminist principles of change for the good of all humanity occur both in the research process and the final result.

The following chapter describes the process by which a peer education program for college female students was developed that did not utilize a feminist approach at the outset. Although most of these students would not fit the traditional definition of oppressed persons, the difficulties they often face in the university environment as well as an attempt to address these needs programmatically
can add valuable insight to the process of program planning. This description will also provide an example for a discussion of how feminist standpoint epistemology may be integrated into the program planning process. After a summary of the process, including the methods employed, results, and recommendations, the general process of program planning will be presented, including important components to consider. The final section of the thesis will appraise the findings of the program development process and explore the implications of including specific program components in light of the issues raised by feminist standpoint epistemology.
A peer education program for college women was developed for implementation in the Fall of 1994 based on perceived needs at Western Michigan University (WMU). The development was guided by a collaborative approach between the researcher and the director of Women's Resources and Services. No specific process was established except the agreement that a planning phase would occur and that the target population of women students would be included in the design of the program. What follows is a description of the process that actually occurred in the development of this program.

The design of a program for women students was pursued based on the interests of the researcher and a desire by university staff to provide more services for female students at Western Michigan University. The university, located in Kalamazoo, Michigan, serves approximately 20,000 undergraduate students. The program planning process began during the Winter Semester of 1994 with a literature review of the major issues faced by women students on college campuses. At this time, preliminary discussions were also held with university staff on how to potentially address the issues. The role of the researcher was one of instigator of the project as well as the person who conducted all of the research and reported back to the director of Women's Resources and Services.
The Campus Climate, A Chilly One for Women has become a well-known work in the area of education (Hall & Sandler, 1985). The study documents the disadvantages that girls and women face in the educational system compared to males in the United States, and the subsequent effect this has on their self-esteem and their future life course (AAUW Report, 1992). A major focus of this research has been self-esteem. Girls typically begin to lose self-esteem sometime during elementary school and continue to lose it in college (Bailey, Burdge, Campbell, Jackson, Marx, & McIntosh, 1993). The consequences of such lowered self-esteem may be manifested in many different ways.

A study of 222,296 incoming freshman in U.S. colleges and universities found that men rated themselves as above average in thirteen different areas, including emotional health, intellectual and social self confidence, academic ability and popularity. Women consistently rated themselves as average or below average in all the areas presented except for writing ability where they rated themselves .5% higher than men, the smallest margin of difference (CIRP, 1988). College men tend to have higher career aspirations than college women (Murrell, Friez & Frost, 1991; Stake & Levitz, 1979), which may partially account for the lack of women in higher status occupations. In fact, Chipman and colleagues (1992) found that a lowered interest of women towards careers in science was directly linked to a lack of confidence in math, an area in which females in
the United States have historically been told they are less able to excel.

Body image is another issue which seems to affect women disproportionately as compared to men (Weinberg, 1994). This issue is usually most acute for white females in their late teens and early twenties—the age of most traditional college students. Assessment of physical beauty is said to be a cultural phenomenon, and has been shown to be a more important factor in the evaluation of women than in the evaluation of men (Fallon, 1990). The constant comparison of one's own body to the ideal embodiment of female beauty can affect one's body image, self-esteem, level of anxiety, realistic self-perception and self-acceptance (Rosenbaum, 1993). Physical attractiveness has also been found to be a major factor in determining pledges' acceptance to certain prestigious sororities (Risman, 1982).

Somewhat surprisingly, it has been found that women who stress intelligence and professional success are more likely to suffer from eating disorders than women who stress being a wife and homemaker (Silverstein, Carpman, Perlick, & Perdue, 1990). Some studies have suggested that many young women may pass through a phase of disordered eating, and that early identification and education may prevent the onset of more serious eating disorders such as anorexia nervosa or bulimia (Kosezewski, Newell & Higgins, 1990).

Experiences of sexual harassment or date rape and/or fears associated with such possible incidents may further lower a college
women's self-esteem and may have a drastic negative impact on her future (Berkovitz, 1993). McCormack (1985) estimates that approximately one in six women will experience a form of sexual harassment while in college. Dziech and Winer (1984) report that 30% of all undergraduate women students will likely suffer sexual harassment from at least one of their instructors during their time in college. The incidence of harassment of female students by peers may be even more alarming. Cornell University found that 78% of surveyed women students said they had experienced one or more forms of peer harassment, for the University of Rhode Island the rate was 70%, and for MIT 92% (Paludi & Barickman, 1991). The same researchers found that women of color, women with disabilities, homosexual women and women who identify themselves as feminists and proponents of women's studies programs are often more harshly targeted and victimized.

Sexual assault and rape can have a devastating impact on the emotional and intellectual stability of women who experience such abuse. While accurate statistics on rape are difficult to obtain, for single women aged 16-24 the risk of rape is thought to be four times higher than any other age group (Caron, 1993). In a survey of 1,223 eighteen year old incoming first year students at Western Michigan University, 24.7% of the women reported having been sexually abused, sexually assaulted, or having had an unwanted sexual experience at some time in their lives (Community Information Systems, 1994). This suggests that a number of women at Western Michigan University have experienced this problem first hand, or know a friend
who has, and may require assistance in trying to deal with this while in college. The preponderance of such problems faced by many women on college campuses has caused university administrators and students to look for ways in which these problems can be ameliorated and the root causes of such issues can be addressed. Optional programs in the form of workshops have been one of the approaches most typically used to address these issues.

Use of Programs to Address Problems on College Campuses

There are many educational opportunities outside the classroom on most college campuses. Student activities offices and residential life services most often provide these educational activities in the form of campus-wide programs. Informally there is also much education that takes place in individual meetings of faculty and students and among peers. Whatever the source, the university is believed to have an important mission to fulfill in addressing such issues as the isms and promoting dialogue among students, faculty and staff around these concerns (Moses, 1990). Residence halls are increasingly being recognized as important environments for this learning to occur (Schroeder & Mable, 1994).

The role of programming on Western Michigan University's campus is similar to that of many other universities. Housing and residence life provides over three thousand organized programs a year in the residence halls, and the Office of Student Life oversees and funds some of the 224 student organizations which offer programming
on campus. This includes fraternities and sororities, which also provide outreach to a significant number of students.

Identification of Appropriate Entities to Address Problems

While most of the student organizations target groups of students on campus based on individual interests and hobbies, there are typically a few university-sponsored offices which exist to serve the needs of specific groups who may be discriminated against and/or face obstacles in completing their education (Styles, 1988). At WMU these include the office of Gay, Lesbian and Bisexual Affairs, the Office of Minority Affairs, Disabled Student Services, and Women's Resources and Services. In terms of designing a program, it is important to identify the most appropriate organization to sponsor a new program. In this case, Women's Resources and Services seemed the natural organization to approach because of its mission to provide services for the special needs of college women.

Assessment of Interest

In order to determine if Women's Resources and Services was a fitting organization to provide programming for women students, an informal interview was held with the director of Women's Resources and Services (WRS) to explore her thoughts as to the needs of women students on campus and the current services being provided through that office. As a result of this discussion, it was decided that Women's Resources and Services was an appropriate organization to
address programming issues for women students. Based on requests by students and administrators it seemed that a program which would speak to the specific needs of women students was desired. It was also agreed upon that research would help in defining what form the program would take. Meetings were held at least once every two weeks to discuss each step of the process. The approach was collaborative in that no actions were taken without discussing each step with one another.

At this stage the establishment of a peer education program was considered. This type of program was seen as perhaps the best type of program that could both address the needs of college women and also provide new leadership opportunities for female students.

Secondary Research

Secondary data were collected throughout the duration of the study. Offices on campus responsible for collecting data and initiating surveys were contacted in an attempt to compare local data with those reported nationally. The goal of this research was to obtain as much information as possible on the experiences and needs of women students. Data collected included results of past student surveys conducted in the past two years and demographic information. Collecting these data was helpful in that the data provided an overview of the basic experiences of women students on campus, and focused on what the students wanted in a program. The secondary data revealed that peers play an important role in the lives of university
students. Based on this finding, it seemed appropriate to consider a peer education program.

Program Research

Peer education programs were researched to assess their applicability in addressing the needs of college women. Peer education has been used most readily as a form of one-on-one tutoring between students. These programs have demonstrated that the relationship between a tutored student and the student tutoring often results in the increased productivity and knowledge of both students (Gartner, Khler, & Riessman, 1971; Getty & Bannan, 1993; Sloane & Zimmer, 1993; Wagner, 1981). Peer education programs have also been shown to increase cooperation, decrease competition, and (in interracial matchings), improve relationships between those of different racial/ethnic backgrounds (Wagner, 1981). Peer education programs have had positive impacts outside the classroom as well (Edelstein & Gonyer, 1993; Fennell, 1993).

It was felt that a program for women students which would help them grow as individuals, as well as increase the leadership opportunities available to them would be most beneficial to them. Peer education programs were considered one of the best ways to fulfill both these functions. Such programs allow for students to be trained in interacting and sharing accurate information with their peers, while at the same time providing a forum where leadership skills can be taught and opportunities provided to practice these skills.
Edelstein and Gonyer (1993) state that peer educators live among their constituents, have access to students, and are privy to students' personal lives in a manner that campus professionals are not because the peer educators are present in residence halls, sororities, student organizations, dining halls and classrooms. (p. 256)

Frequent contact among peers allows for a significant amount of information to be passed on to a large number of students.

Further, at WMU, educational programs are an appropriate resource, especially because the resident advisors on campus are required to organize educational programming in the residential settings. In fact, Women's Resources and Services is frequently called to initiate programs on issues of concern to women students. This request is often unfulfilled because of lack of staff and resources. In this case Women's Resources and Services expressed a desire to provide new programming to fill this void.

Program Goals and Program Theory

The goals envisioned to meet the needs of women students were twofold: (1) the dissemination of information that could help college women in their personal and professional development and, (2) the provision of opportunities for women students to gain leadership skills.

Because evaluators often link program goals with program theory and "a program may disappoint because a flawed theory was implemented or because a good theory was poorly implemented" (Lipsey & Pollard, 1989, p. 317), theories upon which the program could
be based were researched. Generative leadership provided a theoretical framework consistent with the program goals in this instance. The aim of generative leadership is to help women students gain the skills they may need to be successful both in college and after graduation, with its main emphasis being that women are able to grow and work together in a shared purpose (Sagaria & Johnsrud, 1988). The overarching mission of generative leadership is the "growth of the individual student and improvement of society" (Sagaria & Johnsrud, 1988, p. 25). This is accomplished by providing women with opportunities to reach their potential by encouraging quality relationships between women, while at the same time, recognizing the context in which these relationships occur. These occurrences are seen as a normative reality that is enacted daily in the personal and professional lives of women and men.

