Examining Collegiate Students’ Perceptions of Date Rape and Sexual Assault

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EXAMINING COLLEGIATE STUDENTS’ PERCEPTIONS OF DATE RAPE AND SEXUAL ASSAULT

A Specialist Project
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Specialist in Education

By
Jalen Rhodes

August 2019
EXAMINING COLLEGIATE STUDENTS’ PERCEPTIONS OF DATE RAPE AND SEXUAL ASSAULT

Date Recommended 8/7/2019

Dr. Anthony Paquin, Director of Project

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EXAMINING COLLEGIATE STUDENTS’ PERCEPTIONS OF DATE RAPE AND SEXUAL ASSAULT

Jalen Rhodes August 2019 40 Pages

Directed by: Dr. Anthony Paquin, Dr. Carl Myers, and Dr. Sarah Ochs

Department of Psychology Western Kentucky University

The purpose of this study was to examine how collegiate males and females perceived date rape and sexual assault by looking into their views on sexual scripts, consent, and alcohol in dating situations. Participants consisted of 323 male and female undergraduate students enrolled in psychology classes at a mid-south university. All participants were directed to an online questionnaire and were randomly assigned to one of four versions of a vignette where a man and a woman are at a party together. After reading their vignette, all participants answered researcher-created questions pertaining to the behavior of the people in the vignette and societal attitudes about sex and alcohol. All participants also completed shortened versions of the Acceptance of Modern Myths about Sexual Aggression scale and Sexual Experiences Survey. Results indicated that if college students believe men should take the lead in sexual encounters, they also expect the man to be persistent, even if the woman “hits the brakes.” Additionally, as many participants agreed and disagreed that alcohol plays a part for when a man rapes a woman. However, the participants did not rely on the specific nonverbal dating behaviors outlined in this study to engage in sexual activity. The relevance of these findings to current research, the implications for school psychologists working in middle and high schools, limitations, and future directions are discussed.
Introduction

Purpose of the Present Study

The goal of this specialist project is to examine collegiate student perceptions of date rape and sexual assault. Date rape is a continued problem for women in the United States. According to Lee, Busch, Kim, and Lim (2007), date rape is a type of acquaintance rape which involves sex between two people who are dating, whether it is a first date or an ongoing relationship, and is nonconsensual. Sinozich and Langton (2014) defined sexual assault as a wide range of victimizations, separate from rape or attempted rape, which include attacks or attempted attacks involving unwanted sexual contact between a victim and the offender. Sexual assaults also include verbal threats, grabbing, and fondling. Jozkowski, Peterson, Sanders, Dennis, and Reece (2014) stated that approximately 15% to 38% of women experience rape or sexual assault in their lifetime and rates have not declined over the past 50 years. From 2005-10, 72% of rape or sexual assault victimizations against females were committed by an intimate partner or a well-known/casual acquaintance (Planty, Langton, Krebs, Berzofsky, & Smiley-McDonald, 2013). Additionally, 39% of women stated that alcohol or drugs were used at the time of their rape or sexual assault (Planty et al., 2013). Men are typically the perpetrators in a date rape or sexual assault, so it is especially important to understand their thought process in certain situations where date rape or sexual assault is likely to occur.

Specifically, the guiding research questions are:

1. What are collegiate students’ views on men taking the lead in sexual contacts?
2. Is there a significant difference in perceptions of consent between male and female college students?
3. How do collegiate students view alcohol’s impact on rape?

**Defining Date Rape**

In the 1980s, rape was defined as an act of sexual intercourse committed by a man against a woman without her consent (Verberg, Wood, Desmarais, & Senn, 2000). Rape is now defined as gender-neutral, so it is any assaultive act of sexual nature perpetrated or experienced by a man or a woman (Verberg et al., 2000). Verberg et al. asked participants, “How would you define date rape?” Participants provided written responses to this question. Five themes emerged when trying to define date rape: Type of sexual act or acts, understanding of consent, understanding the use of force, context (dating versus acquaintance), and relevance of gender.

In theme one, two main groups appeared when trying to define date rape based on the type of sexual act or acts. One group believed that date rape involved sexual intercourse (“had sex,” “intercourse,” “had sexual relations”). The second group was any forced sexual contact. This may include fondling or touching another person. The second theme was the understanding of consent. Consent was identified as an issue for 90% of respondents. Many defined date rape as committing a sexual act against one’s will or without prior consent. Responses provided include not being able to give consent because of alcohol impairment or continuing with sexual acts even though he or she has already said no. Use of force is the third theme mentioned by participants. Respondents used phrases such as, “persisting and pushing,” “physical assertions,” or “proceeds without consent.” The fourth theme is context, meaning dating versus any acquaintance. The majority of responses (51.2%) indicated that date rape occurs between dating partners; however, some of the participants (15.3%) mentioned that date rape could occur between
acquaintances. The last theme seen is the relevance of gender. Respondents either provided a gender-neutral or gender-specific definition of date rape. A gender-neutral definition would indicate either a man or a woman could be the perpetrator or victim of date rape. Men were significantly more likely than women to provide a gender-neutral definition of date rape (Verberg et al., 2000). In all, date rape is complex and there may be variations to what it means to people on an individual basis, however, most definitions will include that date rape is a type of sexual act, lacks consent, uses force, is between dating partners, and is gender-neutral.

