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The effects of sexual victimization history, sexual attitudes, and psychopathology on women's responses to increasingly coercive sexual and nonsexual social situations

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**THE EFFECTS OF SEXUAL VICTIMIZATION HISTORY,
SEXUAL ATTITUDES, AND PSYCHOPATHOLOGY, ON
WOMEN'S RESPONSES TO INCREASINGLY COERCIVE
SEXUAL AND NONSEXUAL SOCIAL SITUATIONS**

by

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DISSERTATION

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ABSTRACT

This study evaluated the effects of a sexual victimization history, psychopathology, and sexual attitudes on the effectiveness of women's responses to increasingly coercive sexual victimization risk and nonsexual social situation vignettes. One hundred undergraduate women listened to a description of each situation, viewed clips of a male actor making increasingly coercive verbal requests, and provided a videotaped, verbal response to each request given by the actor in each situation. Participants then completed measures assessing sexual victimization history, psychopathology, and sexual attitudes. Experts in the sexual violence research area and undergraduate men rated the effectiveness of participants' responses to the series of sexual victimization risk vignettes in decreasing risk for having an unwanted sexual experience. Participants' responses to the nonsexual social situation vignettes were rated by these same groups for their effectiveness at increasing the likelihood that the woman would succeed in achieving the social goal described in the vignette. Using the same instructions, participants also rated the effectiveness of their responses prior to and after

viewing their responses. Results revealed that experts rated undergraduate women's responses to the sexual victimization risk vignettes as more effective than responses to the nonsexual social situation vignettes. Additionally, participants' responses were rated as more effective across both types of situations as the level of verbal coercion increased on the part of the male actor. Finally, undergraduate men rated women's responses to both the sexual victimization risk and the nonsexual social situation vignettes as less effective than experts or undergraduate women. Sexual victimization history, sexual attitudes, and psychopathology were not significantly related to participants' response effectiveness for either the sexual victimization risk or nonsexual social situation vignettes. Implications for sexual assault prevention interventions using behavioral rehearsal with feedback are discussed.

TABLE OF CONTENTS

LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
INTRODUCTION	1
Response Ability.....	2
Additional Risk Factors for Sexual Victimization.....	7
Social Information Processing Model	8
Limitations of Past Research	9
Study Overview	12
Specific Hypotheses.....	15
METHOD	18
Participants	18
Design	18
Measures	19
Procedure	25
Raters	27
Data Analytic Strategy.....	29
RESULTS	31
Summary Variables	31
Effects of Situation Type, Coercion Level, and Individual Difference Variables.....	33
Pre- and Post- Self-Ratings of Response Effectiveness	35
Effects of Rater	35

DISCUSSION	39
Summary of Findings	39
Limitations	44
Potential Prevention Implications.....	47
REFERENCES	50
APPENDICES	59
Appendix A: Demographic Questionnaire	59
Appendix B: Sexual Experiences Survey	60
Appendix C: The Revised Sociosexuality Orientation Inventory	63
Appendix D: Beck Depression Inventory	65
Appendix E: Trauma Symptom Checklist.....	67
Appendix F: State-Trait Anxiety Inventory.....	69
Appendix G: Effectiveness Rating Questionnaire.....	71
Appendix H: Nonsexual Social Situation Vignettes.....	82
Appendix I: Sexual Victimization Vignettes.....	84
Appendix J: Instructions to Participants.....	86
Appendix K: Debriefing Form.....	87

LIST OF TABLES

<p>Table 1. <i>Descriptive Data on Study Measures and Zero-order Correlations among Individual Difference Variables and Experts' Effectiveness Ratings for the Low, Medium, and High Levels of Coercion for the Sexual Victimization Risk and Nonsexual Social Situation Vignettes</i></p>	89
<p>Table 2. <i>Descriptive Data and Zero-order Correlations among Experts', Undergraduate Men's, and Participants' Effectiveness Ratings for the Low, Medium, and High Levels of Coercion for the Sexual Victimization Risk Vignettes</i>.....</p>	91
<p>Table 3. <i>Descriptive Data and Correlations among Experts', Undergraduate Men's, and Participants' Effectiveness Ratings for the Low, Medium, and High Levels of Coercion for the Nonsexual Social Situation Vignettes</i>.....</p>	93

LIST OF FIGURES

Figure 1. <i>Main Effect of Situation Type Using Experts' Effectiveness Ratings</i>	95
Figure 2a. <i>Interaction Effect Between Type of Situation and Level of Coercion Using Experts' Ratings of Response Effectiveness</i>	96
Figure 2b. <i>Interaction Effect Between Type of Situation and Level of Coercion Using Experts' Ratings of Response Effectiveness</i>	97
Figure 3. <i>Main Effect of Rater</i>	98
Figure 4a. <i>Interaction Effect Between Type of Situation and Type of Rater</i>	99
Figure 4b. <i>Interaction Effect Between Type of Situation and Type of Rater</i>	100
Figure 5a. <i>Interaction Effect Between Level of Coercion and Type of Rater</i>	101
Figure 5a. <i>Interaction Effect Between Level of Coercion and Type of Rater</i>	102

Introduction

Sexual victimization is a common occurrence among women. Past research indicates that between 10% and 25% of women report having experienced a completed rape (Fisher, Cullen, & Turner, 2000; Hingson, Heeren, Winter, & Wechsler, 2005; Koss, Gidycz, & Wisniewski, 1987; Tjaden & Thoennes, 2000). Importantly, college women have been identified as a particularly high risk group for having a sexual victimization experience (American Academy of Pediatrics, 2001; Fisher, et al., 2000; Hingson, et al., 2005; Koss, et al., 1987; Krebs, Lindquist, Warner, Fisher, & Martin, 2009).

A variety of negative psychological consequences of sexual victimization experiences have been well documented in the literature. Psychological consequences include depression (Atkeson, Calhoun, Resick & Ellis, 1982; Ellis, Atkeson and Calhoun, 1981; Gladstone et al., 2004), posttraumatic stress disorder (Cloitre, Scarvalone, & Difede, 1997; Kessler, 2000; Noll et al., 2003; Weierich & Nock, 2008), and sexual dysfunctions (Berman, Berman, Bruck, Pawar, & Goldstein, 2001; Resick, Calhoun, Atkeson, & Ellis, 1981). Furthermore, women who have been victimized previously are at increased risk for future victimization experiences (Arata, 2002; Gidycz, Coble, Latham, & Layman, 1993; Gidycz, Hanson, & Layman, 1995; Hammond & Calhoun, 2007; Koss & Dinero, 1989; Wyatt, Guthrie, & Notgrass, 1992). In fact, victimized women are twice as likely to experience a completed rape in the future relative to women who have not had a previous sexual victimization experience (Arata, 2002; Gidycz et al., 1993). Although the victimization-revictimization relationship has been found in many studies, researchers have yet to identify the mechanisms underlying the relationship between past and future victimization.

Given the high prevalence and negative consequences of sexual victimization, researchers have sought to identify risk factors that increase the likelihood a woman will be assaulted. Contextual features, such as alcohol use and consensual sexual activity (Himelein, 1995; Koss & Dinero, 1989), women's sexual attitudes (Nason & Yeater, 2012; Yeater, Viken, McFall, & Wagner, 2006), and previous consensual sexual experiences (Fisher et al., 2000; Himelein, 1995; Koss & Dinero, 1989) have been associated with victimization experiences. To date, the most consistent predictor of future victimization experiences is prior victimization (Gidycz, et al., 1993; Koss & Dinero, 1989; Wyatt, et al., 1992). To better illuminate the nature of this relationship, some researchers have posited that deficits in the ability to recognize risk increase women's risk for sexual victimization (Norris, Nurius, & Graham, 1999; Soler-Baillo, Marx, & Sloan, 2005; Wilson, Calhoun, & Bernat, 1999). However, the results of research testing this hypothesis have been equivocal, with some work supporting such a relationship (Soller-Baillo et al., 2005, Wilson et al., 1999), and other work failing to do so (Breitenbecher, 1999; VanZile-Tamsen, Testa, & Livingston, 2005). As a result, researchers also have examined the relationship between women's responses to sexually risky social situations and risk for sexual victimization. A review of this literature follows.

Response Ability

Research that has explored the relationship between women's responses and risk for sexual victimization has emphasized the role of sexual assertiveness (Greene & Navarro, 1998; Livingston, Testa, & VanZile-Tamsen, 2007; VanZile-Tamsen et al., 2005). Specifically, researchers have hypothesized that women who report lower levels

of sexual assertiveness will be at increased risk for sexual victimization. Overall, both cross-sectional and prospective research has supported this hypothesis. A study by VanZile-Tamsen, Testa, and Livingston (2005) assessed both risk perception and women's responses to a series of written vignettes depicting interactions with a man that varied with regard to the level of intimacy in the woman's relationship to the perpetrator (e.g., a boyfriend vs. someone the woman had just met). Women then rated the likelihood that they would perform 20 different behaviors in response to each vignette. The response options included methods of direct resistance, indirect resistance, consent, and passivity. Although the findings indicated that there was no significant relationship between victimization history and risk perception, there was a significant difference in the types of responses more severely victimized women endorsed, with more severely victimized women selecting more passive forms of resistance than less severely victimized women. Interestingly, women were less likely to respond proactively when the vignette described an intimate relationship with the man, regardless of victimization history. Thus, it may be the case that women experience greater difficulty in responding to sexually risky situations when there is a preexisting, intimate relationship.

Additional research has explored contextual factors, such as previous sexual activity, that also might influence women's responses to sexual victimization risk. For example, in a recent study, undergraduate women were asked to read a series of vignettes depicting common dating and social situations (Yeater & Viken, 2010). Each vignette was presented with a set of six possible responses to the vignettes that varied in their degree of response refusal (i.e., ranging from acquiescence to aggression). Participants selected the response that most closely represented how they would respond if they were

actually in the described situation. In general, women with more severe victimization histories, relative to nonvictimized women, chose responses that were rated as having lower levels of response refusal. Furthermore, when previous consensual sexual activity was depicted in the vignette, victimized women's responses increased less in their degree of response refusal than nonvictimized women's responses.

Yeater, McFall, and Viken (2011) also demonstrated a relationship between contextual factors and women's responses to sexual victimization risk. Participants in this study were presented with the series of vignettes described in the previous study and indicated, in a written response, how they would respond in each situation. Experts in the sexual victimization research area rated the effectiveness of each response in decreasing the woman's risk of sexual victimization. The results of this study found that as increasing levels of consensual sexual activity were depicted in the vignette, more severely victimized women's response effectiveness increased less than nonvictimized women's response effectiveness. Similarly, more severely victimized women's response effectiveness decreased to a greater extent than nonvictimized women's response effectiveness when alcohol use was present in the vignette.

Nason and Yeater (2012) asked women to watch a series of videotaped vignettes depicting a variety of high and low risk dating and social situations. A male actor made a verbal request that the woman were asked to respond to, and participants were recorded providing the response they would give if they actually were in the situation being depicted. A group of experts in the sexual violence research area rated participants' responses for how effective they were in decreasing women's risk of having a sexual victimization experience. In contrast to the findings of the research presented above, this

study found an indirect relationship between the effectiveness of women's responses and their victimization history. Specifically, sexual attitudes mediated the relationship between victimization history and women's response effectiveness. That is, a more severe victimization history was related to endorsement of more positive attitudes about casual, impersonal sex, which was, in turn, associated with responses that were rated by experts as being less effective in decreasing risk for victimization.

Prospective research also has found a relationship between women's responses to unwanted sexual advances and risk for sexual victimization. Greene and Navarro (1998) assessed undergraduate women for past victimization experiences and a number of protective and risk factors associated with victimization. At Time 1, participants provided information about past victimization experiences and factors such as alcohol use, attitudes about sexual activities, religiosity, and sexual refusal assertiveness. At Times 2 and 3, participants were assessed for new victimization experiences and the continued presence of risk factors. Among other significant predictors, low sexual refusal assertiveness at Time 1 was found to predict future victimization.

Livingston et al. (2007) found that, in a community sample of women, those who reported lower levels of sexual assertiveness at the initial assessment were more likely to report future victimization experiences than women who reported higher levels of sexual assertiveness. Additionally, women who had a sexual victimization experience after the initial assessment reported lower levels of sexual assertiveness at a follow-up assessment 2 years later. Together, these findings indicate a bidirectional relationship between sexual victimization and sexual assertiveness. Specifically lower levels of sexual assertiveness

are associated with more severe victimization experiences and more severe victimization experiences are associated with decreased levels of sexual assertiveness.

Gidycz, Van Wynsberghe, and Edwards (2008) asked women about their intent to use a variety of resistance strategies during future, unwanted sexual encounters. The resistance strategies that women reported they intended to use during the initial assessment significantly predicted their future use of resistance strategies in unwanted sexual encounters. Again, a number of factors also were found to influence the types of resistance strategies women selected for their response to hypothetical future events. Notably, however, previously victimized women were more likely to report using immobile responses (e.g., freezing) and nonforceful forms of verbal resistance (e.g., pleading or reasoning with the perpetrator) during sexual assaults than nonvictimized women.

Recent work on sexual assertiveness also has explored cognitive factors that may interfere with women's use of assertive responses and, in turn, increase their risk for sexual victimization. In a sample of college women, Zerubavel and Messman-Moore (2013) assessed the relationship between women's use of sexual assertiveness strategies, victimization history, fear of sexual powerlessness, and cognitive emotional dysregulation. Results indicated that women with a sexual victimization history endorsed greater fear of sexual powerlessness than nonvictimized women. Additionally, fear of sexual powerlessness and cognitive emotion dysregulation increased sexual compliance in previously victimized women.

Recent sexual assault prevention research has sought to increase the assertiveness of women's responses to increasingly coercive, sexually risky situations (Rowe, Jouriles,

& McDonald, 2013). The intervention used virtual reality technology and asked high school girls to respond assertively to a series of sexually risky situations in a group format. Participants were provided with constructive feedback about their responses by the group facilitator and other group members and were given the opportunity to repeat each simulated situation until they were able to provide an assertive response. Results of the study indicated that providing women with an opportunity to rehearse and receive feedback about their responses to sexually risky situations reduced their risk for sexual victimization over the following 3-month period when compared to a control group that did not receive the intervention.