In practice, generative leadership is similar to mentoring programs where more experienced individuals guide and teach younger individuals, programs which are believed to have successfully increased the professional opportunities for young women (Moore & Amey, 1988). "Unfortunately, however, because there are few women in professional positions in higher education, women students have few opportunities to observe or interact with women in key leadership positions or to have women as mentors" (Sagaria, 1988, p. 7), a situation which can be even more extreme for women of color. Going beyond mentoring then, generative leadership encourages professional women in the academic community to recognize their role in cultivat-
ing leadership skills in women students who then, in turn, use the skills gained for the good of their fellow students (Sagaria & Johnsrud, 1988). A program based on this approach must, therefore, create an atmosphere where individuals can grow and develop through observing and experiencing, where "opportunities for women (are created) to succeed, and provide support when they fail" (Sagaria & Johnsrud, 1988, p. 18). In this program instance, it is important to note that the goal of expanding the leadership training opportunities for women is not necessarily measured by an increase in their representation in traditional leadership roles (i.e. student body officers), but the attainment of skills and the confidence to pursue their aspirations.

Resource Inventory

In order for the goals of the program to be accomplished, the resources must be available for the program to be developed and sustained. The resources at Western Michigan University were assessed by collecting secondary data and conducting interviews. The emphasis here was on assets which already existed, allaying the need to seek outside funding and resources. It is important to assess the resources available on campus as well as those more specific to the program, especially the assets of the Office of Women's Resources and Services. Also, the general role and nature of programming on campus was examined in order to determine the potential context in which a new program would operate.
Perhaps the greatest resource in the campus environment is the students themselves. Based on enrollment of students taken in the Fall of 1994 at Western Michigan University there were 10,200 female students and 9,299 male students (Institutional Research, 1995, p. 23). Women make up 52.3% of the student body, yet women make up only 27.3% of the total full-time instructional faculty at Western. These data suggest that while female faculty can, and most undoubtably do have an important impact on students' lives, women students, due to their large numbers, can be an extremely valuable resource.

The Women's Resources and Services Office at Western has the capability and mission to help mobilize and serve the female student population. The office consists of one full time director, a graduate assistant who is in charge of the Sexual Assault Awareness Program, and two part-time undergraduate students who provide office support. The office consists of a small resource library and has the ability to access resources from the campus library, media services and campus facilities. As a part of the Office of Student Life, the director of Women's Resources and Services has close contact with other persons who work directly with students. The office also often receives requests from undergraduate and graduate female students who would like to volunteer in some capacity. While the office sponsors a number of one-time programs in which it utilizes volunteers, the opportunities for long-term volunteering and gaining leadership experience are limited. The Sexual Assault program is one exception. This program uses the same 14 volunteers, called peer educators,
throughout the fall and winter semesters. These men and women participate in an extensive training program early in the Fall semester in which they are trained to present a program about sexual assault on campus. They present this program in the residence halls, classrooms and for groups as requested. The sexual assault peer educators have been recognized and rewarded publicly for their accomplishments and effectiveness.

Most programs on campus take place in the university residence halls as resident assistants are required to organize a specified number of programs for their hall. To meet this requirement they generally ask for speakers from various campus offices. Women's Resources and Services is often approached for this purpose and is regarded by resident advisors as a resource to provide information on the specific issues faced by female students.

Based on these resources, the information gathered on peer education programs, the goals and theory of generational leadership, and the fact that there are no leadership programs designed specifically for women students, a peer education program targeted to this group seemed plausible. The program, as envisioned, would be different than the sexual assault peer education program and would not compete or interfere with this established program.

Key Informant Interviews

In order to determine the potential usefulness of a peer education program at WMU, interviews were conducted with three university
staff members (two from WMU, one from Miami University) who were in charge of peer education programs. The persons interviewed were the director of Women's Resources and Services who works with the sexual assault peer education program, the director of Health Promotions and Education who developed a peer education program to educate about birth control and sexually transmitted diseases, and the director of a peer education program for college women at the University of Miami in Ohio. All three praised the ability of peer education programs to disseminate information effectively and provide positive leadership opportunities for the students involved as peer educators. Such programs largely depend on the active involvement of student volunteers who participate in an extensive leadership training and are given multiple responsibilities. Those interviewed also stated that this type of program is relatively easy to incorporate into the existing university structure.

Miami University in Ohio has successfully used their peer education program to provide workshops to female students on many different topics thought to be of concern to college women. These topics include sexual assault, eating disorders, sexism in language, and confidence in the classroom (personal conversation, Goettsch, 1994). Using four peer educators who are trained in all topic areas, the students take turns presenting workshops (primarily in the residence halls) at the request of resident advisors who provide publicity for the program.

Both the director of the sexual choices program and director of
of the women's issues program at Miami University cited low numbers of students of color participating as peer educators, and low audience turnouts for some workshops as the major problems they faced. The interviews were transcribed and shared with the director of Women's Resources and Services.

Miami University has labeled their peer education program the Women's Issues Student Educator (WISE) Program. It was decided to use this for a working title until the input of students at Western Michigan University could be obtained. Throughout the rest of this paper the WISE Program will refer to the peer education program being designed at Women's Resources and Services at WMU.

Based on the information collected, it was decided to move forward with the peer education program idea as Women's Resources and Services seemed to have the necessary resources, interest, and capabilities to offer such a program. At this point input from the student body was solicited.

Survey Instrument Construction

A survey was drafted listing a number of potential workshop topics which incorporated subjects that were offered at Miami University in Ohio, topics which research showed were issues of concern for women students, and ideas that were based on the researchers' and director of Women's Resources and Services experiences working with women students. The survey was created initially as a way to provide basic information to individuals and groups about the pro-
ram being proposed. The survey went through a number of revisions and changes.

The first draft of the survey included a number of questions about personal experience. It would have followed the model proposed by Kautman, Rojas & Mayer (1993) wherein problems are identified and defined, and turned into needs which then are translated into services. Yet other surveys had already been conducted at WMU which measured problems in this manner and it was felt that a survey which allowed women students' input into the services they desired would be a more helpful approach. This would also be consistent with the program goals of allowing students to play an active role in determining the content and shape of the program developed. Accordingly, a new survey was drafted.

The survey presented to students for pre-testing asked for respondents to rate their interest in attending a number of different types of programs. The survey also queried as to their interest in potentially becoming peer educators.

Group Meeting

A group meeting was held with all the full time residence life staff. The purpose of the meeting was to obtain feedback on the program idea and survey, as well as elicit initial support to distribute a survey in the residence halls. The staff members were very interested in the creation of a peer education program targeted towards female students. They agreed to inform their resident ad-
visors about the development of such a program and to recommend resident advisors to help in the research process. The approval of the hall directors allowed the planning process to move on to the next level, speaking with students.

Focus Groups

Consistent with the goal of creating opportunities for women to be involved in the process of designing the program, a series of research techniques were employed to determine women students' potential interest in such a program. The first contact with students occurred with resident advisors. Recognized as leaders on campus, these students have many responsibilities, such as taking immediate charge for one residence hall floor in which they live, and providing discipline and educational programming for the whole building. They are trained in a variety of areas, are highly visible to the residents living in the building, and often are the first contact for students needing resources. Resident advisors were identified by the hall directors and contacted by phone. It was explained to the resident advisors that Women's Resources and Services was considering implementing a new program and would be interested in their input. They were asked to attend one of two focus groups being held.

Overall, participants in the two focus groups were excited about the peer education program. Based on their input in the focus groups, the survey was amended and plans were made to distribute the survey on one floor of each of the residence halls serving women
students.

Survey

The purpose of the survey was to determine the potential program topics (which would be presented in the form of workshops) that women students would be interested in attending as well as the workshop format they would most enjoy. Questions were included to assess possible interest in becoming peer educators. Initial findings of the survey were shared with resident advisors and other women who had heard of the program and expressed interest in becoming a peer educator. They were informed that program content would be considered over the summer and that they would be contacted and other peer educators recruited in the Fall, then training would begin, and the workshop content and final program design would be constructed.

Program Evaluation

Three different evaluation instruments were designed to measure: (1) the satisfaction of the resident advisors who requested the workshops, (2) the satisfaction of persons attending the workshops, and (3) a self-evaluation by the peer educator presenting the particular workshop. The purpose of these instruments was to determine how effective it was believed the workshops were in passing along information. Tally sheets were also designed to keep track of how many workshops were requested and the attendance at each workshop. To determine if the program would meet its goal of passing on
leadership skills to peer educators, it was decided that personal, in-depth discussions would be held with each peer educator just before their leadership training as a pre-test, half-way through the year, and after the completion of their year-long service a post-test would be administered. At these meetings individual leadership goals and needs would be defined and monitored, and the potential impact the experience had on other women they came in contact with will be assessed.

Methodology

As mentioned previously, there were three basic research techniques used to help design the peer education program for college women: secondary data collection, focus groups, and a self-administered questionnaire. The combination of these research techniques were used for a number of reasons. First, this allowed the pinpointing of different types of needs by differing stakeholders who would be participating in the program. Secondly, this design allowed for a more thorough research approach which enabled the involvement of a large number of people in the process, and the ability to come up with results which hopefully would speak to the diverse issues that need to be addressed when designing a new program. And finally, the approach allowed for research methods to both test theoretical ideas as well as help to formulate theory.

The combining of qualitative and quantitative techniques created the opportunity for enumerative and analytical induction to
take place (Brannen, 1992). Each technique will be described in more detail.

Secondary Data Collection

The purpose of collecting secondary data was to obtain information about the ecological environment of the university and the attitudes and experiences of women students on campus. Secondary data were collected from three major sources: the Office of Planning and Institutional Research, Community Information Systems and the Office of Student Life, all located at Western Michigan University. Data included demographic information on students and full-time instructional faculty by gender and race from 1984 through 1994, and the results of a 1994 student opinion survey administered to 1,056 students randomly selected using classrooms as the basic unit. The survey measured satisfaction, use of university services, and personal viewpoints. Also obtained were the results of a survey of student beliefs and behaviors related to body image, food, and other substances. This survey was distributed to all new entering students participating in the Orientation program (2,789 students). Forty seven percent (1,320) of the students responded to the survey.