**Rape Prevention**

Katz, Olin, Herman, and DuBois (2013) state that approximately 20-25% of women are sexually assaulted during college and first-year women are at an increased risk. There have been several different approaches to prevent rape and sexual assault on college campuses. Less successful anti-rape programs have focused on self-defense (rape avoidance) and empathy training. Empathy training is the practice of trying to increase empathy for the victims of sexual assault. According to Stephens and George (2009), lack of empathy for rape victims has been associated with likelihood to rape. However, research has found little to no support for significant increases in victim empathy. On the other hand, community-based efforts such as bystander education seem to show more promise. These efforts shift the individual obligation from the victim and perpetrator and places responsibility onto everyone (Katz et al., 2013). Bystander education attempts to decrease sexual assault by helping people notice risks and to respond constructively to promote safety. Additionally, bystander education promotes prosocial behaviors and
increases the likelihood that individuals intervene in high-risk situations (Katz et al., 2013).

One program that attempts to promote bystander education and place responsibility on everyone is the “Know Your Power” poster campaign (Katz et al., 2013). These posters show how to display prosocial behaviors in sexual assault or other violent situations. Although posters may not be as interactive as in-person classes, they may reach a wider audience and visibly communicate prosocial messages (Katz et al., 2013). Research has shown that “Know Your Power” posters can be an effective way to reach students and decrease sexual assault. After being exposed to the posters, students were asked to participate in a survey. The survey included items regarding pre-contemplation (e.g., “I don’t think sexual assault is a big problem on campus”), contemplation (e.g., “I am planning to learn more about the problem of sexual assault on campus”), and action (e.g., “I am actively involved in projects to deal with sexual assault on campus”) (Katz et al., 2013). Students who participated in the survey showed more willingness to help others compared to those in the control group. Also, students who were able to relate to the posters, showed greater contemplation and action (Katz et al., 2013). Thus, it may be of importance for posters to display a wide range of diverse people and situations to reach a wider audience. If students can connect with the posters, it may increase the chance that they will pay more attention to the posters and learn prosocial behaviors on how to deal with sexual assault or other similar situations.

Although men are the primary perpetrators and contributors to sexual violence, they are rarely targeted for primary prevention for sexual violence (Stewart, 2014). An exception to this trend is “The Men’s Project.” The Men’s Project targets college males
and integrates social norms, empathy, and bystander education into one 11-week program (Stewart, 2014). The Men’s Project includes three major sections. The first section is three weeks dedicated to understanding different masculinities, socialization, and male privilege (social norms interventions). Afterwards, five weeks are spent learning about the breadth, depth, and emotional impact of sexual assault (empathy-based interventions). The final three weeks help men develop individual and institutional strategies to intervene in situations when sexist behaviors occur (bystander interventions). An example of an individual strategy may be someone confronting his use of sexist jokes, whereas joining a women’s rights organization could be an institutional strategy (Stewart, 2014). Social norms interventions in the Men’s Project focus on how participants perceive sexist norms. Sexism and rape myths are ideologies that contribute to the occurrence of sexual assault. Sexism includes the belief that women are inferior to men, which can ultimately motivate men to commit sexual assault (Stewart, 2014). Rape myths are false beliefs about rape, rape victims, and rapists. Rape myths may encourage victim-blaming. A few examples of rape myths include: “women ask for it,” “women only say they have been raped when they have something to cover up,” “only bad girls get raped,” or “rapists are sex-starved, insane, or both” (Burt, 1980). When victims are blamed for situations, they are less likely to report their sexual assaults (Stewart, 2014). The interventions try to correct misinformation and change attitudes towards sexual assault. Empathy-based interventions attempt to help participants understand the impact of sexual assault and connect men to the problem. The bystander interventions try to give participants skills necessary to notice sexist behaviors and how to intervene properly (Stewart, 2014). Instead of using these interventions as standalone, combining social
norms, bystander interventions, and empathy-based interventions, seems to have been effective for the Men’s Project. Research from Stewart (2014) on the Men’s Project, showed decreases from baseline to posttest in hostile sexism, benevolent sexism, and rape myth acceptance. Additionally, collective action willingness and feminist activism increased.

**Sexual Scripts and Masculinity Theory**

Jozkowski et al. (2014) state that a sexual script is a set of cultural guidelines for appropriate sexual behavior and how to progress in a sexual encounter. Additionally, according to Masters, Casey, Wells, and Morrison (2013), men are more likely to view sex as a recreational act than women and prefer multiple partners. However, women would rather have relational sex that is based upon commitment and monogamy.

Masculinity theory is a social construct concerning how men should act and behave sexually (Murray, 2018). Regarding sexuality, masculinity theory suggests that having low levels of sexual desires is a female characteristic. Thus, men should seek elevated levels of sexual activity. Men are also encouraged to always be ready for and interested in sexual activity. According to social norms, men should also have sexual experience with multiple partners and if there is a lack of interest or if a man fails to engage in sexual activity, he may receive disapproval from his peers. This may lead to questioning the heterosexual man’s masculinity and sexual orientation (Murray, 2018). Thus, to avoid putting their masculinity or sexual orientation in question, men engage in frequent acts of sexual activity.

There is also evidence to suggest that men have more sexual fantasies, more frequent masturbation, and more sexual initiation than women (Murray, 2018).
Additionally, college-aged males have reported considerable amounts of sexual desire regardless of the duration of a relationship, whereas, women’s sexual desires decrease over time (Murray, 2018).

The stereotypical sexual script for males is that they always want sex and will be the initiators, while women function as the gatekeepers who will decide whether sexual activity will occur (Jozkowski et al., 2014). Women will also tend to be resistant to sexual advances to avoid obtaining a negative reputation while men, on the other hand, are expected to keep pursuing a woman until she gives in to his sexual advances (Jozkowski et al., 2014). Therefore, the extent to which an individual agrees with the stereotype suggests the following:

Hypothesis 1: Individuals who believe men are expected to take the lead in sexual contacts, also expect men to be persistent in sexual situations.