Additional Risk Factors for Sexual Victimization

A number of additional factors are associated with women's increased risk for victimization and, therefore, may affect women's responses to sexually risky situations. For example, psychopathological symptoms, including posttraumatic stress disorder, depression, and anxiety, are both a consequence of prior victimization experiences and a predictor of future victimization (Messman-Moore, Coates, Gaffey & Johnson, 2008; Rich, Gidycz, Warkentin, Loh, & Weiland, 2005). Additionally, researchers have suggested that heightened symptoms of anxiety are likely to decrease women's ability to provide confident responses in heterosocial interactions (Parks, Hequembourg, & Dearing, 2008). However, recent research examining women's ability to respond to sexual victimization risk did not find a significant relationship between symptoms of depression, posttraumatic stress disorder, state and trait anxiety and the effectiveness of women's responses to sexually risky situations (Nason & Yeater, 2012). Given the mixed findings regarding the relationship between psychopathology and women's responses,

research should continue to examine the relationship between psychopathology and women's responses to sexually risky situations, as these symptoms presumably may limit women's ability to respond effectively to such situations.

Women's sexual attitudes or beliefs also may contribute to an increased risk for sexual victimization. In general, women with more positive attitudes towards casual, impersonal sex are more likely to engage in risky sexual behaviors and have more sexual partners than women with less positive attitudes about such sex (Simpson & Gangestad, 1992). Women who adhere to these attitudes also have been shown to provide lower estimates of sexual victimization risk than women who adhere less to these attitudes (Himelein, 1995; Koss & Dinero, 1989; Yeater et al., 2006). Furthermore, women with more positive attitudes towards casual, impersonal sex have been shown to rate acquiescent responses as being more effective at decreasing risk for sexual victimization than women with less positive attitudes towards casual, impersonal sex (Yeater et al., 2006). Finally, these sexual attitudes have been shown to mediate the relationship between victimization history and women's ability to provide effective responses to sexually risky situations (Nason & Yeater, 2012).

Social Information Processing Model

The current study used McFall's Social Information Processing model (SIP; 1982) as a theoretical framework for conceptualizing factors that may put women at an increased risk for sexual victimization. This model has been used previously to conceptualize the potential causal factors that may place women at risk for sexual victimization and revictimization (Nason & Yeater, 2012; Yeater et al., 2006, Yeater, McFall, & Viken, 2011; Yeater & Viken, 2010; Yeater, Viken, Hoyt, & Dolan, 2009).

The SIP model outlines three sequential stages that contribute to the ability to provide effective responses in social situations. The first stage is *decoding skills*, in which an individual must accurately perceive and interpret their social context. This stage is followed by *decision skills* in which an individual must generate possible responses and select the response that is most likely to be effective in the situation. Finally, an individual must successfully *enact* the chosen response by executing the decision they have selected and evaluating the successfulness of their response in solving the social task. Because of the sequential nature of this framework, it is hypothesized that deficits at any stage of the model will increase the probability that an individual's response will be ineffective in solving the social task.

The present study focused on the *enactment* stage of the SIP model. Two specific behaviors are involved in this stage: execution and self-monitoring. Execution requires that the individual perform the selected response. Self-monitoring requires that the individual is able to accurately evaluate the extent to which the executed response was successful in achieving the social goal.

Limitations of Past Research

Previous cross-sectional and prospective research consistently has shown a relationship between women's responses to risky situations and risk for sexual victimization. However, instead of directly observing women's responses to sexually risky situations, the majority of this research has asked women to provide written responses, select responses from a list of options, or assessed sexual refusal assertiveness skills using trait-based, paper and pencil questionnaires. Direct observations of behavior have been successfully used to study a wide range of topics including therapeutic

outcomes in Borderline Personality Disorder (Bennett, Parry, & Ryle, 2006), communication in young siblings (Howe, Petrakos, Rinaldi, & LeFebvre, 2005), adult attachment in marital relationships (Bouthillier, Julien, Dubé, Bélanger, & Hamelin, 2002), resilience in youth (Ewart, Jorgenson, Suchday, Chen, & Matthews, 2002), and play behaviors in abused and nonabused children during interactions with friends (Parker & Herrera, 1996). To date, there has only been one study that has used direct observations to examine women's responses to sexually risky situations (Nason & Yeater, 2012).

Researchers have previously noted the importance of sampling women's responses to a wide range of social situations to determine if individual differences in response patterns across a variety of types of situations are related to women's risk for sexual victimization (Gidycz, McNamara, & Edwards, 2006). To date, much of the existing research has focused exclusively on women's responses to one or two sexually risky situations. As a result, it is unknown whether deficits in women's ability to respond are specific to sexually risky situations or are global response difficulties that occur across both sexual and nonsexual situations.

Information processing models of social competence suggest that it may be important to examine women's perceptions of their ability to respond effectively to sexually risky situations. Specifically, the SIP model posits that one aspect of the ability to respond effectively in a social situation is the individual's ability to accurately evaluate their own performance (McFall, 1982). For example, given the relationship between women's ability to respond to sexually risky situations and risk for victimization,

victimized women also may have difficulty determining whether their responses are likely to decrease risk for sexual victimization.

To date, little research has been done to explore women's ability to monitor the effectiveness of their own responses to sexually risky situations. Nason and Yeater (2012) provided a preliminary exploration of the relationship between women's risk for victimization and their ability to assess the effectiveness of their own responses to sexually risky situations. Although victimized women rated their responses as being slightly less effective than nonvictimized women rated their responses, the difference between victimized and nonvictimized women's self-ratings was not significant. However, women in this study were given an opportunity to view their responses prior to rating them. In real life situations, women are not provided with an opportunity to observe their behavior before deciding whether or not it was effective. Thus, future research is needed to examine the extent to which there are differences in victimized and nonvictimized women's ability to evaluate the effectiveness of their own responses without the opportunity to first view their performance in social situations.

Finally, with the exception of Nason and Yeater (2012), most research also has not asked relevant others to judge the effectiveness of women's responses to social situations. Although Nason and Yeater (2012) asked experts in sexual violence to evaluate the effectiveness of undergraduate women's responses to sexually risky situations, it also may be important to have other groups, such as undergraduate men, assess the effectiveness of women's responses. Given that undergraduate men are most likely to encounter and consequate women's responses to their sexual advances in real life situations, understanding their evaluations of women's responses is important.

Furthermore, research in the area of sexual violence has not yet examined the similarities and differences between experts', participants', and undergraduate men's ratings of the effectiveness of women's responses.

Study Overview

In the current study, undergraduate women were videotaped responding to a series of vignettes depicting increasingly coercive sexual victimization risk and nonsexual social situations. After the sample of videos was collected, the participants were asked to rate the effectiveness of their own responses (definition to follow) at two points: immediately after completing the videotaped task and after having a chance to view their own videotaped responses. In addition to the participants who provided self-ratings of response effectiveness, a group of experts in sexual violence and a group of undergraduate men also viewed the videotaped responses and rated the effectiveness of participants' responses.

In the current study, effective responses to the sexual victimization risk vignettes were defined as responses that decrease the woman's risk of having an unwanted sexual experience. Unwanted sexual experiences referred to experiences in which the woman would be verbally or physically coerced into having sexual contact of any kind with a man. For the nonsexual social situation vignettes, effective responses were defined as those that increase the likelihood that the woman would succeed in achieving the social goal described in the vignette. A social goal referred to the goal described in the situation that the woman wanted to accomplish (e.g., getting her neighbor to turn down his music, getting her change returned from the waiter). The experts, participants, and undergraduate male raters used these definitions to rate the effectiveness of the responses.

The present study sought to extend past research in this area in a number of ways. By videotaping women's responses, a wide range of verbal and nonverbal cues, such as body language and tone of voice, were accessible to researchers. Data obtained using this approach are likely to be more ecologically valid than responses collected exclusively through written questionnaires. Additionally, participants were required to respond to the actor's verbal requests without a lot of time to consider or change their responses. By asking participants to respond to the actor's requests immediately, the vignettes used in the current study approximated real life situations in which a woman is expected to respond quickly during such conversations.

Another feature of the current study that extended previous research was the use of two vignette types: sexual victimization risk vignettes depicting situations in which the woman is at increased risk for being sexually victimized, and nonsexual social situation vignettes depicting situations in which the woman is unlikely to be at risk for having an unwanted sexual experience. By using these two types of vignettes, it was possible to examine if women at risk for sexual victimization exhibited global deficits in responding to social situations, or if the deficits were specific to sexually risky dating and social situations.

Each vignette included three increasingly coercive verbal requests, delivered by a male actor, which required the woman to provide a verbal response. Participants were asked to respond to these requests while being videotaped. For both types of situations, the verbal requests delivered by the male actor were increasingly coercive, such that the first request was the least coercive and the last request was the most coercive. To ensure that the man's requests in each vignette were increasingly coercive, experts in the sexual

violence research area rated each request for its degree of coerciveness prior to data collection. This feature may more closely approximate real life situations in which women may be required to respond multiple times to men who become increasingly coercive to get the woman to respond accordingly.

Because past work has noted that women's videotaped responses depicted a limited range of facial expressions and other nonverbal cues (Nason & Yeater, 2012), the current study included a set of instructions intended to increase the extent to which undergraduate women engaged in the task. For example, participants were advised that all aspects of their response, including facial expressions, tone of voice, and content of words convey important information about what they are trying to express; thus, participants were asked to consider such behaviors when formulating and providing their responses.

To date, the literature on sexual victimization and response effectiveness has primarily relied on the ratings of experts in the sexual violence research area. Thus, in the present study, experts' ratings also were considered to be the "gold standard" measure of response effectiveness. However, given the absence of research examining undergraduate men's perceptions of response effectiveness, the present study also asked undergraduate men to rate the effectiveness of participants' responses. Previous research has not asked men to evaluate the effectiveness of women's responses to sexually risky situations. Additionally, research has yet to examine the similarities and differences between the response effectiveness ratings provided by experts, undergraduate women, and undergraduate men.

Finally, the current study also provided a more accurate assessment of the self-monitoring stage of the SIP model (McFall, 1982). After participants provided all of their responses to the vignettes, they were asked to rate how effective they thought their responses were to the situations prior to viewing their videotaped responses. Again, this approach may more closely approximate real life encounters in which women must evaluate the effectiveness of their responses without viewing themselves during the interaction.

Specific Hypotheses

Based on the previous review, the specific hypotheses of the present study were:

(1) Participants with more severe victimization histories will provide responses to the sexual victimization risk vignettes that are rated by experts as less effective than the responses of participants with less severe victimization histories. Severity of victimization history was not expected to influence the effectiveness of participants' responses to the nonsexual social situation vignettes; (2) As rated by experts, the effectiveness of more severely victimized participants' responses to the sexual victimization risk vignettes will decrease to a greater degree as the situation becomes increasingly coercive than the effectiveness of less severely victimized participants' responses. Severity of victimization history was not expected to influence the effectiveness of participants' responses as the situation became increasingly coercive in the nonsexual social situation vignettes; (3) Participants with more positive attitudes toward casual, impersonal sex will provide responses to the sexual victimization risk vignettes that are rated by experts as less effective than the responses of participants with less positive attitudes about casual, impersonal sex. Participants' sexual attitudes were

not expected to influence the effectiveness of participants' responses to the nonsexual social situation vignettes; (4) As rated by experts, the response effectiveness of participants with more positive attitudes toward casual, impersonal sex will decrease to a greater degree as the situation becomes increasingly coercive than the response effectiveness of participants with less liberal sexual attitudes; (5) Regardless of severity of victimization history or sexual attitudes, participants will provide more effective responses to the nonsexual social situation vignettes than to the sexual victimization risk vignettes; (6) Participants with more severe victimization histories will rate the effectiveness of their responses to the sexual victimization risk vignettes as more effective than participants with less severe victimization histories. Severity of victimization history was not expected to influence the self-ratings of participants' responses to the nonsexual social situation vignettes. Participants' sexual attitudes were not expected to influence the effectiveness of women's responses as the situation became increasingly coercive in the nonsexual social situation vignettes.

The current study included a number of variables that have not frequently been included in research examining the relationship between victimization history and women's ability to respond to sexually risky situations. First, psychopathological symptoms may be related to women's responses to risky social situations (Messman-Moore, Coates, Gaffey & Johnson, 2008; Parks, Hequembourg, & Dearing, 2008; Rich, Gidycz, Warkentin, Loh, & Weiland, 2005); thus, to control for this possibility, participants' depression, trauma, and anxiety symptoms were assessed and included in the analyses. Due to the paucity of the literature, several analyses in the current study were exploratory in nature. These included analyses examining the relationship between

participants' responses to measures of psychopathology and the effectiveness of their responses. Finally, the current study included exploratory analyses examining differences in undergraduate men's, experts', and participants' self-ratings of response effectiveness for the sexual victimization risk and nonsexual social situation vignettes.

Method

Participants

Participants were 100 undergraduate women recruited from the psychology research subject pool at the University of New Mexico. One participant was dropped from analyses because technological problems made the recordings of her responses unusable. Participants were enrolled in a psychology course and received one credit hour for their participation. In order to obtain an appropriate sample for the current study, participants were required to satisfy the following eligibility requirements. First, previous research has indicated that women's risk of having an unwanted sexual experience is greatest between the ages of 18 and 24 (American Academy of Pediatrics, 2001; BJS, 1984). Thus, in order to be eligible for participation in this study, women had to be within this age range. Second, all participants were required to be fluent English speakers. Third, women participating in this study had to be unmarried and interested in dating men.

The mean age of female participants was 19.38 ($SD = 1.66$; range: 18-24). The majority of female participants reported their ethnicity as Hispanic (42.4%, $N = 42$) or White (36.4%, $N = 36$) with the remainder of the sample identifying as Native American (6.1%, $N = 6$), African American (6.1%, $N = 6$), Asian (2.0%, $N = 2$), and other (7.1%, $N = 7$). Eighty-nine percent of female participants were single (88.9%, $N = 88$), 10.1% ($N = 10$) were living together, and 1.0% ($N = 1$) were divorced. Additionally, the majority of female participants in this study were freshmen (48.5%, $N = 48$), 20.2% ($N = 20$) were sophomores, 16.2% ($N = 16$) were juniors, and 15.2% ($N = 15$) were seniors.