Focus Groups

Since a large amount of programming occurs in the residence halls, it seemed a natural place to initially target the program. Resident advisors are the persons who request programming for the
halls. They are therefore able to provide valuable input as to what kind of program their residents enjoy and what topics they might request. Each hall director was asked to identify one or two of their resident advisors who might be willing to participate in a focus group about designing a new program for women students.

There are 22 residence halls at Western and 15 halls were represented by 16 resident advisors who participated in one of two focus groups held in November, 1994. A copy of the focus group questionnaire is enclosed in Appendix A. The first group was held on a Sunday afternoon in the lobby of one of the residence halls on the Valley side of campus. The second group was held on a Tuesday evening in the seminar room at the Kercher Center for Social Research in Sangren Hall. Nine persons attended the first group, seven the second. Food was provided. All the participants were women; four were African American and the rest were white. Both groups made suggestions as to how the survey could be improved and what new topic ideas could be added. All agreed to help promote the distribution of the survey in their halls, some more enthusiastically than others. Two of the focus group participants expressed interest in becoming peer educators once the program was implemented. Two participants stated that they would be interested in helping to design the content of the workshop topics.

Generally, at least two focus groups are needed in order to be a useful tool for collecting data (Stewart & Shamdasani, 1990), yet the more homogenous the groups, the less total number of groups that
may be needed (Morgan, 1988). In the case of this research, two focus groups seemed sufficient given the small population of potential participants.

The use of focus groups allowed resident advisors to be directly involved in the research process. This also helped later in survey distribution. In addition, the resident advisors provided important information that could be included on the survey, as this type of input was not available through pre-tests of the instrument.

**Survey**

A survey approach was chosen because it allowed for a large number of people to be informed of the upcoming program, and provided valuable quantitative information about what types of workshops would potentially be well attended. The survey was pre-tested twice and revised accordingly. It was pre-tested once after the meeting with the residence life staff, and once after both focus groups were held. The survey took 2-7 minutes to complete. The survey was confidential, and it included the phone number of Women's Resources and Services in the event respondents had any further comments, questions or needed more information. A copy of the survey instrument is attached in Appendix B.

Surveys were collected from 15 of the 19 residence halls eligible for the survey. The eligibility requirement was that the hall had students who lived on a floor with a resident advisor. For each of these halls one floor was selected in a sampling without replace-
ment design. If the floor selected housed only men students, another floor was drawn randomly until a floor was picked which was either coed or housed only women. Four eligible halls did not participate in the survey because final approval from the resident advisor was never received. One resident advisor refused participation because of time restraints and the other three did not return phone calls which requested their help in distributing and collecting the survey. The 15 residence halls which participated in the survey were: Siedschlag, Ernest Burnham, Henry, Eicher, Lefevre, Garneau, Harvey, Ackley, Britton, Hadley, Eldridge, Fox, Stinson, Davis, and Zimmerman. Some of the floors housed only women students, others housed both women and men. Only women participated in the survey.

The main goal of the survey was to determine the interest of women students in potential program topics and in becoming a peer educator. The first question was about interest in attending workshops presented by their peers. The next sixteen items listed potential workshop topics and asked respondents to respond on a 5 point scale, with 5 being extremely interested in attending that particular workshop and 1 being not at all interested. The program topics were "Creating a Healthy Lifestyle in College," "How Male-Female Differences in Communication Affect You," "How to Present Yourself at an Interview," "The College Climate for Women of Color," "Understanding and Coping with Depression," "Building Healthy Intimate Relationships," "Building Self-Esteem," "Understanding and Overcoming a Preoccupation with Food," "Recognizing
and Dealing with Emotional and Physical Abuse in a Relationship," "Learning How to Stand Up to Sexual Harassment," "Learning How to Stand Up to Sexual Pressure and Coercion," "Becoming More Assertive in Relationships," "Helping a Friend with an Eating Problem," "Defining 'Mr. Right' for You," "Developing Confidence in the Classroom," and "How to Reduce Your Risk of Acquaintance/Date Rape."

Open-ended questions covered what the respondent thought was the number one issue facing women students at Western and asked for suggestions of other possible program topics. Questions also were asked about a preference about women only workshops, location, the preferred length of the workshops, day of the week and time for the workshops to be held, the workshop format, potential interest in being a peer educator and workshop topics they might like to present.

Age, race/ethnicity, membership in a sorority and major were the demographic questions asked. A total of 534 surveys were distributed with 289 surveys collected. The average overall response rate was 54% (response rates on hall floors varied from 28% to 93%).

The questionnaires were distributed and collected by the resident advisors for each floor surveyed during the third week of January 1995. Most of the resident advisors collected the surveys from their residents one week after handing them out. Some of the resident advisors forgot to distribute and/or pick up the surveys and therefore took longer than a week. The resident advisors varied in the way in which they collected the surveys. Most of those with high return rates reported that they had picked up each survey from
their residents, going door to door. Others simply taped the envelope provided to their door and asked their residents to put the surveys in the envelope or slide them under their doors.

Findings

In this section, the findings from each of the three types of studies are presented.

Secondary Data Analysis

The secondary data analysis revealed that although there are a number of female students at Western (52% of the student population in Fall of 1994), the number of women faculty available to mentor these students is not as rich. As of Fall of 1994, 27% of the full-time instructional faculty at Western were women, with most of them located at the Assistant Professor level (Institutional Research, 1995). Professors can have a great impact on student lives, and women professors can have an even greater influence because often they are able to empathize with the special situations faced by some women students, as well as serve as role models.

Peer relationships also have a great impact on college students' lives. An unpublished study by DeShon and Sweezy of students living in residence halls at Western Michigan University found that 32% reported receiving help for an issue of deep personal significance from a resident advisor, with 68% receiving this assistance from a roommate (Sloane & Zimmer, 1993). In the same study, 80% of
persons queried in the Greek system stated they sought help for per-
sonal problems from a more experienced member of their sorority or
fraternity. In a student opinion survey of Western students, women
most often cited peers as their best guides toward getting through
their college program (Institutional Research, 1994). Since it ap­
peared that women students were already greatly involved in helping
other female students, it seemed natural to utilize this resource
further.

While peers are a powerful source of help for university stu-
dents, the problem is that much of the information and recommenda-
tions shared by fellow students is often wrong or naive (Sloane &
Zimmer, 1993). This suggested that design of a program that empow­
ered women to pass on valid information to other women students was
warranted.

In looking at the major issues faced by female students at
Western, the results of the 1994 Student Opinion survey conducted
prior to this study found that 90% of the females surveyed found the
coursework to be challenging at Western. Thirty-eight percent of
women surveyed said that sexual harassment/date rape was a serious
problem at WMU. Both a majority of females and males surveyed in
that same study said that friends/peers were the best guides for
getting through their college program, followed by academic advisors
in their major. Twenty-five percent of the incoming first year fe-
male students surveyed at orientation said that during their life-
time they had experienced sexual abuse, sexual assault, or been in-
involved in unwanted sexual experiences compared to 10% of the males surveyed (Community Information Systems, 1994). In the same survey, close to 30% of the women respondents said that they always or usually felt fat even though others told them they did not look fat (see Table 1).

Table 1

Answers by Females About How Often They Feel Fat

<table>
<thead>
<tr>
<th>Response</th>
<th>Number (N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>137</td>
<td>19%</td>
</tr>
<tr>
<td>Rarely</td>
<td>93</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>203</td>
<td>28%</td>
</tr>
<tr>
<td>Often</td>
<td>77</td>
<td>11%</td>
</tr>
<tr>
<td>Usually</td>
<td>74</td>
<td>10%</td>
</tr>
<tr>
<td>Always</td>
<td>138</td>
<td>19%</td>
</tr>
<tr>
<td>Totals</td>
<td>722</td>
<td>100%</td>
</tr>
</tbody>
</table>

This supports the literature which reports that many college women tend to be preoccupied with their body image. Overall, the research collected seemed to support the published materials about the significant issues faced by many college women. These findings helped to define some of the workshop topics which may be of interest to female students.
Focus Groups

All participants in the focus groups were women. Most of the women were resident advisors for floors of first-year students, although a few worked with older students. The majority cited roommate and personal relationship problems as the main issues women residents faced. They said that most of their residents seemed to go to their friends with personal problems. First year students sought the assistance of resident advisors more often than did older students. "Students seem to talk to their peers, they really don't talk to us about specific problems they have," said one resident advisor. Both groups agreed that attendance at programs was their biggest programming problem, and that the way to improve this low attendance was to involve their residents in presenting the programs, and getting key leaders on the floor to agree to attend. The focus groups also provided a forum to gain a better understanding of how programming is handled in the residence halls. Each resident advisor is required to solicit, advertise and organize programming activities for their hall each semester. Both groups stated that the Great Sexpectations program presented by the Office of Education and Promotions at Sindecuse Health Center was a popular program. However, they said that the presentations on sexual assault were experiencing low attendance rates. One resident assistant stated that men do not attend the program because they don't think it is their problem and women do not attend because they don't think it will happen to them. A resident assistant from an all-female hall said
she was surprised with the low turnout at the sexual assault program, "and it's not to say that we haven't had problems with the stuff which is also interesting that no one showed up."

After a draft of the survey was presented to the groups, the topics mentioned as of potential interest to residents were: presenting yourself in an interview, college climate for women of color, standing up to sexual pressure, becoming more assertive in relationships, overcoming a preoccupation with food, building self-esteem, and finding Mr. right. There were a few topics that the groups mentioned that they felt would not be well attended. One was women and alcohol. One resident advisor said: "I don't think that 'Women and Alcohol' will work. We keep getting told that we can't control ourselves and we get sick of it." Another topic was safety. "For me personally I would not go. I am sick of everyone telling me that I am not safe, and my boyfriend getting bent out of shape about not walking from the library to the dorm. I am very educated about this stuff, but I am not going to go to any programs about that," said one resident advisor. Other topics suggested were information on stalking rules, and a program on being healthy away from home.

Participants in both focus groups agreed that their residents would be willing to fill out the surveys as long as the timing was right, i.e., no surveys had been conducted recently or it wasn't around finals time.
Survey Results

The demographic information collected from the survey showed that 42% of the sample were age 17 or 18, 45% were 19 or 20 years of age, 6% were 21 or 22 and 2% were 30 years of age or older. In terms of the ethnic breakdown, those surveyed closely reflected the demographics of the total undergraduate student body as displayed in Table 2.