Consent

According to Hickman and Muehlenhard (1999), consent is freely given verbal or nonverbal communication of willingness to engage in sexual activity. The importance of this definition is that consent is both a mental and physical act. The “feeling of willingness” is a mental act, meaning that the decision to engage in sexual activity is voluntary, clear, and without the use of external factors (e.g., drugs, alcohol, or the threat of harm). The physical part is what most people already know. An individual may use verbal or nonverbal communication to express their agreement to have sex. Jozkowski et al. (2014) stated that men tend to use more nonverbal communication for consent compared to women. A man may give consent through his body language and this is supposed to be interpreted by the other person. A man may also signal a lack of
consent nonverbally by not progressing any further in sexual activity. Additionally, men are more likely than women to assume consent to sexual activity via nonverbal cues exclusively and this is the most common strategy reported by men (Jozkowski et al., 2014). Since men typically use more nonverbal cues to either give or not give consent, they tend to expect women to behave similarly. If a man is kissing a woman, he may think that since she has not pushed him off yet or has not stopped kissing him, she is giving consent to engage in sexual activity. However, women tend to use verbal communication more than men when it comes to giving consent (Jozkowski et al., 2014). The differences in the preferred communication by men and women can easily lead to misinterpreting each other’s consent or nonconsent.

With respect to college students, however, both males and females look for nonverbal more than verbal cues to indicate consent (Jozkowski et al., 2014). There are two reasons why college students may default to use nonverbal cues over verbal cues. First, college students may feel uncomfortable verbally asking their partner to have sex or believe that it will ruin the mood. Secondly, college students may believe that consent is implied unless otherwise specified (Jozkowski et al., 2014). The second reason goes along with the typical way that men in general tend to indicate whether their partner is giving consent. In sum, unless the partner nonverbally denies consent, both female and male college students tend to believe that it is okay to engage in sexual activity.

Hypothesis 2: There is no difference between collegiate males and females in how they interpret specific dating behaviors as nonverbal consent.
2a: There is no difference between collegiate males and females’ interpretation of the dating behavior of when a woman invites a man to her home for a drink after a night out.

2b: There is no difference between collegiate males and females’ interpretation of the implications of when a woman starts ‘making out’ with a man.

**Alcohol**

Alcohol tends to play a key role in sexual assaults in several ways. First, according to Abbey (2011), alcohol consumption impairs episodic and working memory, abstract reasoning, set shifting, and judgment.

Episodic memory represents the way in which individuals can remember experiences and specific events that took place in their lives. An impaired episodic memory may cause an individual to forget notable events or memories that took place prior in their lives. Therefore, an individual may have trouble remembering certain events that happened during a night out when alcohol is consumed.

Working memory, or short-term memory, is the ability to remember and use relevant information during an activity. If an individual’s working memory is diminished, he or she may not be able to remember recent events. This may include recent conversations or encounters with other people. The issue of consent may become a problem if working memory is impacted as an individual may not remember providing or not providing consent for sex.

Abstract reasoning involves analyzing information, detecting patterns and relationships, and solving problems on a complex level. Diminished abstract reasoning
makes it difficult to analyze situations. If abstract reasoning is weakened, someone may have trouble interpreting verbal and nonverbal cues. In a dating situation, this could lead to individuals misinterpreting cues regarding his or her partner’s willingness to have sex. Instead of perceiving that friendly behavior is just friendly behavior, it may be interpreted as a sexual advance. In addition, many men believe that alcohol makes women more responsive to sexual invitations which can further bias men’s’ interpretations of a drinking woman’s actions such that, he may be more likely to think that friendly behavior from a woman who has been drinking means that they are interested in having sex with them (Abbey, 2011).

Set shifting is another cognitive function that can be impaired by the consumption of alcohol. It involves the ability to shift attention between one task and another. In a dating situation, a person may have their attention set on having sex with someone else. If set shifting is hindered, it may make it hard for that individual to turn their attention to something else even if the other individual clearly states that he or she does not want to engage in any sexual activities.

Impaired judgment impacts an individual’s ability to make careful and well-thought out decisions. Alcohol also short-circuits the stress appraisal process (Abbey, 2011). With a decrease in anxiety, perpetrators may not feel anxious about forcing sex on individuals and are more likely to engage in sexual behaviors. As such, alcohol can lead to people making decisions that a sober mind would not make.

Second, and more relevant to the current study, is that for many people, there is a double standard when alcohol is consumed by males and females. Intoxicated male perpetrators are blamed less for sexual assaults compared to sober perpetrators. However,
intoxicated female victims are judged more harshly than sober victims (Maurer & Robinson, 2008). An explanation for this is that individuals believe that alcohol consumption indicates a woman’s sexual intent (Maurer & Robinson, 2008). Therefore, the more alcohol that a woman consumes, the more individuals believe that she wants to engage in sexual activity. According to Powers, Leili, Hagman, and Cohn (2015), college students believe that alcohol increases one’s sex drive or aggression, thus, providing justification for violence against women. Additionally, men may be perceived as not being able to control themselves while drinking alcohol. An explanation for why alcohol is associated with sexual assault is that men deliberately intoxicate women so that they can have sex with them without any resistance (Ford, 2017). In fact, three-fourths of college males who self-disclosed as possible rapists, admitted that alcohol was used to facilitate sex and to engage in sexual acts that they knew the victim did not want (Ford, 2017).

Hypotheses 3: It is expected that individuals believe alcohol is often the culprit for when a man rapes a woman.
Method

The current study is based on information obtained as part of a much larger study so only certain items that were deemed relevant (e.g., alcohol, sexual scripts, consent) to this study were chosen. Information regarding the original study is included to provide context for the current project.

Original Study

Students who participated in the study were directed to an online Qualtrix questionnaire and were randomly assigned to one of four versions of a vignette (i.e., a 2 x 2 design) modified from Maurer and Robinson (2008). Items following the vignette could be influenced based upon which group a participant was a part of. One variable was whether people in the vignette are meeting for the first time or if they already know each other. The second variable referred to the last part of the vignette in which the female character either tries to push away the male character or she helps the male get undressed.

