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The Influence of Relationship History on Sexual Consent: a Comparison of Idealized and Actual Sexual Experiences

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THE INFLUENCE OF RELATIONSHIP HISTORY ON SEXUAL CONSENT: A COMPARISON OF IDEALIZED AND ACTUAL SEXUAL EXPERIENCES

by

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ABSTRACT
THE INFLUENCE OF RELATIONSHIP HISTORY ON SEXUAL CONSENT:
A COMPARISON OF IDEALIZED AND ACTUAL SEXUAL EXPERIENCES

by

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The University of Wisconsin-Milwaukee, 2021
Under the Supervision of Professor Shawn Cahill, Ph.D.

Objective: The study assessed how sexual consent varied from imaginary ideal scenarios and actual sexual experience while taking into consideration gender and relationship status. *Methods*: College students completed an online survey in which they were randomized to one of two imaginary scenarios in which they were about to have sex in an ideal setting with either their most recent sexual partner or a new sexual partner. Participants were asked what external consent behavior they would use to indicate their consent and to rank which consent behaviors they considered the most important for indicating their consent. They were also asked to report on their most recent sexual encounter. *Results:* Findings indicated that a) participants currently in a relationship were more likely to engage in passive behaviors and initiate the sexual activity compared to participants not currently in a relationship; b) participants preferred to use a greater frequency of sexual consent behaviors in ideal situation compared to reality while thinking of the same sexual partner; c) female participants trend towards using indirect verbal behaviors more than men; and d) participants highly ranked the usage of direct nonverbal behaviors, passive behaviors, and direct verbal behavior for indicating consent to sexual activity. *Conclusion:* Suggestions for future research and implications for policies related to sexual assault reduction programming are discussed.

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First, I would like to thank my advisor, Shawn Cahill, for our many conversations that helped me generate ideas and to pay attention to the details. He helped challenge me to think as a scientist-practitioner and my graduate school journey, including this project, would not have been possible without his support.

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The Influence of Relationship History on Sexual Consent:

A Comparison of Idealized and Actual Sexual Experiences

With the growth of the #MeToo movement, sexual assault has entered the collective consciousness and has resulted in a cultural push for change. However, what the final result of that change looks like and how it will occur is hard to say. One approach may be to improve our understanding of sexual consent.

Sexual assault is defined in various ways. Yet, there is one constant in the definitions: consent. Or, more specifically, sexual assault is sexual touching or penetration that occurs *without* consent. Yet, there is no agreed upon definition of sexual consent (Beres, 2007). This is a conundrum. There is a general societal consensus that emphasizes the necessity of consent before sexual activity, yet there are discrepancies on what it means to give consent (Muehlenhard, Humphreys, Jozkowski, & Peterson, 2016). This necessitates further exploration of how sexual consent occurs and what factors may influence consenting.

Defining Consent

Although there is no agreed upon standard definition of consent one theorist, Charlene Muehlenhard, provides a strong argument that sexual consent can be defined as requiring both a) a mental act to willingly engaging in sexual activity and b) a physical or explicit act of agreeing to engage in sexual activity (Muehlenhard 1995/1996; Muehlenhard et al., 2016). In other words, consent involves an internal willingness to have sex and communicating this willingness to the relevant other(s). In their thorough review of conceptualizing sexual consent, Muehlenhard and colleagues (2016) alternatively suggested that consent can be defined as what an outside observer would infer from an individual's behavior to be indicative of consent. As this latter definition implies the need for a third-party, and the present study focuses on what happens

privately between two individuals, the researcher will use Muehlenhard's primary definition of sexual consent being both a mental and physical act.

Why Sexual Consent

Sex Education and Consent

Arguably, college students are the greatest portion of the population effected by the ambiguity surrounding sexual consent. College students, specifically women, are at the highest risk of sexual assault than at any other point in their lifetime (Koss, Gidycz, & Wisniewski, 1987). Because of this, since 1994, college students are regularly exposed to sexual assault prevention programming as it is mandated by the federal government (National Association of the Student Personnel Administrators, 1994). Unfortunately, college may be the first opportunity for students to receive education about sexual assault or consent. As of March 2018, only eight states, and the District of Columbia, mandate public secondary schools to include information about consent and/or sexual assault in sex education programs (Shapiro & Brown, 2018). Moreover, a recent review of health education standards effecting K-12 grade sex education suggests that sexual consent is not explicitly addressed (Willis, Jozkowski, & Read, 2019). As 41% of high school students report engaging in sexual intercourse (Kann et al., 2016) and the average age of first vaginal-penile intercourse is 16 (Haydon, Herring, Prinstein, & Halpern, 2012), college is too late to be first receiving formal education about sexual consent.

Unfortunately, regardless of when the sexual consent education occurs, it remains a fact that there is no universal definition of consent. Definitions of sexual consent are included in individual state laws (Shapiro et al., 2018). As the laws are different, schools across the country vary in what information they convey to their students. At the college level, affirmative consent communication is increasingly emphasized. However, only California and New York mandate

affirmative consent policies at institutions of higher learning (Willis et al., 2019). As there is no policy in effect for other states in the nation about how to teach consent, it is unclear what is being conveyed to other college students. Additionally, this does not take into account that 30% of high school graduates do not enroll in college the following year and therefore are not exposed to college sexual consent or assault programming (Bureau of Labor Statistics, 2017). Therefore, with or without formal education, there is a wide spectrum of understanding regarding how to consent to sexual activity.

If the understanding of consenting to sexual activity varies, it is likely that practicing consent also varies. Moreover, consent may not be as black and white as it may be presented in sex education programs. Instead, researchers need to consider that there is ambiguity in consenting and figure out what that looks like. The goal would then be to disseminate the improved understanding of sexual consent to schools to create a collective shift in how the population practices sexual consent. In other words, everyone would have the same working definition of sexual consent and how to practice it. Hopefully this would lead to an improved communication in sexual interactions and translate into a reduction in sexual assault rates.

Sexual Scripts

Men and women use internalized sexual scripts that help guide how they believe a sexual interaction should occur. As research on nonheteronormative sexual scripts is limited, research has primarily focused on heterosexual scripts. In traditional heterosexual sexual scripts, the implication is that men are always the initiator and in agreement to having sex, which puts women in the position of setting the limits and making the final decision if sex will or will not occur. However, the sexual script dictates that women make the decision by refusing sex rather than agreeing to sex (Muehlenhard & McCoy, 1991). In fact, women are not supposed to engage

in explicit verbal agreement to sex (Check & Malamuth, 1983). Men are then left to interpret the woman's refusal as token resistance, saying no but meaning yes, and to continue asking for sex (Muehlenhard & Hollabaugh, 1988). Sexual scripts are highly ingrained in our culture as to how men and women engage in sexual activity. If women are the ones that are supposed to set the limits to sex, then sexual scripts would suggest that they are to blame for not stopping nonconsensual sex. Additionally, if men are supposed to continue their advances until they receive a yes, that yes can be interrupted as a clear affirmation for consensual sex. Ultimately, sexual scripts provide context for how people interpret consensualness which may be particularly important during sexual activity with a new partner or when interpreting events after the fact. Sexual scripts also provide a significant challenge to educational programs that emphasize an enthusiastic and clear yes for sexual consent. These programs teach students the opposite message of traditional heterosexual sexual scripts: a) either partner can initiate sex and b) both partners, but particularly women, need to be taken seriously when they say no (Muehlenhard et al., 2016). The programs are attempting to rewrite the scripts. In order to accomplish this challenge, cultural movements, such as the #MeToo movement, are necessary to create a shift towards contemporary sexual scripts.

Sexual Consent Language

A further consideration in understanding sexual consent is the variability in language throughout the literature on describing the type of consent behavior occurring. For example, "verbal" and "nonverbal" are commonly used to describe consent behaviors. However, not all researchers use these terms. Additionally, some researchers are more specific such as using terms like "indirect verbal" or "no response" consent behaviors. Although the terminology generally refers to similar constructs, it is important to keep in mind that the lack of consistent language

may influence how results are interpreted and therefore how we understand sexual consent behaviors.

Sexual Consent Literature

Overview

There is a growing body of literature on sexual consent as it pertains to college students. However, due to the lack of clarity in the concept of sexual consent, research methodology varies across studies. Typically, sexual consent research focuses on the attitudes people have about sexual consent, what they perceive as consensual, or their actual behaviors during sexual activity. Vignettes of fictional couples are often used to assess perception of sexual consent. Vignettes vary widely and are manipulated to exhibit anything from unquestionable rape to ambiguous sexual consent to enthusiastic and clear consent. Additionally, variability in vignettes includes manipulation of the fictional couple's relationship status and who initiates sexual activity.

Although vignettes methodology commonly appears in the sexual consent literature, a newer and increasingly seen method is to assess consent at the event level. This is typically done by asking the participant to report on the most recent sexual activity they have engaged in. One potential benefit of event level methodology is that it does not limit the type of sexual behaviors in which the participant has engaged to those specified in the vignette. However, this also creates greater variability in what is being assessed. Regardless of which method is employed, when examining sexual consent there are two independent variables widely investigated: gender and relationship status. Gender and relationship status are typically evaluated by considering the gender or status of the participant but can also refer to the gender or status of the fictional couple in the vignette. The following is a review of the sexual consent literature, organized by methodology, as it pertains to gender or relationship status differences.

Sexual Consent as Measured by Vignettes

In Burrow, Hannon, and Hall's (1998) study, male and female college students were given a vignette about a heterosexual couple that are about to have sex that varied on whether the fictional women wanted to have sex or did not want to have sex. Participants were then asked about verbal and nonverbal ways of responding for the fictional woman to show willingness or lack of willingness to have sex. Both male and female participants were more likely to use verbal responses to indicate nonconsent compared to consent, and nonverbal responses to indicate consent rather than nonconsent.

In Hickman & Muehlenhard's (1999) study, male and female college students were asked to imagine themselves in a specific scenario in which they or their partner initiated sexual intercourse verbally or nonverbally. Participants were then asked to rate a list of behaviors as indicative of showing their consent in the scenario. Separate from the scenario, participants were also asked to rate the same behaviors while thinking about what they actually do to indicate consent. Results indicated no statistically significant gender differences in the ratings for the scenarios. For their ratings on their actual consent behavior, however, small effect sizes were found to suggest that women used more indirect verbal signals then men, and that men used more indirect nonverbal signals than women. Both men and women reported the indicator of consent they used most was not resisting their partner.

Hickman et al.'s (1999) scenarios and consent behaviors were replicated with a community sample in Newstrom's (2018) study. Newstrom was interested in the relationship between gender and relationship status of the participants who were replying. Although there was no interaction effect for gender and relationship status, results indicated that both men and women are more likely to use direct verbal signals of consent the longer they were in a

relationship. Consistent with Hickman et al.'s (1999) findings on participant's actual consent behaviors, men preferred to indicate consent through direct nonverbal signals. In contrast to the original study, women reporting on their actual consent behaviors also preferred direct nonverbal signals.

Humphreys (2007) was the first study to manipulate relationship history in vignettes about sexual consent. In that study, men and women were randomized to one of three vignettes in which a fictional heterosexual couple are about to engage in sex that the man is initiating, and it is ambiguous as to whether the woman is giving sexual consent. Vignettes varied by the reported length of relationship of the fictional couple: fist date, dating for 3 months, or married for 2 years. Results of the study indicated that the longer the fictional couple was in a relationship, the more likely the interaction was perceived as consensual, acceptable, and less in need of explicit expression of consent. When the couple in the vignette were presented without a sexual history (i.e. first date), participants expressed more doubt about the consensualness of the encounter compared to the other conditions. Women participants were more likely than men to assert that more explicit communication was necessary to indicate consent regardless of condition. Overall, the results of the study support the idea that consent changes over the course of a relationship and that, by requiring greater explicit communication for consent, women are the limit-setters for sex which is consistent with traditional sexual scripts

In Kanga's (2014) study, male and female college students were randomized to vignettes of a heterosexual couple that varied based on the gender of the initiator of sexual activity and whether the initiation was verbal or nonverbal. Following the vignette, participants were provided with possible responses in reply to the fictional initiator and asked to rate how consensual they assumed each response to be. Male participants assumed greater consent

regardless of the gender of the fictional person who did not initiate the sexual activity compared to female participants. However, mediational analyses suggest that greater rape myth acceptance may explain why men were more likely to have greater consent ratings. Findings also indicate that, on clear negative responses to having sex, regardless of participant gender, the fictional female responder was rated as indicating less consent than the fictional male responder. An additional result of the study suggests that when a man initiates sex nonverbally (compared to verbally), unless there is a clear negative response from the woman, participants regardless of gender assume that the woman is consenting. Overall, the results reflect traditional sexual scripts, with the man always wanting sex and pushing the woman to have sex until she agrees or expresses a clear refusal.

In Lofgreen, Mattson, Wagner, Ortiz, & Johnson's (2017) study, college men were randomized to vignettes in which they were asked to imagine themselves in the vignette that varied by several situational factors including whether or not they had a sexual history with the woman in the vignette. Results indicated that having a sexual history increased the perception that the woman wanted to have sex and were consenting to continue the sexual interaction.

In Kinsella's (2017) qualitative study, 23 male and female college students were interviewed to gain a better understanding of sexual consent. Vignettes, featuring a heterosexual couple about to have sex in which consent is ambiguous, were used to facilitate conversation with the interviewee. The primary gender difference theme in the study was that women reported a variety of verbal and nonverbal ways that they consent to sex whereas men in the study reported that they relied on nonverbal signals to indicate consent. The study is one of the few studies in the literature that includes participants that identify as other than heterosexual. Unfortunately, as the results of individuals identifying as other than heterosexual were not parsed

out from the sample as a whole, it is unclear how their responses varied from heterosexual participants. Male participants in the study had a strong negative reaction to the vignettes as they assumed that the vignettes implied that men are always at fault. This may indicate a growing concern with the use of sexual consent vignettes that typical imply sexual assault is occurring.

In summary of the vignette literature, the most commonly used method of giving consent is through nonverbal behaviors. Women are more likely to use verbal behaviors compared to men, but nonverbal behaviors are still highly used. Both genders reported that not resisting a partner's advances is a sign of consent and men are more likely to assume consent regardless of their partner's response. As far as relationship history, there is an assumption that sex becomes increasingly consensual the longer the relationship. However, results are mixed as to whether longer relationships lead to greater or lesser usage of consensual behaviors and what those behaviors are.

Sexual Consent as Measured at Event Level

In the first known study to examine sexual consent at the event level, Hall (1998) asked male and female college students to rank the order in which sexual behaviors occurred during their most sexual experience and whether their consent was communicated verbally or nonverbally. Overall, participants indicated that not every sexual behavior needed permission. In other words, some sexual behaviors required no consent. Compared to all possible sexual behavior, sexual intercourse required the greatest communication of consent. Most consent was given nonverbally. Overall, men reported expressing more consent than women. In contrast to the researcher's hypothesis, an increase in length of relationship history showed a decreasing trend in consenting for women and mixed results for men.