Design

A mixed factorial design was used in the current study. Six continuous between-subject factors were used: sociosexuality, severity of past victimization history, depression symptoms, PTSD symptoms, trait anxiety, and state anxiety. Additionally, two types of situations (sexual victimization risk vignettes and nonsexual social situation vignettes) were included as a two-level within-subjects factor. Finally, degree of coercion present in the vignettes (low, medium, and high) was included as a three-level within-subjects factor. A power analysis using G*Power 3 software indicated that assuming a moderate effect size, a sample of 100 participants would achieve a power level of 0.99 to detect an alpha of .01 using a two-tailed test.

Measures

Demographic Questionnaire (See Appendix A). The demographics questionnaire asked participants about their age, relationship status, sexual orientation, ethnicity, and year in college.

Sexual Experiences Survey (SES; Koss et al., 1987) (See Appendix B). The SES is a 10-item self-report questionnaire developed to measure the severity of sexual victimization experiences (i.e., unwanted sexual contact, sexual coercion, attempted rape, and rape) since the age of 14. Koss and Gidycz (1985) reported that the SES had an internal consistency of $\alpha = .74$, a one-week test-retest reliability of $r = .93$, and a correlation of $r = .73$ with interview responses. The SES uses behaviorally specific definitions of sexual assault and asks participants to indicate whether the event occurred by choosing one of two dichotomous response options (i.e., no or yes).

The SES describes five categories with increasing levels of severity: (a) no sexual victimization; (b) unwanted sexual contact, defined as unwanted sex play that is the result

of the man arguing with or pressuring the woman, using his authority, and using or threatening to use physical force; (b) sexual coercion, defined as sexual intercourse that is the result of a woman becoming overwhelmed by the man's continued arguments or pressure, or that is the result of a man using his authority to obtain intercourse; (c) attempted rape, defined as attempted sexual intercourse that is the result of the man threatening to use or using physical force or giving the woman alcohol or drugs to obtain sexual intercourse; and (d) rape, defined as sexual intercourse, oral or anal intercourse, or the penetration of the woman's vagina with objects other than the penis that is the result of the man threatening to use or using physical force or giving the woman alcohol or drugs to obtain sexual intercourse.

In the present study, participants were categorized by the most severe form of victimization they reported experiencing since the age of 14. In the current sample, 32.3% of participants reported no victimization history ($N = 32$) with the remainder of the sample reporting unwanted sexual contact (15.2%, $N = 15$), sexual coercion (10.1%, $N = 10$), attempted rape (10.1%, $N = 10$), and completed rape (32.3%, $N = 32$).

The Revised Sociosexuality Inventory (SOI-R; Penke & Asendorpf, 2008) (See Appendix C). The SOI-R is a 9-item self-report measure used to assess participants' sexual attitudes, behaviors, and desire. Separate scales are used to assess each domain of sociosexuality and a global score of sociosexual orientation is obtained for each participant. Each of the subscales have demonstrated good internal consistency ($\alpha = 0.83-0.87$). More liberal sexual attitudes are associated with higher scores on the SOI-R.

Beck Depression Inventory (BDI; Beck, Ward, Mendelson, Mock, & Erbaugh, 1961) (See Appendix D). The BDI is a 21-item self-report measure used to assess the

extent to which symptoms of depression have been experienced by respondents in the last two weeks. Participants were asked to indicate the extent to which they have experienced each of the symptoms in the past two weeks by selecting one of four response options. These response options range from 0 (symptom has been unchanged or absent) to 3 (symptom has been extreme). The BDI is a well-validated measure of depression that has demonstrated a test-retest reliability of .86 (Groth-Marnat, 1990).

Trauma Symptom Checklist (TSC; Briere, 1996) (See Appendix E). The TSC is a 40-item self-report research tool that asks respondents to indicate how often they have experienced trauma symptoms in the past month using a scale ranging from 0 (never) to 3 (often). As this is a research instrument, it is not intended to be used to make a clinical diagnosis of PTSD. However, it has been shown to predict PTSD symptoms and has demonstrated good internal consistency ($\alpha = .89-.91$; Briere, 1996).

State and Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, & Lushene, 1970) (See Appendix F). The STAI is a two-part self-report questionnaire that measures state and trait anxiety separately. The state and trait scales of the STAI each contain 20 self-report items. Items on the state scale assess the current experience of anxiety symptoms and response options range from 1 (not at all) to 4 (very much so). In contrast, the trait scale assesses how often respondents typically experience anxiety symptoms and responses on this scale range from 1 (almost never) to 4 (almost always). As would be expected, the state scale of the STAI has demonstrated a low degree of test-retest reliability ($r = 0.35$) whereas the trait scale has demonstrated a high level of test-retest reliability ($r = 0.80$; Spielberger, 1983).

Effectiveness Rating Questionnaire (ERQ); Nason and Yeater, 2012) (See Appendix G). This 10-item self-report measure was used by the participants, experts, and undergraduate male raters to assess the effectiveness of participants' responses to each vignette. The participants completed this questionnaire twice: once prior to viewing their responses to each vignette and once after viewing their responses to each vignette. Each item on this instrument presented a written summary of the vignette and the verbal requests given by the actor. After each of the verbal requests, a 6-point Likert scale was presented with scores ranging from 1 (completely ineffective) to 6 (completely effective). For the sexual victimization risk vignettes, effective responses were defined as responses that decreased the woman's risk of having an unwanted sexual experience. Unwanted sexual experiences referred to experiences in which she would be verbally or physically coerced into having sexual contact of any kind with a man. For the nonsexual social situation vignettes, effective responses were defined as those that increased the likelihood that the woman would succeed in achieving the social goal described in the situation. A social goal referred to the goal described in the vignette that she wanted to accomplish (e.g., getting her neighbor to turn down his music, getting her change returned from the waiter). An additional identical Likert scale was presented at the end of each vignette that asked each participant, undergraduate male rater, and expert to rate how effective participants' responses were, overall, to the situation¹. The version of the ERQ that was presented to the participants did not include the information about the type of vignette that is described in the Appendix G.

¹ The analyses described in this paper also were performed using the global effectiveness scores as the dependent variable. However, because there were no significant findings, these results are omitted from results section.

Stimuli (See Appendices H and I). The stimuli used in this study consisted of ten vignettes. Five vignettes depicted dating and social interactions in which a woman was likely to be at increased risk for having a sexual victimization experience. These vignettes will be referred to as “*sexual victimization risk vignettes*.” The five sexual victimization risk vignettes were taken from a larger, 71-item inventory of vignettes depicting common dating and social situations that has been used successfully in previous work (Yeater, et al., 2006; Yeater, et al., 2011; Yeater, McFall, & Viken, 2004; Yeater & Viken, 2010). The subset of sexual victimization risk vignettes used in this study were selected because they were presentable using a videotaped format (e.g., did not primarily focus on nonverbal behaviors such as touching or dancing) and did not contain explicit consensual sexual activity between the man and woman. Additionally, the vignettes used in the current study did not depict interactions with a stranger because previous research has shown that the majority of sexual assaults occur with a man who is known to the victim (Testa & Livingston, 1999). Finally, the sexual victimization risk vignettes selected for the present study have been used successfully in previous research to elicit a wide range of written and videotaped responses (Nason & Yeater, 2012; Yeater et al., 2004).

Additionally, five vignettes were included that depicted coercive social situations that are unlikely to be associated with heightened risk for sexual victimization. These vignettes will be referred to as “*nonsexual social situation vignettes*.” The nonsexual social situation vignettes were created for the purposes of the current study and were written to describe a variety of difficult social situations using a similar level of contextual detail as is depicted in the sexual victimization risk vignettes.

The sexual victimization risk and nonsexual social situation vignettes were modified into scripts that were used to create the videotaped stimuli. To ensure that the series of verbal requests presented within each type of vignette became increasingly coercive, a group of experts in the sexual victimization research area and undergraduates were asked to rate, prior to data collection, how coercive each of the male actor's requests were using a 6-point Likert scale ranging from 1 (not at all coercive) to 6 (extremely coercive). Coercive requests were defined as ones that pressured the woman to behave in a way that was consistent with what the male character wants in the situation. To avoid biased ratings, experts were blind to the order in which each request appeared in the original vignette. This was achieved by presenting the verbal requests to raters in a randomized order. Additionally, all of the experts rated the coerciveness of each request. Results revealed that experts rated the low, medium, and high risk requests as being increasingly coercive for both the sexual victimization risk, $F(2, 78) = 45.34, \eta^2_p = .54, p < .001$, ($M = 1.95, SD = 0.32$; $M = 2.56, SD = 0.24$; $M = 4.95, SD = 0.36$, respectively) and nonsexual social situation vignettes, $F(2, 78) = 28.16, \eta^2_p = .42, p < .001$, ($M = 2.20, SD = 0.25$; $M = 2.72, SD = 0.31$; $M = 4.65, SD = 0.40$, respectively).

During the experimental task, each vignette followed a consistent format and began with a description of the situation presented by a female narrator. While the narrator was talking, a blank screen was presented on the computer. Next, a male actor appeared on the screen and made a verbal request that required the woman to provide a response. After each request, the image of the actor froze on the screen and the participant had 15 seconds to provide a response. In previous research, 15 seconds was sufficient time for all participants to provide a complete response to a male actor's

request (Nason & Yeater, 2012). At this point, the image of the actor became animated again and the actor provided a second and third request. Again, his image froze after each additional request and the woman had 15 seconds to respond. A different male actor was presented in each of the 10 vignettes. A group of experts rated the attractiveness of each of the male actors using a 6-point Likert scale ranging from 1 (not at all attractive) to 6 (extremely attractive). Results revealed that experts found the male actors to be moderately attractive ($M = 4.67$, $SD = 0.45$; range: 4.14-5.28). Similarly, experts rated the believability of each of the male actors using a 6-point Likert scale ranging from 1 (not at all believable) to 6 (extremely believable). Results revealed that experts found the male actors to be moderately to extremely believable ($M = 5.33$, $SD = 0.68$; range: 4.83-5.67).

Procedure

A researcher met participants in the lab, presented information about the study, and obtained informed consent. Participants were given an opportunity to address any questions or concerns they had about the study. Additionally, participants were informed that they were free to withdraw from the study at any time and without penalty.

Upon completing the informed consent process, participants were asked to sit in a private assessment room three feet from a computer screen. They were read a standardized set of instructions outlining the first task (see Appendix K). These verbal instructions were intended to help participants engage fully in the task. Participants were advised that all aspects of their response, including facial expressions, tone of voice, and content of words convey important information about what they were trying to express. Additionally, participants were asked to try their best and that a goal of the study was to

obtain responses that were accurate depictions of what they would actually do in these situations.

Participants were asked to view and respond to each of the ten vignettes. The vignettes began with a narrator's voice describing the situation while the computer screen was blank. Participants were asked to imagine themselves in each situation described by the narrator. At that point, a male actor appeared on the screen and made a request that required a response from the woman. Participants were asked to provide a verbal response to the actor's image when his image froze on the screen. Their responses were recorded with a webcam, saved to the hard drive of the computer, and password protected. Participants were given 15 seconds to respond before the actor's image reanimated and he made a second verbal request of the woman. Again, participants were asked to respond exactly as they would in a real life interaction with the actor. The vignette ended once the actor provided a third verbal request and the participant provided a third response. This procedure was repeated for each of the ten vignettes.

The vignettes were arranged in a randomly assigned, fixed order. Once participants viewed and responded to each of the videotaped vignettes, they alerted the researcher by ringing a bell in their assessment room. Immediately after responding to the vignettes, the raters were provided with a copy of the ERQ and asked to rate how effective they thought their responses were on a 6-point Likert scale ranging from 1 (completely ineffective) to 6 (completely effective). This set of ratings was provided without participants having the opportunity to view their responses to the vignettes. At this point, the researcher escorted the participant to a second assessment room where they completed the packet of questionnaires outlined above. While the participant was

completing the questionnaire packet, the researcher prepared the computer to replay the series of vignettes with each of the actor's verbal requests presented immediately prior to the participants' response.

After the participant completed the questionnaires and the vignettes were arranged to include the participant's responses, the participant was escorted to the original assessment room and reseated in front of the computer. They were provided with a second copy of the ERQ and asked to view each of the vignettes and their responses. As they watched each vignette, they once again completed the ERQ. This process was repeated until the participant provided an effectiveness rating for each of her responses to the ten vignettes.

When participants completed all three stages of the study (i.e., responding to the vignettes, completing the questionnaires, and providing self-ratings of response effectiveness), they received a debriefing form explaining the purpose of the current study (Appendix K) and were given an opportunity to ask the researcher any additional questions. The study took approximately 60 minutes to complete, and participants received one research credit in return for their participation.

Raters

After all participants provided their responses, experts in the sexual violence research area rated the effectiveness of their responses to the situations. A group of graduate students ($N = 5$), undergraduate research assistants ($N = 2$), and an associate professor with extensive research expertise in the area of sexual victimization served as the group of expert raters. Experts viewed a subset of 100-200 randomly assigned response sets, with the exception of the author, who viewed and rated all 1000 response

sets. A response set included a participant's responses to low, medium, and high levels of coercion to a vignette. The experts used the ERQ to rate the effectiveness of each response, as described previously. Similar to the participants, experts provided effectiveness ratings for each individual response. Two experts rated each participant response. Intraclass correlation coefficients (ICCs) were calculated for the sexual victimization risk and nonsexual social situation vignettes, and results revealed an acceptable level of agreement between raters ($\alpha = 0.84-0.92$ and $\alpha = 0.73-0.87$, respectively).

In addition to expert ratings, 100 undergraduate men were recruited from the psychology subject pool at the University of Colorado Boulder and asked to provide effectiveness ratings of participants' responses. This group of undergraduate men was not recruited from UNM to protect the undergraduate women's rights of confidentiality and anonymity. The mean age of undergraduate male raters was 19.61 ($SD = 1.56$; range: 18-24). The majority of undergraduate male raters reported their ethnicity as White (75.0%, $N = 75$) with the remainder identifying as Asian (8.0%, $N = 8$), Hispanic (7.0%, $N = 7$), African American (4.0%, $N = 4$), and other (6.0%, $N = 6$). Ninety-eight percent of undergraduate male raters were single (98%, $N = 98$) and 2% ($N = 2$) were cohabitating with a romantic partner. Finally, the majority of undergraduate male raters were freshmen (47.0%, $N = 47$) with the remainder reporting that they were sophomores (27.0%, $N = 27$), juniors (13.0%, $N = 13$), and seniors (13.0%, $N = 13$). The undergraduate male raters used the ERQ to rate the effectiveness of each response in the same way as did the experts.