Table 2
Demographic Information: Comparison of Students Surveyed*** and the Undergraduate Population

<table>
<thead>
<tr>
<th></th>
<th>Students Surveyed</th>
<th>Undergrad Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>153</td>
<td>80.9%</td>
</tr>
<tr>
<td>African American</td>
<td>25</td>
<td>13.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>4</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td></td>
</tr>
</tbody>
</table>

*Institutional Research, 1994
**It is the policy of the University to include unknowns in this category
***Does Not Include "No Reply" (n = 100)

Eighty-three percent of those surveyed said that attending a workshop presented by their peers would appeal to them. The results of the survey showed that all of the program topics, with the excep-
tion of one, had mean scores above 3.0 on a five point scale, with 5 being the most positive response (see Table 3).

Table 3

Mean Scores of Interest of Total Sample Surveyed in Attending Workshop Topics - (n = 289)

<table>
<thead>
<tr>
<th>Workshop Topic</th>
<th>Mean Score</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Healthy Intimate Relationships</td>
<td>3.88</td>
<td>.97</td>
</tr>
<tr>
<td>How to Present Yourself at an Interview</td>
<td>3.86</td>
<td>1.01</td>
</tr>
<tr>
<td>Building Self Esteem</td>
<td>3.79</td>
<td>1.09</td>
</tr>
<tr>
<td>How Male-Female Communication Differences Affect You</td>
<td>3.70</td>
<td>.96</td>
</tr>
<tr>
<td>Defining &quot;Mr. Right&quot; for You</td>
<td>3.70</td>
<td>1.18</td>
</tr>
<tr>
<td>Becoming More Assertive in Relationships</td>
<td>3.63</td>
<td>1.04</td>
</tr>
<tr>
<td>Developing Confidence in the Classroom</td>
<td>3.59</td>
<td>1.05</td>
</tr>
<tr>
<td>How to Reduce Risk of Acquaintance/Date Rape</td>
<td>3.49</td>
<td>1.15</td>
</tr>
<tr>
<td>Creating a Healthy Lifestyle in College</td>
<td>3.47</td>
<td>1.04</td>
</tr>
<tr>
<td>Learning How to Stand Up to Sexual Harassment</td>
<td>3.47</td>
<td>1.17</td>
</tr>
<tr>
<td>Learning How to Stand Up to Sexual Pressure</td>
<td>3.37</td>
<td>1.10</td>
</tr>
<tr>
<td>Understanding and Coping with Depression</td>
<td>3.34</td>
<td>1.17</td>
</tr>
<tr>
<td>Helping a Friend with an Eating Problem</td>
<td>3.28</td>
<td>1.11</td>
</tr>
<tr>
<td>Recognizing and Dealing with Emotional and Physical Abuse in a Relationship</td>
<td>3.20</td>
<td>1.24</td>
</tr>
<tr>
<td>Overcoming a Preoccupation with Food</td>
<td>3.11</td>
<td>1.29</td>
</tr>
<tr>
<td>The College Climate for Women of Color</td>
<td>2.59</td>
<td>1.22</td>
</tr>
</tbody>
</table>
As shown in Table 3, the topic with a mean score of 2.59 (the lowest) was on the College Climate for Women of Color, which a large number of white students ranked low. Yet the interest in the program by the African, Asian, and Native Americans surveyed was high, 84% of those surveyed said that they were somewhat or extremely interested in attending such a program.

Table 4 shows the rankings of topic preferences by the whites surveyed which supports the overall sample except that the topic, "How to Present Yourself in An Interview" is ranked first (mean = 3.93) just ahead of "Building Healthy Intimate Relationships" (mean = 3.83). The mean rankings of workshops by the African Americans identified in the survey (n = 25) are located in Table 5. A comparison of Tables 4 and 5 demonstrate the differences between the preferences of African American and white female students. African Americans surveyed rated most topics higher overall than white females sampled.

The open-ended question "What do you think is the number one issue facing women students at Western?" resulted in seven answers with ten or more similar responses. These are listed in Table 6. It should be noted that on the survey this question was asked immediately after the listing of the 16 potential workshop topics. Also, 51% of persons surveyed did not respond to this question, and of those that did respond, some gave more than one answer. There were a total of 205 issues mentioned. A complete listing of all the open-end responses to this question is located in Appendix C.

Age did not seem to impact the response to the question about
the number one issue facing female students. Again, please refer to Appendix C.

Table 4
Mean Scores of Interest of White Students Surveyed in Attending Workshop Topics - (n = 153)

<table>
<thead>
<tr>
<th>Workshop Topic</th>
<th>Mean Score</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Present Yourself at an Interview</td>
<td>3.93</td>
<td>.92</td>
</tr>
<tr>
<td>Building Healthy Intimate Relationships</td>
<td>3.83</td>
<td>.94</td>
</tr>
<tr>
<td>Building Self Esteem</td>
<td>3.79</td>
<td>1.01</td>
</tr>
<tr>
<td>How Male-Female Communication Differences Affect You</td>
<td>3.78</td>
<td>1.03</td>
</tr>
<tr>
<td>Defining &quot;Mr. Right&quot; for You</td>
<td>3.71</td>
<td>1.21</td>
</tr>
<tr>
<td>Becoming More Assertive in Relationships</td>
<td>3.63</td>
<td>1.02</td>
</tr>
<tr>
<td>Developing Confidence in the Classroom</td>
<td>3.58</td>
<td>1.00</td>
</tr>
<tr>
<td>Creating a Healthy Lifestyle in College</td>
<td>3.50</td>
<td>1.00</td>
</tr>
<tr>
<td>How to Reduce Risk of Acquaintance/Date Rape</td>
<td>3.48</td>
<td>1.12</td>
</tr>
<tr>
<td>Learning How to Stand Up to Sexual Harassment</td>
<td>3.45</td>
<td>1.11</td>
</tr>
<tr>
<td>Learning How to Stand Up to Sexual Pressure</td>
<td>3.35</td>
<td>1.07</td>
</tr>
<tr>
<td>Understanding and Coping with Depression</td>
<td>3.33</td>
<td>1.14</td>
</tr>
<tr>
<td>Helping a Friend with an Eating Problem</td>
<td>3.30</td>
<td>1.11</td>
</tr>
<tr>
<td>Recognizing and Dealing with Emotional and Physical Abuse in a Relation</td>
<td>3.22</td>
<td>1.12</td>
</tr>
<tr>
<td>Overcoming a Preoccupation with Food</td>
<td>2.41</td>
<td>1.00</td>
</tr>
<tr>
<td>The College Climate for Women of Color</td>
<td>2.59</td>
<td>1.22</td>
</tr>
</tbody>
</table>
Table 5
Mean Scores of Interest of African Americans Surveyed in Attending Workshop Topics - (n = 25)

<table>
<thead>
<tr>
<th>Workshop Topic</th>
<th>Mean Score</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Climate for Women of Color</td>
<td>4.56</td>
<td>.65</td>
</tr>
<tr>
<td>Defining &quot;Mr. Right&quot; For You</td>
<td>4.08</td>
<td>1.19</td>
</tr>
<tr>
<td>Developing Confidence in the Classroom</td>
<td>4.04</td>
<td>1.24</td>
</tr>
<tr>
<td>Building Healthy Intimate Relationships</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Becoming More Assertive in Relationships</td>
<td>3.92</td>
<td>1.00</td>
</tr>
<tr>
<td>Building Self-Esteem</td>
<td>3.84</td>
<td>1.28</td>
</tr>
<tr>
<td>How to Present Yourself at an Interview</td>
<td>3.72</td>
<td>1.21</td>
</tr>
<tr>
<td>Learning How to Stand Up to Sexual Harassment</td>
<td>3.64</td>
<td>1.22</td>
</tr>
<tr>
<td>Learning How to Stand Up to Sexual Pressure</td>
<td>3.64</td>
<td>1.04</td>
</tr>
<tr>
<td>How to Reduce Risk of Acquaintance/Date Rape</td>
<td>3.64</td>
<td>1.15</td>
</tr>
<tr>
<td>Creating a Healthy Lifestyle in College</td>
<td>3.60</td>
<td>1.12</td>
</tr>
<tr>
<td>Understanding and Coping with Depression</td>
<td>3.56</td>
<td>1.00</td>
</tr>
<tr>
<td>How Male-Female Communication Differences Affect You</td>
<td>3.52</td>
<td>.96</td>
</tr>
<tr>
<td>Overcoming a Preoccupation with Food</td>
<td>3.24</td>
<td>1.39</td>
</tr>
<tr>
<td>Recognizing and Dealing with Emotional and Physical Abuse in a Relationship</td>
<td>3.16</td>
<td>1.40</td>
</tr>
<tr>
<td>Helping a Friend with an Eating Problem</td>
<td>2.96</td>
<td>1.02</td>
</tr>
</tbody>
</table>

When comparing the mean rankings of workshop topics and the responses to the number one issue there is a discrepancy in findings.
Table 6
Open-Ended Responses About the Number One Issue Facing Women Students

<table>
<thead>
<tr>
<th>Issue</th>
<th>No. of* Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape/Acquaintance/Date Rape</td>
<td>32 16%</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>26 13%</td>
</tr>
<tr>
<td>Safety</td>
<td>21 10%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>16 8%</td>
</tr>
<tr>
<td>Equality</td>
<td>15 7%</td>
</tr>
<tr>
<td>Relationships</td>
<td>14 6.8%</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>10 4.9%</td>
</tr>
</tbody>
</table>

*Percents based on number of persons who answered the question (See Appendix C for a complete listing).

Students (although not a large number) wrote-in some of the major issues that have nationally been recognized as issues for female students, yet interest in attending workshops on these same topics was not high.

A majority of those surveyed (84%) said that they would prefer to attend these workshops in their residents halls. Interest was also expressed for attendance at the Bernhard Center or Women's Resources and Services. Almost 30% of the sample said the target group for program attendance depended on the topic being presented, 13% of the sample said that they would prefer that only women attend the workshops. Most students expressed a preference for the workshops
to be kept to one hour in length; yet there were a fair number (103) who ranked two sessions on the same topic as their first or second choice. Mondays, Tuesdays, and Wednesdays were most frequently chosen as preferred nights for the workshops to be held. Fridays and Saturdays were the least preferred. Almost 70% of respondents reflected an interest in small group discussions as a workshop technique, also frequently opted were the use of videos (46.7%), self-reflection exercises (45.3%), and copies of readings (43.9%).

Forty respondents (14%) said yes, they would be interested in being a peer educator and 96 (34%) said they might be interested. In terms of topics they would be interested in presenting, nine responses were recorded for the two topics, male-female communication issues and self esteem. Other issues mentioned were food (n = 4), assertiveness (n = 3), depression (n = 3) and college climate for women of color (n = 1).