The currently most widely used measure of consent during the most recent sexual activity was developed by Kristen Jozkowski. Jozkowski developed the measures to capture Meuhlenhard's (1995/1996) definition of consent by assessing both external and internal consent among college students (Jozkowski, Sanders, Peterson, Dennis, & Reece, 2014). Specifically, Jozkowski designed the measure to assess consent during the most recent sexual instance of vaginal-penile intercourse in which the individual willingly engaged. She argued that an event-level measure would allow researchers to have a comprehensive understanding of both the internal feelings and the external expression of what occurs during consent. Ultimately, Joskowski et al. (2014) developed the Internal Consent Scale (ICS) to assess feelings and the External Consent Scale (ECS) to assess communication cues. The ICS asks participants to consider certain feelings they may have had during sexual activity and their agreement on a four-point Likert scale. The ICS has five subscales: physical response, safety/comfort, arousal, consent/want, and readiness. The ECS asks participants to consider which behaviors they engaged in to indicate consent or agreement by responding yes or no. The ECS has five subscales: direct nonverbal behavior, passive behaviors, communication/initiator behavior, borderline pressure, and no response signals. The passive behaviors, borderline pressure, and no response signals subscales include various forms of indirect nonverbal behaviors. The communication/initiator behavior subscale includes one direct verbal behavior, one indirect verbal behavior, and one initator behavior that can be interpreted as a verbal or nonverbal behavior.

In the same study describing the development of the ICS and ECS, Jozkowski et al. (2014) evaluated the relationship between gender of participants and relationships status of the participants. Results indicated that participants in a relationship reported greater use of internal

consent compared to participants not in a relationship. An interaction effect occurred such that, for those in a relationship men and women had similarly high levels of internal consent. By contrast, individuals who were single reported lower levels of internal consent overall and that women had lower levels of internal consent than men. This pattern was seen for ICS overall and for all subscales except physical response, for which there were no significant main effects or interactions. Consistent with sexual script theory, men reported greater use of borderline pressure behaviors. Participants who were single also reported greater use of borderline pressure behaviors. This may indicate that, specifically, single men are more likely to rely on borderline pressure behaviors. Women reported greater use of passive and no response behaviors, which is also consistent with the woman's role in sexual scripts. Although a significant limitation of the study is that it is unclear if the event the participants in the study reported was within the context of their relationship status, the results suggest that both relationship status and gender influence sexual consent.

A couple of studies have utilized the ICS or the ECS to assess gender and relationship difference in sexual consent. In a small study that attempted to replicate Jozkowski et al.'s (2014) external consent results with male and female college students, the researcher found no significant differences across subscales for participant gender or their relationship status (Donlon, 2017). In a study with heterosexual female college women, results indicated that when engaging in oral sex, but not vaginal-penile sex, women with a serious sexual partner reported greater safety, agreement, and readiness for sex along with greater use of verbal and non-verbal cues compared to women with first-time partners (Marcantonio, Jozkowski, and Wiersma-Mosley, 2019).

Taking a different approach, Bednarchik (2016) used a longitudinal design to determine if the Theory of Planned Behavior (Ajzen & Fishbein, 1980), a model used to predict human behavior, could be applied to sexual consent. To accomplish this, participants at time one completed measures of variables that may contribute to their intention to engage in consent behaviors (initiating, nonverbal, and verbal behaviors) including their attitudes about sexual consent, norms about sexual consent, and their self-efficacy to give consent. At time two, 30 days later, participants reported on their sexual consent behaviors. Results from the path analysis suggest that both nonverbal and initiating behaviors were predicted by the model. However, verbal behaviors were only partially predicted by the model, as attitudes about sexual consent was not a predictor. In fact, at follow-up, students reported verbal behavior was the least used consent behavior during their most recent sexual encounter. Also, the researcher found that the intention to consent nonverbally was a stronger predictor of nonverbal consenting behavior for participants with a new partner compared to participants with an established partner. Additionally, findings suggest that norms about sexual consent were a stronger predictor of nonverbal consenting behavior for male participants compared to female participants. Thus, nonverbal consent behaviors may be more important when having sex with an established partner and men may be particularly influenced by societal norms to provide consent nonverbally.

Overall, the event-level and vignette literatures have similar findings. Consistent with the vignette literature, nonverbal behaviors at the event-level are being used the most often and men are using more consent behaviors than women. Yet, Jozkowski et al.'s (2014) study provides evidence that men and women may use different types of nonverbal behaviors, such as men using more borderline pressure behaviors and women using more passive and no response

behaviors. Bednarchik's (2016) study also suggest that men may face greater societal pressure to provide consent nonverbally. With regard to relationship history, results with both methodologies are mixed as to whether or not greater consent is used the longer the relationship. There is additional evidence from an event-level study to suggest that this may be influenced by the sexual act (Marcanotnio, 2019).

Summary of Sexual Consent Literature as It Relates to Methodology

All vignettes in the studies reviewed above involved an imaginary heterosexual couple who were about to engage in vaginal-penile sex. Overall, participants were asked to provide interpretation on the consensualness of what had occurred in the vignette. In both Hickman et al. (1999) and Lofgreen (2017), participants were specifically instructed to either consider their own real-life behaviors or to imagine themselves in the vignette. This may have allowed for a greater level of perspective on the sexual interaction but lacked the personal connection to the described situations as compared with studies in which participants reported at the event-level. Additionally, there may be some evidence to suggest the vignette methodology may be biased against men, as it may reinforce the assumption that all men are potential sexual aggressors (Kinsella, 2017). If true, male participants may be reacting poorly or idealistically to vignettes therefore biasing results.

Event-level methodology has a few positive attributes not easily accomplished with vignettes. For example, as seen in Maracantonio et al. (2019), prompts can be adapted to be inclusive of sexual activity other than vaginal-penile sex without creating multiple versions of a vignette to address other forms of sexual behaviors. Unlike vignettes, participants do not need to provide an interpretation on what others have done. Rather, they focus on themselves which allows for greater certainty about the consent behaviors in which they were engaged. Reporting

at the event-level may also reduce social pressure to report what is normative, as participants are reporting on their actual behavior as opposed to a hypothetical. Unfortunately, as a drawback, the researcher can only know what happened the last time the participant had sex. Therefore, researchers cannot manipulate independent variables such as relationship status and additional questions would need to be asked to ascertain how typical or atypical the sexual interaction was for the participant.

Present Study

The present study attempts to provide greater clarity as to how college students give consent to sex and how that might vary depending on gender, relationship status, and ideal vs. actual situation. To do this, the study employed both vignette and event-level methodology.

Male and female college students who are sexually active were randomized to one of two scenarios. Unlike traditional vignettes where the participants are given a hypothetical story about a couple, the scenarios in this study asked participants to imagine themselves in a situation where they are about to have sex. Details in the scenarios were intentionally vague as to allow for a wide range of interpretation that best fits with their own experiences, including preferred sexual activities. As the goal is to understand how people consent, rather than how people refuse sex, all participants were asked to imagine an ideal scenario in which both partners want to have sex. To manipulate sexual relationship history, participants were randomized to a scenario where they are with a) their current or most recent sexual partner or b) a new sexual partner.

After imagining themselves in the scenario, the participants then completed questions about the external consent behaviors they would perform. Behaviors were taken directly from Jozkowski et al.'s (2014) ECS measure and reworded only to adjust to the scenario prompt. As participants were instructed to imagine wanting to have sex, internal consent was assumed and

not measured for the scenarios. All participants also completed Jozkowski et al.'s (2014) original ECS and ICS measures about their most recent sexual activity to allow for comparison between ideal and actual experiences.

Primary Aims

The study flow is provided in Figure 1. It contains notes to clarify which version of the ECS is being used for each aim. There are three versions of the ECS utilized in this study: a) "Most Recent Sexual Activity", which is the original ECS measure by Jozkowski et al. (2014); b) "Most Recent Partner Scenario", which altered the ECS prompt to have participants think about having consensual sex with their current or most recent sexual partner, and c) "New Partner Scenario", which altered the ECS prompt to have participants think about having consensual sex with a new sexual partner.

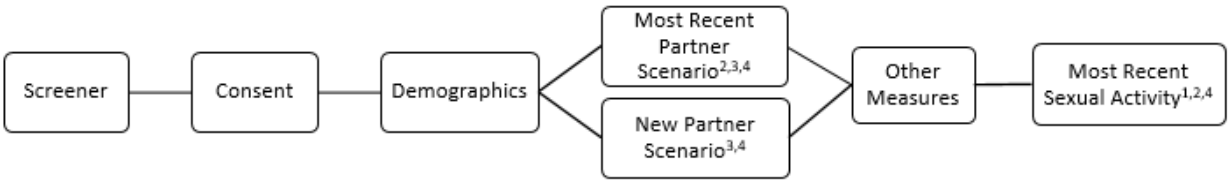

Figure 1. Study flow with aims.

[1] First aim utilizes Most Recent Sexual Activity
[2] Second aim utilizes Most Recent Partner Scenario and Most Recent Sexual Activity
[3] Third aim utilizes Most Recent Partner Scenario and New Partner Scenario
[4] Fourth aim utilizes Most Recent Partner Scenario, New Partner Scenario, and Most Recent Sexual Activity

First Aim. The first aim is to determine if the findings from Jozkowski et al.'s (2014) study are replicable with a different population. Donlon (2017) attempted to replicate the gender and relationship findings. However, the study did not yield significant findings perhaps due to being underpowered, thus resulting in a Type II error. Both studies assessed only vaginal-penile intercourse. Additionally, neither study assessed the relationship between the participant and

their partner during the sexual encounter. Instead, the researchers relied on the demographics measure for relationship status. We attempted to address these limitations in this study's methodology. The Most Recent Sexual Activity version was utilized for this aim (see Figure 1). We hypothesize the following:

1) There will be an interaction effect between gender and relationship status for direct nonverbal behaviors. Men in a relationship will use more direct nonverbal behaviors compared to other groups.
2) Women will report greater usage of passive behaviors compared to men. There will be no relationship differences.
3) As a departure from Jozkowski's et al. (2014) analysis, we will follow Donlon's (2017) lead of examining the communication/initiator behavior subscale at the item level. Men will report greater use of initiator behavior compared to women. There will be no gender differences for the direct and indirect verbal behavior items. There will be no relationship differences on any item of the subscale.
4) Men will report greater usage of borderline pressure behaviors compared to women regardless of relationship status. Those who are single will use greater borderline pressure behaviors compared to those in a relationship, regardless of gender.
5) Women will report greater usage of no response signals compared to men. There will be no relationship differences.

Second Aim. The second aim is to determine if sexual consent behaviors differ between ideal sexual encounters and actual sexual encounters. Only participants randomized to the Most

Recent Partner Scenario and report having sex with that partner (i.e., their current or most recent sexual partner) on the Most Recent Sexual Activity were included in the analysis. Therefore, the Most Recent Partner Scenario and the Most Recent Sexual Activity versions were utilized for this aim (see Figure 1). We hypothesize the following:

1) Women will report greater direct nonverbal behaviors in the ideal encounter compared to the actual encounter. Men will report a greater number of direct nonverbal behaviors than women regardless of the type of encounter (i.e., actual or ideal).
2) Men will report greater passive behaviors in the ideal encounter compared to the actual encounter. Women will report a greater number of passive behaviors than men regardless of the type of encounter.
3) Participants, regardless of gender, will report greater direct and indirect verbal consent behaviors in the ideal encounter compared to the actual encounter. Men, regardless of the type of encounter, will report greater initiator consent behavior than women.
4) Men will report less borderline pressure behaviors in the ideal encounter than in the actual encounter. Women will report a low number of borderline pressure behaviors regardless of the type of encounter.
5) Men and women will both report less no response signals behavior in the ideal encounter than in the actual encounter.

Third Aim. The third aim is to determine if sexual consent behaviors differ between an established sexual partner and a new sexual partner. As the literature review was inconclusive about whether or not longer relationship are associated with greater consent behaviors, this aim

is largely exploratory. Similar to Aim1 and Aim 2, differences among the conditions and gender of the participants were examined for the subscales and/or items of the ECS. The Most Recent Partner Scenario and the New Partner Scenario were utilized for this aim (see Figure 1).

Fourth Aim. The fourth aim is to explore which consent behaviors participants consider the most important during a sexual encounter. Prior research has primarily focused on which consent behaviors occur. Although certain consent behaviors may be endorsed more than others, it is unclear which ones matter more to the individual. To the researcher's knowledge, no studies have asked participants to rank consent behaviors based on importance. We explored which consent behaviors are ranked highest on the ECS measures while also considering gender and relationship status differences. The Most Recent Sexual Activity, Most Recent Partner Scenario, and the New Partner Scenario were utilized for this aim (see Figure 1).

Methods

Study procedures were approved by the University of Wisconsin – Milwaukee (UWM) Institutional Review Board (IRB). Data collection for the analyses presented here were collected between September 16, 2019 and April 17, 2020.

Participants

Male and female participants were recruited from UWM undergraduate psychology classes. A total of 391 participants accessed the study survey to determine if they were eligible and to proceed with the questionnaire. Of these participants, 18 participants were excluded because they did not meet eligibility criteria, did not agree to terms of the informed consent, or simply quit the survey after the consent without providing any additional data. Participants were eligible if they: a) were aged 18-25 years, b) were enrolled as an undergraduate student at UWM in a psychology course that offers SONA credit, and c) had engaged in sexual behaviors.

Exclusion criteria were limited to not meeting one or more of the inclusion criteria. In addition, although participants who did not identify as male or female were not excluded from the participating in the study, an *a priori* decision was made to exclude their data from the present analysis. The data from a total of 5 participants were excluded for identifying a gender other than male or female. Further, an additional 8 participants were excluded from all analyses due to having none or incomplete scenario data. Overall, there were 360 eligible participants with complete scenario data. Of those 360 participants, 27 participants were excluded from Aim 1, Aim 2, and part of Aim 4 analyses due to having none or incomplete Most Recent Sexual Activity data.

In consideration of the need for participants to be able to either recall what occurred when they last engaged in sexual activity and the ability to imagine themselves in scenarios, the researchers decided to exclude participants who reported no memory for the Most Recent Sexual Activity data or no imagination for the hypothetical scenarios. Ultimately, that led to an additional two participants excluded from analyses that required the usage of Most Recent Sexual Activity data, one participant excluded from Most Recent Partner Scenario condition, and six participants excluded from New Partner Scenario condition. Finally, as the goal of Aim 2 was to see how consenting to sex differs in an ideal scenario compared to what really happens with the same sexual partner, an additional 22 participants that did not report on the same partner for the Most Recent Partner Scenario and the Most Recent Sexual Activity were excluded from Aim 2 analyses. Table 1 provides an overview of participants included for each aim and various demographic characteristics.

Statistical comparisons between conditions were conducted for each variable. Mean participant age, age of first willing sexual activity, and number of consensual sexual partners

were evaluated with a *t*-test for independent samples and all remaining variables were categorical variables and analyzed using the chi-square test.