To prevent rater fatigue and to present a set of responses that undergraduate men could reasonably evaluate in an hour-long session, each undergraduate man viewed a subset of 30 randomly assigned participants' responses. Specifically, each rater was assigned responses randomly such that they viewed three sets of responses from each of the ten vignettes. Two undergraduate men rated each set of responses.

Given the ethical concerns associated with collecting videotaped participant data, a number of steps were taken to ensure that participants' confidentiality was protected. First, the videotaped clips were saved on a password-protected computer located in a locked research room. Each videotaped clip had a separate, unique password that was required to open the file. Additionally, the videotaped clips and written questionnaires were matched with two separate subject numbers. These subject numbers were linked using a master list that was password protected and was accessible to only the author and the faculty advisor.

Data Analytic Strategy

A 2 (type of situation – sexual victimization risk and nonsexual social situation) x 3 (level of coercion – low, medium, high sexual/nonsexual coercion) within-subjects repeated measures ANCOVA was used to analyze the relationship between situation type, level of coerciveness, and participants' response effectiveness. The within-subject variables were type of situation (sexual victimization risk and nonsexual social situation) and level of coercion (low, medium, high sexual/nonsexual coercion). The between-subjects covariates were sociosexuality and sexual victimization history. This model was used to test hypotheses 1-5, listed above.

An additional 2 (type of situation – sexual victimization risk and nonsexual social situation) x 3 (level of coercion – low, medium, high sexual/nonsexual coercion) x 2 (participants' pre- and post- self-ratings of response effectiveness) within-subjects repeated measures ANCOVA was used to analyze participants' perceptions of their response effectiveness prior to and after viewing their recorded responses. The within-subject variables were type of situation (sexual victimization risk and nonsexual social situation), level of coercion (low, medium, high sexual/nonsexual coercion), and type of rating (pre- and post- self-ratings). The between-subjects covariates were sociosexuality and sexual victimization history. This model was used to test hypothesis 6, listed above.

Finally, a separate 2 (type of situation – sexual victimization risk and nonsexual social situation) x 3 (level of coercion – low, medium, high sexual/nonsexual coercion) x 3 (type of rater – expert, participant, and undergraduate male) within-subjects repeated measures ANOVA was used to compare experts', participants' post- self-ratings, and undergraduate men's ratings of participants' response effectiveness. Again, two types of situations (sexual victimization risk and nonsexual social situations) and the degree of coercion (low, medium, and high levels of coercion) were included in the model. Three sets of ratings (participants' post- self-ratings, experts, and undergraduate men) were included in this model as a three-level within-subjects repeated factor. Because experts and undergraduate men's ratings were obtained subsequent to viewing the recordings of the participants' responses, participants' post- self-ratings were used for this set of analyses. This model was included as an exploratory analysis and no specific hypotheses were made regarding the effects of rater.

Results

Summary Variables

To create the dependent variables for the analyses, participants were assigned the following summary scores: (a) a mean effectiveness rating for their responses to the low, medium, and high levels of coercion for the sexual victimization risk vignettes, and (b) a mean effectiveness rating for their responses to the low, medium, and high levels of coercion for the nonsexual social situation vignettes. Participants were assigned each of these summary scores using the average effectiveness ratings provided by experts, undergraduate men, and participants to each situation (sexual victimization risk and nonsexual social situation) and level of coercion (low, medium, and high).

Preliminary Analyses

Table 1 presents participants' mean scores for each of the self-report measures, participants' mean effectiveness ratings as assigned by experts for the sexual victimization risk and nonsexual social situation vignettes, and the zero-order correlations between the self-report measures and experts' effectiveness ratings for the sexual and nonsexual social situations. Table 2 presents the mean effectiveness ratings for self, undergraduate male, and experts for the sexual victimization risk and nonsexual social situation vignettes at low, medium, and high levels of coercion, and the zero-order correlations between each of these ratings. Because there were no statistically significant correlations among depression symptoms, trauma symptoms, state anxiety, trait anxiety, and experts' effectiveness ratings (see Tables 1 and 2), these variables were dropped from further analyses. Interestingly, the strength of the correlations in effectiveness ratings among experts, undergraduate men, and participants varied considerably. Overall,

experts' and participants' effectiveness ratings were significantly correlated more often than were the effectiveness ratings between undergraduate men and experts and undergraduate men and participants.

Chi-square analyses revealed no significant differences in marital status, ethnicity, year in college, or sexual orientation between victimized and nonvictimized women. Additionally, no significant differences were present between victimized and nonvictimized women with respect to age, PTSD symptoms, symptoms of depression, or state and trait anxiety symptoms. However, an independent samples t-test revealed that women with a sexual victimization history had higher sociosexuality scores ($M = 28.61$, $SD = 15.01$) than nonvictimized women ($M = 17.22$, $SD = 15.02$), $t(97) = 3.86$, $p < 0.001$, indicating that previously victimized women endorsed more positive attitudes towards causal, impersonal sex than nonvictimized women.

Analyses also were performed to examine differences in the samples of male raters and female participants. There were no significant differences related to year in college, sexual orientation, or age between the samples. However, chi-square analyses revealed significant associations between gender and relationship status, $X^2(2, 200) = 6.96$, $p = 0.31$, with female participants ($N = 10$) more likely to be cohabitating with a partner than male raters ($N = 2$). Similarly, chi-square analyses found a significant association between gender and ethnicity, $X^2(5, 197) = 45.36$, $p < .001$, with more female participants identifying as Hispanic ($N = 39$) and Native American ($N = 6$) than in the male sample ($N = 7$ and $N = 0$, respectively). In contrast, a larger number of participants in the male sample identified as White ($N = 74$) than in the female sample ($N = 36$). Given the differences in demographics at the University of New Mexico and the

University of Colorado Boulder, the associations between female participants and male raters are likely reflective of the respective student bodies.

Effects of Situation Type, Coercion Level, and Individual Difference Variables

A 2 (type of situation – sexual victimization risk and nonsexual social situation) x 3 (level of coercion – low, medium, high sexual/nonsexual coercion) within-subjects repeated measures ANCOVA was used to analyze the relationships among situation type, level of coerciveness, and participants' response effectiveness. The within-subject variables were type of situation (sexual victimization risk and nonsexual social situation) and level of coercion (low, medium, high sexual/nonsexual coercion). The between-subjects covariates were sociosexuality and sexual victimization history. Follow-up contrasts were used to identify significant differences in effectiveness ratings between levels of coercion, and paired samples t-tests were used to identify significant differences in effectiveness ratings for type of situation at each level of coercion.

Mauchley's test of sphericity indicated that the assumption of sphericity was violated for the main effect of level of coercion, $\chi^2(2) = 21.43$, $\varepsilon = 0.95$, $p < .001$, and for the interaction effect of type of situation by level of coercion, $\chi^2(2) = 9.20$, $\varepsilon = 0.86$, $p = .01$. Huynh-Feldt estimates of sphericity were used to correct for degrees of freedom in the model, as is recommended when the value of epsilon is greater than 0.75 (Field, 2013; Huynh & Feldt, 1976).

There was a significant main effect for type of situation on experts' ratings of participants' response effectiveness, $F(1, 95) = 8.26$, $\eta^2_p = .08$, $p = .005$. Paired samples t-tests indicated that, overall, experts rated participants' responses in nonsexual social

situation vignettes ($M = 4.09$, $SD = .058$) as less effective than sexual victimization vignettes ($M = 4.27$, $SD = .047$), $t(1, 97) = -3.31$, $p = .001$.

There also was a significant interaction effect between type of situation and level of coercion, $F(1.83, 173.8) = 8.58$, $\eta^2_p = .08$, $p < .001$. Paired samples t-tests were conducted to compare experts' effectiveness ratings of participants' responses to sexual victimization risk and nonsexual social situation vignettes at low, medium, and high levels of coercion. Bonferroni's adjustment for multiple comparisons was used and alpha was adjusted to $p = .017$ ($.05/3$). Experts' ratings of response effectiveness for sexual victimization risk and nonsexual social situation vignettes were not significantly different at low, ($M = 3.75$, $SD = 0.47$ vs. $M = 3.84$, $SD = 0.51$, respectively), $t(98) = -1.44$, $p = 0.154$, and medium levels of coercion, ($M = 4.00$, $SD = 0.54$ vs. $M = 3.87$, $SD = 0.52$, respectively) $t(98) = 1.88$, $p = 0.63$. However, at high levels of coercion, experts rated participants' responses to sexual victimization risk vignettes as significantly more effective than responses to nonsexual social situation vignettes ($M = 4.15$, $SD = 0.56$ vs. $M = 3.90$, $SD = 0.60$, respectively), $t(98) = 3.69$, $p < .001$. Follow up contrasts indicated that for the sexual victimization risk vignettes, responses to low levels of coercion ($M = 4.07$, $SD = 0.56$) were rated as being less effective than responses to medium ($M = 4.33$, $SD = 0.54$), $p < .001$, and high levels of coercion, ($M = 4.36$, $SD = 0.54$), $p < .001$, $F(1, 97) = 19.84$. In contrast, for nonsexual social situation vignettes, responses to low ($M = 4.14$, $SD = 0.56$), $p = .011$ and medium levels of coercion ($M = 4.14$, $SD = 0.64$), $p = .001$ were rated as being more effective than responses to high levels of coercion, ($M = 4.01$, $SD = 0.68$), $F(1, 96) = 6.03$. These findings are depicted in Figures 1 and 2. There were

no significant effects for the between-subject variables of sexual victimization history or sociosexuality.

Pre- and Post- Self-ratings of Response Effectiveness

A 2 (type of situation – sexual victimization risk and nonsexual social situation) x 3 (level of coercion – low, medium, high sexual/nonsexual coercion) x 2 (participants' pre- and post- self-ratings of response effectiveness) within-subjects repeated measures ANOVA was used to compare participants' perceptions of their response effectiveness prior to and after viewing their videotaped responses. Sociosexuality and sexual victimization history were included as between-subject covariates. The omnibus test for type of situation, level of coercion, and type of participant rating was not significant. Participants' pre- and post- self-ratings for sexual victimization risk and nonsexual social situation vignettes are presented in Figures 3 and 4. Table 2 presents the mean values and correlations between participants' pre- and post- self-ratings.

Effects of Rater

Participants' post- self-ratings, and experts' and undergraduate men's ratings of response effectiveness were compared using a 2 (type of situation – sexual victimization risk and nonsexual social situation) x 3 (level of coercion – low, medium, high sexual/nonsexual coercion) x 3 (type of rater – expert, self, and undergraduate male) within-subjects repeated measures ANOVA. Mauchley's test of sphericity indicated that the assumption of sphericity was violated for the main effect of rater, $\chi^2(2) = 56.01$, $\epsilon = 0.70$, $p < .001$. The assumption of sphericity also was violated for the interaction effects of rater by level of coercion, $\chi^2(9) = 77.87$, $\epsilon = 0.71$, $p < .001$. Huynh-Feldt estimates of sphericity were used to correct for degrees of freedom in the model.

There was a significant main effect for type of rater on ratings of participants' response effectiveness, $F(1.39, 132.44) = 5.80, \eta^2_p = .06, p = .01$. Contrasts indicated that, in general, experts' rated the responses as being more effective ($M = 4.18, SD = 0.05$) than undergraduate men ($M = 3.92, SD = 0.04$), $F(1,94) = 14.19, \eta^2_p = 0.23, p < .001$. Overall, ratings of response effectiveness were not significantly different between experts and participants or between undergraduate men and participants.

There was a significant interaction effect between type of situation and type of rater, $F(1.93, 186.90) = 3.15, \eta^2_p = 0.03, p = .046$. Paired samples t-tests were conducted to compare experts', undergraduate men', and participants' mean effectiveness ratings for low, medium, and high levels of coercion in the sexual victimization risk and nonsexual social situation vignettes. Experts rated responses to sexual victimization risk vignettes ($M = 4.26, SD = 0.48$) as more effective than responses to the nonsexual social situation vignettes ($M = 4.09, SD = 0.57$), $t(97) = 3.31, p = 0.001$. Similarly, participants also rated the responses to the sexual victimization risk vignettes ($M = 4.31, SD = 0.96$) as more effective than responses to the nonsexual social situation vignettes ($M = 4.09, SD = 0.78$), $t(97) = -2.95, p = 0.004$. Bonferroni's adjustment for multiple comparisons was used and alpha was adjusted to $p = .01 (.05/5)$. Undergraduate men's effectiveness ratings for sexual victimization risk and nonsexual social situation vignettes were not significantly different, ($M = 3.97, SD = 0.48$ vs. $M = 3.87, SD = 0.50$, respectively), $t(98) = 1.70, p = 0.092$. Additionally, experts rated the effectiveness of participants' responses to the sexual victimization risk vignettes ($M = 4.26, SD = 0.48$) and the nonsexual social situation vignettes ($M = 4.09, SD = 0.57$) as more effective than undergraduate men, ($M = 3.97, SD = 0.48$), $t(98) = 4.65, p < 0.001$ and $M = 3.87, SD = 0.50, t(97) = 3.37, p =$

0.001, respectively). Similarly, participants provided higher effectiveness ratings for responses to the sexual victimization risk vignettes ($M = 4.31$, $SD = 0.96$) and the nonsexual social situation vignettes ($M = 4.08$, $SD = 0.78$) than undergraduate men ($M = 3.97$, $SD = 0.48$, $t(97) = 3.03$, $p = 0.003$ and $M = 3.87$, $SD = 0.50$, $t(98) = 2.58$, $p = 0.01$, respectively). The effectiveness ratings of experts and participants were not significantly different for the sexual victimization risk or nonsexual social situation vignettes.