Comparing the responses to the question of interest in being a peer educator with those who wrote a response to the question of what was the number one issue facing women students at Western, interesting results were found. Of the students who indicated that they were interested in being a peer educator, 18 of them wrote that self-esteem was the number one issue facing women, and 17 reported issues of sexism and harassment. Of the persons who said they were not interested in being a peer educator, the greatest write-in responses for the question of the number one issue of women students were for the issues of rape (n = 13), and safety (n = 13). Perhaps
the respondents believed that the topics suggested in this survey (safety was not specifically mentioned as a program topic) were inadequate and therefore were not interested in being involved in such a program.

Suggested Recommendations

Based on the results of the secondary data collection, the focus groups, and the survey, the following recommendations are made:

1. It is recommended that the WISE Program be implemented. The program is a viable idea. There was significant interest shown in the program itself and 136 persons expressed interest in becoming peer educators. Because this information was gained through a survey it is hard to say how many persons actually would follow through and become a peer educator, yet it is probably safe to speculate that there would be enough interest to implement the program. It is also likely that the college female student population will remain steady or change minimally, and thus there will always be a large pool of potential peer educators.

2. In terms of the topics to be presented, it seems clear that Building Healthy Intimate Relationships, Building Self-Esteem, Defining "Mr. Right" for You, and Becoming More Assertive in Relationships would be of greatest overall interest. Because the topic of College Climate for Women of Color received such strong support from the African Americans who responded, it is recommended that
this topic be offered as well. The topics of How to Present Yourself at an Interview and Developing Confidence in the Classroom were also highly rated. Further topics could be considered depending on requests from resident advisors and peer educators, and results of the evaluation instruments.

3. Workshops should be offered on Monday, Tuesday, or Wednesday evenings.

4. Incorporate small group discussions into the workshops to make them more appealing to potential participants. The resident advisors in the focus groups said that they would be interested in helping to lead discussions if the workshop attendees were broken down into small groups. Resident advisors can be a valuable resource.

5. Hold small group discussions with students about how to address issues of safety, eating disorders, and rape. Some women expressed frustration at continually hearing about the issues, yet it is evident that they are still of concern to many female students. These are serious problems where a focus on policy (improved reporting procedures in the case of rape), structural issues (the structures that allow women to be objectified in advertisements for example), and prevention are more important than the dissemination of information about these issues.

6. Share the survey results with the Office of Minority Affairs, Residence Life Hall Staff and the Counseling Center. These offices can provide valuable resources in helping to design the con-
tent of the workshops and may want to add to their current service offerings based on the results of the survey.

Conclusion

The process followed in the design of the WISE Program resulted in useable information that is valuable in both the design and on-going administration of the program. Close collaboration between the researcher and the program administrator resulted in the research findings being used, it also demonstrated a process by which research techniques can be utilized in the program planning process. Also, through the findings of each research technique it became apparent that if only one research approach had been used, there would have been a very different program designed compared to the situation when the information from all of the research processes were taken into account. For instance, workshops on relationships, interviewing and self-esteem were rated more highly than those of acquaintance rape and eating disorders.

A major goal in chronicling this process is to add to the research in program planning. The next section of this paper, then, will look more closely at the process involved in developing a new program. The purpose is to suggest particular program planning components and ideas that can help in the design of different types of programs.
CHAPTER IV

THE PROCESS OF PROGRAM PLANNING

Although the previously described process for development of the WISE peer education program for college women may not be generalizable to all instances of program development, the basic approach can inform as to certain planning steps or processes. These steps can be generalized so as to be considered in the program development of other types of similar programs.

Based on the experience of designing a program presented earlier, and the current literature on program planning it seems that ten program components need to be included in the program planning process. There is not one specific order in which the components must be addressed, but they are able to inform one another. The components are: Definition of the Problem, Determination of the Ecological Environment, Resources/Assets/Needs Mapping, Choosing Program Theories, Program Imitation, Input of the Target Population, Policy Considerations, Consensus, Program Goals, and an Evaluation Plan.

After a consideration of the components of program planning, the influence of feminist standpoint epistemology will be explored to show how this paradigm can inform the program planning process so that programs are developed which address both the root causes of social problems and empower the individuals who use the programs.
Feminist standpoint epistemology will then provide a framework by which the WISE Program development process described earlier can be critiqued for its sensitivity to the issue of empowerment of involved persons.

The program components which will be described were all used in the development of the WISE program although the components per se were not designed prior to planning the program. Some of them were not developed fully prior to the planning stage, and others were not explored thoroughly enough to provide an optimal example of the planning process in action. This narrative will describe the benefits of using these components in the planning process. The WISE Program will serve to provide an illustration of how the components were used in this particular program instance.

Program Design Components

The presentation of ten program components described here synthesizes much of the information and research found on program planning and evaluation. Obviously there is nothing new in recognizing the importance of these components in designing a program. However, they have not been presented collectively in this particular format. The order of use of each component will depend on whether a planner already has a particular program in mind. In any case, it is believed that addressing all ten components will help in creating a compatible program which meets the needs and desires of those who will utilize the program. Programs which follow such protocol have
the potential to be more successful operationally than those pro-
grams which are developed without such a comprehensive and theoret-
ically based planning process.

Definition of the Problem

Recognition of the problems to be addressed by an intervention is an important first step in designing any type of program. Determining the root cause of the problem(s) is also critical to planning an appropriate intervention (Kettner & Daley, 1988). It is crucial that the problems and their causes be defined by not just the policy and claims makers, but also by the persons most impacted by the problems. These problems can then be translated into needs and responses designed which are acceptable to the groups affected by the program. Hopefully this will minimize the chance that the program will fail due to lack of use. Often the reason for program failures is due to the fact that planners did not take into account the situations of the persons using the program, and had little to do with the actual nuts and bolts of the program (Swantz & Vainio-Mattila, 1988).

Feminist theory encourages us to get away from looking so closely at the program that we forget about the persons the program was designed to serve. Thus, programs would become opportunities to meet needs (Kasprzak & Pelc, 1978). Therefore, the population targeted for a particular program has to be an integral part of every component of the program design, including the definition of needs.
In the WISE Program design for example, resident advisors and women students were asked to define what they thought was the number one issue facing women. Answers to this question did not match a subsequent strong interest in these issues as workshop topics. This suggests that an assumption cannot be made that a program approach to a particular topic will necessarily meet the stated wants of those concerned with the issue. In any case, after an assessment of the problems and needs, potential solutions can be considered based on the context in which these problems exist. It is therefore important to look at the ecological environment.

Ecological Environment

It is vital to consider the impact the ecological environment will have on the individuals being served by a program and the program itself. The interaction between the individuals and their environment is important in the consideration of program planning. "According to this perspective, constructive as well as dysfunctional behaviors are best understood and most effectively promoted, treated or prevented within (or as part of) the environments where they occur" (Huebner, 1989, p. 166). In addition, within this context it is also important to consider any factor in the environment which may prevent a need from being fulfilled (Mayer, 1985).

In the university environment where the WISE Program was developed, for example, theoretical perspectives typically used in student services were examined. These theories emphasized that at-
tention needs to be paid to the campus ecology as well as the developmental process and situation of students on that particular campus (Banning, 1980; Hurst & Jacobson, 1985). Erick Erickson was one of the first psychologists to focus on the relationship between human development and the social context in which such development occurred (Upcraft & Moore, 1990). He believed that the establishment of one's identity was especially crucial during the college years, which could be a time of emotional turmoil (Erickson, 1968). Social supports have been identified as the greatest resources to buffer such turmoil (Huebner, 1989; Sanford, 1967). These supports can include fellow students, instructors and programs designed for that purpose. An understanding must therefore be gained of the environments' capability to help create and sustain such supportive relationships and ways that programs can help support such relationships.

**Determination of Resources and Assets**

While resources are often included in ecological environment studies, there are very specific techniques for the determination of resources and assets. Therefore, resources and assets will be considered as a separate component from assessment of the ecological environment.

Resource inventories are important tools in determining what services already exist (Mayer, 1985), as this may prevent duplication of services. The process is also an effective means by which
stakeholders can be involved in the process of program design (Kettner, 1990). Community mapping, for example, is a technique which stresses the crucial need for involving individuals usually left out of the assessment and planning process (McKnight & Kretzmann, 1990). If needs are determined first, an assets and resources assessment can make apparent any gaps which may exist. Conducting such a study will help in selecting a program that can feasibly be implemented based on the resources available. Once a program has been chosen that seems suitable to address particular problems and needs based on the wants and resources of the stakeholders, there are a number of steps which can be followed in order to plan a potentially successful program. Included in these steps is the determination of program goals and program theory as well as consideration of potential program models which could be utilized.

**Program Goals**

One area that program planning research has universally accepted as necessary is the importance of determining program goals (Kettner, et al., 1990; Mayer, 1985; Rossi & Williams, 1972; Sylvia, Meier & Gunn, 1991). Definition of program goals will make it easier for the program outcomes and successes to be evaluated. "Goal-oriented planning forces the decision maker to think explicitly about desired ends, to confront basic values, and to anticipate the future with longer time perspective" (Mayer, 1985, p. 113). Yet goals are often not stated, or not stated in clear terms, which
makes the assessment of success of the program difficult to deter­
mine. According to Rossi and Williams (1972),

it is almost as if those who devised the social welfare pro­
grams were mainly convinced that the present state of affairs
was bad, at the same time being unable to indicate what would
be a more desirable state of affairs to be achieved. (p. 18)

The program goals, then, need to be very specific and stated so as
to address the problem(s) that the program was created to address.

An opportunity must be provided for the reformulation, expan­
sion or change in program goals. Assessment of errors can be one of
the greatest assets in being able to create concrete goals (Shostak,
1981). This can help the program grow and offer a means by which a
continuous challenge exists to remind and measure the ability of the
program to effectively address social problems. A process evalua­
tion can then track how the program compares its goals with actual
program practices and under what conditions these goals may change.
For the WISE Program the goals grew directly out of the research of
the issues faced by female students. The goals were also supported
by the program theory. Yet a major failing was that the goals were
not stated in measurable terms.

Program Specific Theory

Program theory generally helps in the formation of a program's
goals. The theory of a particular program is often implicit, but
Chen (1993) argues that it should be more explicit. While program
theory may be seen as the abstract force which holds the program to­
gether, reciprocity allows that in fact theory comes out of exper-
ience and therefore can be changed to create a better fit between practice and theory. These theories can help to define as well as guide the structure, population, process, and outcomes of the program (Conrad & Miller, 1987). Program theory can be found in a priori theory derived from academe, from research which helps determine the underlying causes of a programs’ workings, or by extraction of a stakeholders’ implicit theory (Lipsey & Pollard, 1989).