Table 1. Characteristics of participants included in Aim analyses

Characteristic	Most Recent Sexual Activity[1, 4] (*n* = 331)	Most Recent Partner Scenario[4] (*n* = 179)	New Partner Scenario[4] (*n* = 174)	Most Recent Partner Scenario w. Most Recent Activity[2, 4] (*n* = 141)	Combined Scenarios[3] (*n* = 353)	Differences Between the Scenarios[5]
Age – yr±SD[6]	20.5±1.9	20.6±1.9	20.3±1.8	20.6±2.0	20.5±1.9	.273
Gender						.615
Female – no. (%)	285 (86.1)	152 (84.9)	151 (86.8)	123 (87.2)	303 (85.8)	--
Male – no. (%)	46 (13.9)	27 (15.1)	23 (13.2)	18 (12.8)	50 (14.2)	--
Race						.622
White – no. (%)	264 (79.8)	139 (77.7)	138 (79.3)	113 (80.1)	277 (78.5)	--
Other – no. (%)	67 (20.2)	39 (21.8)	34 (19.5)	28 (19.9)	73 (20.7)	--
Hispanic – no. (%)	41 (12.4)	22 (12.3)	25 (14.4)	17 (12.1)	47 (13.3)	.551
Sexual orientation						.288
Heterosexual – no. (%)	263 (79.5)	139 (77.7)	143 (82.2)	110 (78.0)	282 (79.9)	--
Other – no. (%)	68 (20.5)	40 (22.3)	31 (17.8)	31 (22.0)	71 (20.1)	--
Age of first willing sexual activity – yr±SD[6]	16.6±1.8	16.5±1.8	16.7±1.7	16.5±1.8	16.6±1.8	.312
Number of consensual sex partners – yr±SD[6]	6.7±10.3	6.6±7.5	6.8±12.7	6.2±6.4	6.7±10.4	.885
Current dating status						.894
Not dating – no. (%)	34 (10.3)	16 (8.9)	18 (10.3)	14 (9.9)	34 (9.6)	--
Dating casually – no. (%)	112 (33.8)	63 (34.2) 100 (55.9)	59 (33.9) 97 (55.7)	41 (29.1) 86 (61.0)	122 (34.6) 197 (55.8)	-- --
Long-term relationship – no. (%)	185 (55.9)					
Currently in a relationship with most recent sexual partner	227 (68.6)	--	--	111 (78.7)	--	--

[1] Participants included in Aim 1 analyses
[2] Participants included in Aim 2 analyses.
[3] Participants included in Aim 3 analyses.
[4] Participants included in Aim 4 analyses.
[5] Differences between the Most Recent Partner Scenario and the New Partner Scenario are reported with p-values.
[6] Mean plus or minus the standard deviation.

Across the various groupings of participants, the average age was 20.3 to 20.6. The majority of participants were female (84.9-87.2%), were White (77.7-80.1%), identified as heterosexual (77.7-82.2%), and were in a long-term relationship (55.8-61.0%). On average

participants first willingly engaged in sexual activity at age 16.5 to 16.7 and had 6 to 7 consensual sexual partners during their life. The majority of participants (68.6%) reported that they were currently in a relationship with their most recent sexual partner. No significant characteristic differences were observed between the Most Recent Partner Scenario and New Partner Scenario conditions.

Materials

Screener and Informed Consent (Appendix A).

The screener was a brief mini-survey at the beginning of the full survey to assess eligibility of participants for the present study. The 2-item screener included age and if they have ever engaged in a sexual behaviors. Participants that were eligible immediately continued with the study consent form followed by the rest of the study. Those who were not eligible were informed of this and thanked for their time.

Demographics (Appendix B)

The Demographics form assessed age, gender, race, ethnicity, sexual orientation, marital and relationship status, and living situation. Additionally, the demographics form assessed issues relevant to sexual consent research, including whether they are dating and the number of consensual sexual partners they have had.

Scenarios: Most Recent Partner Scenario (Appendix C) and New Partner Scenario (Appendix D)

This study utilized two scenarios created for this study. The scenarios asked participants to imagine that they are about to have sex with either their most recent sexual partner or a new sexual partner. Scenario prompts were loosely based on the ECS's prompt (see description below). However, instead of what actually happened the last time the participant had sex,

participants were asked to think about what they ideally would like to happen. To encourage imagination, participants were instructed to write a brief description of what they would like to happen. Participants then responded yes or no to the 18 behavioral items used in the ECS. The behavioral items were edited for grammar. For example, in the original ECS one item reads "I increased physical contact between myself and my partner." In the scenarios, the same item reads "I would increase physical contact between myself and my partner." The scenarios were subjected to a focus group to determine face validity and appropriateness for undergraduate students. An overview of the scenario development and data from the focus group are in Appendix F.

Following the completion of the scenario, participants were presented with the behaviors to which that they had indicated "yes". Participants were then instructed to rank (i.e., 1st, 2nd, and 3rd) behavioral items that they consider the most important to indicate their consent. Participants then completed additional questions about their reported imaginary sexual encounter, including their current relationship with their imagined partner, the type of sexual activity that occurred, and how well they were able to imagine themselves in the scenario. For participants randomized to the Most Recent Partner Scenario, questions about their current relationship with the partner were more in-depth (e.g., "How long have you been with this partner?") compared to participants randomized to the New Partner Scenario. As described below, participants randomized to the Most Recent Partner Scenario only completed these additional questions once if they report on the same partner in both the scenario and the Most Recent Sexual Activity.

Most Recent Sexual Activity (Appendix E)

The Most Recent Sexual Activity assessment includes the full ECS, ICS, and additional questions.

External Consent Scale. The External Consent Scale (ECS; Jozkowski et al., 2014) is an 18-item self-report measure that assesses event-level behavioral responses used to communicate consent or willingness to engage in sexual activity. In the original scale, participants are asked to think about the last time they engaged in vaginal-penile sex. The scale has been adapted for the present study to be inclusive of other forms of sexual encounters by replacing "vaginal-penile sex" with "sexual activity." Following the prompt, participants selected yes or no to the 18 items to indicate usage of that behavior to consent to sex. Jozkowski et al. (2014) has demonstrated high internal consistency across subscales: direct nonverbal behaviors (α =.78), passive behaviors (α =.81), communication/initiator behavior (α = .79), borderline pressure (α =.75), and no response signals (α =.67).

Following the completion of the ECS, participants were presented with the behaviors to which they indicated "yes". Participants were provided with the same instructions they received when completing the scenario in which they were asked to rank the top 3 behavior item they consider the most important for indicating their consent.

Internal Consent Scale. The Internal Consent Scale (ICS; Jozkowski et al., 2014) is a 25-item self-report measure that assesses event-level internal feelings of willingness to consent to sexual activity. Like the ECS, the original scale has been adapted to be inclusive of other forms of sexual activities. Following the prompt, participants reply on a Likert scale from "Strongly Disagree" to "Strongly Agree" to rate how they felt. Jozkowski et al. (2014) has demonstrated high internal consistency across subscales: physical response (α =.91), safety/comfort (α =.94), arousal (α =.93), consent/want (α =.93), and readiness (α =.90).

Following the completion of the ICS, participants also completed additional questions about their reported sexual encounter including the type of sexual activity that occurred, how

long ago the activity occurred, their memory of the activity, and self and partner alcohol and cannabis consumption.

Participants that are randomized to complete the Most Recent Partner Scenario (described above) were asked if they reported on the same partner in both the scenario and their Most Recent Sexual Activity. If they respond "no" or "I don't remember," they were prompted to complete questions specific about their current relationship with the partner they reported on. If they respond "yes," they were not prompted to complete the questions about their current relationship as they had already provided that information. Participants that were randomized to complete the New Partner Scenario (described above) were asked to complete questions specific to their current relationship with the partner they reported on, as this information had not been collected previously.

Procedures

Recruitment

Participants were recruited through the UWM's Experiment Management Website (SONA; https://uwmilwaukee.sona-systems.com). SONA is an online system for students to sign up for research participation in order to receive extra credit for their psychology course. Recruitment also occurred in the form of a flyer posted to D2L websites of UWM psychology courses that allow extra credit.

Survey

From SONA, participants were directed to a Qualtrics survey. The survey started with a brief description of the study and the 2-item screener. Eligible participants continued directly to the online consent form. Ineligible participants were thanked for their interest in the study and directed back to SONA. Following consent, participants completed the Demographics measure.

Participants then were randomized to the Most Recent Partner Scenario or New Partner Scenario. Separate randomization was conducted within each gender. Once they completed the scenario and associated questions, participants completed up to 30 minutes of self-report measures not part of the present study and then completed the Most Recent Sexual Activity questions which includes the full ECS. The purpose of the additional self-report measures was two-fold: a) to allow enough time to pass between the scenario, which uses the modified ECS, and the full ECS to lessen possible interference between the similar measures and b) to allow the researchers opportunity to ask additional questions about sexual consent for exploratory purposes. At the completion of the survey, participants were provided with instructions on how to receive extra credit via SONA. The survey took approximately 1 hour. Participants received 1 hour of credit for their participation.

Power Analysis

A Priori

In consideration of the current study's aims, the second aim is the limiting factor for power, as it utilizes approximately half of the sample by only including participants randomized to the Most Recent Partner Scenario. Of particular interest to the second aim is a two-group comparison (male and female) on a continuous variable. The primary analytic strategy for Aims 1 – 3 is a series of 2 X 2 analyses of variance in which one or both of the independent variables is a between-group comparison. In the event of a significant interaction (e.g., gender X condition), simple main effects would be analyzed with *t*-tests for independent samples (e.g., gender) or correlated samples (e.g., ideal Most Recent Partner Scenario vs. actual Most Recent Sexual Experience), as appropriate. All assumptions being equal (i.e., sample size, effect size, alpha-level), *t*-tests for correlated samples have greater power than *t*-tests for independent

samples. Accordingly, an *a priori* power analysis was conducted for an independent sample *t*-tests, to determine the sample size for approximately half of the study using G*Power 3 (Faul, Erdfelder, Lang, & Buchner, 2007). As study participants were recruited from psychology courses and more females enroll in psychology courses than males, a ratio of approximately 1:3 (male : female) was anticipated during data collection. Alpha level was set at .05, two-tailed test; the desired power was set at .80 and we assumed a moderate effect size of $d = .5$. The results of the power analysis indicated that a sample of 170 participants (43 male and 127 female) was needed to detect a moderate effect size for main effects of gender for the second aim hypotheses. Therefore, for the full study, the researcher attempted to recruit was a total sample of 340 participants (86 male and 254 female).

Post hoc

Although 391 participants were recruited for the study, there was low recruitment of male participants as described on pages 21 – 23. G*Power 3 was utilized for a post hoc power analysis of Aim 2. With a total of 18 male participants and 123 female participants, Aim 2 achieved a power of .50 to detect a moderate effect size. If we were to assume a larger effect size, our power based on current sample size would increase. However, the researchers do not have evidence to conjecture a large effect size. Therefore, the post hoc power analysis revealed the study to be under powered and gender results for this study should be interpreted with caution.

Results

Aim 1: Gender and Relationship Status Differences During the Most Recent Sexual Activity

Two-way between subjects ANOVAs were conducted to examine the impact of relationship status (currently in a relationship and not currently in a relationship) and gender

(male and female) on the ECS subscales/items for the Most Recent Sexual Activity. ANOVA results are summarized in the top panel of Table 2.

With respect to hypotheses 1, 4, and 5 presented previously on page 19, none of the main effects for gender or relationship, nor any of the gender X relationship interactions were significant or trended towards significance for direct verbal behaviors (hypothesis 1), borderline pressure behaviors (hypothesis 4), and no response signals. The largest F-value was $F(1, 327) = 2.3$, $p = 0.13$; all remaining F-values were < 1.0. Contrary to hypothesis 2, there was no main effect for gender on passive behaviors, $F(1, 327) < 1.0$, $p = 0.37$. There was, however, an unexpected main effect of relationship for the passive behaviors subscale $F(1,327) = 5.520$, $p = .019$ with higher scores reported for participants currently in a relationship ($M = 3.76$ $SE = .70$) compared to participants not currently in a relationship ($M = 3.63$ $SE = .94$). The passive behaviors subscale also yielded a significant interaction $F(1,327) = 4.005$, $p = .046$. The means for the interaction are presented in Figure 2. Visual inspection of the figure suggests that, among individuals not currently in a relationship (right-hand bars), women reported greater usage of passive behaviors than men. By contrast, among individuals currently in a relationship (left-hand bars), the effect appeared smaller and in the opposite direction. Independent samples t-tests of simple main effect of gender for each relationship status yielded no significant findings for participants currently in a relationship ($t(225) = -.930$, $p = .353$) or participants not currently in a relationship ($t(102) = 1.610$, $p = .111$).

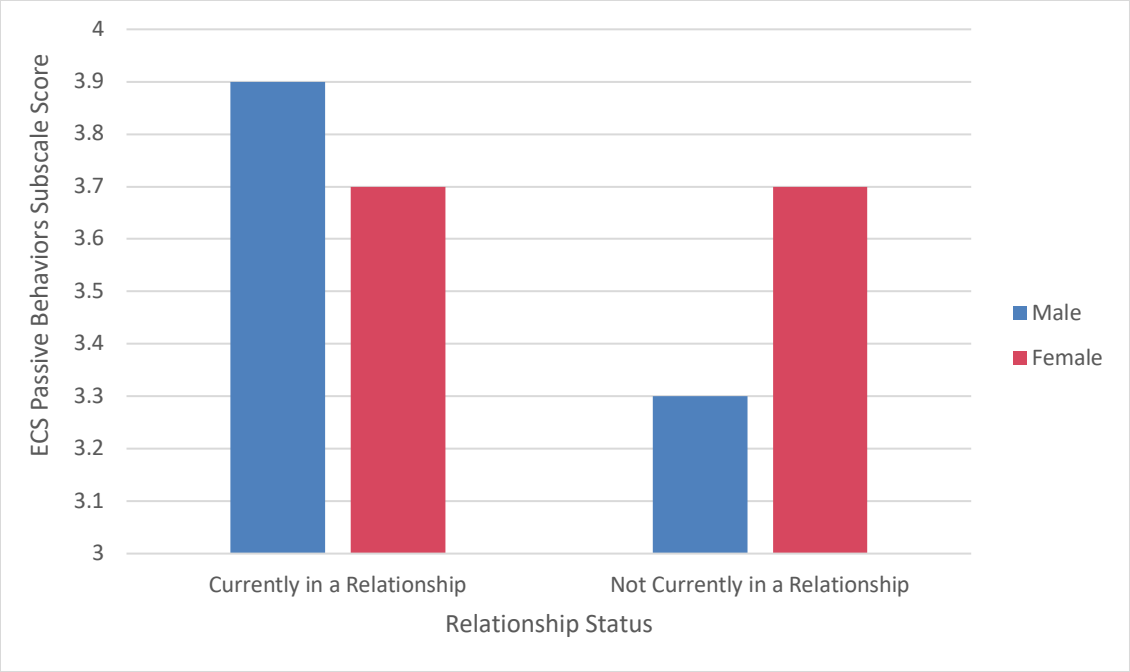

Figure 2. Simple main effects of gender for each relationship status for the ECS passive behaviors subscale for Most Recent Sexual Activity.

Contrary to hypothesis 3, there was no gender main effect on the initiator item, $F(1, 327) < 1.0$, $p = 0.99$, nor did gender interact with condition, $F(1, 327) < 1.0$, $p < 0.47$. There was, however, an unexpected main effect of relationship for the initiator item $F(1,327) = 9.172$, $p = .003$ with higher scores reported for participants currently in a relationship ($M = .75$ $SE = .43$) compared to participants not currently in a relationship ($M = .57$ $SE = .49$). In light of the limited number of male participants enrolled in the study, it is noteworthy that an unexpected "trending significant" (i.e., $0.05 < p < 0.10$) main effect for gender was found on the indirect verbal item, $F(1,327) = 3.487$, $p = .063$, with higher scores for female participants ($M = .64$ $SE = .48$) compared to male participants ($M = .50$ $SE = .51$). All remaining main effects and interactions for the direct verbal and indirect verbal items were significant; all F-values < 1.0.

Table 2. Summary of *F* and *p* values for Aim 1, Aim 2, and Aim 3.