Finally, there was a significant interaction effect between level of coercion and type of rater, $F(2.84, 269.73) = 3.166$, $\eta^2_p = 0.3$, $p = .029$. Paired samples t-tests were conducted to compare experts', undergraduate men', and participants' effectiveness ratings at low, medium, and high levels of coercion. At low levels of coercion, experts ($M = 4.11$, $SD = 0.47$) and participants ($M = 4.02$, $SD = 0.10$) rated the participants' responses as being more effective than undergraduate men, ($M = 3.80$, $SD = 0.40$; $t(97) = 6.08$, $p < 0.001$ and $t(97) = 2.24$, $p = 0.027$, respectively). At medium levels of coercion, experts ($M = 4.24$, $SD = 0.49$) and participants ($M = 4.20$, $SD = 0.09$) again rated the participants' responses as being more effective than undergraduate men, ($M = 3.94$, $SD = 0.40$; $t(98) = 5.47$, $p < 0.001$ and $t(97) = 2.65$, $p = 0.009$, respectively). Finally, at high levels of coercion, experts ($M = 4.19$, $SD = 0.54$) and participants ($M = 4.26$, $SD = 0.09$) rated the participants' responses as being more effective than undergraduate men ($M = 4.02$, $SD = 0.47$), $t(98) = 2.67$, $p < 0.009$ and $t(96) = 2.37$, $p = 0.02$, respectively. Experts' and participants' ratings of effectiveness were not significantly different at low, medium, or high levels of coercion. Follow up contrasts indicated that participants rated their responses to low levels of coercion ($M = 4.02$, $SD = 0.10$) as significantly less effective than their responses to medium, ($M = 4.20$, $SD = 0.09$), $p < .001$, and high levels of

coercion, ($M = 4.26$, $SD = 0.09$), $p < 0.01$, $F(1, 95) = 8.39$. Contrasts also indicated that undergraduate men rated responses to low levels of coercion ($M = 3.80$, $SD = 0.04$) as significantly less effective than responses to medium ($M = 3.94$, $SD = 0.04$), $p < .001$, and high levels of coercion ($M = 4.02$, $SD = 0.05$), $p < .001$, $F(1, 97) = 25.26$.

Additionally, the difference in undergraduate men's effectiveness ratings of responses to medium levels of coercion were significantly lower than to high levels of coercion, $F(1, 97) = 25.26$, $p = .002$. Finally, experts rated responses to low levels of coercion ($M = 4.11$, $SD = 0.05$), as significantly less effective than responses to medium, ($M = 4.24$, $SD = 0.05$), $p < .001$, and high levels of coercion, ($M = 4.19$, $SD = 0.05$), $p = .044$, $F(1, 96) = 9.32$. Interestingly, experts rated responses to medium levels of coercion as significantly more effective than their ratings for high levels of coercion, $F(1, 96) = 9.32$, $p = .042$.

Discussion

Summary of Findings

The present study examined the effects of a sexual victimization history, psychopathology, and sexual attitudes on the effectiveness of women's responses to increasingly coercive sexual victimization risk and nonsexual social situation vignettes. The use of videotaped stimuli depicting increasingly coercive and different situations, as well as the collection of participants' videotaped, iterative, verbal responses to these situations, extends previous work on women's ability to respond to situations associated with risk for sexual victimization (Nason & Yeater, 2012). The vignettes used in this study described both sexual victimization risk and nonsexual social situation vignettes allowing for analyses of the effectiveness of women's responses to high and low risk situations. By including both sexual victimization risk and nonsexual social situation vignettes, it was possible to determine whether any observed deficits in response effectiveness were specific to sexually risky situations or applicable also to nonsexual social contexts. The current study also compared the effectiveness ratings of groups of experts, undergraduate men, and undergraduate women. Previous research has relied on expert ratings of response effectiveness and has assumed that these ratings are the appropriate "gold standard" for measuring this construct (Gidycz, et al., 2008, Nason & Yeater, 2012, Yeater, et al., 2011). By including a sample of undergraduate male raters, it was possible to examine evaluations of response effectiveness using individuals who are most likely to interact with women in these situations in real world settings.

In general, experts rated participants' responses to sexual victimization risk vignettes as more effective than participants' responses to nonsexual social situation

vignettes, regardless of victimization history or sexual attitudes. This finding was unexpected and did not support the hypothesis that experts would rate participants' responses to nonsexual social situations as more effective than responses to sexual victimization risk vignettes. It is possible that the risk cues presented in the sexual victimization risk vignettes were more relevant or salient to undergraduate women than the cues in the nonsexual social situation vignettes. For example, although both types of vignettes increased in the degree of coercion provided by the male actors, the consequences of failing to provide an effective response to a sexual victimization risk vignette (i.e., having an unwanted sexual experience) may have been perceived by participants as more severe than failing to provide an effective response to a nonsexual social situation vignette (i.e., your neighbor continues to play loud music). Although experts substantiated the coerciveness and believability of the situations prior to data collection, they were not asked to evaluate the importance of providing an effective response to each verbal request. As such, the situations may have differed in terms of relative importance, and participants may have been more motivated to provide an effective response to the sexual victimization risk vignettes as compared to the nonsexual social situation vignettes. In turn, this may have resulted in participants being more likely to provide less effective responses to the nonsexual social situation vignettes as compared to the sexual victimization risk vignettes. Alternatively, the types of situations depicted in the sexual victimization risk vignettes may be encountered more frequently by college women and, thus, women may simply have more practice in responding to sexually coercive requests than to nonsexual coercive requests. Future research using these stimuli could ask women to evaluate the relative importance of managing sexual versus

nonsexual situations and to indicate the frequency with which they encounter both types of situations.

Experts also indicated that participants provided more effective responses to higher levels of coercion than to lower levels of coercion, in response to both the nonsexual social situation and sexual victimization risk vignettes. This finding also was unexpected and did not support the hypothesis that experts would rate participants' responses to lower levels of coercion as more effective than responses to higher levels of coercion. This finding suggests that women may match the intensity of their responses to the requests or demands that occur in social settings. In situations in which there is a potential risk for victimization, this strategy may help women balance the competing goals of reducing risk for sexual victimization and maintaining and building relationships with men. Prevention programs aimed at encouraging women to respond in ways that decrease their risk might consider focusing also on helping women increase the assertiveness of their responses to low risk situations that may become more risky over time while still developing or maintaining relationships with male peers.

Additionally, the results of this study indicated that participants' pre- and post-self-ratings of response effectiveness to nonsexual social situation and sexual victimization risk vignettes were not significantly different. Thus, the hypothesis that more severely victimized women would rate their responses as more effective prior to viewing the videos was not supported. In other words, participants' effectiveness ratings did not change significantly after participants were given the opportunity to view their responses to either type of situation, regardless of victimization history. These results suggest that, in general, women's perceptions of their own effectiveness do not change

after being able to observe their own responses. As a result, these findings suggest that deficits in the self-monitoring stage of the SIP model may not contribute to less effective responses to social situations. However, future research assessing the self-monitoring stage of the SIP model more directly (i.e., asking women to perform a specific, effective response and evaluate their performance) is needed to further examine the relationship between self-monitoring and risk for sexual victimization.

The results of this study failed to demonstrate that more liberal or permissive sexual attitudes and more severe victimization history were associated with less effective responses to sexual victimization risk or nonsexual social situation vignettes. Thus, the hypotheses that women with more liberal sexual attitudes or more severe victimization histories would provide less effective responses, as rated by experts, was not supported. One possibility is that the current study was insufficiently powered to observe effects related to these individual difference variables. Indeed, the observed power for detecting an effect of the individual difference variables on women's responses effectiveness was between .056 and .32, which is considered to be low (Cohen, 1992). Similarly, although previous research has demonstrated a relationship between psychopathology and victimization risk (Messman-Moore, et al., 2008; Rich, et al., 2005), symptoms of psychopathology, including depression, anxiety, and PTSD, were not associated significantly with women's response effectiveness. It is possible that the relationship between psychopathology and risk for victimization may be more strongly related with other behaviors, such as women's judgments of victimization risk. Alternatively, the lack of findings related to psychopathology may be reflective of the relatively low levels of symptom endorsement among this nonclinical sample of college women. For example,

the mean scores on the BDI ($M = 13.20$, $SD = 0.72$) fall into the low severity range using the clinical cutoffs for this measure. Additionally, although previous research has found that victimization experiences are associated with higher levels of psychopathology in college women (Kaltman, Krupnick, Stockton, Hooper, & Green, 2005), in the current sample, there were no differences in symptoms of psychopathology between victimized and nonvictimized women which suggests that, overall, the participants may have been a particularly high functioning group of college women.

Finally, the results of this study indicated that after viewing responses to nonsexual social situation and sexual victimization risk vignettes, undergraduate men rated participants' responses as less effective than both experts and participants at low, medium, and high levels of coercion. This finding suggests that there may be important differences between undergraduate men's and expert's evaluations of women's responses to sexually risky situations. Given that experts' evaluations typically have been viewed as the "gold standard" for determining competence, future work might endeavor to examine what aspects of the situations and women's responses influence the evaluations of experts and men. This is especially relevant given the role that undergraduate men play in college women's heterosocial interactions – they are, after all, the actual persons who interact with women in these situations. Identifying factors that are related to men's perceptions of response effectiveness could be critical in developing effective interventions for decreasing women's sexual victimization risk.

Furthermore, participants, experts, and undergraduate men all indicated that women's responses to medium and high levels of coercion were more effective than responses to low levels of coercion in both sexual victimization risk and nonsexual social

situation vignettes. Interestingly, although participants and experts rated participants' responses to sexual victimization risk vignettes as more effective than responses to nonsexual social situation vignettes, undergraduate men's ratings of responses to the two types of vignette were not significantly different.

Limitations

The current study provides a number of important contributions to the literature on women's responses to situations depicting risk for sexual victimization. However, several limitations to the current study also should be acknowledged. Although the present study uses the SIP model as a theoretical basis for its design, the current study did not examine women's early perceptual processing (i.e., decoding phase of the SIP model) regarding the degree of risk involved in the situation and, as a result, the extent to which risk judgment was related to women's responses could not be evaluated. Similarly, women were required to generate possible responses to the situations, select what they believed to be the best response, and then execute or perform that response. Thus, the present study is not a pure test of the enactment phase of the SIP model and required women to perform tasks associated with the decoding, decision skills, and enactment stages of the model. Future research should seek to test the enactment phase of the SIP model by controlling for behaviors at earlier stages in the model. That is, by providing women with specific responses to high risk situations that have been judged previously to be effective in decreasing victimization risk, researchers could examine whether differences in the effectiveness of women's responses reflects a true deficit in performance, or if these differences are better accounted for by problems with decoding or decision making.

In order to protect the anonymity and confidentiality of female participants, it was necessary to recruit undergraduate men from a separate university. Although the inclusion of undergraduate men as raters of women's response effectiveness in high risk situations is novel, the samples of female undergraduates from the University of New Mexico and male undergraduates from the University of Colorado Boulder were significantly different with respect to ethnicity and marital status. Given the important role cultural factors may play in communication (Elfenbein & Ambady, 2003) and perceptions of attractiveness (Cunningham, Roberts, Barbee, Druen, & Wu, 1995), future research should attempt to obtain responses and ratings of effectiveness from samples of demographically matched male and female undergraduates. Additionally, previous research has demonstrated that more attractive individuals are perceived to be more trustworthy and desirable (Langlois et al., 2000). In the current study, it is possible that undergraduate men rated participants' responses more critically than experts because their perception of the attractiveness of the women negatively influenced their evaluations. Nonetheless, the current study contributes significantly to the sexual victimization literature as it is the first study to examine undergraduate men's ratings of the effectiveness of women's responses to sexual victimization risk and nonsexual social situation vignettes.

In order to assess the effectiveness of women's responses in two types of interpersonal situations, the social goals embedded in the vignettes were different and, as a result, the definitions of effectiveness in the sexual victimization risk and nonsexual social situation vignettes also were different. Specifically, in the sexual victimization risk vignettes, effective responses were those that decreased the likelihood of sexually

coercive experiences, while in nonsexual social situation vignettes, effective responses were those that increased the likelihood of a specified outcome occurring. Thus, effective responses were defined to accomplish different social goals in each of the two situation types. However, these differences are likely reflective of the contextual differences of each type of situation and describe the types of consequences associated with an ineffective response. Additionally, the current study is the first to examine the effectiveness of women's responses across social contexts, to compare experts', participants', and undergraduate men's ratings of responses effectiveness, to explore women's ability to monitor the effectiveness of their own responses, and to observe women's responses to increasingly coercive sexual and nonsexual social situations.

In order to more closely approximate real life situations, the present study presented women with videotaped vignettes depicting increasingly coercive sexual victimization risk and nonsexual social situation vignettes. Although this novel approach improves upon previous research, a limitation of the current study is that each participant received an identical set of requests from the videotaped male actor, regardless of their previous responses. In real world social situations, it is likely that an extremely effective response to a mildly coercive request decreases the likelihood that the level of coerciveness in a social situation will continue to escalate. Similarly, participants in the current study responded to multiple vignettes depicting a variety of sexual and nonsexual social interactions. As a result, participants may have benefitted from the opportunity to practice responding to coercive requests. Thus, the use of an identical set of requests and repeated opportunities to practice responding to coercive requests may have decreased

the overall ecological validity of the study, as such “trials” rarely occur in real-life situations.

Finally, and as noted previously, the results of the current study indicate that there was likely insufficient power to detect possible effects of individual difference variables on women’s response effectiveness, including sexual victimization history and sociosexuality. Similarly, given the low levels of power observed in the current study, it is likely that there was insufficient power to detect interaction effects. In order to address this limitation, data have been collected from an additional 100 undergraduate women at the University of New Mexico. An additional 100 male raters at the University of Colorado Boulder are in the process of being recruited in order to rate the effectiveness of this additional sample of responses.