Participants. Participants consisted of 323 male and female undergraduate students enrolled in psychology classes at Western Kentucky University (WKU). Participants must have been at least 18 years of age to participate. Participants were recruited via the Psychology Department’s study board. Participation in the study counted towards satisfying the PSY 100 research experience requirement or for extra credit. Table 1 displays the demographics of participants for this study.
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>171</td>
<td>53.1%</td>
</tr>
<tr>
<td>Male</td>
<td>151</td>
<td>46.9%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
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<td></td>
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<tr>
<td>White</td>
<td>262</td>
<td>81.9%</td>
</tr>
<tr>
<td>African American</td>
<td>37</td>
<td>11.6%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>10</td>
<td>3.1%</td>
</tr>
<tr>
<td>Biracial</td>
<td>7</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.6%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Education Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>175</td>
<td>54.3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>69</td>
<td>21.4%</td>
</tr>
<tr>
<td>Junior</td>
<td>48</td>
<td>15.0%</td>
</tr>
<tr>
<td>Senior</td>
<td>30</td>
<td>9.3%</td>
</tr>
</tbody>
</table>
Measures.

Researcher-created questions. Researcher-created questions (see Appendix A) regarding the behavior of the people in the vignette and societal attitudes about sex and alcohol were included. The researcher-created questions were chosen to ask participants cross-cultural specific questions (e.g., “Should a woman (or a man) make the appearance of resisting sexual advances even if she (he) wants to have sex?” “Are people forgiven for doing something if they are intoxicated (drunk) that they wouldn't be forgiven for if they were sober?”). Participants also answered demographic questions (e.g., age, education level, ethnicity).

Acceptance of Modern Myths about Sexual Aggression (AMMSA) scale. A shortened version of the Acceptance of Modern Myths about Sexual Aggression (AMMSA; Gerger, Gerger, Kley, Bohner, Siebler, 2007) scale was included (see Appendix B). The AMMSA scale originally has 30 questions and each question is based on a 7-point scale. Only 10 relevant questions from the scale were used in this study. The questions chosen asked about relevant topics such as, consent, sexual scripts, or alcohol (e.g., “When it comes to sexual contacts, women expect men to take the lead,” “Alcohol is often the culprit when a man rapes a woman,” “Once a man and a woman have started "making out", a woman's misgivings against sex will automatically disappear.”). Other questions that were not chosen were deemed irrelevant for this study (e.g., “To get custody for their children, women often falsely accuse their ex-husband of a tendency towards sexual violence,” “When politicians deal with the topic of rape, they do so mainly because this topic is likely to attract the attention of the media,” “The discussion about sexual harassment on the job has mainly
resulted in many a harmless behavior being misinterpreted as harassment.”).

**Sexual Experiences Survey (SES).** The Sexual Experiences Survey – Short Form Victimization (SES; Koss et al., 2007) was also used in this study (see Appendix C). The original version of the SES contains 10 questions and asks participants how many times an experience has occurred in the past 12 months (0, 1, 2, 3+) and how many times since age 14 (0, 1, 2, 3+). This study used 7 of the 10 questions from the SES that were relevant. The questions that were chosen asked about the participant’s history of sexual experiences and consent (e.g., “A man put his penis into my vagina, or someone inserted fingers or objects without my consent,” “Even though it didn’t happen, someone TRIED to have oral sex with me, or make me have oral sex with them without my consent,” “Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration”)}). Questions not chosen were due to being either included in the demographic questions (“I am: Female Male My age is _____________ years and _____________ months.”), redundant (“Have you ever been raped?”), or not relevant (“Did any of the experiences described in this survey happen to you 1 or more times? What was the sex of the person or persons who did them to you?”).

**Procedures.** Participants clicked on the study via Study Board and were brought to a webpage with the implied consent document (see Appendices D & E). This page also informed the participant that completion of the survey would serve as their consent to participate in the study and as proof that they understood their rights as a research participant. They were also informed that they were free to exit the survey at any time. An equal number of participants were randomly assigned to read one of four vignettes.
Once the participants read the vignettes, they were asked to answer researcher-created questions. Items chosen from the AMMSA were presented next and then selected items from the SES. To end the study, participants answered demographic questions. Data collection lasted from October 9, 2017-April 29, 2019. The average completion time of the study was 16 minutes and 51 seconds.

**Current Study**

The data used in the current study were obtained from the original study. Specifically, the responses to five of the questions from the AMMSA in the original study were utilized to test the hypotheses proposed in the current study (see Table 2).
Table 2

*Items Used in Current Study*

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Relevant Items</th>
</tr>
</thead>
</table>
| #1: Individuals who believe men are expected to take the lead in sexual contacts, also expect men to be persistent in sexual situations. | • When it comes to sexual contacts, women expect men to take the lead (AMMSA #1)  
• In dating situations, the general expectation is that the woman "hits the brakes" and the man "pushes ahead" (AMMSA #24) |
| #2: There is no difference between collegiate males and females in how they interpret specific dating behaviors as nonverbal consent. | • (2a): If a woman invites a man to her home for a drink after a night out this means that she wants to have sex (AMMSA #9)  
• (2b): Once a man and a woman have started ‘making out,’ a woman's misgivings against sex will automatically disappear (AMMSA #2) |
| #3: Individuals believe alcohol is often the culprit for when a man rapes a woman | • Alcohol is often the culprit when a man rapes a woman (AMMSA #26) |
Results

The first guiding research question sought to determine collegiate students’ views on men taking the lead in sexual contacts. It was hypothesized that individuals who believe men are expected to take the lead in sexual contacts, are more likely to expect men to be persistent in sexual situations. In order to test this hypothesis, a Pearson Product Moment Correlation was calculated on the responses to two questions: (a) When it comes to sexual contacts, women expect men to take the lead; and (b) In dating situations, the general expectation is that the woman "hits the brakes" and the man "pushes ahead.” Based on a 7-point scale, the first question resulted in a mean of 4.82 (SD = 1.5) and the second question resulted in a mean of 3.33 (SD = 1.77). Results of the Pearson correlation indicated that there was a significant, but weak relationship between responses to the two questions, \( r(322) = .33, p < .001 \). This positive correlation supports the hypothesis that individuals who believe men are expected to take the lead in sexual contacts, also expect men to be persistent in sexual situations.