Source	Direct Nonverbal	Passive Behaviors	Initiator	Direct Verbal	Indirect Verbal	Borderline Pressure	No Response
			Aim 1				
Gender (G)	$F(1, 327) < 1.0$, $p = 0.53$	$F(1, 327) < 1.0$, $p = 0.37$	$F(1, 327) < 1.0$, $p = 0.99$	$F(1, 327) < 1.0$, $p = 0.35$	**$F(1, 327) = 3.5$, $p = 0.06$**	$F(1, 327) = 1.0$, $p = 0.31$	$F(1, 327) < 1.0$, $p = 0.73$
Relationship (R)	$F(1, 327) = 2.3$, $p = 0.13$	**$F(1, 327) = 5.5$, $p = 0.02$**	**$F(1, 327) = 9.2$, $p = 0.00$**	$F(1, 327) < 1.0$, $p = 0.42$	$F(1, 327) < 1.0$, $p = 0.84$	$F(1, 327) < 1.0$, $p = 0.91$	$F(1, 327) < 1.0$, $p = 0.59$
G X R	F(1, 327) < 1.0, $p = .75$	**F(1, 327) = 4.0, $p = 0.04$**	F(1, 327) < 1.0, $p = .47$	F(1, 327) < 1.0, $p = .78$	F(1, 327) < 1.0, $p = .72$	F(1, 327) < 1.0, $p = .51$	F(1, 327) < 1.0, $p = .44$
			Aim 2				
Gender (G)	$F(1, 139) < 1.0$, $p = 0.32$	$F(1, 139) < 1.0$, $p = 0.59$	$F(1, 139) < 1.0$, $p = 0.90$	$F(1, 139) < 1.0$, $p = 0.62$	$F(1, 139) < 1.0$, $p = 0.32$	$F(1, 139) < 1.0$, $p = 0.71$	$F(1, 139) < 1.0$, $p = 0.93$
Occurrence (O)	**$F(1, 139) = 5.2$, $p = 0.02$**	$F(1, 139) < 1.0$, $p = 0.64$	**$F(1, 139) = 3.7$, $p = 0.06$**	**$F(1, 139) = 5.2$, $p = 0.03$**	**$F(1, 139) = 4.4$, $p = 0.04$**	**$F(1, 139) = 4.3$, $p = 0.04$**	$F(1, 139) < 1.0$, $p = 0.51$
G X O	F(1, 139) = 1.1, $p = .30$	F(1, 139) = 1.5, $p = .23$	F(1, 139) < 1.0, $p = .98$	F(1, 139) < 1.0, $p = .71$	F(1, 139) < 1.0, $p = .75$	F(1, 139) < 1.0, $p = .53$	F(1, 139) = 2.4, $p = .13$
			Aim 3				
Gender (G)	$F(1, 349) < 1.0$, $p = 0.62$	$F(1, 349) < 1.0$, $p = 0.71$	$F(1, 349) = 1.2$, $p = 0.28$	$F(1, 349) < 1.0$, $p = 0.69$	**$F(1, 349) = 3.1$, $p = 0.08$**	$F(1, 349) = 1.8$, $p = 0.18$	$F(1, 349) < 1.0$, $p = 0.99$
Condition (C)	$F(1, 349) = 1.6$, $p = 0.21$	$F(1, 349) < 1.0$, $p = 0.78$	$F(1, 349) < 1.0$, $p = 0.68$	$F(1, 349) < 1.0$, $p = 0.44$	$F(1, 349) < 1.0$, $p = 0.91$	$F(1, 349) < 1.0$, $p = 0.70$	**$F(1, 349) = 7.5$, $p = 0.01$**
G X C	F(1, 349) < 1.0, $p = .39$	F(1, 349) = 2.0, $p = .16$	F(1, 349) < 1.0, $p = .48$	F(1, 349) < 1.0, $p = .78$	F(1, 349) < 1.0, $p = .85$	F(1, 349) < 1.0, $p = .42$	**F(1, 349) = 2.8, $p = .09$**

Note. Gender (G): male or female; Relationship (R): Currently with most recent partner or not with most recent partner; Occurrence (O): Most Recent Partner scenario or Most Recent Sexual Activity; Condition (C): Most Recent Partner Scenario and New Partner Scenario. Significant ($p < 0.05$) and trending results ($0.05 < p < 0.10$) appear in bold.

Table 3. Characteristics of interest for Aim 1 participants positively endorsed

Characteristic	Total Participants ($N = 331$)	Difference Between Gender*	Difference Between Relationship Status*
Other current sexual partners – no. (%)	32 (9.7)	.766	**.000**
Sexual Activity occurred more than 1 month ago – no. (%)	77 (23.3)	.792	**.000**
Alcohol usage day of sexual activity			
Participants – no. (%)	52 (15.7)	.412	**.000**
Their Partners – no. (%)	59 (17.8)	.612	**.000**
Cannabis usage day of sexual activity			
Participants – no. (%)	29 (8.8)	1.00	.051
Their Partners – no. (%)	35 (10.6)	.444	.701
Low internal consent – no. (%)	12 (3.6)	1.00	1.00

* p-values for differences between male and female participants and participants currently in a relationship and not currently in a relationship. Significant differences were identified for relationship status for the following characteristics: other current sexual partners, sexual activity occurred more than 1 month ago, alcohol usage for the participants, and alcohol usage for their partner.

Characteristics Effecting Gender and Relationship Status in Most Recent Sexual Activity

Several participant characteristics of interest were identified by the researchers as having possible impact on the above described analyses for Aim 1. Specifically, having additional sexual partners other than the partner described in the survey, if the sexual activity occurred more than 1 month ago, if alcohol or cannabis were used the same day as the sexual activity, and if the participant had low internal consent by endorsing neither "Agree" nor "Strongly Agree" on any level of the safety/comfort subscale items of the ICS. These variables were coded dichotomously, and differences associated with gender and relationship status were investigated. A series of 2 X 2 chi-square tests, or Fisher's exact test when one or more cells had a predicted value of less than 5, were utilized for the comparisons. The results are summarized in Table 3.

Overall, participants did not significantly vary by gender for any of the identified characteristics. However, significant differences between relationship status were observed for several of the characteristics. Specifically, participants that were not currently in a relationship endorsed having more than 1 current partner (22.1%) compared to participants currently in a

relationship (4.0%), $\chi^2(1) = 26.9$, $p < .001$. More participants not currently in a relationship with their partner reported that the sexual activity occurred more than 1 month ago (60.6%) compared to participants currently in a relationship (6.2%), $\chi^2(1) = 118.3$, $p < .001$. Additionally, alcohol on the day of the sexual activity was higher for both the participant and their partners if they were not currently in a relationship (29.5% and 31.7%, respectively) compared to participants currently in a relationship (12% and 11.5%, respectively), $\chi^2(1) = 13.5$, $p < .001$, and $\chi^2(1) = 19.8$, $p < .001$, respectively.

Aim 2: Ideal Scenario Versus Reality for the Same Sexual Partner

Two-way mixed group ANOVAs were conducted to examine the effects of gender (male and female) on the differences between the ECS subscales/items for participants that were randomized to the Most Recent Partner Scenario and completed the Most Recent Sexual Activity. For the purpose of analysis, the ECS was treated as a repeated measure and will hence forth be called "occurrence" (ideal scenario and most recent activity). ANOVA results are summarized in the middle panel of Table 2.

For hypotheses 2 (passive behaviors) and 5 (no response signals) presented previously on page 19, no significant main effects or interactions were observed. The largest *F*-value was $F(1, 139) = 2.4$, $p = 0.13$; all remaining *F*-values were < 1.5.

For hypotheses 1 (direct verbal behaviors), 3 (initiator, direct verbal, and indirect verbal items), and 4 (borderline pressure behaviors), none of the expected gender main effects or gender X occurrence interactions achieved significance. The largest *F*-value was $F(1, 139) = 1.1$, $p = 0.30$.

Unexpected significant main effect for occurrence were obtained for the following: the direct nonverbal subscale (hypothesis 1), $F(1,139) = 5.226$, $p = .024$), with higher scores for

ideal scenario (M = 4.74 SE = .08) compared to most recent activity (M = 4.48 SE = .12); direct verbal item (hypothesis 3), F(1,139) = 5.159, p = .025) with higher scores for ideal scenario (M = .87 SE = .33) compared to most recent activity (M = .72 SE = .45); the indirect verbal item (hypothesis 3), F(1,139) = 4.363, p = .039) with higher scores for ideal scenario (M = .73 SE = .45) compared to most recent activity (M = .60 SE = .49); and the borderline pressure subscale (hypothesis 4), F(1,139) = 4.336, p = .039) with higher scores for ideal scenario (M = 2.28 SE = 1.00) compared to most recent activity (M = 2.09 SE = 1.05).

Trending significant results were also found for occurrence for initiator item (hypothesis 3), F(1,139) = 3.658, p = .058, with higher scores for ideal scenario (M = .84 SE = .36) compared to most recent activity (M = .73 SE = .44).

Aim 3: New Versus Known Sexual Partner

Two-way between subjects ANOVAs were conducted to examine the effects of gender (male and female) on the differences between the ECS subscales/items for the two conditions: Most Recent Partner Scenario and New Partner Scenario. ANOVA results are summarized in the bottom panel of Table 2.

Results yielded a significant main effect of condition for the no response subscale F(1,349) = 7.454, p = .007 with higher scores for Most Recent Partner (M = .95 SE = .11) compared to New Partner (M = .52 SE = .11). Additionally, the no response subscale yielded a trending significant interaction F(1,349) = 2.750, p = .098. Means for the interaction are presented in Figure 3. Independent samples t-tests were utilized to evaluate the simple main effect of condition for each gender for the no response subscale. Male participants reported significantly greater usage of no response signals in the Most Recent Partner condition compared

to males in the New Partner condition $t(48) = 2.593$, $p = .013$. Female participants did not significantly differ in their usage of no response' signals by condition ($t(301) = 1.410$, $p = .160$).

A final trending significant results yielded a main effect of gender $F(1,349) = 3.063$, $p = .081$ for the indirect verbal item with higher scores for females ($M = .74$ $SE = .03$) compared to males ($M = .62$ $SE = .06$). No other main effects or interactions effects were found to be significant for Aim 3; largest F-value was $F(1, 349) = 2.0$, $p = 0.16$.

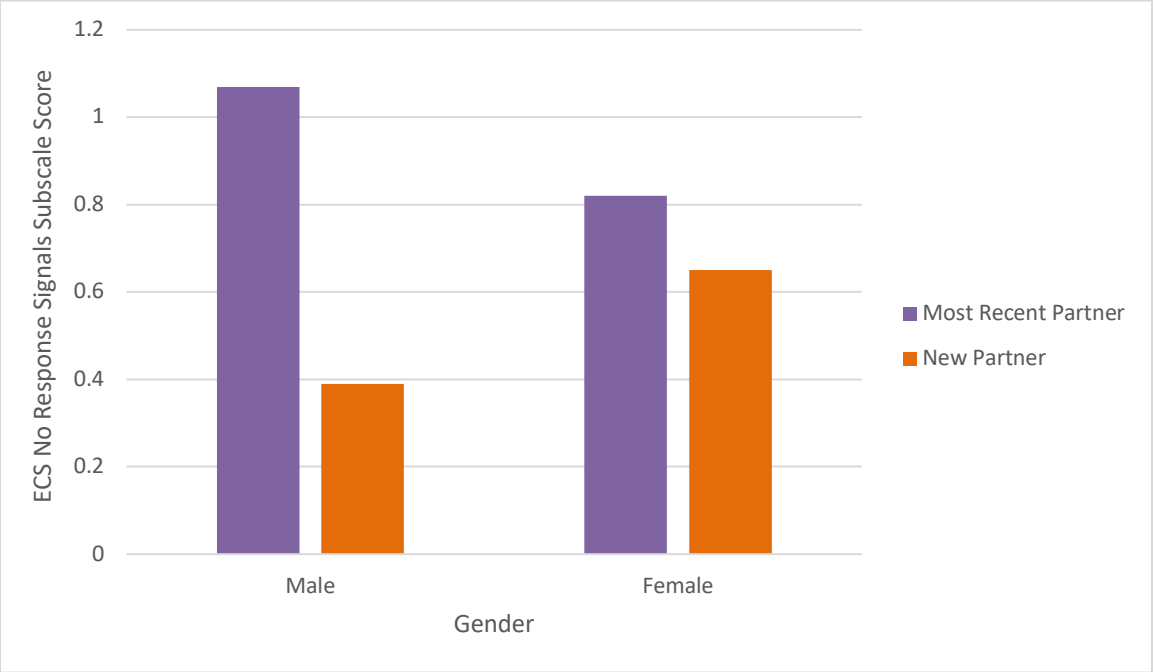

Figure 3. Simple main effects of Most Recent Partner and New Partner conditions for each gender for the ECS 'No Response' signals subscale

Aim 4: Rankings of Consent Behaviors

Categorization Overview of the Rankings

All participants were asked to rank order the top three ECS consent behaviors they consider most important for communicating sexual consent for their Most Recent Sexual Activity ($N = 331$) and for either the Most Recent Partner Scenario (n = 179) or the New Partner Scenario ($n = 174$). Because of the relatively exploratory nature of this aim, most of these results

emphasize descriptive level statistics (e.g., frequencies and percentages) with limited inferential statistics.

Table 4 presents the number (percent) of participants who endorsed one or more items in each of the external consent categories (i.e. subscale or item from the ECS) for each of the three versions of the ECS. This quantification of participants is referred to as the "Top 3." To illustrate, for Most Recent Sexual Activity (top panel of the table), 243 participants (73.4% out of 331) included in their top three rankings one or more of the 5 items from the direct nonverbal subscale. By contrast, only 9 participants (2.7%) endorsed one or more of the items from the no response subscale. Similarly, of the179 participants who completed the ideal Most Recent Partner Scenario (middle panel), 136 (76.0%) included one or more direct nonverbal behaviors among their top three compared to only 1 (0.6%) who endorsed at least one no response item. This pattern was also similar for the 174 participants who completed the ideal New Partner Scenario, with 126 of the 174 participants (72.4%) endorsing at one or more items on the direct nonverbal subscale and 2 (1.1%) endorsing one or more items on the no response subscale.

Separate statistical comparisons across gender were conducted for each ECS subscale or item for the top 3 for each version of the ECS using the chi-square test; Fisher's Exact test was used when one or more cell obtained a predicted frequency of 5 or less. Similar analyses were conducted for Most Recent Sexual Activity comparing participants currently in a relationship (y = 227) with those not currently in a relationship (n = 104) with their most recent sexual partner. The results of these statistical analyses are also reported in Table 4 in terms of the relevant *p*-value. To illustrate, a statistically significant gender difference ($p = 0.011$) was obtained on the Most Recent Partner Scenario for including one or more borderline pressure items among the top

three. For Most Recent Sexual Activity, a significant difference in current relationship status (p = 0.029) for endorsing the Initiator item among the top three.

Although the vast majority of participants, regardless of ECS version, included one or more direct nonverbal behaviors among their top three, only about quarter to one third of participants listed actually ranked a direct nonverbal behavior as 1st. These results are presented in Table 5.

Table 4. ECS subscale/items participant Top 3 ranks

ECS Subscale/Item	Participants Ranked within Top 3[1]	Top 3 Differences Between Gender[2]	Top 3 Differences Between Relationship Status[2]
Most Recent Sexual Activity (n = 331)			
Direct Nonverbal	243 (73.4)	.128	.925
Passive	180 (54.4)	.200	.731
Initiator	61 (18.4)	.545	**.029**
Direct Verbal	157 (52.6)	.563	.874
Indirect Verbal	66 (19.9)	.388	.708
Borderline Pressure	46 (13.9)	.522	.619
No Response	9 (2.7)	.637	.302
Most Recent Partner Scenario (n = 179)			
Direct Nonverbal	136 (76.0)	.802	--
Passive	91 (50.8)	.471	--
Initiator	33 (18.4)	.276	--
Direct Verbal	96 (53.6)	.140	--
Indirect Verbal	40 (22.3)	.226	--
Borderline Pressure	25 (14.0)	**.011**	--
No Response	1 (0.6)	.151	--
New Partner Scenario (n = 174)			
Direct Nonverbal	126 (72.4)	.072	--
Passive	86 (49.4)	.289	--
Initiator	26 (14.9)	.105	--
Direct Verbal	116 (66.7)	.268	--
Indirect Verbal	39 (22.4)	**.016**	--
Borderline Pressure	30 (17.2)	.590	--
No Response	2 (1.1)	.752	--

[1] Participant ranked 1 or more items within that subscale/item. Results are the total number (%) of participants who considered the subscale/item an important behavior. Participants ranked up to 3 items and may have ranked more than 1 item in each subscale. Therefore, column totals do not equal n. Each percentage is out of n participants.