Potential Prevention Implications

The findings of the current study indicate that, on average, women provide mildly to moderately effective responses to sexually risky situations, and that women’s responses improve as the level of coercion in these situations increases. This suggests that providing women with an opportunity to practice responses and receive feedback about these responses may help women improve the effectiveness of their responses to similar real life situations. Indeed, promising findings from a recent study have demonstrated that women’s risk of future victimization experiences decreases after receiving an intervention with behavioral rehearsal and feedback (Rowe et al., 2015). In Rowe et al.’s study, women practiced providing responses to sexual interactions using virtual reality technology and were then given feedback by a group of peers and a facilitator about the overall assertiveness of their responses. This intervention was associated with decreased

rates of sexual victimization over the following 3-month period as compared to a control group that did not receive the intervention. Given that the current study also demonstrated that women's response effectiveness increased as the degree of coerciveness escalated in sexual victimization risk vignettes, this type of intervention might emphasize increasing the effectiveness of women's responses earlier in an interaction which, in turn, could decrease the overall risk for sexual victimization experiences. Future research examining the effectiveness of preventative interventions could provide women with opportunities to practice responses that might de-escalate sexual coerciveness to a variety of hypothetical interactions portraying varying levels of risk.

Additionally, the findings of the current study indicate that undergraduate men rate women's responses as less effective than experts or undergraduate women. Given the role that undergraduate men play in sexual interactions on college campuses, future research should seek to identify factors, such as sexual attitudes and related individual difference variables that influence undergraduate men's perceptions of women's responses. This research also could provide valuable information about the aspects of women's responses that are most likely to decrease the likelihood of a sexual victimization experience. Similarly, research examining men's perceptions of women's responses to sexually risky situations should seek to identify individual difference variables, such as hostility towards women that might interfere with men's ability to recognize or respond appropriately to women's responses. As an extension of the current study, data are in the process of being collected that will be able to provide insight into these important research questions.

The findings of the current study suggest that future research examining the effectiveness of women's responses may have important prevention implications for improving the effectiveness of interventions that decrease risk for sexual victimization experiences. Specifically, by identifying factors that decrease the effectiveness of women's responses to sexually risky situations, interventions can seek to target specific behaviors that contribute to or mitigate risk for sexual victimization.

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Appendix A
Demographics Questionnaire

INSTRUCTIONS: For each of the questions below, either fill in the blank or place an “✓” in the appropriate box.

1. Age _____

2. Marital Status

[01] Single

[02] Married

[03] Separated

[04] Divorced

[05] Living Together

[06] Widowed

3. Year in College

[01] Freshman

[02] Sophomore

[03] Junior

[04] Senior

[05] Graduate Special

[06] Graduate Student

4. Race

[01] Asian

[02] African American

[03] Hispanic/Latino

[04] White/Caucasian

[05] Native American

[06] Other _____

5. What is your sexual orientation?

[01] heterosexual

[02] homosexual

[03] bisexual

Appendix B

Sexual Experiences Survey (SES)

INSTRUCTIONS: Please place an “✓” or fill in the blank for each of the following questions. Please read each question carefully. The following questions are ONLY about sexual experiences you may have had **SINCE YOU WERE FOURTEEN YEARS OLD**.

1. Have you ever given in to sex play (fondling, kissing, or petting, but not intercourse) when you didn't want to because you were overwhelmed by a man's continual arguments and pressure? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #2)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

2. Have you ever had sex play (fondling, kissing, or petting, but not intercourse) when you didn't want to because a man used his authority (boss, teacher, camp counselor, supervisor) to make you? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #3)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

3. Have you had sex play (fondling, kissing, or petting, but not intercourse) when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.)? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #4)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

***The following questions are about sexual intercourse. By sexual intercourse, we mean penetration of a woman's vagina, no matter how slight, by a man's penis. Ejaculation is not required. Whenever you see the words sexual intercourse, please use this definition.*

4. Have you had a man attempt sexual intercourse (get on top of you and insert his penis) when you didn't want to by threatening or using some degree of force (twisting your arm, holding you down, etc.) but intercourse did not occur? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #5)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

5. Have you had a man attempt sexual intercourse (get on top of you and insert his penis) by giving you alcohol or drugs, but intercourse did not occur? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #6)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

6. Have you given in to sexual intercourse when you didn't want to because you were overwhelmed by a man's continual arguments or pressure? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #7)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

7. Have you had sexual intercourse when you didn't want to because a man used his position of authority (boss, teacher, counselor, supervisor)? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #8)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

[] 1 [] 2-4 [] 5-7 [] 8-10 [] 11 or more

8. Have you had sexual intercourse when you didn't want to because a man gave you alcohol or drugs? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #9)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

1 2-4 5-7 8-10 11 or more

9. Have you had sexual intercourse when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.) to make you? **(Since you were fourteen)**

[01] No **(If no, skip directly to question #10)**

[02] Yes

How many times have you had this experience since you were fourteen years old?

1 2-4 5-7 8-10 11 or more

10. Have you had sexual acts (anal or oral intercourse or penetration by objects other than the penis) when you didn't want to because a man threatened or used some degree of physical force (twisting your arm, holding you down, etc.)? **(Since you were fourteen)**

[01] No

[02] Yes

How many times have you had this experience since you were fourteen years old?

1 2-4 5-7 8-10 11 or more

Appendix C

The Revised Sociosexual Orientation Inventory

INSTRUCTIONS: For each of the statements below, circle the number that best represents your beliefs or opinions. Feel free to be honest when answering. There are no “right” answers. Please make sure to read the scale correctly.

1. With how many different partners have you had sex within the past 12 months?

0	1	2	3	4	5-6	7-9	10-19	20 or more
---	---	---	---	---	-----	-----	-------	------------

2. With how many different partners have you had sexual intercourse on one and only one occasion?

0	1	2	3	4	5-6	7-9	10-19	20 or more
---	---	---	---	---	-----	-----	-------	------------

3. With how many different partners have you had sexual intercourse without having an interest in a long-term committed relationship with this person?

0	1	2	3	4	5-6	7-9	10-19	20 or more
---	---	---	---	---	-----	-----	-------	------------

4. Sex without love is OK.

Strongly disagree								Strongly agree
1	2	3	4	5	6	7	8	9

5. I can imagine myself being comfortable and enjoying "casual" sex with different partners.

Strongly disagree								Strongly agree
1	2	3	4	5	6	7	8	9

6. I do not want to have sex with a person until I am sure that we will have a long-term, serious relationship.

Strongly disagree								Strongly agree
1	2	3	4	5	6	7	8	9

7. How often do you have fantasies about having sex with someone you are not in a committed romantic relationship with?

- 1 – never
- 2 – very seldom
- 3 – about once every two or three months
- 4 – about once a month
- 5 – about once every two weeks
- 6 – about once a week
- 7 – several times per week
- 8 – nearly every day
- 9 – at least once a day

8. How often do you experience sexual arousal when you are in contact with someone you are not in a committed romantic relationship with?

- 1 – never
- 2 – very seldom
- 3 – about once every two or three months
- 4 – about once a month
- 5 – about once every two weeks
- 6 – about once a week
- 7 – several times per week
- 8 – nearly every day
- 9 – at least once a day

9. In everyday life, how often do you have spontaneous fantasies about having sex with someone you have just met?

- 1 – never
- 2 – very seldom
- 3 – about once every two or three months
- 4 – about once a month
- 5 – about once every two weeks
- 6 – about once a week
- 7 – several times per week
- 8 – nearly every day
- 9 – at least once a day

Appendix D
Beck Depression Inventory

INSTRUCTIONS: Choose one statement from among the group of four statements in each question that best describes how you have been feeling during the **past 2 weeks**. Circle the number beside your choice.

1	<p>0 I do not feel sad. 1 I feel sad. 2 I am sad all the time and I can't snap out of it. 3 I am so sad or unhappy that I can't stand it.</p>	8	<p>0 I don't feel I am any worse than anybody else. 1 I am critical of myself for my weaknesses or mistakes. 2 I blame myself all the time for my faults. 3 I blame myself for everything bad that happens.</p>
2	<p>0 I am not particularly discouraged about the future. 1 I feel discouraged about the future. 2 I feel I have nothing to look forward to. 3 I feel that the future is hopeless and that things cannot improve.</p>	9	<p>0 I don't have any thoughts of killing myself. 1 I have thoughts of killing myself, but I would not carry them out. 2 I would like to kill myself. 3 I would kill myself if I had the chance.</p>
3	<p>0 I do not feel like a failure. 1 I feel I have failed more than the average person. 2 As I look back on my life, all I can see is a lot of failure. 3 I feel I am a complete failure as a person.</p>	10	<p>0 I don't cry any more than usual. 1 I cry more now than I used to. 2 I cry all the time now. 3 I used to be able to cry, but now I can't cry even though I want to.</p>
4	<p>0 I get as much satisfaction out of things as I used to. 1 I don't enjoy things the way I used to. 2 I don't get any real satisfaction out of anything anymore. 3 I am dissatisfied or bored with everything.</p>	11	<p>0 I am no more irritated by things than I ever am. 1 I am slightly more irritated now than usual. 2 I am quite annoyed or irritated a good deal of the time. 3 I feel irritated all the time now.</p>
5	<p>0 I don't feel particularly guilty. 1 I feel guilty a good part of the time. 2 I feel quite guilty most of the time. 3 I feel guilty all of the time.</p>	12	<p>0 I have not lost interest in other people. 1 I am less interested in other people than I used to be. 2 I have lost most of my interest in other people. 3 I have lost all of my interest in other people.</p>
6	<p>0 I don't feel I am being punished. 1 I feel I may be punished. 2 I expect to be punished. 3 I feel I am being punished.</p>	13	<p>0 I make decisions about as well as I ever could. 1 I put off making decisions more than I used to.</p>

			<p>2 I have greater difficulty in making decisions than before.</p> <p>3 I can't make decisions at all anymore.</p>
7	<p>0 I don't feel disappointed in myself.</p> <p>1 I am disappointed in myself.</p> <p>2 I am disgusted with myself.</p> <p>3 I hate myself.</p>	14	<p>0 I don't feel that I look any worse than I used to.</p> <p>1 I am worried that I am looking old or unattractive.</p> <p>2 I feel that there are permanent changes in my appearance that make me look unattractive.</p> <p>3 I believe that I look ugly.</p>
15	<p>0 I can work about as well as before.</p> <p>1 It takes an extra effort to get started at doing something.</p> <p>2 I have to push myself very hard to do anything.</p> <p>3 I can't do any work at all.</p>	19	<p>0 I haven't lost much weight, if any, lately.</p> <p>1 I have lost more than five pounds.</p> <p>2 I have lost more than ten pounds.</p> <p>3 I have lost more than fifteen pounds. (Score 0 if you have been purposely trying to lose weight.)</p>
16	<p>0 I can sleep as well as usual.</p> <p>1 I don't sleep as well as I used to.</p> <p>2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.</p> <p>3 I wake up several hours earlier than I used to and cannot get back to sleep.</p>	20	<p>0 I am no more worried about my health than usual.</p> <p>1 I am worried about physical problems such as aches and pains, or upset stomach, or constipation.</p> <p>2 I am very worried about physical problems, and it's hard to think of much else.</p> <p>3 I am so worried about my physical problems that I cannot think about anything else.</p>
17	<p>0 I don't get more tired than usual.</p> <p>1 I get tired more easily than I used to.</p> <p>2 I get tired from doing almost anything.</p> <p>3 I am too tired to do anything.</p>	21	<p>0 I have not noticed any recent change in my interest in sex.</p> <p>1 I am less interested in sex than I used to be.</p> <p>2 I am much less interested in sex now.</p> <p>3 I have lost interested in sex completely.</p>
18	<p>0 My appetite is no worse than usual.</p> <p>1 My appetite is not as good as it used to be.</p> <p>2 My appetite is much worse now.</p> <p>3 I have no appetite at all anymore.</p>		

Appendix E
Trauma Symptom Checklist

INSTRUCTIONS: Please circle the number that corresponds to how often you have experienced the following in the past month 0 =
Never 3 = Often

1. Headaches	0	1	2	3
2. Insomnia (trouble getting to sleep)	0	1	2	3
3. Weight loss (without dieting)	0	1	2	3
4. Stomach problems	0	1	2	3
5. Sexual problems	0	1	2	3
6. Feeling isolated from others	0	1	2	3
7. "Flashbacks" (sudden, vivid, distracting memories)	0	1	2	3
8. Restless sleep	0	1	2	3
9. Low sex drive	0	1	2	3
10. Anxiety attacks	0	1	2	3
11. Sexual overactivity	0	1	2	3
12. Loneliness	0	1	2	3
13. Nightmares	0	1	2	3
14. "Spacing out" (going away in your mind)	0	1	2	3
15. Sadness	0	1	2	3
16. Dizziness	0	1	2	3
17. Not feeling satisfied with your sex life	0	1	2	3
18. Trouble controlling your temper	0	1	2	3
19. Waking up early in the morning and can't get back to sleep	0	1	2	3
20. Uncontrollable crying	0	1	2	3
21. Fear of men	0	1	2	3
22. Not feeling rested in the morning	0	1	2	3
23. Having sex that you didn't enjoy	0	1	2	3
24. Trouble getting along with others	0	1	2	3
25. Memory problems	0	1	2	3
26. Desire to physically hurt yourself	0	1	2	3
27. Fear of women	0	1	2	3
28. Waking up in the middle of the night	0	1	2	3
29. Bad thoughts or feelings during sex	0	1	2	3
30. Passing out	0	1	2	3
31. Feeling that things are "unreal"	0	1	2	3
32. Unnecessary or over-frequent washing	0	1	2	3
33. Feelings of inferiority	0	1	2	3
34. Feeling tense all the time	0	1	2	3
35. Being confused about your sexual feelings	0	1	2	3
36. Desire to physically hurt others	0	1	2	3
37. Feelings of guilt	0	1	2	3
38. Feelings that you are not always in your body	0	1	2	3
39. Having trouble breathing	0	1	2	3

40. Sexual feelings when you shouldn't have them	0	1	2	3
--	---	---	---	---

Appendix F
State-Trait Anxiety Inventory

INSTRUCTIONS: A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel *right now*, that is, *at this moment*. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

	not at all	somewhat	moderately so	very much so
1. I feel calm	1	2	3	4
2. I feel secure	1	2	3	4
3. I am tense	1	2	3	4
4. I feel strained	1	2	3	4
5. I feel at ease	1	2	3	4
6. I feel upset	1	2	3	4
7. I am presently worrying over possible misfortunes	1	2	3	4
8. I feel satisfied	1	2	3	4
9. I feel frightened	1	2	3	4
10. I feel comfortable	1	2	3	4
11. I feel self-confident	1	2	3	4
12. I feel nervous	1	2	3	4
13. I am jittery	1	2	3	4
14. I feel indecisive	1	2	3	4
15. I am relaxed	1	2	3	4
16. I feel content	1	2	3	4
17. I am worried	1	2	3	4
18. I feel confused	1	2	3	4
19. I feel steady	1	2	3	4
20. I feel pleasant	1	2	3	4

(Appendix F, continued)

INSTRUCTIONS: A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you *generally* feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

	almost never	sometimes	often	almost always
21. I feel pleasant	1	2	3	4
22. I feel nervous and restless	1	2	3	4
23. I feel satisfied about myself	1	2	3	4
24. I wish I could be as happy as others seem to be	1	2	3	4
25. I feel like a failure	1	2	3	4
26. I feel rested	1	2	3	4
27. I am “calm, cool and collected”	1	2	3	4
28. I feel that difficulties are piling up so that I cannot overcome them	1	2	3	4
29. I worry too much over something that doesn’t really matter	1	2	3	4
30. I am happy	1	2	3	4
31. I have disturbing thoughts	1	2	3	4
32. I lack self-confidence	1	2	3	4
33. I feel secure	1	2	3	4
34. I make decisions easily	1	2	3	4
35. I feel inadequate	1	2	3	4
36. I am content	1	2	3	4
37. Some unimportant thoughts runs through my mind and bothers me	1	2	3	4
38. I take disappointments so keenly that I can’t put them out of my mind	1	2	3	4
39. I am a steady person	1	2	3	4
40. I get in a state of tension or turmoil as I think over my recent concerns and interests	1	2	3	4

Appendix G
Effectiveness Rating Questionnaire

INSTRUCTIONS A: You will read a description of each of the vignettes you (*an undergraduate woman*) just viewed. Please think of your (*the woman's*) entire response to the situation described. For each vignette, we would like you to rate, using a 6-point Likert scale, how effective you thought your (*the woman's*) response was in avoiding an unwanted sexual experience. Unwanted sexual experiences will be defined as experiences in which you (*the woman*) would be verbally or physically coerced into having sexual contact of any kind with a man.