The second guiding research question sought to determine if there is a significant difference in how male and female college students interpret specific dating behaviors as nonverbal consent. It was hypothesized that there would be no differences between collegiate males and females’ interpretations of specific dating behaviors. There were two parts to the second hypothesis. Hypothesis 2a was there is no difference between collegiate males and females’ interpretation of the dating behavior of when a woman invites a man to her home for a drink after a night out. Hypothesis 2b was there is no difference between collegiate males and females’ interpretation of the implications of when a woman starts ‘making out’ with a man. Table 3 presents the results of the means
and medians for males and females for the two questions. Results of the independent samples $t$-test for Hypothesis 2a indicated that collegiate males were significantly more likely than females to interpret the action of a woman inviting a man to her home for a drink after a night out to mean that she wants to have sex ($t(320) = 6.22, p < .001$). However, Levene’s Test of Equality of Variances indicates a low $p$-value which suggests that there is a violation of the assumption of equal variances, $F(320) = 6.22, p < .001$. Therefore, Welch’s $t$-test was used to analyze hypothesis 2a, $F(293) = 6.15, p < .001$, but that test also indicated a significant difference between males and females. For Hypothesis 2b, there was a significant difference between males and females on whether ‘making out’ will make a woman’s misgivings against sex automatically disappear ($t(320) = 2.49, p = .013$). Males were more likely to agree with that statement.

Table 3

*Male and Female Interpretations of Dating Behaviors*

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite Home</td>
<td>Male</td>
<td>151</td>
<td>3.11</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>171</td>
<td>2.04</td>
<td>1</td>
</tr>
<tr>
<td>Making Out</td>
<td>Male</td>
<td>151</td>
<td>2.46</td>
<td>2</td>
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<tr>
<td></td>
<td>Female</td>
<td>171</td>
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<td>1</td>
</tr>
</tbody>
</table>

The last guiding research question sought to determine how collegiate students view alcohol’s impact on rape. It was hypothesized that individuals believe alcohol is often the culprit when a man rapes a woman. The item “Alcohol is often the culprit when a man rapes a woman” was analyzed. The scale for responding ranged from 1
(completely disagree) to 7 (completely agree). Results indicated a wide variety of responses to whether individuals believed alcohol ($M = 3.88, SD = 1.88$) was often the culprit for when a man rapes a woman.

Table 4

*Participants Views on Alcohol’s Impact on Rape*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage of Total</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>16.4%</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>11.8%</td>
<td>38</td>
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<tr>
<td>3</td>
<td>11.8%</td>
<td>38</td>
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<td>4</td>
<td>18.6%</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
<td>15.2%</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>7.7%</td>
<td>25</td>
</tr>
</tbody>
</table>

*Note.* 1 = Completely Disagree; 7 = Completely Agree
Discussion

Date rape and sexual assault has been an ongoing issue in the United States and rates have not declined over the past 50 years (Jozkowski et al., 2014). In addition, 72% of rape or sexual assault victimizations against females were committed by an intimate partner or a well-known/casual acquaintance (Planty et al., 2013) and 39% of women stated that alcohol or drugs were used at the time of their rape or sexual assault (Planty et al., 2013). This study sought to examine collegiate students’ perceptions of date rape and sexual assault. Specifically, the areas of sexual scripts, consent, and alcohol were examined.

The first hypothesis was that individuals who believe men are expected to take the lead in sexual contacts, also expect men to be persistent in sexual situations. Results of this study support that hypothesis. There was a positive correlation ($r = .33$) and collegiate students in this study not only believed that males are expected to take the lead in sexual situations, but that they are expected be persistent as well. These results are similar to past research (Jozkowski et al., 2014; Murray, 2018). The stereotypical sexual script for males is that they always want sex and will be the initiators (Jozkowski et al., 2014). Men are also expected to keep pursuing a woman until she gives in to his sexual advances (Jozkowski et al., 2014). According to the masculinity theory, having low levels of sexual desires is a female characteristic, therefore men should seek elevated levels of sexual activity (Murray, 2018). The importance of the results from this hypothesis may suggest that men feel pressure to initiate sexual activity. Women should be aware that men may feel pressure by the masculinity theory and sexual scripts to begin sexual activity. Encouraging women to be more assertive in sexual encounters could help reduce
the pressure and prevent men from initiating sexual contact. Also, being aware of the masculinity theory and sexual scripts may help foster better communication and understanding of actual desires between partners.