[2] p-values for the comparisons between male and female participants and between those currently in a relationship with a partner or not currently in a relationship. The relationship comparison was conducted only for the actual Most Recent Sexual Activity. Significant differences ($p < 0.05$) appear in bold.

Table 5. ECS subscale/items participant 1st, 2nd, and 3rd rankings

ECS Subscale/Item	Total with 1st Ranking*	Total with 2nd Ranking*	Total with 3rd Ranking*
Most Recent Sexual Activity (*n* = 331)			
Direct Nonverbal	122 (36.9)	153 (46.2)	142 (42.9)
Passive	44 (13.3)	80 (24.2)	107 (32.3)
Initiator	13 (3.9)	27 (8.2)	21 (6.3)
Direct Verbal	134 (40.5)	13 (3.9)	10 (3.0)
Indirect Verbal	7 (2.1)	36 (10.9)	23 (7.0)
Borderline Pressure	9 (2.7)	19 (5.7)	22 (6.7)
No Response	2 (0.6)	3 (0.9)	6 (1.8)
Most Recent Partner Scenario (*n* = 179)			
Direct Nonverbal	52 (29.1)	89 (49.7)	81 (45.2)
Passive	26 (14.5)	44 (24.5)	46 (25.7)
Initiator	3 (1.7)	20 (11.2)	10(5.6)
Direct Verbal	83 (46.4)	6 (3.4)	7 (3.9)
Indirect Verbal	7 (3.9)	13 (7.3)	20 (11.2)
Borderline Pressure	7 (3.9)	6 (3.4)	13 (7.3)
No Response	0 (0.0)	0 (0.0)	1 (0.6)
New Partner Scenario (*n* = 174)			
Direct Nonverbal	46 (26.4)	79(45.4)	75 (43.1)
Passive	18 (10.3)	34 (19.5)	51 (29.3)
Initiator	6 (3.4)	14 (8.0)	6 (3.4)
Direct Verbal	92 (52.9)	8 (4.6)	16 (9.2)
Indirect Verbal	9 (5.2)	26 (14.9)	4 (2.3)
Borderline Pressure	2 (1.2)	11 (6.4)	19 (10.9)
No Response	1 (0.6)	2 (1.2)	0 (0.0)

* Total number (%) of participants who ranked an item within that subscale/item as their 1st, 2nd, or 3rd most important behavior. Column totals do not always sum to *n* because some individuals ranked less than 3 items. Specifically, 1 participant did not rank any of the Most Recent Partner Scenario ECS items and 3 participants did not provide a 3rd ranking for New Partner Scenario ECS items.

Table 5 separately presents for each of the three versions of the ECS the number (percent) of participants who endorsed an item in each of the consent categories as 1st, 2nd, or 3rd. For example, for Most Recent Sexual Activity (top panel of the table), only 122 participants (36.9%) ranked a direct nonverbal behavior as 1st, which was numerically less than the 134 participants (40.5%) who ranked the direct verbal behavior as 1st. However, numerically more individuals ranked a direct nonverbal behavior as 2nd (*n* = 153, 46.2%) or 3rd (*n* = 142, 42.9%) than any other category of behavior. This pattern of the most commonly 1st ranked item coming being the direct verbal item, whereas the most commonly 2nd and 3rd ranked items coming from the direct nonverbal subscale, is consistent across all three versions of the ECS. No statistical

analyses were conducted on these data. We will now integrate the results summarized in Tables 4 and 5 to identify salient trends for the different categories of consent behaviors across each scenario.

Rankings by External Consent Behavior

Direct Nonverbal Behaviors Rankings. When considering their top 3 behaviors, 72.4% to 76.0% of participants preferred to indicate external consent by engaging in some form of direct nonverbal behavior across all versions of the ECS. Further review of the percentage for direct nonverbal behavior of the 3 rankings revealed little variance for Most Recent Sexual Activity. Both the Most Recent Partner Scenario and New Partner Scenario revealed a higher likelihood for participants to rank direct nonverbal behaviors as a 2nd or 3rd most important behavior compared to 1st. No statistical differences were found for any of the three versions of the ECS for gender or relationship status.

Passive Behaviors Rankings. Passive behaviors were ranked as important by 49.4% to 54.4% of participants. Observation of the ranking percentages suggest that, across versions of the ECS, participants were more likely to rank passive behaviors as 3rd most important for indicating external consent rather than being ranked 1st or 2nd. No statistical differences were found for any of the three versions of the ECS for gender or relationship status.

Initiator Behavior Ranking. The initiator behavior was ranked important 14.9% to 18.4% of participants. For the Most Recent Sexual Activity, participants currently in a relationship were significantly more likely to report initiating as an important behavior (n = 49, 21.6%%) compared to participants not currently in a relationship (n = 12, 11.5%). No significant gender differences were found.

Direct Verbal Behavior Ranking. The direct verbal behavior was ranked by 52.6% to 66.7% of participants. Examination of the ranking percentages reveals that the direct verbal behavior is ranked as the 1st most important behavior for external sexual consent. However, relatively few participants ranked direct verbal behavior as 2nd or 3rd. No statistical differences were found gender or relationship status for any of the ECS versions.

Indirect Verbal Behavior Ranking. The indirect verbal behavior was ranked by 19.9% to 22.4% of participants. For the New Partner Scenario, female participants were more likely to report indirect verbal behavior (n = 38, 25.2%) as an important behavior compared to male participants (n = 1, 4.3%). No additional statistical differences were found.

Borderline Pressure Behaviors Ranking. Borderline pressure behaviors were ranked important by 13.9% to 17.2% of participants. For the Most Recent Partner Scenario, male participants (n = 8, 29.6%) were more likely to report borderline pressure behaviors as an important behavior compared to female participants (n = 17, 11.2%). No additional statistical differences were found.

No Response Behaviors Ranking. No response behavior rankings were ranked important by 0.6% to 2.7% of participants. Overall, the behaviors were the least endorsed as important behaviors regardless of ECS version. No statistical differenced were found.

Comparisons Between ECS Versions.

Two additional sets of analyses were conducted. The first was a series of chi-square or Fisher's Exact tests to evaluate the different categories of consent behaviors for differences between the two ideal scenarios, Most Recent Partner (n = 179) or a New Partner (n = 174). The second set of analyses compared within the same group of participants the ideal Most Recent Partner Scenario with the actual Most Recent Sexual Activity for those individuals who

completed both versions for the same partner (n = 141). These analyses utilized McNemar's test, which is appropriate for use with paired nominal data (Adedokun & Burgess, 2012). As with the analyses reported in Table 4, the outcome variable is the number (percentage) of participants who ranked one or more items within on each subscale/item in their top 3 consent behaviors. The resulting p-values for these comparisons are reported in Table 6. For the comparison between Most Recent Partner and New Partner Scenarios, the only significant difference was for Direct Verbal Behaviors (n = 212, 60.1%). Significantly fewer participants completing the ideal Most Recent Partner Scenario (n = 96, 53.6%) included Direct Verbal behaviors in their top three compared to those completing the ideal New Partner Scenario (n = 116, 66.7%). For the within-group comparison between the ideal Most Recent Partner Scenario and the actual Most Recent Sexual Activity, with the same partner identified in both scenarios, there were not significant differences. The was a trend (p = 0.089) for greater preference for Direct Verbal behavior in the ideal Most Recent Partner Scenario (n = 77, 54.6%) than was endorsed in the Most Recent Sexual Activity scenario (n = 67, 47.5%).

Table 6. Comparison of ECS rankings

ECS Subscale/Item	Top 3 Differences Between Conditions[1]	Top 3 Differences for Same Partner (Most Recent Partner Scenario and Most Recent Sexual Activity)[2]
Direct Nonverbal	.444	1.000
Passive	.791	.522
Initiator	.379	.584
Direct Verbal	**.012**	.089
Indirect Verbal	.988	.728
Borderline Pressure	.396	.815
No Response	.489	.500

[1] Differences between the Most Recent Partner Scenario and the New Partner Scenario for top 3 behaviors (see Table 4) with p-values. Significant differences (p < 0.05) appear in bold.

[2] Differences between the Most Recent Partner Scenario and the Most Recent Sexual Activity for top 3 behaviors with p-values.

Discussion

Study Overview

Sexual assault prevention programming on college campuses emphasize the need for sexual consent. However, in consideration of varying state laws and the current literature on sexual consent, there is no universal consensus on how students convey their agreement to engage in sexual activity. As rates of sexual assault continue to remain high for college women, further understanding of sexual consent is needed to inform programming that will reduce sexual assault rates. Therefore, an understanding of sexual consent preferences and practices of college students is necessary to inform policy.

The present study sought to increase the understanding of what it means to consent to sexual activity by considering how gender, relationship status, and ideal situations compared to reality impact communication of sexual agreement. Specifically, sexually active college students from UWM were recruited and randomized to complete scenarios of what behaviors they ideally would like to happen during sex with either a new partner or their most recent partner (i.e. someone they have a sexual history with). Additionally, all participants reported on the same behaviors during the last time they engage in sexual activity and identified if they were currently in a relationship with that partner or not. Participants assigned to the condition that reported on an ideal scenario with a current partner were also asked to identify whether the person in the ideal scenario was also the person described in their most recent encounter. Finally, participants were also asked to rank (i.e. 1st, 2nd, and 3rd) how important they believe the consent behaviors are in indicating their consent to the scenario or the most recent sexual activity.

Impact of Current Relationship Status

As hypothesized, few relationship status differences were found between participants currently in a relationship and participants not currently in a relationship during the most recent sexual activity. However, the following findings were significant. Participants currently in a relationship were more likely to both initiate the sexual activity and rank initiating as important for indicating sexual consent compared to participants not currently in a relationship. This finding was not predicted but is not contrary to any of our specific hypotheses. Contrary to what was hypothesized, currently being in a relationship increased the usage of passive external consent behaviors whereas there was no relationship status impact on the usage of borderline pressure behaviors.

Certain characteristics of the participants may have influenced relationship differences results. Specifically, participants not currently in a relationship were more likely to have more than one current sexual partner, reported increased alcohol usage for themselves and their partners, and the sexual activity occurred longer ago compared to participants currently with their partner. These factors may increase the likelihood that participants had impaired memory of the occurrence. Additionally, it is possible that sexual consent behaviors might look different if you multiple current partners in comparison having only one current partner, or are sober when having sex (Jozkowski & Wiersma, 2014).

Impact of Ideal Situation Compared to Reality

Comparison of participants who responded about the same sexual partner for the ideal scenario and the last time they engaged in sexual activity revealed a greater usage of external consent behaviors in the ideal scenario. Similar to what was hypothesized, the results indicate increased verbal behaviors and nonverbal behaviors as *preferred* ways of showing consent.

Results also trend towards participants wishing to initiate the sexual activity more often than they currently do. This suggests that college students may want to show more ways of saying "yes" to sex than they currently are engaging in when having sex.

Impact of New Partner Compared to Known Partner

As the creation of the two ideal scenarios was experimental, no specific hypotheses were made about the differences of the external consent behaviors between the scenarios. Ultimately, only no response signals behaviors were significantly different between the two conditions and trending results suggest that this difference may be driven by male participants. However, participants in the New Partner Scenario condition were more likely to rank direct verbal behaviors as an important behavior compared to participants in the Most Recent Partner Scenario condition. Therefore, college students may use the external consent behaviors at the same frequency for new and known sexual partners but value the usage of direct verbal behavior more with a new partner.

Impact of Gender

Although there were significantly more female participants than male participants enrolled in the study, one theme related to gender emerged. Specifically, female participants were more likely to use indirect verbal behavior to show consent compared to men, a finding consistent with Hickman et al. (1999). Although there were no percentage differences between the two scenarios for indirect verbal behavior, female participants in the New Partner Scenario were more likely to rank it as an important behavior than female participants in the Most Recent Partner Scenario. Women in college are therefore using indirect verbal behaviors more than men and value the behavior highly, and particularly so with a new sexual partner.

Male participants did not significantly use any of the external consent behaviors more often than female participants regardless of relationship status or condition. Although not a direct replication of Jozkowski colleagues' (2014) behavior endorsement findings on the use of borderline pressure behaviors, a similar result was found in which male participants in the Most Recent Partner Scenario were more likely than female participants to rank borderline pressure behaviors as an important behavior for sexual consent. Thus, further supporting heterosexual sexual script theories in which men, in an ideal setting, believe in continuing sexual advances unless stopped by their partner as an important indicator of their sexual interest.

Importance of External Consent Behaviors

In addition to relationship status, condition, occurrence, and gender comparisons, observations of ranking behaviors were obtained. Consistent with the literature, direct nonverbal behaviors were found to be the most popular form of behavior to show sexual consent with three-quarters of participants ranking at least one of the behaviors in the subscale as among their top three. Passive behaviors were also highly valued by approximately half of the participants. Direct verbal behavior was the behavior that was ranked 1st overall. Interestingly, few participants ranked direct verbal behavior as 2nd or 3rd important. College students may therefore consider direct verbal behavior the most important behavior to indicate sexual consent or not important at all important. This contrasts with affirmative consent programming on college campuses in which all students are highly encouraged to use direct verbal behavior as the primary signal of sexual consent.

Limitations

There are a couple of limitations in this study. Recommendation from an *a priori* power analysis for the most conservative study aim (i.e. comparing the ideal scenario and the most

recent sexual activity with the same partner) was 43 male and 127 female participants to detect moderate power. Ultimately, due to low recruitment and exclusion criteria, only 18 male participants were included in those analyses and 50 male participants were included in the least conservative study aim (i.e., comparison of the two scenarios). *Post hoc* power analysis found that observed power was far lower than intended and, as the *a priori* power analysis recommended, more male participants are necessary to achieve power of .80. Therefore, the low number of male participants likely reduced our ability to detect any gender differences that may have been present in the study and should be interpreted with caution. However, it is also possible that few gender differences found in the study may be due to an actual lack of differences in how college men and women consent to sex.

Although the researcher sought to provide multiple ways for students to indicate their current relationship status, the wording of items in the survey may have led to items being interpreted in an unintended manner. Specifically, in the follow-up questions for the Most Recent Sexual Activity, participants were asked if they are "currently with this sexual partner." Participants who reported on a sexual act with a partner and then subsequently experienced a break-up with that partner may have interpreted "current" as the day they participated in the study. For example, a participant may have had a sexual encounter with a significant other, subsequently broke-up with that person, but used that sexual encounter as their most recent sexual activity in the survey, and reported "no" for being currently in a relationship with the partner. Therefore, the sexual activity occurred within the confines of a relationship, but the participant was classified as "not currently in a relationship." Additionally, college students vary in how they define their sexual relationships. For example, they may not label themselves as in a monogamous relationship even if they reported that they only have one current partner with

whom they are currently engaging in sexual interactions. Language within the survey may have therefore impacted how participants were classified in the study analyses.

Future Directions

Future studies on sexual consent would benefit from increased samples sizes to better capture gender differences. Additionally, although this study was unique as it used inclusive language in the scenarios and did not exclude participants based on their sexual orientation or sexual activity preferences, the sample ultimately had a small representation from the LGBTQ community. Studies that focus on recruiting individuals who identify their sexual orientation as other than heterosexual or engage in sexual behaviors that do not include penile-vaginal intercourse is recommended. Recruiting students outside of psychology courses would help diversify the participants eligible and willing to participate in the study.