Sexual Victimization Risk Vignette 1. In this scenario, you've (*the woman has*) been drinking and you're (*she's*) out dancing when a popular guy with a reputation as a player starts flirting and dancing with you (*her*). He's been a gentleman and at the end of the evening he asks you (*her*) to come back to his room. How effective was your (*her*) response in this scenario?

Prompt: Do you want to go to my place to talk?

I (*She*) did not
perform this
response
effectively at
all

I(*She*) performed
this response
very
effectively

1**2****3****4****5****6**

Prompt: This party is dying down anyways. Don't you think we'd have a really great time getting to know each other better if we went back to my place?

I (*She*) did not
perform this
response
effectively at
all

I(*She*)performed
this response
very
effectively

1**2****3****4****5****6**

Prompt: Why are you making this so difficult? Let's just go to my place.

I (*She*) did not
perform this
response
effectively at
all

I(*She*)performed
this response
very
effectively

1**2****3****4****5****6**

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Sexual Victimization Risk Vignette 2. In this scenario, you are (*a woman is*) at a party with your (*her*) girlfriends and a guy you like (*she likes*) has been getting you (*her*) drinks and saying nice things to you (*her*). You are (*She is*) ready to leave with your (*her*) girlfriends but ask(*s*) them to leave while you say (*she says*) goodbye to this guy. However, your (*her*) girlfriends leave without you (*her*). When the guy asks you (*her*) what happened, how effective was your (*her*) response?

Prompt: Hey, I thought you'd left already. What happened?

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: Why don't I give you a ride home?

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: I'd really be happy to give you a ride home. Maybe I can hang out for a while once we get there? I'll grab my keys.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Sexual Victimization Risk Vignette 3. In this scenario, you go (*a woman goes*) to a friend's house to hang out with a group of other people. Everyone at the party starts to play quarters and gets pretty drunk. At the end of the evening, you notice (*she notices*) that your (*her*) friends have left or are asleep. You are (*She is*) alone with one of the guys that you (*she*) just met that evening. How effective was your (*her*) response in this scenario?

Prompt: Looks like we're the only ones left partying.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: We should keep playing quarters. Maybe we should wager on the game, just to make it interesting...

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: It'll be fun; we can drink a little bit more, I'll cheer you up after you lose, and then we can spend the night snuggled on the couch together.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Sexual Victimization Risk Vignette 4. In this scenario, you have (*a woman has*) been dating a guy for about a month but are (*is*) not ready to have sex with him. You (*She*) really like(*s*) him and the two of you (*them*) are making out. When he says that if you (*she*) were committed to the relationship you'd (*she'd*) have sex with him, how effective was your (*her*) response?

Prompt: Look, I'm really committed to this relationship and I really think that we should have sex.

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Prompt: If you care about me as much as you say you do, you should be happy about having sex with me.

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Prompt: I just care about you so much. If you were as into this relationship as I am, you'd have wanted to have sex weeks ago.

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Sexual Victimization Risk Vignette 5. In this scenario, you have (*a woman has*) just returned from a date with a guy you (*she*) like(s) and you (*they*) are kissing on the couch. You (*They*) are kissing each other and end up wearing only your underwear. You are (*She is*) not ready to have sex with him. When he says he just wants for you (*them*) to both take your (*their*) clothes off and hold each other, how effective was your (*her*) response?

Prompt: I want the two of us to take our clothes off and just hold each other.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: I just want to feel you close to me. Let's just keep kissing and holding each other tonight.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: Let's go a little bit farther. I really thought this relationship was going someplace.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Overall Effectiveness:

I (*She*) did not
perform this
response
effectively at
all

1

2

3

4

5

6

I(*She*)performed
this response
very
effectively

INSTRUCTIONS B: You will read a description of each of the vignettes you (*an undergraduate woman*) just viewed. Please think of your (*the woman's*) entire response to the situation described. For each vignette, we would like you to rate, using a 6-point Likert scale, how effective you thought your (*the woman's*) response was in achieving the social goal described in the vignette. Effective responses are those that increase the likelihood that you (*she*) will succeed in achieving the social goal described in the vignette. The social goal will be defined as the goal the vignette indicated that you (*she*) wanted to accomplish in the specific situation (e.g., getting her neighbor to turn down his music, getting her change returned from the waiter).

Nonsexual Social Situation Vignette 1. In this scenario, a new neighbor has moved into the apartment next door. Lately, your (*her*) neighbor has been playing loud music through the night. The next time it happens, you go (*she goes*) next door and ask(*s*) the neighbor to turn down the volume at night. How effective was your (*her*) response in this scenario?

Prompt: Really? I don't think the music's that loud. I'm surprised you can hear it.

I (<i>She</i>) did not perform this response effectively at all							I(<i>She</i>)performed this response very effectively
---	--	--	--	--	--	--	---

1	2	3	4	5	6
----------	----------	----------	----------	----------	----------

Prompt: It's how I like to relax. I'm really sorry if it's bothering you, but none of the other neighbors have complained and I don't think there's any reason I should have to change my routine.

I (<i>She</i>) did not perform this response effectively at all							I(<i>She</i>)performed this response very effectively
---	--	--	--	--	--	--	---

1	2	3	4	5	6
----------	----------	----------	----------	----------	----------

Prompt: Wow, I didn't realize you were so uptight. Look, if it's really bothering you, why don't you go talk to the landlord about it?

I (<i>She</i>) did not perform this response effectively at all							I(<i>She</i>)performed this response very effectively
---	--	--	--	--	--	--	---

1	2	3	4	5	6
----------	----------	----------	----------	----------	----------

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Nonsexual Social Interaction Vignette 2. In this scenario, you have (*a woman has*) been waiting in a slow line to make a purchase for a long time. You are (*She is*) finally close to the front of the line when the person in front of you (*her*) allows several of their friends to jump in the line. When you say (*she says*) something to the person in front of you (*her*), how effective was your (*her*) response?

Prompt: Well, I've been holding this spot for them for 20 minutes now.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: It's really not a big deal. They only have a few things; it won't take very much time for them to check out.

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Prompt: Look, it won't take that long. We're not doing anything illegal here, what are you going to do about it?

I (*She*) did not perform this response effectively at all

*1**2**3**4**5**6*

I(*She*)performed this response very effectively

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Nonsexual Social Situation 3. In this scenario, you go (*a woman goes*) out to eat at a new restaurant with a few friends. When you pay (*she pays*) the check, you expect (*she expects*) to get twenty dollars back from your (*her*) server. Instead, he only brings back ten dollars in change. How effective was your (*her*) response in this scenario?

Prompt: No, I'm pretty sure I brought you the right change. You gave me \$30 for a \$20 bill.

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Prompt: I'm positive. There was a twenty and a ten. Not two twenties. I'm not scamming you.

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Prompt: I can get you my manager, but it's just going to be my word against yours.

I (*She*) did not perform this response effectively at all

1**2****3****4****5****6**

I(*She*)performed this response very effectively

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Nonsexual Social Situation Vignette 4. In this scenario, you've (*a woman has*) been working on a project with a co-worker that you consider (*she considers*) to be a good friend. At a staff meeting, your (*her*) co-worker takes credit for the progress that's been made on the project. You feel (*She feels*) that you have (*she has*) made significant contributions to the project and are (*is*) upset that he didn't give you (*her*) credit for your (*her*) work. How effective was your (*her*) response in this scenario?

Prompt: It's not that big of a deal. No one really pays attention in those meetings anyways. I'm sure no one will think that I've done all the work.

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Prompt: Our boss already thinks highly of you. He hasn't been happy with me since the last project fell through. What's the big deal if he thinks that I came up with all of the ideas for this project?

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Prompt: You should have spoken up in the meeting. I don't see how this is my fault.

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Nonsexual Social Situation Vignette 5. In this scenario, your (*a woman's*) friend bumps the car in front of him as he's trying to parallel park. When you get (*she gets*) out of the car, you see (*she sees*) that there is a small dent in the other car's bumper. You ask your (*She asks her*) friend if he's going to leave a note with his insurance information for the other driver. How effective was your (*her*) response in this scenario?

Prompt: Nobody saw us; let's just go before the driver gets back.

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Prompt: That dent could have been there already for all we know. I bet they won't even notice that dent for weeks.

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Prompt: You're being ridiculous. It was a little tap as I pulled into the space. Nobody leaves a note over something so small. It'd be more hassle to leave a note than it's worth.

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Overall Effectiveness:

I (*She*) did not perform this response effectively at all

I(*She*)performed this response very effectively

1 2 3 4 5 6

Appendix H
Nonsexual Social Situation Vignettes

Nonsexual Social Situation Vignette #1:

Narrator: A new neighbor has moved into the apartment next door. You met the neighbor briefly when they moved in, but haven't really seen them since. Lately, your neighbor has been playing loud music through the night. You decide to address this issue with your neighbor. The next time it happens, you go next door and ask your neighbor to turn down the volume at night.

(blank screen)

Actor: Really? I don't think the music's that loud. I'm surprised you can hear it.

(freeze frame on actor)

Actor: It's how I like to relax. I'm really sorry if it's bothering you, but none of the other neighbors have complained and I don't think there's any reason I should have to change my routine.

(freeze frame on actor)

Actor: Wow, I didn't realize you were so uptight. Look, if it's really bothering you, why don't you go talk to the landlord about it?

Nonsexual Social Situation Vignette #2:

Narrator: You have been waiting in line to make a purchase for a long time. The line has been moving slowly and the store seems to be understaffed. You are finally close to the front of the line when the person in front of you allows several of their friends to jump in the line. You think this is unfair and decide to say something.

(blank screen)

Actor: Well, I've been holding this spot for them for 20 minutes now.

(freeze frame on actor)

Actor: It's really not a big deal. They only have a few things; it won't take very much time for them to check out.

(freeze frame on actor)

Actor: Look, it won't take that long. We're not doing anything illegal here, what are you going to do about it?

Nonsexual Social Situation Vignette #3:

Narrator: You go out to eat at a new restaurant with a few friends. When you pay the check, you expect to get twenty dollars back from your server. Instead, he only brings back ten dollars in change. You tell him that you think he's made a mistake.

(blank screen)

Actor: No, I'm pretty sure I brought you the right change. You gave me \$30 for a \$20 bill.

(freeze frame on actor)

Actor: I'm positive. There was a twenty and a ten. Not two twenties. I'm not scamming you.

(freeze frame on actor)

Actor: I can get you my manager, but it's just going to be my word against yours.

Nonsexual Social Situation Vignette #4:

Narrator: You've been working on a project with a co-worker that you consider to be a good friend. At a staff meeting, your co-worker takes credit for the progress that's been made on the project. You feel that you have made significant contributions to the project and are upset that he didn't give you credit for your work. You decide to talk to him about this.

(blank screen)

Actor: It's not that big of a deal. No one really pays attention in those meetings anyways. I'm sure no one will think that I've done all the work.

(freeze frame on actor)

Actor: Our boss already thinks highly of you. He hasn't been happy with me since the last project fell through. What's the big deal if he thinks that I came up with all of the ideas for this project?

(freeze frame on actor)

Actor: You should have spoken up in the meeting. I don't see how this is my fault.

Nonsexual Social Situation Vignette #5:

Narrator: You're driving with a friend downtown and are having trouble finding a parking space. You spot one that's a tight squeeze, but your friend thinks he can fit in the spot. As he's trying to parallel park, he bumps the car in front of him. When you get out of the car, you see that there is a small dent in the other car's bumper. Your friend begins to walk away and you ask him if he's going to leave a note with his insurance information for the other driver.

(blank screen)

Actor: Nobody saw us; let's just go before the driver gets back.

(freeze frame on actor)

Actor: That dent could have been there already for all we know. I bet they won't even notice that dent for weeks.

(freeze frame on actor)

Actor: You're being ridiculous. It was a little tap as I pulled into the space. Nobody leaves a note over something so small. It'd be more hassle to leave a note than it's worth.

Appendix I
Sexual Victimization Risk Vignettes

Sexual Victimization Risk Vignette #1:

Narrator: You're at a party drinking and dancing with your girlfriends. A guy you recognize as being popular on campus comes up to you and starts dancing. He's very attractive, but you've heard that he is a player. He's been a gentleman to you throughout the night and you've had a really good time, but you don't want to go back to his place.