For example, linking a change in program procedures to modifications in underlying psychological theories proved successful in a program for abused women going through the court system (Loseke, 1989). Consideration of program goals is important, then, especially when program replication is a possibility. If a program is successful because of a combination of factors (certain ecological conditions, use of particular resources, etc.), these need to be accounted for in the particular theoretical considerations that demonstrate how the program works.

**Program Emulation**

Examination of already established programs, especially program successes and failures, can provide a starting point for a new program. An examination of existing programs also provides insight into how particular goals may potentially be addressed as well as how program theory has been utilized in the past. In fact, program emulation may well be the starting point for a number of program planners. Plans are often initiated after hearing about a particu-
larly innovative and/or successful program which program administra-
tors believe could be replicated. In some cases, funding sources may require that a specific type of program be implemented.

On the other hand, if program planners are unsure as to what type of social intervention may be appropriate, comparing interventions may prove useful (Marsh, 1982; Mayer, 1985). Next, program pieces could be combined from different programs, or a particular program could be chosen which may work well based on the problem being addressed, resources available, ecological environment and program goals to be addressed. Discussing the program idea with the target population provides valuable information regarding the appropriateness of the program as well as help in determining potential program usage. This inclusion also allows a chance for these groups to be given an opportunity to suggest what they would like the program to offer.

Input of Target Population

The input of the persons who will be utilizing the program can be the most overlooked but important consideration to take into account when designing a new program. This is necessary because "(t)he insights of persons who experience the condition in question often transcend the boundaries of the formalized knowledge of the professionals" (Mayer, 1985, p. 150). This knowledge is especially important in determining if a particular program will indeed be successful and meet the needs of a specific population. How often do we ask
criminals what is necessary to stop crime? Ask homeless people what is needed to end homelessness? Individuals experiencing such problems can certainly shed new insight into the structural dimensions of problems and potential solutions which may not have been considered by program planners, policy makers, or social scientists.

The inclusion of target populations can do more than inform research; their involvement also provides the opportunity to become actively involved in addressing their situation. A participatory action research approach provides people with greater power to control their lives and creates a situation where researchers are planning with, rather than planning for, target populations (Swantz & Vainio-Mattila, 1988). This allows the combining of two types of knowledge: knowledge gained from lived experience, and more abstract knowledge which has been taught. Similar to the combination of the action-oriented emphasis of research methods, and the more conceptual emphasis of theory, bringing together the knowledge of the researched and researcher can offer a more complete approach to problem solving. In the WISE Program this inclusion was most obvious between the researcher and the director of the program, although student input had a significant impact on the program design. Without this input, the workshop topics offered would have most likely focused more on the specific problems faced by many women students (harassment, abuse, eating disorders) and less on relationship, esteem and career issues; topics which were rated highly by students in the survey.
Consensual Process

In order for a program to have a practical and positive impact, it is necessary that both the program planners and those who utilize the program are able to work together to come up with a program which will serve the most crucial needs of the involved groups. This includes consideration of all groups involved in the program and their multiple agendas (Hallett & Rogers, 1994). The collaboration of individuals from various backgrounds during the program development phase can facilitate relationships that may be crucial in sustaining the program. The research conducted to determine the appropriateness of a program should, therefore, include the input of key representatives who will be involved in the program. This entails not only collaboration between the target population and the program staff, but also policy makers. "A number of people have called for closer collaboration between social scientists in the academy and those people working in specific policy areas from the time a research project is formulated until the time it is completed" (Scott & Shore, 1979, p. 59).

Guba and Lincoln (1989) propose the consensus approach in evaluation work in an attempt to deal with the inevitable influence of politics and the unequal representation of disadvantaged groups in the normal evaluation process. Yet this approach has been criticized for being idealistic and impossible to achieve (Fishman, 1992). Consensus among these differing groups may indeed be problematic, as each may have very different ideas about what the pro-
gram should entail. True consensus between the various stakeholders may be impossible to achieve in program planning. Yet through contact and compromise, productive working relationships can be established between persons and groups who may not have been in contact previously. These relationships help to bring more resources and ideas to the process which will likely result in better programs.

In the WISE Program consensus was one of the weaker components. Although a number of individuals from different areas in the university (administrators, students, residence life staff) provided input on the program, they were not included in all of the decisions made about the project. The creation of a working committee of representatives who gave input into every part of the program design would have been extremely helpful in spite of the time involved in this process.

Policy Considerations

Consensus also requires that an assessment be made of the political climate surrounding the problem to be addressed by a particular program. In most cases offering a new program is a political act, and therefore it is impossible to ignore the political environment (Morrill, 1989). To accomplish this it is necessary to assess the following: (a) the actors, who will play a role? (b) motivations, what do people want? (c) beliefs, what are the value systems of the actors? (d) resources, what can the actors offer? and (e) sites, what is the context in which decisions will take place?
(Mayer, 1985). Ways in which these considerations can be constraints and resources need to be contemplated. In areas where there are weaknesses, especially areas that the target population may feel are important, extra work may need to take place to help build political support for the viewpoints of this typically underrepresented group.

In looking back on the development of the WISE Program, consideration of policy was the weakest component. The process did not include an inquiry which would help determine and perhaps ensure that the political backing would be available to support such a program. Because consensus was not used, there was a missed opportunity to involve key players in the process, such as university administrators, faculty and current student leaders. This could prove to be a crucial mistake if the program has to be halted because these supports were not established.

Evaluation Plan

Designing a program's evaluation during the program planning stage is important (Caulde & Newcomer, 1989: Kettner, et al., 1990). Consideration of the evaluation approach early on in the process will provide opportunities to easily implement internal and external evaluation techniques. The evaluation plan will thus use the goals of the program to design monitoring instruments that can be maintained from the inception of the program. The process of developing an evaluation plan also helps in building consensus among the stake-
holders. Clarifying program goals and program theory will make the purposes and desired outcomes of the program more explicit. Allowing various groups to state their viewpoints and be equally involved in the process may help to build respect and cooperation between the various groups which may be represented.

Conclusion

All of these components played a role in the design of the WISE Program. Determination of the problem at hand, the ecological environment, and the resources available were accomplished primarily through secondary data collection, a literature review, and informal interviews. The formation of program theory and program goals came out of these particular components and gave the program more structure. At this point the input of the target population could be utilized fully and helped in the assessment of consensus and policy considerations. Although it is difficult to project this model onto other program designs, it seems logical to assume that these components can be used in a similar manner for most other types of social intervention programs. More studies need to be conducted in order to determine if this is indeed plausible.

Located in Figure 1 is a demonstration of how the planning components can inform one another. The lines between components denote a direct influence in assisting and adding information to the components with which they are connected. In this diagram the input of the target population is central to all the other components.
Figure 1. Program Planning Components.
The importance of including the target population in the planning process will be discussed more extensively in the next chapter.
CHAPTER V

PROGRAM PLANNING PHILOSOPHY AND FEMINIST EPISODEOLOGY

The program planning components previously discussed provide a framework which can assist program developers in designing new programs. Yet following this framework does not ensure that the program developed will result in empowering disadvantaged groups instead of maintaining the status quo. Inclusion of the target population in the program design is certainly one of the fundamental approaches in the creation of empowering situations. But inclusion is not enough. In order for the programs themselves to be agents of change, we must look at the special situations of persons who are disadvantaged and consider how programs can be developed which address the root causes of oppression. Feminist work can help in the development of such programs.

Articles and books on feminist theories, methods and methodologies have grown at an amazing rate over the past five years. And the spectrum of the emphases and approaches labeled feminist are extremely diverse. For example, Bart (1991) outlines the differences in approaches of radical, socialist, Marxist and liberal feminists; Harding (1987) argues for methodology which recognizes the importance of looking at women's experiences; Smith (1974) points out how sociology as a discipline is lacking because of its systematic exclusion of female viewpoints. Most feminist approaches in the
social sciences stress the importance of validating women's experiences, of expanding the who and how of the construction of knowledge. The use of reflexivity is affirmed for its positive methodological and empowering impact. Action orientation and taking responsibility for research outcomes are seen as inherent tenets of the feminist approach. However, simply applying the feminist approach to applied situations does not automatically result in the creation of empowering programs, even though designing programs which both challenge the status quo as well as empower program participants is an application of feminist work which adheres to the ideals of the feminist paradigm.

For all practical purposes, in implementing such a paradigm there are many concrete issues that must be considered if the program is to fulfill its mission of change and liberation. It is those feminist approaches that seem to speak best to issues of liberation and situations of domination that will be most utilized in the following discussion. These ideas can greatly inform the program planning process by combining theory and praxis in a way that will provide the most hope for change. This approach must first of all stress the importance of the lived reality of using such ideas in practical and action-oriented ways.

Feminist Epistemology

Lengermann and Niebrugge-Brantley (1990) maintain that feminist theory is to be critical and activist on behalf of women; it is
a theory which not only asks, but demands, that research be conducted which answers the question, "How can we change and improve the world in a way that is just and humane for all humans?" (p. 318). If new social programs are one such approach in trying to improve the world, then in fact, feminist considerations may provide us with critical insights into how this may potentially be accomplished.

While both feminist theory and feminist methodology can help in this process, perhaps the greatest overall insight can be gained from feminist standpoint epistemology. Feminist standpoint epistemology is rooted in situated knowledge. It recognizes that the construction of knowledge requires the input of many voices, and strives in its work to see how females can add to and alter what is traditionally known. For example, Collins (1990) has acknowledged that African American women develop a distinctive standpoint by using alternative ways of producing and validating knowledge. Included in this approach is an emphasis placed on experience, use of dialogue, caring and empathy, and personal accountability. Rixecker (1994) points out that feminist standpoint epistemology is more than a perspective, or a sharing of experience; it is scientific and a political device and thus used with some consequence. "A critical standpoint epistemology requires a social scientist to be an activist, and at the same time, to value and promote the experiences of social activist as social scientific knowledge" (Danner & Landis, 1990, p. 110).

To inform the program planning process, five important ideas
from feminist epistemology will be utilized. For the most part, these ideas were employed in the discussion of the applicability of feminist standpoint epistemology to the context of policy design by Rixecker (1994), and will be discussed here as an extension to cover the conditions of program planning. These feminist concepts are interwoven with one another, and each concept provides a framework whereby those ideas can be systematically addressed in the program planning process. The five ideas are: the combination of reason and emotion, the importance of including women's lives in the construction of knowledge, collaboration between researched and researcher, the consideration of context, and the integration of theory and practice.