Researchers focused on college sexual consent will need to take into consideration numerous factors that affect college students' sex lives. Specifically, types of romantic relationships in college may vary widely and students may label the type of relationship differently than researchers would. This creates difficulties in classifying student data and increases the likelihood of students being misrepresented. One possible solution may be to focus less on how a student defines their relationship status and instead ask students how many sexual encounters they have had with a partner and how exclusive they are with their partners. Another possibility may be to take a longitudinal or daily diary approach with the ECS to see patterns in sexual consent behaviors, including changes with partners.

Implication for Policy

Although alcohol and other substances usage was not a focus of the study aims, results indicated that a proportion of participants and their partners were using a substance on the day of

the sexual activity. Additionally, as this study focused exclusively on wanted sexual encounters, it is likely that students in this study who used a substance considered the sexual activity to be consensual and would not label the event as a sexual assault. This is despite legislation and institutional policies that might indicate or prefer otherwise depending on the level of intoxication involved, something was not assessed in the current study. This creates a conundrum on how to discourage students from being intoxicated when engaging in sexual activity while providing effective programming on sexual consent to students who prefer to have sex while also using intoxicants. Programming that emphasizes substance use risk reduction may be beneficial here.

To help combat traditional values instilled upon women of unassertiveness and passive behaviors with sexual partners, programming that emphasizes female empowerment, such as feminist self-defense programming (Gidycz & Dardis, 2014), may prove to be more effective if training emphasizes direct verbal behaviors. As the women in this study had a preference for indirect verbal behaviors when consenting to sex, assertiveness training that encourages women to practice using a mixture of both direct and indirect verbal behaviors may help increase comfort and self-efficacy around communicating sexual wants.

College administrators and other policy makers need to take into consideration that college students are not relying on direct verbal communication (e.g. “yes”) to consent to sex. As students heavily rely on nonverbal behaviors to indicate consent and want to use as many of these behaviors as possible in an ideal situation, sexual assault or sexual consent programming should provide education on the importance of nonverbal behavior in communication in a general sense, such as how much of human communication is in fact nonverbal (Mehrabian, 1972), and the high possibility of misinterpreting nonverbal communication. Perhaps this would

include learning how to identify specific nonverbal behaviors associated with consent to help create a common nonverbal language to reduce miscommunication during sexual activity. Additionally, as college students consider direct verbal behaviors particularly important with a new partner, it is possible that encouraging students to not change how they think about sexual consent from a new partner to an established partner may increase preference for direct verbal behaviors as sexual relationships develop over time.

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Appendix A

Screener and Informed Consent

Thank you for your interest in the "Let's Talk About Sex: Understand Sexual Consent in Relationships" study. Before reviewing the study consent form and completing the survey, please answer the following questions to determine if you are eligible for this study.

1. Please select your age:

    A. 17 or younger
    B. 18
    C. 19
    D. 20
    E. 21
    F. 22
    G. 23
    H. 24
    I. 25
    J. 26 or older
2. Please indicate the types of sexual behaviors you have ever willingly engaged in. Select all that apply:
        A. I touched my partner's genitals
        B. I gave my partner oral sex
        C. My partner gave me oral sex
        D. I had vaginal intercourse (penis into vagina) with my partner
        E. My partner put their penis in my anus
        F. I put my penis in my partner's anus
        G. I used sex toys such as vibrators and dildos with my partner
        H. I have not ever engaged in any of the above sexual behaviors

Thank you for your interest in our study.

Your answers to our screening questions indicate that you are **eligible for the study** based on your recent relationship history.

Please continue with the consent form below and be sure to follow the instructions at the end of the survey to receive your extra credit.

University of Wisconsin-Milwaukee
Informed Consent to Participate in Research

Study title: Let's Talk About Sex: Sexual Consent for College Students

Researcher[s]: Shawn P. Cahill, Ph.D., Associate Professor, Department of Psychology, University of Wisconsin – Milwaukee (UWM)

We're inviting you to participate in a research study. Participation is completely voluntary. If you agree to participate, you can always change your mind and withdraw. There are no negative consequences, whatever you decide.

What is the purpose of this study?
The purpose of this study is to better understand how people consent or agree to sexual activity. We are specifically interested in seeing how agreeing to engage in sex changes during the course of a relationship. Ultimately, this research may inform sex education programs about consent.

What will I do?
We will ask you to imagine that you are in a scenario in which you are about to have sex. For the scenario, we will ask you to complete questions about how you would go about agreeing to have sex, what you were able to imagine in each scenario, and questions about your partner. Separately, we will also ask you about the last time you engaged in sexual activity. While thinking about the last time you had sex, we will ask about how you went about agreeing to have sex, what feelings you had during sex, substances you may have consumed before sex, and questions about your partner. We will also ask you to complete additional questionnaires about your beliefs and attitudes about sex consent, how assertive you are about sex, and how alcohol may affect sexual consent. Your total time for participation will be about 60 minutes.

Risks

- Some questions may be very personal or upsetting. You can skip any questions you don't want to answer, or stop the survey entirely.
- Online data being hacked or intercepted: This is a risk you experience any time you provide information online. We're using a secure system to collect this data, but we can't completely eliminate this risk. To help reduce this risk, we will not create a list connecting any of your identifying information (i.e. your name or email) nor will we collect your IP address.
- Breach of confidentiality: There is a chance your data could be seen by someone who shouldn't have access to it. We're minimizing this risk in the following ways:
    - Data is de-identified. Identifying information (i.e. your name or email) will be collected via SONA only to ensure you receive extra credit. No list connecting your name or study created ID number will be used for this study. IP addresses are not collected when completing the Qualtrics survey.

- We'll store all electronic data on a password-protected, encrypted computer.

Possible benefits: By participating in our study, you will be contributing our understanding of how sexual consent works. Thus, future students may benefit from your participation.

Estimated number of participants: 500 students

How long will it take? Approximately 60 minutes

Costs: There are no anticipated costs to this study.

Compensation: 1 hour extra credit. You will receive instructions at the end of the survey as to how receive your extra credit via SONA. **Please follow the instructions at the end of the survey to ensure that you receive extra credit**.

If I don't want to be in this study, are there other options? If your course instructor does provide extra credit for participation in research, but you do not wish to participate in this particular study, there are other studies available through the Department of Psychology and you may learn about these studies by going online to SONA or asking your instructor. In addition, if your instructor provides extra credit for participation, he or she will also provide an alternative extra credit option for those who do not wish to participate in research.

Future research: De-identified data may be shared with other researchers. You won't be told specific details about these future research studies.

Where will data be stored? On the servers for the online survey software (Qualtrics). Once removed from Qualtrics, de-identified data is stored on password-protected spreadsheets on a secure server. Your name and date of participation is stored on SONA and on a password-protected spreadsheet on a secure server.[2]

How long will it be kept? De-identified data will be kept indefinitely. Questionnaire data will be kept for ten years after the last publication of study related data.[2] Identifying (i.e. your name and date of participation) data will be kept for up to one year after data collection is complete.

Who can see my data?

- We (the researchers) will have access to all data. This is so we can analyze the data and conduct the study.
- The Institutional Review Board (IRB) at UWM, the Office for Human Research Protections (OHRP), or other federal agencies may review all the study data. This is to ensure we're following laws and ethical guidelines.

- We may share our findings in publications or presentations. If we do, the results will aggregated (grouped) data.

Contact information:
For questions about the research or problems: Contact Cari B. Lee, M.S. at 414-229-3188 / cbrosoff@uwm.edu
or Shawn P. Cahill, Ph.D. at 414-229-3173 / cahill@uwm.edu

For questions about your rights as a research participant, complaints, or problems: Contact the UWM IRB (Institutional Review Board; provides ethics oversight) at 414-229-3173 / irbinfo@uwm.edu.

Please print or save this screen if you want to be able to access the information later.
IRB #:
IRB Approval Date:

Agreement to Participate
If you meet the eligibility criteria below and would like to participate in this study, click the button below to begin the survey. Remember, your participation is completely voluntary, and you're free to withdraw at any time.

- I am between 18 and 25 years old
- I am sexually active
- I am UWM undergraduate eligible for extra credit in a psychology course
- I have not previously participated in this study

You will be reconnected to SONA upon completion of the Qualtrics survey to receive extra credit. PLEASE BE SURE TO FOLLOW THE INSTRUCTION AT THE END OF THE SURVEY TO ENSURE YOU ARE RECONNECTED TO SONA. Failure to follow the instructions may accidentally lead to you not receiving your extra credit.

Thank you!

To indicate decision about participating in the of the above described study, please select one of the following:

- o I have read the informed consent and I agree to participate in this study.
- o I have read the informed consent and *do not* agree to participate in this study.

Appendix B

Demographics

1. What is your current age?
   A. 18 D. 21 G. 24
   B. 19 E. 22 H. 25
   C. 20 F. 23 I. Other: _____

2. What is your gender?
   A. Male C. Other: _____
   B. Female

3. What is your race?
   A. American Indian or Alaska Native D. Native Hawaiian or Pacific Islander
   B. Asian E. White or Caucasian
   C. Black or African American F. Other: _____

4. What is your ethnicity?
   A. Hispanic or Latino
   B. Not Hispanic or Latino

5. What is your sexual orientation?
   A. Bisexual C. Gay or Lesbian
   B. Heterosexual D. Other: _____

6. Approximately what is your household income?
   A. Under $10,000 E. $41,000 – $50,000
   B. $10,000 - $20,000 F. $51,000 – $75,000
   C. $21,000 – 30,000 G. $76,000 - $100,000
   D. $31,000 – 40,000 H. Over $100,000

7. What is your current year in school?
   A. Freshman D. Junior F: Other: _____
   B. Sophomore E. Senior

8. What is your major? _____

9. Are you a member of a Greek organization (i.e. sorority or fraternity)?
   A. Yes
   B. No

10. Do you live in:
    A. University housing
    B. Family home
    C. Off campus apartment/house alone or with roommates
    D. Other _____

11. What is your current marital status?
    A. Never married
    B. Cohabiting
    C. Married
    D. Divorced
    E. Widowed

12. What is your current dating status?
    A. I do not date
    B. I date casually
    C. I am involved in a long-term relationship
    D. I am engaged
    E. I am married

13. I am currently…
    A. In an exclusive/monogamous sexual relationship (we only have sex with each other)
    B. In a non-exclusive/non-monogamous sexual relationship(s) (open relationship; we are having sex with each other and other people)
    C. Having casual sexual encounters (hooking up; no attachments to sexual partners)
    D. In an exclusive relationship in which we are not having sexual relations (we are in a relationship in which we are not having sex with each other or other people)
    E. Not in a relationship and not engaging in sexual relations

14. My current partner(s) is/are:
    A. Male
    B. Female
    C. Both male and female
    D. Other: _____
    E. Not applicable (I am not currently in a relationship)

15. If you are in a relationship, how long have you been with your current partner?

Note: if you are in multiple relationship, please report the relationship you have been in the longest

_____ (Months) _____ (Years)

16. If you are NOT in a relationship, how long ago did your last relationship end?

_____ (Months) _____ (Years)

17. How old were you when you first willingly engaged in sexual activity?

A. 13	F. 18
B. 14	G. 19
C. 15	H. 20
D. 16	I. Other _____
E. 17	J. I have never willingly engaged in sexual activity

18. How many consensual (not forced) sex partners have you had in your *lifetime*?
_____ (# of partners)

19. How many consensual (not forced) sex partners have you had in the *past year*?
_____ (# of partners)

Appendix C

Most Recent Partner Scenario

People communicate their willingness or consent to engage in sexual activity in a variety of ways. For the following questions, imagine you want to have sex with **YOUR MOST RECENT SEXUAL PARTNER** (i.e., the last person you had sex with) and you believe they also want to have sex. Instead of thinking about what typically happens, think about what you would ***IDEALLY*** like to happen to show your willingness to have sex. Imagine the perfect setting where you and your established partner get exactly what you want out of the experience.

(Note: For the following questions "sex" or "sexually activity" includes but is not exclusive to vaginal, oral, or anal penetration)

1. Thinking about the moments leading up to your desired sexual act, write a few sentences about how you would **ideally** show your willingness and agreement to have sex:

2. While thinking of the above scenario, which of the following behaviors did you consider in letting your partner know you are willing and agreeing to have sex? For each item, please select yes or no.

I would increase physical contact between myself and my partner	YES	NO
I would engage in some level of sexual activity such as kissing or "foreplay"	YES	NO
I would touch my partner, show him/her what I want through touch, or increase physical contact between myself and the other person	YES	NO
I would use non-verbal cues such as body language, signals, flirting	YES	NO
I would remove my and/or my partner's clothing	YES	NO
I would not resist my partner's attempts for sexual activity	YES	NO
I would not say no or push my partner away	YES	NO
I would let the sexual activity progress to the point of intercourse	YES	NO
I would reciprocate my partner's advances	YES	NO
I would initiate sexual behavior and check to see if it was reciprocated	YES	NO
I would use verbal cues such as communicating my interest in sexual behavior or asking if he/she wants to have sex with me	YES	NO
I would indirectly communicate/imply my interest in sex (e.g., talk about getting a condom)	YES	NO
I would take my partner somewhere private	YES	NO
I would shut or close the door	YES	NO
I would just keep moving forward in sexual behaviors/actions unless my partner stops me	YES	NO
It would just happen	YES	NO
I would not say anything	YES	NO
I would not do anything; it was clear from my actions or from looking at me that I am willing to engage in sexual activity/sexual intercourse	YES	NO

3. Below are the responses you said " yes" to above. Now, while still thinking of the **IDEAL** sexual encounter, please rank the **top 3** behaviors that you consider the **MOST IMPORTANT** for giving consent to sexual activity.
   (Survey will show "yes" responses from item #2)

4. How well were you able to imagine yourself in the above scenario? Circle the response below:
   A. I could not imagine myself in the scenario at all
   B. I could somewhat imagine myself in the scenario
   C. I could mostly imagine myself in the scenario
   D. I could completely imagine myself in the scenario

5. What type of sexual behaviors did you imagine engaging in the above scenario? Circle all that apply below:
   I. I kissed/made out with my partner
   J. I masturbated alone (stimulated your body for sexual pleasure whether or not you had an orgasm)
   K. I touched my partner's genitals
   L. I gave my partner oral sex
   M. My partner gave me oral sex
   N. I had vaginal intercourse (penis into vagina) with my partner
   O. My partner put their penis in my anus
   P. I put my penis in my partner's anus
   Q. I used sex toys such as vibrators and dildos with my partner

6. Who did you imagine initiating the sexual activity in the above scenario? Circle the response below:
   A. Initiated by you
   B. Initiated by your partner
   C. Initiated by both you and your partner
   D. It was hard to tell who initiated it

7. Did you imagine you or your partner consuming alcohol in the above scenario?
   A. I consumed alcohol but my partner did not
   B. My partner consumed alcohol but I did not
   C. Both my partner and I consumed alcohol
   D. Neither my partner nor I consumed alcohol

8. Did you imagine you or your partner using cannabis (e.g. marijuana or pot) in the above scenario?
    A. I used cannabis but my partner did not
    B. My partner used cannabis but I did not
    C. Both my partner and I used cannabis
    D. Neither my partner nor I used cannabis

Below are a few questions to help us understand your relationship with your most recent sexual partner (the partner you were thinking of for the above questions):

9. What is your partner's gender?
    A. Male
    B. Female
    C. Other: _____

10. Are you currently with this sexual partner?
    A. Yes
    B. No

8a. (If "yes" to item #8)

How long have you been with this partner?