The second hypothesis was that there is no difference between collegiate males and females in how they interpret specific dating behaviors as nonverbal consent. There were two parts to the second hypothesis. Hypothesis 2a was there is no difference between collegiate males and females’ interpretation of the dating behavior of when a woman invites a man to her home for a drink after a night out. Hypothesis 2b was there is no difference between collegiate males and females’ interpretation of the implications of when a woman starts ‘making out’ with a man. Regarding Hypothesis 2a, collegiate males agree more than females that if a woman invites a man to her home for a drink after a night out this means that she wants to have sex. Even though there is a significant difference between males and females, the majority of males did not believe that an invitation to a woman’s home for a drink shows her desire to have sex. Specifically, a majority of males (58%) disagreed with the item by choosing 1, 2, or 3, indicating disagreement. For Hypothesis 2b, there was also a significant difference between males and females on whether ‘making out’ will make a woman's misgivings against sex automatically disappear. However, most males ($M = 2.46$) and females ($M = 2.08$) disagreed with the test item. Furthermore, additional analyses of descriptive statistics indicated that over 50% of females “strongly disagreed” that when a woman invites a man to her home for a drink means that she wants to have sex with the male and that ‘making out’ means that a woman wants to have sex with the male. However, prior research supports the idea that both collegiate males and females tend to rely on
nonverbal cues to engage or disengage in sexual situations (Jozkowski et al., 2014). Social desirability bias could be a possible reason why these results are different than past studies. Individuals completing the study may have given inaccurate answers to present themselves positively. Additionally, the current cultural and political climate with consent being a national conversation right now could have impacted responses. Even though results do not support prior research, it does not mean that collegiate males and females never rely on nonverbal cues to engage or disengage in sexual activity. It may simply be that participants may not rely on the nonverbal cues included in this study. Therefore, it is still important to educate students about the importance of communicating and interpreting verbal and nonverbal consent. In return, this education may decrease miscommunication between partners and potential cases of sexual assault.

The third hypothesis was that individuals believe alcohol is often the culprit for when a man rapes a woman. Results of this hypothesis varied. About as many participants agreed (41.5%) with this item by choosing 5, 6, or 7 as disagreed (39.9%) by choosing 1, 2, or 3. This finding is not entirely consistent with past research which indicates that alcohol is believed to play a key role in sexual assault (Abbey, 2011). A possibility for this inconsistency may be the wording of the item. Participants may not think alcohol is the “culprit” for when a man rapes a woman. However, they could believe that alcohol is part of the reason a man rapes a woman. Nevertheless, it is important to discuss certain myths surrounding alcohol use. For example, individuals tend to correlate the amount of alcohol a woman consumes with her desire for sexual activity (Maurer & Robinson, 2008). Therefore, people may believe that the more a woman drinks, the more she wants to have sex. Students should be aware that being
intoxicated does not indicate sexual desire or disregard the need to obtain proper consent from an individual. College students tend to believe that alcohol consumption increases one’s sex drive or aggression, while also decreasing their self-control (Ford, 2017; Powers et al., 2015). This reduction in self-control and increase in an individual’s sex drive or aggression could play a part in potential sexual assaults. Men may be perceived as not being able to control themselves. Thus, it is key to begin helping high school students understand how alcohol negatively impacts their physiological state and its connection with sexual violence.

**Conclusion and Implications**

Overall, the study determined that if college students believe men should take the lead in sexual encounters, they also expect the man to be persistent, even if the woman “hits the brakes.” However, neither male nor female college students in this study tend to rely on the specific nonverbal dating behaviors outlined in this study to engage in sexual activity. Although, they may rely on other nonverbal cues that were not assessed. About as many participants agreed and disagreed that alcohol plays a part for when a man rapes a woman. Although some of the current results are inconsistent with previous research, it is still vital to continue implementing and conducting research on anti-rape programs on college campuses as date rape and sexual assaults are ongoing problems for young people.

School psychologists have many different roles in the school system. One role can be a mental health counselor who supports students who may have experienced being sexually assaulted. Another role may be the implementation of School-Wide Positive
Behavioral Interventions and Supports (SWPBIS). According to Tyre and Feuerborn (2017), SWPBIS is a multi-tiered approach in school, which has an emphasis on proactive and prevention interventions. SWPBIS has three tiers. The first tier is primary prevention and these interventions are school or classroom wide for all students and staff (Öğülmüş & Vuran, 2016). Secondary prevention is geared towards specialized groups of students with at-risk behavior and tertiary prevention is specialized individualized interventions for students with high-risk problems (Öğülmüş & Vuran, 2016). The focus of this study is for primary prevention in middle school and especially at the high school level. While the information obtained in this study is from university students, research shows that people may begin engaging in sexual intercourse as early as the age of 14 (Reissing, Andruff, & Wentland, 2012). However, most people have sex for the first time between the ages of 15 and 17 (Smith & Shaffer, 2013; Regan et al., 2004). Thus, it is important to get involved and begin the conversation about consent, alcohol, and sexual scripts in middle and high school. Studies such as this can hopefully help in decreasing and preventing date rape and sexual assaults by educating students and reinforcing prosocial behaviors.

**Limitations and Future Research**

There are several limitations that should be taken into consideration. One limitation is the sample. Participants are from one mid-south university. This limits the representativeness of the sample. Results could vary from different regions across the country. Additionally, one purpose of this study is for information for school psychologists practicing in the middle and/or high school level. However, participants
were 18 years of age or older and in college and thus may not represent the attitudes of younger students. In addition, they may have already been exposed to anti-rape programs or received prior education about the topic which could also impact their responses. A second limitation is that there were four different versions of the original study and responses from the participants could have been influenced depending on which version of the vignette they were exposed to. A third limitation is that participants completed the study online. Participants could have been distracted while completing the survey. They were also not given a chance to ask questions about any items that may have been confusing to them.

Results of the current study warrant further investigation on the topic of date rape and sexual assaults. Results indicate that about as many collegiate students both agreed and disagreed that alcohol is a culprit for date rape. It may be beneficial to consider looking into whether collegiate students have positive or negative feelings towards the use of alcohol in sexual situations. Future research should also examine whether students received tier 1 preventative programs while in middle or high school. If they did receive those programs, it may be valuable to consider whether or not they found the programs helpful. This feedback could be used to help implement impactful programs in the future.
References


Retrieved from https://www.bjs.gov/content/pub/pdf/fvs9410.pdf


Appendix A: Researcher-Created Questions

1. Is it okay for people to have premarital sex?

2. Is it the same for men and women?

3. Are women who engage in premarital sex considered promiscuous?

4. Do people use alcohol to engage in activities that otherwise would not be allowed?

5. Are people forgiven for doing something if they are intoxicated (drunk) that they wouldn't be forgiven for if they were sober?