**Combining Reason and Emotion**

"This ideal type rests on assumptions that the ideal human is a dialectical fusion of reason and emotion and that any division of self into roles is dehumanizing" (Glennon, 1983, p. 263). We cannot ask for the knowledge of those we research without consideration of the emotion behind the information. Collins (1990) speaks to the importance of adhering to what she calls the ethic of caring. This view recognizes that personal expressiveness including emotions and empathy are crucial to the knowledge process and must be respected and validated as such. This necessarily brings up the idea of subjectivity which Weedon (1987) defines as "the conscious and unconscious thoughts and emotions of the individual, her sense of her-
self and her ways of understanding her relation to the world" (p. 32).

Program theory and the evaluation plan must allow for both reason and emotion to be considered. Consequently, in the program planning process, the practicalities of program administration, resources and policy considerations must be assessed as well as individual thoughts and feelings about the program. This must be considered at the very first stage of program development in terms of stating the problem at hand. Is consideration being given to the question of whether the problem not only restricts productivity but also emotional development and growth?

As a practical example, in one of the focus groups conducted for the WISE Program, some of the participants were clearly upset with the idea being presented that women needed workshops about topics of safety, alcohol and sexual assault. While indeed the reality may be such that the administrators, working with college women, might want these concerns addressed, a message can be conveyed not of concern, but instead create stances of defensiveness and feelings of inadequacy in the women being targeted for the workshops. Presenting workshops which help women with these issues may not be the appropriate approach and therefore, through the research process, concern for these feelings must be allowed to be expressed and addressed in a way that is sensitive to and developed by the targeted population.
Inclusion

The inclusion of the target population in the program planning process is seen as one of the primary ways to avoid the development of programs which are not well utilized or empowering. Inclusion allows for creating knowledge that enables the individual to be transformed in the process (Morgan, 1983). The inclusion of groups generally left out of the knowledge construction process allows us to utilize two kinds of knowledge: one based on knowledge from lived experience; and the second, knowledge which has been taught (Swantz & Vainio-Mattila, 1988). This allows for the possibility of emancipation to occur as the human agency of the subject is released (Gorelick, 1991), and invites people to engage in critical reflection which may lead to the practice of feminism (Hooks, 1992).

"Feminist practice more typically tends to privilege the accounts of the disempowered by focusing almost exclusively on what they reveal" (Lengermann & Niebrugge-Brantley, 1990, p. 331). In this way, information about a social reality to be expressed gets at what subjugated people want and need rather than what dominant groups want (Danner & Landis, 1990). It is crucial, then, to consider what disadvantaged groups want when planning programs. If programs are not developed to fit individuals’ current needs and wants, the programs will be hard pressed to actually attract individuals who may benefit from their services.

In the WISE Program, if only the knowledge gained from the secondary data collection, program imitation and interviews of pro-
gram administrators had been used, the program would have focused on a different set of topics than those expressed by the actual potential program participants in the survey. Respondents said they were more interested in issues related to relationships and careers than those of eating disorders and sexual harassment. It can not be expected that students of the age group surveyed will have internalized the feminist agenda and demand programs which speak to these pre-defined concerns (females tend to become more aware of these issues as they mature). Inclusion of these students throughout the program design process, then, is important in respecting the situated knowledge that they possess, knowledge which can be enhanced by offering programs which start at this point.

Collaboration in the Research Process

This inclusion is only possible if a partnership is established among the researcher and those who will be or are involved with the program. In this relationship, the researcher has the opportunity to share some of the taught knowledge which may assist in guiding the research process (Gelsthorpe, 1990). Collaboration is important because while individual empowerment is critical, only in collective action exists the potential for creating lasting change (Collins, 1990). In the WISE Program planning process, establishing this relationship was difficult, and the ultimate goal of creating an equalitarian partnership among the research, administrators and students was not achieved. Part of the reason this did not occur
was because true reflexivity between the researcher and the target population was not a part of the research design.

Reflexivity is the method which most feminist scholars and participatory researchers use to establish "a collaborative consciousness" (Reason, 1988, p. 231). Conversation is the method by which this state is generally achieved, where both parties understand and are challenged by one another ultimately resulting in expanded viewpoints. The approach requires that as many pre-conceived notions of the researcher be stated upfront, and that the theoretical approach evolve throughout the process. "The call for reflective conversation to improve social research is not a call designed to produce uniformity so much as to promote improved diversity" (Morgan, 1983, p. 406).

To return to the WISE Program planning process, there were several domain assumptions which guided the research collected. The first was the notion that female college students needed a program to address specific issues of women students. Other domain assumptions were the ideas that a peer education program would best be able to speak to these needs; the belief that the most effective approach would be to reach as many students as possible and that therefore a survey would give a better reading of how a program could meet students where they are; the notion that reflexivity would be better put to use if included as an integral part of the actual program; and finally, the fact that the process would be used to examine the overall program planning process for a master's
thesis certainly impacted the approach that the design took and thus impacted its overall development. Because of these circumstances, definite processes and timelines had to be adhered to in the research process which did not allow for much deviation and an in-depth an approach as would have been preferred.

So while equal participation of the targeted population was an intended goal of the program design process, it was not achieved in this case. The researcher and director of Women's Resources and Services made the final decisions about how the planning process would evolve. Yet the importance of including the target population was illustrated in the final program design through the use of the focus group and survey results. Including the potential program participants was therefore factored into the implementation and administration of the ultimate program created. Thus, reflexivity is a very important concept that allows for both reason and emotion to be part of the program design and facilitates opportunities for collaboration. Reflexivity will therefore be necessary if the program is to ultimately reach its goals and will be a central technique built into all the workshops created.

Consideration of Context

Consideration of the context in which research is conducted and results obtained is crucial. This is necessary because, unfortunately, inclusion, collaboration, and assessment of differing types of knowledge are not enough to ensure we are obtaining valid
results. "(W)e do need to understand our subjects' voices, but we cannot presume that their perspectives are uncontaminated by the hegemonic patriarchal ideology in their world" (Risman, 1993, p. 23). This domination exists and may or may not be recognized at many different levels. "One of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge human beings' consciousness" (Freire, 1970, p. 33). Sexism is one such type of domination that is deeply internalized (MacKinnon, 1987).

The actuality of false consciousness is cause for grave concern. If the interpretation of research fails to take this into account, research is apt to lead to the perpetuation of the status quo instead of liberation. Black feminist thought (Collins, 1990) has articulated this dilemma as follows:

one distinguishing feature of black feminist thought is its insistence that both the changed consciousness of individuals and the social transformation of political and economic institutions constitute essential ingredients for social change. (p. 221)

In program planning, a balance must be struck between what people say they want and need, and how this may change if given the opportunity for reflection and discussion. As most programs target specific groups or populations, the program must appeal to these persons in order to be utilized, yet the programs must also be able to allow for both consciousness raising of participants and growth towards empowerment at a rate deemed appropriate by the participants. This may often be the point where organizations divide and
separate, with the more radical groups typically becoming autonomous from the mainstream associations. In the college environment this split often exists between the younger and older students, between racial or ethnic groups, or heterosexual and homosexual groups. How, then, can a program be developed that speaks to these varying needs?

As witnessed in the WISE Program, there were differences in regards to the program interests of resident advisors and resident students, although for the most part, resident advisors seemed to have a basic understanding of what topics their residents would be most interested in attending. Although programs will be offered for residents, resident advisors will most often be making requests for particular program topics. The programs must therefore appeal to both groups. One way this can be accomplished is to make the results of the survey available to resident advisors so they will be aware of the expressed wants of their residents.

Program goals can also help in addressing the problem of false consciousness. In the WISE Program the goals were to both disseminate information as well as empower individuals to exchange skills in the reflexive tradition. The peer educators therefore can learn in a supportive environment where women can continue to be challenged and empowered by one another and program staff. Reflective action, then, can be one of the best ways to recognize both one's situation and escape from a dominate hegemony that may be causing that situation (Freire, 1970). The integration of theory in praxis
Integration of Theory and Practice

Bell Hooks speaks well about the future of theory in applied work. "We can create a feminist theory, a feminist practice, a revolutionary feminist movement, that can speak directly to the pain within folks, and offer them healing words, healing strategies, healing theory" (Hooks, 1992, p. 82). While theory must have a deep respect for the intellectual and political capacities of the disempowered, it must also help participants find ways to change their situations (Lather, 1991). This forges a political commitment towards the empowerment of persons not of dominant groups (Ramazanoglu, 1992).

In this project, feminist theory and epistemology certainly have assisted in recognizing the importance of inclusion, incorporating knowledge born of reason and emotion, of working together to maximize the inclusion of diverse viewpoints, of realizing the special situations that must be addressed when working with individuals who have internalized the dominant paradigm. The infusion of theory and practice is difficult, based on the very different purposes of each. Theory is rooted in abstraction and a desire to provide understanding and a way of illumination, insight and critique. Yet applied work is not often amenable to such a systematic approach and frequently must deal with more differences than similarities. In such work the application of sociologically informed methodology
typically occurs in less than ideal research situations. Generaliza-
ization is often difficult in these settings.

Yet, what we know about how domination impacts people, how re-
search can be conducted from a more humanist perspective, and how
differing perspectives can lead to the improvement of static struc-
tures demonstrates that we need to use theory in the practice of de-
signing a program. In this particular case, the use of feminist
standpoint epistemology helped to bring to light the importance of
deliberating issues of false consciousness, of considering the use
of knowledge from non-typical sources, of the integral part that in-
clusion of disadvantaged groups can play in not just gaining valu-
able knowledge, but also how the process can serve as a method of
empowerment. Without this reflection, this theoretically-based
knowledge, a far different, and perhaps even less effective, pro-
gram design process would have been presented.
CHAPTER VI

CONCLUSION

This thesis has attempted to outline a process by which effective new programs can be developed. An expansion of the typical but necessarily limited needs assessment approach has been explored by emphasizing involvement of the persons who will be served by the program. The use of feminist standpoint epistemology informed this process by pointing out specific concerns and ideas that can facilitate the empowerment of dominated groups.