_____ (Months) _____ (Years)

8b. (If "no" to item #8)

How long ago did this relationship end?

_____ (Months) _____ (Years)

11. How would you describe your current relationship status with this partner?
    A. Dating casually
    B. Long-term relationship
    C. Engaged
    D. Married
    E. No longer in a relationship

12. How often do you engage in sexual activity with this partner?
    A. We never engage in sexual activity
    B. Less than 1x a month
    C. 1x a month
    D. 2-3x a month
    E. 1x a week
    F. 2-3x a week
    G. 4-5x a week
    H. Daily

13. Do you have other sexual partners that you are seeing other than the person described above?

    A. Yes
    B. No

13a. (if "yes" to item #11)

How many other sexual partner do you currently have?

Number of partners _____

Appendix D

New Partner Scenario

People communicate their willingness or consent to engage in sexual activity in a variety of ways. For the following questions, imagine you want to have sex with a **NEW SEXUAL PARTNER** (i.e. someone you have never had sex with) and you believe they also want to have sex. This is the first sexual encounter you are having with this person and you do not know what your relationship will be with this person in the future. Think about what you would ***IDEALLY*** like to happen to show your willingness to have sex. Imagine the perfect setting where you and your new partner get exactly what you want out of the experience.

(Note: For the following questions "sex" or "sexually activity" includes but is not exclusive to vaginal, oral, or anal penetration)

1. Thinking about the moments leading up to your desired sexual act, write a few sentences about how you would **ideally** show your willingness and agreement to have sex:

2. While thinking of the above scenario, which of the following behaviors did you consider in letting your partner know you are willing and agreeing to have sex? For each item, please select yes or no.

I would increase physical contact between myself and my partner	YES	NO
I would engage in some level of sexual activity such as kissing or "foreplay"	YES	NO
I would touch my partner, show him/her what I want through touch or increase physical contact between myself and the other person	YES	NO
I would use non-verbal cues such as body language, signals, flirting	YES	NO
I would remove my and/or my partner's clothing	YES	NO
I would not resist my partner's attempts for sexual activity	YES	NO
I would not say no or push my partner away	YES	NO
I would let the sexual activity progress to the point of penetration	YES	NO
I would reciprocate my partner's advances	YES	NO
I would initiate sexual behavior and check to see if it was reciprocated	YES	NO
I would use verbal cues such as communicating my interest in sexual behavior or asking if he/she wants to have sex with me	YES	NO
I would indirectly communicate/imply my interest in sex (i.e. talk about getting a condom)	YES	NO
I would take my partner somewhere private	YES	NO
I would shut or close the door	YES	NO
I would just keep moving forward in sexual behaviors/actions unless my partner stops me	YES	NO
It would just happen	YES	NO
I would not say anything	YES	NO

I would not do anything; it was clear from my actions or from looking at me that I am willing to engage in sexual activity/sexual intercourse	YES NO

3. Below are the responses you said " yes" to above. Now, while still thinking of the **IDEAL** sexual encounter, please rank the **top 3** behaviors that you consider the **MOST IMPORTANT** for giving consent to sexual activity.
   (Survey will show "yes" responses from item #2)

4. How well were you able to imagine yourself in the above scenario? Circle the response below:
   A. I could not imagine myself in the scenario at all
   B. I could somewhat imagine myself in the scenario
   C. I could mostly imagine myself in the scenario
   D. I could completely imagine myself in the scenario

5. What type of sexual behaviors did you imagine engaging in the above scenario? Circle all that apply below:
   A. I kissed/made out with my partner
   B. I masturbated alone (stimulated your body for sexual pleasure whether or not you had an orgasm)
   C. I touched my partner's genitals
   D. I gave my partner oral sex
   E. My partner gave me oral sex
   F. I had vaginal intercourse (penis into vagina) with my partner
   G. My partner put their penis in my anus
   H. I put my penis in my partner's anus
   I. I used sex toys such as vibrators and dildos with my partner

6. Who did you imagine initiating the sexual activity in the above scenario? Circle the response below:
   A. Initiated by you
   B. Initiated by your partner
   C. Initiated by both you and your partner
   D. It was hard to tell who initiated it

7. Did you imagine you or your partner consuming alcohol in the above scenario?
   A. I consumed alcohol but my partner did not
   B. My partner consumed alcohol but I did not
   C. Both my partner and I consumed alcohol
   D. Neither my partner nor I consumed alcohol

8. Did you imagine you or your partner using cannabis (e.g. marijuana or pot) in the above scenario?
    A. I used cannabis but my partner did not
    B. My partner used cannabis but I did not
    C. Both my partner and I used cannabis
    D. Neither my partner nor I used cannabis

Below are a few questions to help us understand your relationship with your imaginary sexual partner:

9. What is your partner's gender?
    A. Male
    B. Female
    C. Other: _____

10. How would you describe your current relationship status with this imaginary partner?
    D. Dating casually
    E. Long-term relationship
    F. Engaged
    D. Married
    E. No longer in a relationship

Appendix E

Most Recent Sexual Activity

The following questions refer to the last time you had sexual intercourse. Please report what **ACTUALLY HAPPENED** as opposed to what ideally happened.

1. People communicate their willingness or consent to engage in sexual activity in a variety of ways. Think about the **LAST TIME** you engaged in sexual activity with another person. Which of the following behaviors did you engage in to indicate your consent or agreement to engage in sex? Select yes or no.

(Note: For the following questions "sex" or "sexually activity" includes but is not exclusive to vaginal, oral, or anal penetration)

I increased physical contact between myself and my partner	YES	NO
I engaged in some level of sexual activity such as kissing or "foreplay"	YES	NO
I touched my partner, show him/her what I wanted through touch or increasing physical contact between myself and the other person	YES	NO
I used non-verbal cues such as body language, signals, flirting	YES	NO
I removed mine and/or my partner's clothing	YES	NO
I did not resist my partner's attempts for sexual activity	YES	NO
I did not say no or push my partner away	YES	NO
I let the sexual activity progress to the point of intercourse	YES	NO
I reciprocated my partner's advances	YES	NO
I initiated sexual behavior and checked to see if it was reciprocated	YES	NO
I used verbal cues such as communicating my interest in sexual behavior or asking if he/she wanted to have sex with me	YES	NO
I indirectly communicated/implied my interest in sex (i.e. talked about getting a condom)	YES	NO
I took my partner somewhere private	YES	NO
I shut or closed the door	YES	NO
I just kept moving forward in sexual behaviors/actions unless my partner stopped me	YES	NO
It just happened	YES	NO
I did not say anything	YES	NO
I did not do anything; it was clear from my actions or from looking at me that I was willing to engage in sexual activity/sexual intercourse	YES	NO

2. Below are the responses you said " yes" to above. Now, while still thinking of the **LAST TIME** you engaged in sexual activity, please rank the **top 3** behaviors that you consider the **MOST IMPORTANT** for giving consent to sexual activity.
   (Survey will show "yes" responses from item #1)

3. People may have different feelings associated with their willingness to engage in sexual activity. Continue thinking back to the last time you engaged in sexual activity. Please indicated the extent to which you agree or disagree that you felt the following during the last time you engaged in sexual activity.
   I FELT:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Rapid heart beat				
Flushed				
Eager				
Heated				
Lustful				
Erect/vaginally lubricated				
Secure				
Protected				
Safe				
Respected				
Certain				
Comfortable				
In Control				
Aroused				
Turned on				
Interested				
Consented to				
Agreed to				
Wanted				
Consensual				
Desired				
Ready				
Sure				
Willing				
Aware of my surrounds				

4. When did the activity occur?
   A. Within the past 24 hours
   B. 1-2 days ago
   C. 3-7 days ago
   D. More than 1 week ago but within the past month
   E. More than 1 month ago

5. How well were you able to remember the activity you reported?
    A. I could not remember what happened
    B. I could somewhat remember what happened
    C. I could mostly remember what happened
    D. I could completely remember what happened

6. What type of sexual behaviors did you engage? (check all that apply)
    A. I kissed/made out with my partner
    B. I masturbated alone (stimulated your body for sexual pleasure whether or not you had an orgasm)
    C. I touched my partner's genitals
    D. I gave my partner oral sex
    E. My partner gave me oral sex
    F. I had vaginal intercourse (penis into vagina) with my partner
    G. My partner put their penis in my anus
    H. I put my penis in my partner's anus
    I. I used sex toys such as vibrators and dildos with my partner

7. Who initiated the sexual activity?
    A. Initiated by you
    B. Initiated by your partner
    C. Initiated by both you and your partner
    D. It was hard to tell who initiated it

8. On the day the sexual activity occurred, did you consume alcohol?
    A. Yes
    B. No
    C. I don't remember

(8a. – 8b. displayed to participants that reply "yes" for item #8)

8a. How many standard drinks of alcohol did you consume? (a standard drink is a 12-ounce beer, 5-ounce glass of wine, or a 1-ounce glass of liqueur)

A. 1	F. 6	K. 11	P. 16	U. 21
B. 2	G. 7	L. 12	Q. 17	V. 22
C. 3	H. 8	M. 13	R. 18	W. 23
D. 4	I. 9	N. 14	S. 19	X. 24
E. 5	J. 10	O. 15	T. 20	Y. 25+
				Z. I don't remember

8b. How intoxicated did you feel while engaging in the sexual activity?

A. Not at all intoxicated
B. Mildly intoxicated
C. Moderately intoxicated
D. Very intoxicated
E. I don't remember

9. On the day the sexual activity occurred, did your partner consume alcohol?
   A. Yes
   B. No
   C. I don't know or remember

(9a. – 9b. displayed to participants that reply "yes" for item #9)

9a. How many standard drinks of alcohol did you partner consume? (a standard drink is a 12-ounce beer, 5-ounce glass of wine, or a 1-ounce glass of liqueur)

F. 1	F. 6	K. 11	P. 16	U. 21
G. 2	G. 7	L. 12	Q. 17	V. 22
H. 3	H. 8	M. 13	R. 18	W. 23
I. 4	I. 9	N. 14	S. 19	X. 24
J. 5	J. 10	O. 15	T. 20	Y. 25+
			Z. I don't know or remember	

9b. How intoxicated did you think your partner felt while engaging in the sexual activity?

F. Not at all intoxicated
G. Mildly intoxicated
H. Moderately intoxicated
I. Very intoxicated
J. I don't know or remember

10. On the day the sexual activity occurred, did you use cannabis (e.g. marijuana or pot)?
    A. Yes
    B. No
    C. I don't remember
11. On the day the sexual activity occurred, did your partner use cannabis (e.g. marijuana or pot)?
    A. Yes
    B. No
    C. I don't remember

(#12 displayed only to participants that completed Ideal Recent Partner Scenario)

12. Earlier in the survey you were asked to imagine yourself with your most recent partner in an *ideal* scenario. Was the partner in the *ideal* scenario the same partner as the partner *last time* you had sex?
    A. Yes. The last person I had sex with was the same person I imagined in the ideal scenario.
    B. No. The last person I had sex with was a different person from who I imagined in the ideal scenario.
    C. I don't remember who I was thinking of in the ideal scenario.

(displayed to participants that completed the Ideal New Partner Scenario or responded "No" or "I don't remember" for item #12)

Below are a few questions to help us understand your relationship with the partner you last had sex with (the partner you were thinking of for the above questions):

13. What is your partner's gender?
    E. Male
    F. Female
    G. Other: _____

14. Are you currently with this sexual partner?
    H. Yes
    I. No

14a. (If "yes" to item #14)

How long have you been with this partner?

_____ (Months) _____ (Years)

14b. (If "no" to item #14)

How long ago did this relationship end?

_____ (Months) _____ (Years)

15. How would you describe your current relationship status with this partner?
    J. Dating casually
    K. Long-term relationship
    L. Engaged
    D. Married
    E. No longer in a relationship

16. How often do you engage in sexual activity with this partner?

M. We never engage in sexual activity
N. Less than 1x a month
O. 1x a month
P. 2-3x a month
E. 1x a week
F. 2-3x a week
G. 4-5x a week
H. Daily

17. Do you have other sexual partners that you are seeing other than the person described above?

Q. Yes
R. No

17a. (if "yes" to item #17)

How many other sexual partner do you currently have?

Number of partners _____

Appendix F

Scenario Development

Phase 1: Brainstorming

We have theorized that consent likely varies person to person and across situations, we therefore wanted to create an open to interpretation situation for participants to imagine themselves in. Thus, we designed the scenarios to match the format of the ECS which relies on a participant's own experiences. We wanted participants to be free to think about how their own learned history affects how they consent to sex. However, we also wanted them to consider what it would be like to consent to sex without concern for typical cultural or historical expectations for consent that may make the experience less appealing. Hence, participants were asked to consider what they would *ideally* do in the given situation as opposed to thinking about what typically occurs during sexual consent.

Another concern of the researchers was the over reliance of heteronormative sexual behaviors in the consent literature. This is primarily due to vignettes featuring a man and woman or, in the case of the original version of the ECS used in Jozkowski et al.'s 2014 study, a prompt that implies vaginal-penile sex. As consent is likely occurring in other forms of sexual activity, we determined to eliminate language that would imply heteronormative sexual behaviors. By eliminating the language and assessing partner gender and imagined sexual activity, the researchers will be able to examine potential differences in consent for both sexual orientation and sexual activity.

It was determined that focus groups with current undergraduate students would allow for the researchers to gain feedback on newly developed scenarios. Due to the sensitive nature of the topic, men and women participated in separate focus groups.

Phase 2: Methods of the Focus Group Study

IRB approval was obtained for the focus group study. Participants only completed the demographics questionnaire and the scenarios. Due to an oversight, participants were not asked to provide their age during the focus group. As the study was advertised as eligible only for students aged 18 to 25, it is likely that the participants were in this age range.

Participants first completed the scenario in which they were asked to imagine themselves with their most recent partner. They then engaged in a group discussion to assess their understanding of what they were asked to do in the scenario. Participants then completed the scenario in which they were asked to imagine themselves with a new sexual partner. They then engaged in a similar group discussion as the first scenario but were also asked questions to determine how well they were able to differentiate between the scenarios. Participants were then asked to complete a questionnaire and engage in a discussion about their overall thoughts about the scenarios.

Phase 3: Amendment

After the first 11 participants completed the focus group, several themes in their comments emerged that the researchers wished to address. First, participants noted being uncertain about at what point during the sexual script they were being asked to imagine themselves. As the goal is to have participants think about what occurs leading up to sexual activity, the wording was clarified. Second, participants commented on how their views of consent were affecting their responses. Generally, this is what we want to assess and a positive observation. However, the researchers became concerned that some participants may have overtly specific views about the topic of "consent." For example, a female participant commented that she might engage in several of the ECS items but only considered the item assessing direct verbal consent to be "consent." The participant therefore only reported "yes" to

the one item that assess direct verbal consent. The term "willingness" was added to the scenarios to encourage a sense of openness about the concept of consent being assessed. Third, in the scenario about the new sexual partner, a few participants commented their response might vary if they knew what that relationship would look like in the future. For our purposes, we want to be as inclusive as possible and not limit participants' cases to those with any particular expected trajectory (e.g., including only cases in which the person expects a long-term relationship). Accordingly, wording was adjusted to specify that the future outcome of the encounter is unknown. All versions of the scenarios are provided below:

Original Most Recent Partner Scenario

For the following questions, imagine you are about to have sex with YOUR MOST RECENT SEXUAL PARTNER (i.e., the last person you had sex with). Instead of thinking about what typically happens, think about what you would *IDEALLY* like to happen during the sexual encounter. Imagine the perfect setting where you and your established partner get exactly what you want out of the experience.