6. Does Matt want to have sex?

7. How do you know?

8. What behavior is he engaging in that conveys his desire to have sex?

9. Does Jenny want to have sex?

10. How do you know?

11. What behavior is she engaging in that conveys her desire to have sex?

12. Should a woman (or a man) make the appearance of resisting sexual advances even if she (he) wants to have sex?

13. Is this so she (he) is not judged by society?

14. Is this to accommodate cultural norms regarding sexual behavior?
Appendix B: Acceptance of Modern Myths about Sexual Aggression Scale

1. When it comes to sexual contacts, women expect men to take the lead.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

2. Once a man and a woman have started "making out", a woman's misgivings against sex will automatically disappear.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

3. A lot of women strongly complain about sexual infringements for no real reason, just to appear emancipated.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

4. To get custody for their children, women often falsely accuse their ex-husband of a tendency towards sexual violence.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

5. Interpreting harmless gestures as "sexual harassment" is a popular weapon in the battle of the sexes.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

6. It is a biological necessity for men to release sexual pressure from time to time.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

7. After a rape, women nowadays receive ample support.
   Completely disagree 1 2 3 4 5 6 7  Completely agree

8. Nowadays, a large proportion of rapes is partly caused by the depiction of sexuality in the media as this raises the sex drive of potential perpetrators.
   Completely disagree 1 2 3 4 5 6 7  Completely agree
9. If a woman invites a man to her home for a cup of coffee after a night out this means that she wants to have sex.

   completely disagree  1  2  3  4  5  6  7  completely agree

10. As long as they don’t go too far, suggestive remarks and allusions simply tell a woman that she is attractive.

   completely disagree  1  2  3  4  5  6  7  completely agree

11. Any woman who is careless enough to walk through “dark alleys” at night is partly to be blamed if she is raped.

   completely disagree  1  2  3  4  5  6  7  completely agree

12. When a woman starts a relationship with a man, she must be aware that the man will assert his right to have sex.

   completely disagree  1  2  3  4  5  6  7  completely agree

13. Most women prefer to be praised for their looks rather than their intelligence.

   completely disagree  1  2  3  4  5  6  7  completely agree

14. Because the fascination caused by sex is disproportionately large, our society’s sensitivity to crimes in this area is disproportionate as well.

   completely disagree  1  2  3  4  5  6  7  completely agree

15. Women like to play coy. This does not mean that they do not want sex.

   completely disagree  1  2  3  4  5  6  7  completely agree

16. Many women tend to exaggerate the problem of male violence.

   completely disagree  1  2  3  4  5  6  7  completely agree

17. When a man urges his female partner to have sex, this cannot be called rape.

   completely disagree  1  2  3  4  5  6  7  completely agree
18. When a single woman invites a single man to her flat she signals that she is not averse
to having sex.
completely disagree  1  2  3  4  5  6  7  completely agree

19. When politicians deal with the topic of rape, they do so mainly because this topic is
likely to attract the attention of the media.
completely disagree  1  2  3  4  5  6  7  completely agree

20. When defining "marital rape", there is no clear-cut distinction between normal
conjugal intercourse and rape.
completely disagree  1  2  3  4  5  6  7  completely agree

21. A man’s sexuality functions like a steam boiler – when the pressure gets too high, he
has to "let off steam".
completely disagree  1  2  3  4  5  6  7  completely agree

22. Women often accuse their husbands of marital rape just to retaliate for a failed
relationship.
completely disagree  1  2  3  4  5  6  7  completely agree

23. The discussion about sexual harassment on the job has mainly resulted in many a
harmless behavior being misinterpreted as harassment.
completely disagree  1  2  3  4  5  6  7  completely agree

24. In dating situations the general expectation is that the woman "hits the brakes" and
the man "pushes ahead".
completely disagree  1  2  3  4  5  6  7  completely agree

25. Although the victims of armed robbery have to fear for their lives, they receive far
less psychological support than do rape victims.
26. Alcohol is often the culprit when a man rapes a woman.
completely disagree  1  2  3  4  5  6  7  completely agree

27. Many women tend to misinterpret a well-meant gesture as a "sexual assault".
completely disagree  1  2  3  4  5  6  7  completely agree

28. Nowadays, the victims of sexual violence receive sufficient help in the form of
   women’s shelters, therapy offers, and support groups.
completely disagree  1  2  3  4  5  6  7  completely agree

29. Instead of worrying about alleged victims of sexual violence society should rather
   attend to more urgent problems, such as environmental destruction.
completely disagree  1  2  3  4  5  6  7  completely agree

30. Nowadays, men who really sexually assault women are punished justly.
completely disagree  1  2  3  4  5  6  7  completely agree
# Appendix C: Sexual Experiences Survey – Short Form Victimization