As a result of this project, the number of peer education workshops offered by Women's Resources and Services will be expanded. The influence of feminist epistemology has resulted in the creation of a program which will allow for reflexivity between program staff, student peer educators and the persons attending the programs. For example, early in the Fall semester Women's Resources and Services staff and peer educators will meet and begin to plan the workshop content. The workshops will then be presented to students and adapted and changed as needed. Techniques will also be used that will help to raise the consciousness level of students on campus about the special issues faced by women. This will be accomplished by including information about specific issues faced by female students in the more general workshops presented. For example, if the "Building Healthy Intimate Relationships" workshop is offer-
ed, students and staff will work to ensure that issues of self-esteem and gaining confidence will be included in the workshop design. The workshops will be presented so as to appeal to the interests of female students within the context of the topics deemed as most important by them. The program will be designed so as to meet the program goals of empowerment of women students as peer educators by sharing their skills with a large number of their fellow students.

In terms of the ten program components described as important to consider in the development of new programs, more research and case studies need to be conducted to determine if these components can be used for differing types of programs, and to assess to what extent utilization of these steps does in fact improve program performance and outcomes. First though, more attention needs to be paid to the benefits of program planning and the ways that social scientists can help the process. If real change is to occur, this commitment also must have as its goal the empowerment of disadvantaged persons so that all are able to live humane lives where their basic needs for survival and self-expression are met. It is incumbent upon social scientists to find new and creative ways to help negotiate the varying needs of different groups who are involved in the program planning process. Social scientists must also be willing to expand their role more into the program planning field, making an argument for the benefits to be reaped from in-depth planning and providing the tools and resources to conduct such work. Obviously there is still much to be learned about how such processes can
be applied to programs which serve truly disadvantaged groups. This will continue to be an ever-growing need as resources continue to shrink and the numbers of persons being negatively impacted by social problems persist.

Change in the form of programs requires that the knowledge found in non-dominant paradigms such as feminist standpoint epistemology be respected and given credence so as to allow its use in practical ways. Applied work then can inform current theories and make them more useable in practical situations.

Connecting theory and practice can be a challenging task yet one that is worth the effort. The application of feminist standpoint epistemology to the program planning process has added valuable insight as to the content and direction that the peer education program will take. The applicability of reflexivity and reciprocity still are to be explored, but in concept they seem to fit the needs expressed by the students who were interviewed and surveyed. Theory in the program context is also useful in trying to make programs speak directly to the root causes of campus problems. This was not accomplished in the peer education program as reflected in their request for workshop topics, perhaps because this particular group did not identify itself with an oppressive reality. While future work in the university setting would be interesting in terms of determining how to adequately address social problems as they exist on college campuses, it seems there is a more urgent need for research with groups outside the campus environment who lack opportunities
and often rely on social programs in order to survive. This work would require an investment by all the stakeholders (including the social scientists involved) towards ensuring that the process help more than hurt those who are most disadvantaged. The introduction of participatory action research and action theory along with insights by feminists and persons from developing countries would certainly aid in this endeavor.

The vision espoused by many of creating a place where individuals are empowered and where collective action and communities of average persons have the ability and power to construct policy and programs is an ideal that we cannot stop imagining. While there is much dissention within feminist and other marginalized groups, many seem to share a common vision of hope in a future where everyone is brother and sister living on a planet we all have a responsibility to care for and change for the betterment of all.
Appendix A

Focus Group Questions and Format
Introduction: Thank you for attending today. I know you are busy people but your input is very valuable to us because we believe you are some of the most resourceful persons on campus. This discussion will last about an hour and a half. This in an informal discussion so please feel free to help yourself to food and leave to use the restroom if you need to.

The session will be taped so I won’t miss anything you say. Because of this, please speak one at a time so I will be able to make out all your ideas on the tape. Please use only first names when referring to one another, other persons and yourself. Let’s start by introducing ourselves, telling what building you are from and what you floor is like (single sex, first year students, transfers, etc.)

Questions:

1. What kinds of problems do you resident come to you with most often?

2. What are the common reasons women residents come to you for help?

3. We would like to design a peer education project for students to come present topics of interest in your residence halls at your request. Would you be able to utilize such a service?
   -What kinds of topics would you like us to come talk about?
   -How could we make the publicity easy for you to do?
   -What kind of workshop format do you think would be most beneficial?
   -What are some of the more popular educational programs you have offered?
   -Why do you think they were popular?

4. We would like to distribute a short survey to your female residents to determine their interests. Would you be willing to help us pass out the surveys? (show the survey)
   -What do you think of the survey?
   -What topics do you think would be of most interest to women on your floor? What would not be of interest?
   -When would be a good time to do the survey?
   -How could we get a good return rate?
5. Do you think you have gained valuable leadership skills from being an RA?

-What skills are they?

-Do you think there are a lot of opportunities on campus to gain leadership skills? Where? How?

6. Is it okay if I call you later to help with distribution of the survey on your floor or in your hall?
Appendix B

Survey
BECOMING A

W.I.S.E

WOMAN

The Women's Issues
Student Educator Program

Women's Resources & Services at Western wants your input to help us design a new peer education program for you.

Please take 5 minutes to complete this questionnaire and return it to your R.A.

THANKS!
We need your input to help us develop a new educational program (the W.I.S.E. Program) that would provide workshops for students on topics of special interest to women. Women’s Resources and Services would train women students to conduct workshops that included presenting information, sharing, and facilitating discussion on a particular topic.

In general, would attending a workshop presented by your peers appeal to you?

___ Very much
___ Somewhat
___ No

Following is a list of possible workshop topics. Please mark how interested you would be in attending a program about:

1. CREATING A HEALTHY LIFESTYLE IN COLLEGE
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

2. HOW MALE-FEMALE DIFFERENCES IN COMMUNICATION AFFECT YOU
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

3. HOW TO PRESENT YOURSELF AT AN INTERVIEW
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

4. THE COLLEGE CLIMATE FOR WOMEN OF COLOR
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

5. UNDERSTANDING AND COPING WITH DEPRESSION
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

6. BUILDING HEALTHY INTIMATE RELATIONSHIPS
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

7. BUILDING SELF-ESTEEM
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1

8. UNDERSTANDING AND OVERCOMING A PREOCCUPATION WITH FOOD
   Extremely Neutral Not at all
   5--------------4----------------3----------------2----------------1
9. RECOGNIZING AND DEALING WITH EMOTIONAL AND PHYSICAL ABUSE IN A RELATIONSHIP
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

10. LEARNING HOW TO STAND UP TO SEXUAL HARASSMENT
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

11. LEARNING HOW TO STAND UP TO SEXUAL PRESSURE AND COERCION
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

12. BECOMING MORE ASSERTIVE IN RELATIONSHIPS
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

13. HELPING A FRIEND WITH AN EATING PROBLEM
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

14. DEFINING "MR. RIGHT" FOR YOU
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

15. DEVELOPING CONFIDENCE IN THE CLASSROOM
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

16. HOW TO REDUCE YOUR RISK OF ACQUAINTANCE/DATE RAPE
Extremely Neutral Not at all
5---------------------4---------------------3---------------------2--------------1

17. What do you think is the number one issue facing women students at Western?

18. OTHER TOPICS YOU WOULD BE INTERESTED IN: __________________________

19. Where would you most prefer to attend workshops such as these?
   A. in my residence hall
   B. in the Bernhard Center
   C. at Women's Resources and Services (Ellsworth Hall)
   D. another place: __________________________
20. Would you prefer that these workshops be open to women only?
   ____ Yes, women only
   ____ Doesn't matter
   ____ Depends on topic

If you marked "depends," which topics would you prefer that only women attend? (insert numbers from list of topics above)

21. Please rank what length workshop you would prefer to attend (1 being your first choice):
   ____ 1 hr.
   ____ 2 hrs.
   ____ 2 sessions, 1 hr. each

22. Circle the two days you would most prefer (in general) to attend a workshop and write in the time of day, choosing from 12-2, 2-4, 4-6, 6-8.
   ____ Monday
   ____ Tuesday
   ____ Wednesday
   ____ Thursday
   ____ Friday
   ____ Saturday
   ____ Sunday

23. What techniques would you like to see used in the workshops to make them most enjoyable and beneficial for you? Mark with "x" all that appeal to you.
   ____ Small group discussions
   ____ Self-reflection exercises
   ____ Practicing new behaviors
   ____ Copies of reading materials
   ____ Summary of workshop information
   ____ Lists of books to read
   ____ Videos
   Other ideas:

We expect that each peer educator would be trained to present 1 or 2 topics each and that there would be 5 or 6 different topics included in the W.I.S.E. program.

24. Do you think YOU might be interested in becoming a W.I.S.E. peer educator?
   ____ Yes
   ____ Maybe
   ____ No
If you marked "yes", indicate here those topics you might be interested in presenting:

_______________________________________________________________

25. What is your age? _____

26. What is your race/ethnicity? (optional)

_______________________________________________________________

27. Do you belong to a sorority?
   a. yes            b. no            c. planning on joining

28. What is your major? _________________________________________

THANKS SO MUCH FOR YOUR HELP. LOOK FOR MORE DETAILS ABOUT THE
W.I.S.E. PROGRAM IN WINTER SEMESTER. IF YOU WOULD LIKE MORE
INFORMATION BEFORE THIS, CALL Linda Lumley, Women’s Resources
and Services, 387-2995.

***Please return this questionnaire to your R.A.***
Appendix C

Open-Ended Responses to the Question: "What do You Think is the Number One Issue Facing Women Students at Western?"
Rape/Acquaintance Rape/Date Rape-32
Self-Esteem-26
Safety-21
Sexual Harassment-16
Equality-15
Relationships-14
Eating Disorders-10
Health-8
Sexual Pressure-8
Assertiveness-5
Gender Biases by Professors-5
Alcohol/Drug Abuse-4
Racial Issues-4
Career Success-3
Depression-3
Priority Juggling-3
Violence-3
Classroom Confidence-2
Communication Differences-2
Empowerment-2
Equality in the Classroom-2
Mr. Right-2
Negative Images of Women-2
Peer Pressure-2
Sexual Relations-2
Abuse-1
Defining Self-1
Discrimination-1
Independence Without a Man in Life-1
Interview for Job-1
Motivation to Succeed in College-1
Scholarship Information for Women-1
Stress-1
Appendix D

Human Subjects Institutional Review Board Approval
Date: October 26, 1994
To: Laura Nichols
From: Richard Wright, Interim Chair
Re: HSIRB Project Number 94-10-13

This letter will serve as confirmation that your research project entitled "Implementation of a peer education program for college women students" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: Oct. 26, 1995
xc: Sonnad, SOC
BIBLIOGRAPHY