1. Write a few sentences about how you would ideally want this interaction to go:
2. Ideally, how would you let your partner know your consent or agreement to have sex? Circle yes or no.

Original New Partner Scenario

For the following questions, imagine you are about to have sex with NEW SEXUAL PARTNER (i.e. someone you have never had sex with). This is the first sexual encounter you are having with this person. Think about what you would *IDEALLY* like to happen during the sexual encounter. Imagine the perfect setting where you and your new partner get exactly what you want out of the experience.

1. Write a few sentences about how you would ideally want this interaction to go:
2. Ideally, how would you let your partner know your consent or agreement to have sex? Select yes or no.

Updated Most Recent Partner Scenario

People communicate their willingness or consent to engage in sexual activity in a variety of ways. For the following questions, imagine you and YOUR MOST RECENT SEXUAL PARTNER (i.e., the last person you had sex with) both want to have sex.

Instead of thinking about what typically happens, think about what you would *IDEALLY* like to happen to show your willingness to have sex. Imagine the perfect setting where you and your established partner get exactly what you want out of the experience.

1. Thinking about the moments leading up to your desired sexual act, write a few sentences about how you would ideally show your willingness and agreement to have sex:
2. While thinking of the above scenario, which of the following behaviors did you consider in letting your partner know you are willing and agreeing to have sex? For each item, please circle yes or no.

Updated Most Recent Partner Scenario

People communicate their willingness or consent to engage in sexual activity in a variety of ways. For the following questions, imagine you and a NEW SEXUAL PARTNER (i.e. someone you have never had sex with) both want to have sex. This is the first sexual encounter you are having with this person and you do not know what your relationship will be with this person in the future. Think about what you would *IDEALLY* like to happen to show your willingness to have sex. Imagine the perfect setting where you and your new partner get exactly what you want out of the experience.

1. Thinking about the moments leading up to your desired sexual act, write a few sentences about how you would ideally show your willingness and agreement to have sex:
2. While thinking of the above scenario, which of the following behaviors did you consider in letting your partner know you are willing and agreeing to have sex? For each item, please circle yes or no.

Phase 4: Results

Data collection occurred between December 2018 and April 2019. A total of 30 participants completed the focus groups: 11 participants for the original version and 19 participants for the updated. Table 1. provides an overview of the demographics of the participants broken down by scenario version (i.e. original or updated). A significant drawback to the results was the lack of male students who participated in the focus group study

Table 1. Characteristics of the participants

	Full Sample ($N = 30$)	Original Version ($N = 11$)	Updated Version ($N = 19$)
Gender			
Female - no. (%)	24 (80.0)	9 (81.8)	15 (78.9)
Male - no. (%)	6 (20.0)	2 (18.2)	4 (21.1)
Race			
White - no. (%)	20 (66.7)	6 (54.5)	14 (73.7)
Other - no. (%)	10 (33.3)	5 (45.5)	5 (26.3)
Sexual orientation			
Heterosexual - no. (%)	21 (70.0)	10 (90.9)	11 (57.9)
Other - no. (%)	9 (30.0)	1 (9.1)	8 (42.1)
Current dating status			
Long-term Relationship - no. (%)	20 (66.7)	7 (63.6)	13 (68.4)
Other - no. (%)	10 (33.3)	4 (36.4)	6 (31.6)
Sexually Active - no. (%)	27 (90.0)	10 (90.9)	17 (89.5)

Table 2. is a summary of results from participants overall reactions. Generally, the study was well received by the participants. They consider the topic of sexual consent important and would recommend friends to participate in consent research which was supported by comments during the discussion. Participants were mostly able to imagine themselves in the scenarios. During discussion, there was some disagreement about which scenario was more difficult to imagine. Some participants felt it was difficult to focus on the "ideal" rather than "typical" for most recent partner and some participants felt it was difficult to consider how they would consent with a new partner as they have an undetermined history and future with the person. Despite this, participants were generally able to use their imagination. Overall, participants had minimal difficulties differentiating between the two scenarios.

Table 2. Overall reactions of the participants

	Full Sample ($N = 30$)	Original Version ($N = 11$)	Updated Version ($N = 19$)
Imagine self in scenarios: mostly or completely - no. (%)	24 (80.0)	9 (81.8)	15 (78.9)
Tell the difference between the scenarios: mostly or completely - no. (%)	29 (96.7)	10 (90.9)	19 (100.0)
Issue of sexual consent: moderately or very important - no. (%)	30 (100.0)	11 (100.0)	19 (100.0)
Recommend a friend to a new anonymous study: moderately or very confident - no. (%)	26 (86.7)	10 (90.9)	16 (84.2)

During the discussion of the updated version of the scenarios, comments made by participants were generally positive. Some participants appreciated having the scenarios open for interpretation while other participants noted wanting more specifics particularly for the new partner scenario. Participants also recommended assessing for more information about partners and other factors that may influence what is imagined such as substance use. As the scenarios are designed to be open for interpretation, the researchers have decided not to make changes to the scenarios for the proposed present study. The researchers are in agreement with the participants that more information needs to be assessed about the partner and what is occurring in the scenario. The Methods section describes this assessment and the specific questions can be viewed in Appendices C and D.

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Education

Ph.D. in Psychology, University of Wisconsin – Milwaukee Expected 2021
Clinical Psychology
Dissertation: The influence of relationship history on sexual consent: A comparison of idealized and actual sexual experiences

Master of Science in Psychology, University of Wisconsin – Milwaukee 2018
Clinical Psychology
Master's Thesis: Risk reduction programming: Understanding feasibility and the role of rape myths

Bachelor of Arts, Case Western Reserve University 2012
Psychology, Sociology
Honors Thesis: Effects of depression on PTSD treatment choice

Research Experience

Student Principal Investigator, Shawn Cahill's Lab at UWM (8/2015 – 5/2020)
Supervisor: Shawn Cahill, Ph.D.

Clinical Research Assistant, Fralin Biomedical Research Institute (previously Virginia Tech Carilion Research Institute; 7/2012 – 6/2015)
Supervisors: Pearl Chiu, Ph.D., Brooks King-Casas, Ph.D.

Undergraduate Research Assistant, Depression and Suicide Laboratory at Case Western Reserve University (CWRU) (1/2011 – 5/2012)
Supervisor: James Overholser, Ph.D.

Undergraduate Research Assistant, Trauma and Affective Psychophysiology Lab at The New School for Social Research (5/2011 – 7/2011)
Supervisor: Wendy D'Andrea, Ph.D.

Undergraduate Research Assistant in PTSD Research and Treatment Laboratory at CWRU (10/2009 – 5/2011)
Supervisor: Norah Feeny, Ph.D.

Publications

Lee, C. B. & Cahill, S. P. (2019). *Participant reactions to a sexual assault risk reduction program: A consideration of minimal risk*. Manuscript in preparation.

Rosoff, C. B. (2017) Ethics in college sexual assault research. *Ethics and Behavior, 28*(2), 91-103.

Fisher, L. B., Overholser, J. C., Ridely, J., Braden, A., & **Rosoff, C. B**. (2015). From the outside looking in: Sense of belonging, depression, and suicide risk. *Psychiatry: Interpersonal and Biological Processes, 78*(1), 29-41

Rytwinski, N. K., **Rosoff, C. B.**, Feeny, N. C., & Zoellner, L. A. (2014). The influence of depression symptoms and depression-relevant treatment rationales on PTSD treatment choice and treatment beliefs. *Behaviour Research and Therapy, 61,* 96-104.

Conference Presentations

Lee, C., Krek, M., Cahill, S. (2019). *Group motivational interviewing risk reduction workshop: Efficacy of sexual assault intervention for college women*. Poster presented at the annual convention of the Association of Behavioral and Cognitive Therapies in Atlanta, GA.

Kirkman, M., Davine, T., Schwarz, N., **Lee, C. B.**, Wessels, K., & Skerven, K. (2018). *Skill use moderates the relationship between emotion dysregulation and borderline symptoms.* Poster presented at the annual conference of the International Society for the Improvement and Teaching of Dialectical Behavior Therapy in Washington, DC.

Lee, C., Ball, L., & Cahill, S. (2018). *The role of rape myths in risk reduction programming.* Poster presented at the annual convention of the Association of Behavioral and Cognitive Therapies in Washington, DC.

Rosoff, C. B. (2017). *Ethics in college sexual assault research*. Talk presented at the annual convention of the American Psychological Association in Washington, DC.

Rosoff, C. B. (2017). *Reducing the Risk of Sexual Assault on College Campuses*. Poster conducted at University of Wisconsin – Madison's 4W Summit on Women, Gender, and Well-being in Madison, WI.

Rosoff, C. B. (2017). *Overview of a Sexual Assault Risk Reduction Program for College Women*. Symposium conducted at University of Wisconsin – Milwaukee's Association of Graduate Students in Psychology in Milwaukee, WI.

Rosoff, C. B. (2016). *Measuring sexual assault in college students*. Symposium conducted at University of Wisconsin – Milwaukee's Association of Graduate Students in Psychology in Milwaukee, WI.

Brown, V., Wang, J., Zhu, L., **Rosoff, C.**, King-Casas, V., & Chiu, P. (2014). *Reinforcement learning predictors of response to CBT in depression*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies in Philadelphia, PA.

Brown, V. M., Wang, J., Zhu, L., **Rosoff, C.**, King-Casas, B., & Chiu, P. (2013). *Alteration in punishment learning in major depression*. Poster presented at the annual meeting of Computational Psychiatry in Miami, FL.

Brown, V., Wang, J., Zhu, L., McNamara, R., **Rosoff, C.**, McCurry, K., King-Casas, B., & Chiu, P. (2013). *The neural substrates of reward and punishment learning in major depression*. Poster presented at the annual meeting of the Organization for Human Brain Mapping in Seattle, WA.

Zhu, L., **Rosoff, C.**, McNamara, R., McCurry, K., Chiu, P., & King-Casas, B. (2013). *Aggression in social contests in veterans with Post-Traumatic Stress Disorder*. Poster presented at the annual meeting of the Organization for Human Brain Mapping in Seattle, WA.

Fisher, L., Overholser, J., Ridley, J., & **Rosoff, C.** (2012). *I don't belong anywhere: A key factor in depression and suicide risk*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies in National Harbor, MD.

Braden, A., Overholser, J., Fisher, L., Ridley, J., & **Rosoff, C.** (2012). *Searching for Meaning in Depressed Psychiatric Patients: Suicide risk as related to self-transcendence*. Poster presented at the annual conference of the International Society for Affective Disorders in London, UK.

Rosoff, C. B., Rytwinski, N. K., Feeny, N. C., & Zoellner, L. A. (2011). *Effects of depression PTSD treatment choice*. Poster presented at Case Western Reserve University's Intersections: SOURCE Undergraduate Symposium and Poster Session in Cleveland, OH.

Rytwinski, N. K., **Rosoff, C.B.**, Feeny, N. C., & Zoellner, L. A. (2011). *The effects of depression on PTSD treatment choice and beliefs*. Poster presented at the annual conference of the International Society for Traumatic Stress Studies in Baltimore, MD.

Caldwell, D., Zoellner, L., Brennan, E., **Rosoff, C.**, Iyer, R., & Feeny, N. (2011). *Gender differences in credibility and personal reactions to treatment options for PTSD*. Poster presented at the annual convention of the Association of Behavioral and Cognitive Therapies in Toronto, CA.

Hanson, R., Todhunter, B., Henricksen, E., Brennan, E., **Rosoff, C.**, Pruitt, L.D., Zoellner, L. A., & Feeny, N. C. (2011). *Beliefs underlying treatment preference: How providing testimonials impacts treatment choice for PTSD*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies in Toronto, CA.

Clinical Experience

Clinical Psychology Intern, Veterans Affairs Maryland Health Care System – University of Maryland-School of Medicine Psychology Internship Consortium (starting June 2020)

Supervision of Therapy, UWM Psychology Clinic (12/2019 – 5/2020)
Supervisor: Shawn Cahill, Ph.D.

Psychology Clinic Teaching Assistant, University of Wisconsin – Milwaukee (UWM) Psychology Clinic (7/2019 – 5/2020)
Supervisor: Stacey Nye, Ph.D.

Milwaukee VA Medical Center, Evidence Based Psychosocial Rehabilitation and Education Program (6/2019 – 3/2020
Supervisor: Sandra Regan, Ph.D.

Center for Behavioral Medicine, DBT-Linehan Board of Certification, Certified Program™ (5/2018 – 5/2020)
Supervisors: Henry Boeh, Ph.D., Neal Moglowsky, L.P.C., Kimberly Skerven, Ph.D.

Therapy Practicum, UWM Psychology Clinic (8/2017 – 5/2020)
Supervisors: Shawn Cahill, Ph.D., Stacey Nye, Ph.D.

Supervision of Assessments, UWM Psychology Clinic (8/2018 – 5/2019)
Supervisor: Bonita Klein-Tasman, Ph.D.

Group Leader for No Means No: The Risk Reduction Workshop at UWM (4/2017 – 5/2019)
Supervisor: Shawn Cahill, Ph.D.

Assessment Practicum, UWM Psychology Clinic (8/2016 – 5/2017)
Supervisors: Hanjoo Lee, Ph.D., Kristin Smith, Ph.D.

Teaching Experience

Teaching Assistant, University of Wisconsin – Milwaukee

Fall 2018, Spring 2019	First Year Practicum; Instructor: Bonita Klein-Tasman, Ph.D.
Fall 2017, Spring 2018	Social Psychology; Instructor: Jennifer Kunz, Ph.D.
Spring 2016, Fall 2016, Spring 2017	Psychology of Women; Instructor: Pamela Schaefer, Ph.D.
Fall 2018	Grader for a variety of courses

Honors & Awards

2018 & 2019	**Graduate Student Travel Award**, for travel to Association for Behavioral and Cognitive Therapies from the University of Wisconsin-Milwaukee Graduate School
2017	**American Psychological Association Ethics Committee Graduate Student Ethics Writing Prize**, winner of competition for a graduate student paper on psychology and ethics
2016	**Department of Psychology Summer Research Fellowship**, a merit-based award in support of graduate student research from the University of Wisconsin-Milwaukee Graduate School
2012	**The Professor Edwin P. Hollander and Mrs. Patricia A. Hollander Psychology Award**, in recognition for an outstanding capstone research project (i.e. Honor's thesis project) from Department of Psychological Sciences at CWRU.
2012	**The Robert C. Davis Award**, for demonstrated commitment to sociological studies from the Sociology Department at CWRU
2008 – 2012	**Dean's List**, CWRU
2011 – 2012	**Who's Who Among Students in American Colleges and Universities**
2011	**Intersections: SOURCE Symposium and Poster Session Award Winner 2nd place for Social Sciences Poster Competition**, 2nd place in competition for undergraduate student research poster at CWRU

Editorial Service

2017	*Ad hoc* Reviewer for Journal of Ethics and Behavior

Professional Memberships

2019 – present	Society of Clinical Psychology, Division 12 of APA
2018 – present	Association for Behavioral and Cognitive Therapies

Specialized Skills and Trainings

2018	Dialectical Behavioral Therapy Seminar with staff at Center for Behavioral Medicine
2017	Group Therapy Seminar with Dr. Stacey Nye at University of Wisconsin – Milwaukee
2016	Eating Disorder Seminar with Dr. Stacey Nye at University of Wisconsin – Milwaukee
2016	Motivational Interviewing: A Clinical Workshop with Dr. William R. Miller at Columbia School of Social Work
2012 – 2015	Siemens 3T MRI scanner operator at Fralin Biomedical Research Institute