## Sexual Experiences

<table>
<thead>
<tr>
<th>#</th>
<th>Sexual Experience Description</th>
<th>How many times in the past 12 months?</th>
<th>How many times since age 14?</th>
</tr>
</thead>
</table>
| 1. | Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent *(but did not attempt sexual penetration)* by:  
   - Telling lies, threatening to end the relationship, threatening to spread rumors about a. me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to.  
   - Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.  
   - Taking advantage of me when I was too drunk or out of it to stop what was happening.  
   - Threatening to physically harm me or someone close to me.  
   - Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. | 0 1 2 3+ | 0 1 2 3+ |
| 2. | Someone had oral sex with me or made me have oral sex with them without my consent by:  
   - Telling lies, threatening to end the relationship, threatening to spread rumors about, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to.  
   - Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.  
   - Taking advantage of me when I was too drunk or out of it to stop what was happening.  
   - Threatening to physically harm me or someone close to me.  
   - Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. | 0 1 2 3+ | 0 1 2 3+ |
| 3. | If you are a male, check box and skip to item 4  
A man put his penis into my vagina, or someone inserted fingers or objects without my consent by:  
   - Telling lies, threatening to end the relationship, threatening to spread rumors about a. me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to.  
   - Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.  
   - Taking advantage of me when I was too drunk or out of it to stop what was happening.  
   - Threatening to physically harm me or someone close to me.  
   - Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. | 0 1 2 3+ | 0 1 2 3+ |
| 4. | A man put his penis into my butt, or someone inserted fingers or objects without my consent by:  
   - Telling lies, threatening to end the relationship, threatening to spread rumors about, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to. | 0 1 2 3+ | 0 1 2 3+ |
b. Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.

c. Taking advantage of me when I was too drunk or out of it to stop what was happening.

d. Threatening to physically harm me or someone close to me.

e. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

**Even though it didn’t happen, someone TRIED to have oral sex with me, or make me have oral sex with them without my consent by:**

<table>
<thead>
<tr>
<th>How many times in the past 12 months?</th>
<th>How many times since age 14?</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

a. Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to.

b. Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.

c. Taking advantage of me when I was too drunk or out of it to stop what was happening.

d. Threatening to physically harm me or someone close to me.

e. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

If you are male, check this box and skip to item 7.

**Even though it didn’t happen, a man TRIED to put his penis into my vagina, or someone tried to stick in fingers or objects without my consent by:**

<table>
<thead>
<tr>
<th>How many times in the past 12 months?</th>
<th>How many times since age 14?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

a. Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to.

b. Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.

c. Taking advantage of me when I was too drunk or out of it to stop what was happening.

d. Threatening to physically harm me or someone close to me.

e. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

**Even though it didn’t happen, a man TRIED to put his penis into my butt, or someone tried to stick in objects or fingers without my consent by:**

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<tr>
<th>How many times in the past 12 months?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

a. Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn’t want to.

b. Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn’t want to.

c. Taking advantage of me when I was too drunk or out of it to stop what was happening.

d. Threatening to physically harm me or someone close to me.

e. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

8. I am: Female Male

My age is _____________ years and _______________ months.

9. Did any of the experiences described in this survey happen to you 1 or more times? Yes No

What was the sex of the person or persons who did them to you?
Female only
Male only
Both females and males
I reported no experiences

10. Have you ever been raped? Yes No

Appendix D: Institutional Review Board Approval Letter

DATE: January 17, 2019
TO: Jalen Rhodes
FROM: Western Kentucky University (WKU) IRB
PROJECT TITLE: [1375986-1] Alcohol & Dating
REFERENCE #: IRB 19-206
SUBMISSION TYPE: New Project
ACTION: APPROVED
APPROVAL DATE: January 17, 2019
EXPIRATION DATE: April 30, 2019
REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a implied consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of April 30, 2019.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Robin Pyles at (270) 745-3360 or irb@WKU.edu. Please include your project title and reference number in all correspondence with this committee.
Appendix E: Implied Consent

IMPLIED CONSENT DOCUMENT

Project Title: Alcohol and Dating
Investigator: Dr. Anthony R. Paquin, Department of Psychology, 270-745-4423, tony.paquin@wk.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have. You should keep a copy of this form for your records.

1. Nature and Purpose of the Project: The current study will attempt to examine the role of alcohol and sex in dating situations. The main goal of the project is to provide information to university units responsible for rape prevention to help increase their effectiveness in carrying out their mission.

2. Explanation of Procedures: You will read several parts of a vignette describing two people drinking alcohol in a social/dating situation, and then answer several questions regarding the behavior of the people in the vignette, societal attitudes about sex and alcohol, a shortened version of the Sexual Experiences Questionnaire, and some demographic questions. Afterwards, you will be directed to a link so that Study board credit can be assigned. At this point you will also have the option to provide feedback regarding the survey. Completion of the survey should take less than 30 minutes.

3. Discomfort and Risks: This study involves a vignette and survey questions regarding perceptions of date rape. As such, it could bring up painful memories. Participants who are disturbed by the study or feel the need to talk to a counselor are strongly encouraged to contact a local counseling center (e.g., WKU Counseling & Testing Center, 270-745-3159 or Hope Harbor, 1-800-656-4673, hopeharbor.net).

4. Benefits: Date rape is a serious problem on most university campuses and touches the lives of most students either directly or indirectly. Information provided by the participants could potentially lead to a greater understanding of cross-cultural perceptions of date rape, which, in turn, could ultimately lead to a decrease in the number of incidents. In addition, students recruited via Study Board will earn credit towards satisfying the research participation requirement of the PSY/PSYS 100 course or extra credit for other psychology courses.


(Revised August 2018)
5. **Confidentiality:** Although your name may be recorded so that we can assign study board credit, there will be no way for researchers to identify who completed which questionnaires. The data collected from you will be combined with data collected from other people and be used to answer the research hypotheses of this study. The data may also be submitted for a conference and/or publication in scholarly journals, but your individual response will remain confidential.

6. **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

   You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

   **Your continued cooperation with the following research implies your consent.**

   THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
   THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
   THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
   Robin Pyles, Human Protections Administrator
   TELEPHONE: (270) 745-3360

   ![WKU IRB Approved Stamp]

   WKU IRB# 19-208
   Approved: 1/17/2019
   End Date: 4/30/2019
   EXPEDITED
   Original: 1/17/2019