(blank screen)

Actor: Do you want to go to my place to talk?

(freeze frame on actor)

Actor: This party is dying down anyways. Don't you think we'd have a really great time getting to know each other better if we went back to my place?

(freeze frame on actor)

Actor: Why are you making this so difficult? Let's just go to my place.

Sexual Victimization Risk Vignette #2

Narrator: You're at a party with your girlfriends. A guy that you have a crush on has been paying you a lot of attention throughout the evening by getting you drinks and telling you how beautiful and sexy you look. You and your girlfriends are getting ready to leave, and you ask them to wait for a few minutes until you find this guy and tell him goodbye. You return 15 minutes later and find that your friends have already left. You need to get home, but don't think it's a good idea to be alone with him.

(blank screen)

Actor: Hey, I thought you'd left already. What happened?

(freeze frame on actor)

Actor: Why don't I give you a ride home?

(freeze frame on actor)

Actor: I'd really be happy to give you a ride home. Maybe I can hang out for a while once we get there? I'll grab my keys.

Sexual Victimization Risk Vignette #3

Narrator: Things in your life have been going really well lately. You go to a friend's house to hang out with a group of other people. There are several people there that you do not know. After a while, people start to play quarters and get pretty drunk. At the end of the evening, you notice that your friends have left or are asleep. You are alone with one of the guys that you just met that evening and think it's time to leave.

(blank screen)

Actor: Looks like we're the only ones left partying.

(freeze frame on actor)

Actor: We should keep playing quarters. Maybe we should wager on the game, just to make it interesting...

(freeze frame on actor)

Actor: It'll be fun; we can drink a little bit more, I'll cheer you up after you lose, and then we can spend the night snuggled on the couch together.

Sexual Victimization Risk Vignette #4

Narrator: You have been dating a guy for about a month and you really like him. He's very attractive and a lot of women on campus want to date him. You feel special that he's chosen to date you and not someone else. One night, you're making out with him and things start to get pretty hot. You tell him you don't want to have sex with him yet, but you can tell he's really into it.

(blank screen)

Actor: Look, I'm really committed to this relationship and I really think that we should have sex.

(freeze frame on actor)

Actor: If you care about me as much as you say you do, you should be happy about having sex with me.

(freeze frame on actor)

Actor: I just care about you so much. If you were as into this relationship as I am, you'd have wanted to have sex weeks ago.

Sexual Victimization Risk Vignette #5

Narrator: You return home from a date with a guy that you really like. The two of you have gone out a couple of times and have kissed and touched each other before. You watch TV for a while and start to kiss and take each other's clothes off. Soon you only have your underwear on. You're not ready to have sex with this guy.

(blank screen)

Actor: I want the two of us to take our clothes off and just hold each other.

(freeze frame on actor)

Actor: I just want to feel you close to me. Let's just keep kissing and holding each other tonight.

(freeze frame on actor)

Actor: Let's go a little bit farther. I really thought this relationship was going someplace.

(freeze frame on actor)

Appendix J Instructions to Participants

In this study, you will be asked to watch a series of vignettes describing situations that undergraduate women may experience when they are dating or interacting socially with men. For each of the vignettes, you'll first listen to a description of what's going on in the situation. Listen carefully so that you can get a good idea of your relationship to the person you are interacting with and what's happening in the situation. A man will then come onto the screen and provide a series of verbal requests that you will respond to. Each vignette will include several requests and you should respond to each of them in turn, as if the situation was naturally unfolding and you were having a conversation with the man. After the man delivers each request, his image will freeze on the screen. This is your cue to respond by verbally stating what you would say in this situation. For each of these situations, imagine that you are experiencing the situation being described. Even if you don't think you'd find yourself in the situation, imagine that you are there and respond to the man as you would if you were in the situation. Listen carefully to what the man says in each vignette. Please say what you would say in this situation, exactly as you would say it in real life. All aspects of your response are important. For example, your facial expression, tone of voice, and content of your words all convey important information about what you're trying to express. We will *not* give you a script to work from; we want you to respond as naturally and convincingly as possible. We are trying to get accurate depictions of what actually happens in these sorts of situations in the real world. It is important that you do your best.

There will be ten vignettes presented. Each one will begin automatically. Remember, just do your best and try to respond just as you would if you really were in the situations being described.

Appendix K
Debriefing Form

Research Participant Debriefing
(Please read carefully)

Thank you for participating in our study.

We appreciate you taking the time to help us better understand the relationship between women's responses to vignettes depicting coercive social situations and previous victimization experiences, psychopathology, and sexual beliefs. Sexual victimization is an important topic for researchers because of its high prevalence rate among college women. By videotaping your responses, we hope to obtain a more informative sample of women's responses to sexually risky situations than samples obtained in previous research using self-report measures. Specifically, videotaped responses allow us access to nonverbal cues, such as tone and body language that are not available through questionnaires.

We asked you to view your responses and rate their effectiveness. This will allow us to better understand the impact that previous victimization, psychopathology, and sexual beliefs may have on women's ability to evaluate the effectiveness of their responses. We are also interested in understanding the similarities and differences between your self-ratings and experts' and undergraduate men's ratings of effectiveness.

We were not able to tell you details about the ratings you would make at the beginning of the study, as that knowledge would likely have influenced how you responded to the videotaped vignettes. We hope to use this information to develop more effective prevention programs aimed at helping women decrease their risk of sexual victimization.

When we analyze the results from this study we will assess the extent to which previous victimization, psychopathology, and sexual beliefs are related to the effectiveness of responses to the vignettes. Additionally, we will examine the extent to which participants' self-ratings correlate with raters' and undergraduate men's evaluations of response effectiveness.

Please do not discuss this study with your classmates, who may participate in this study in the future, and whose responses would be biased by knowing our hypotheses.

Your responses will be analyzed only to make statistical inferences about the relationship between the responses that you provided and your past victimization, sexual attitudes and beliefs, and symptoms associated with depression, anxiety, and post traumatic stress. Your responses will remain completely anonymous and confidential. We do not keep any records that can link your name to any of your responses. If we get interesting results from this study, we will try to publish them in a peer-reviewed psychology journal.

If you have any questions about this study, please feel free to contact: Erica Nason at enason@unm.edu or B63B Logan Hall (505) 277-7687 or Dr. Elizabeth Yeater at eyeater@unm.edu or 174 Logan Hall (505) 277-0632.

If you become upset or distressed about any aspect of this study or your responses to any of our questions, please feel free to contact any of the counseling and referral services listed below. There is no need to feel embarrassed about seeking help for any psychological concerns; most people do so at some point in their lives.

- **AGORA-UNM Crisis Center, 277-3013.** AGORA offers a free, confidential hotline staffed by peer volunteers such as UNM students, open 9 am to midnight daily. It also offers free or low-cost help for walk-in clients 9 am to 5 pm at the Psychology Clinic, just west of Dane Smith Hall, on the corner of Las Lomas and Buena Vista, on UNM Main Campus.
- **UNM Psychology Clinic, 277-5164.** Clinical psychology Ph.D. students provide therapy services on a sliding fee scale, typically at low cost to students. There may be a waiting list. Call to schedule an appointment. Located just west of Dane Smith Hall, on the corner of Las Lomas and Buena Vista, on UNM Main Campus.
- **Counseling and Therapy Services (CATS) at the Student Health Center, 277-4737.** Located in the Student Health Center on UNM Main Campus.
- **Psychiatric Emergency Services, UNM Mental Health Center, 272-2920.** Hotline open 24 hours a day, 7 days a week; offers walk-in service all hours at 2600 Marble Avenue NE, opposite Columbia Drive, north-east of UNM North Campus.

Table 1

Descriptive Data on Study Measures and Zero-order Correlations among Individual Difference Variables and Experts' Effectiveness Ratings for the Low, Medium, and High Levels of Coercion for the Sexual Victimization Risk and Nonsexual Social Situation Vignettes

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. BDI	13.19	7.52	--	.790**	.129	.118	-.201*	.233*	-.106	-.099	-.032	-.122	.022	-.078
2. TSC	30.16	16.25		--	.344**	.256*	-.191	.225*	-.008	-.142	-.163	-.063	-.007	.105
3. SOI	25.51	15.05			--	.485**	.021	.160	-.067	-.202*	-.266**	-.011	.002	-.094
4. SES	1.93	1.73				--	-.022	.009	-.211*	-.204*	-.283**	-.043	-.046	-.079
5. STAI1	44.89	5.93					--	.466**	-.067	-.086	-.054	-.044	-.022	-.052
6. STAI2	46.40	7.44						--	-.085	-.120	-.067	.039	-.039	-.041
7. EXPV1	4.07	0.55							--	.697**	.593**	.425**	.396**	-.386**
8. EXPV2	4.34	0.52								--	.823**	.345**	.390**	.371**
9. EXPV3	4.37	0.53									--	.458**	.549**	.539**
10. EXPN1	4.14	0.55										--	.735**	.682**

11. EXPN2	4.14	0.64	--	.835**
12. EXPN3	4.02	0.67	--	--

Note: BDI = Beck Depression Inventory; TSC = Trauma Symptom Checklist; SOI= Sociosexuality Orientation Inventory; SES = Sexual Experiences Survey; STAI1 = State and Trait Anxiety Inventory, State Scale; State and Trait Anxiety Inventory, State Scale; STAI2 = State and Trait Anxiety Inventory, State Scale; State and Trait Anxiety Inventory, Trait Scale; EXPV1 = expert rating score, low risk, sexual victimization risk vignettes; EXPV2 = expert rating score, medium risk, sexual victimization risk vignettes; EXPV3 = expert rating score, high risk, sexual victimization risk vignettes; EXPN1 = expert rating score, low risk, nonsexual social situation vignettes; EXPN2 = expert rating score, medium risk, nonsexual social situation vignettes; EXPN3 = expert rating score, high risk, nonsexual social situation vignettes; * $p < .05$; ** $p < .01$.

Note: EXPV1 = mean expert rating, low risk, sexual victimization risk vignettes; EXPV2 = mean expert rating, medium risk, sexual victimization risk vignettes; EXPV3 = mean expert rating, high risk, sexual victimization risk vignettes; UGMV1 = mean undergraduate men rating, low risk, sexual victimization risk vignettes; UGMV2 = mean undergraduate men rating, medium risk, sexual victimization risk vignettes; UGMV3 = mean undergraduate men rating, high risk, sexual victimization risk vignettes; PV1 = mean participant post-rating, low risk, sexual victimization risk vignettes; PV2 = mean participant post-rating, medium risk, sexual victimization risk vignettes; PV3 = mean participant post-rating, high risk, sexual victimization risk vignettes; * $p < .05$; ** $p < .01$.

Table 3. *Descriptive Data and Correlations among Experts', Undergraduate Men's, and Participants' Effectiveness Ratings for the Low, Medium, and High Levels of Coercion for the Nonsexual Social Situation Vignettes*

Variable	Mean	SD	1	2	3	4	5	6	7	8	9
1. EXPN1	4.14	0.55	--	.735**	.682**	.288**	-.300**	.302**	.279**	.179	.104
2. EXPN2	4.14	0.64		--	.835**	.206*	.220*	-.266*	.193	.238*	.108
3. EXPN3	4.02	0.67			--	.199*	.222*	.257*	.185	.179	.208*
4. UGMN1	3.84	0.51				--	.745**	.702**	.230*	.193	.192
5. UGMN2	3.87	0.52					--	.802**	.129	.085	.070
6. UGMN3	3.89	0.60						--	.166	.114	.113
7. PN1	4.01	1.06							--	.830**	.714**
8. PN2	4.05	0.95								--	.808**
9. PN3	3.96	1.00									--

Note: EXPN1 = mean expert rating, low risk, nonsexual social situation vignettes; EXPN2 = mean expert rating, medium risk, nonsexual social situation vignettes; EXPN3 = mean expert rating, high risk, nonsexual social situation vignettes; UGMN1 =

mean undergraduate men rating, low risk, nonsexual social situation vignettes; UGMN2 = mean undergraduate men rating, medium risk, nonsexual social situation vignettes; UGMN3 = mean undergraduate men rating, high risk, nonsexual social situation vignettes; PN1 = mean participant post-rating, low risk, nonsexual social situation vignettes; PN2 = mean participant post-rating, medium risk, nonsexual social situation vignettes; PN3 = mean participant post-rating, high risk, nonsexual social situation vignettes; * $p < .05$; ** $p < .01$

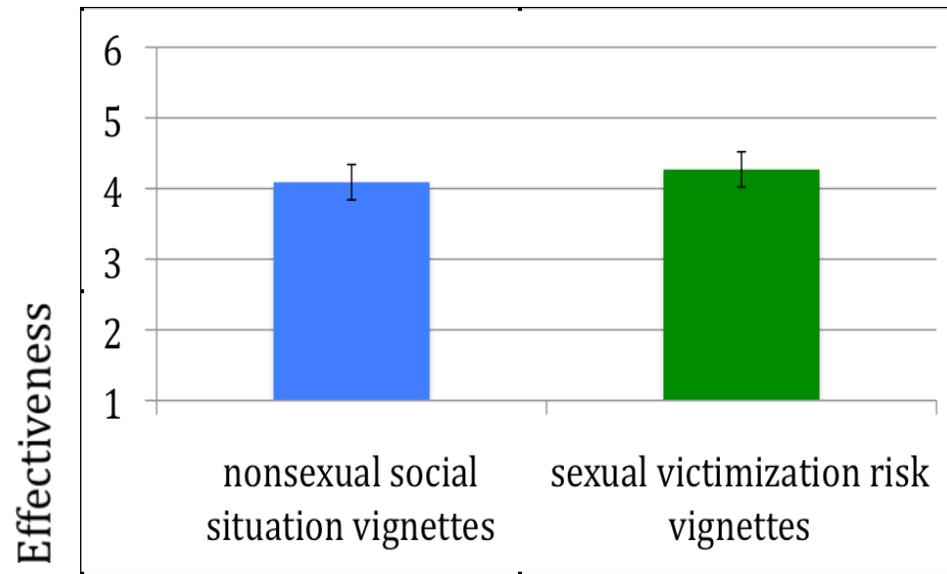


Figure 1. Main Effect of Situation Type Using Experts' Effectiveness Ratings

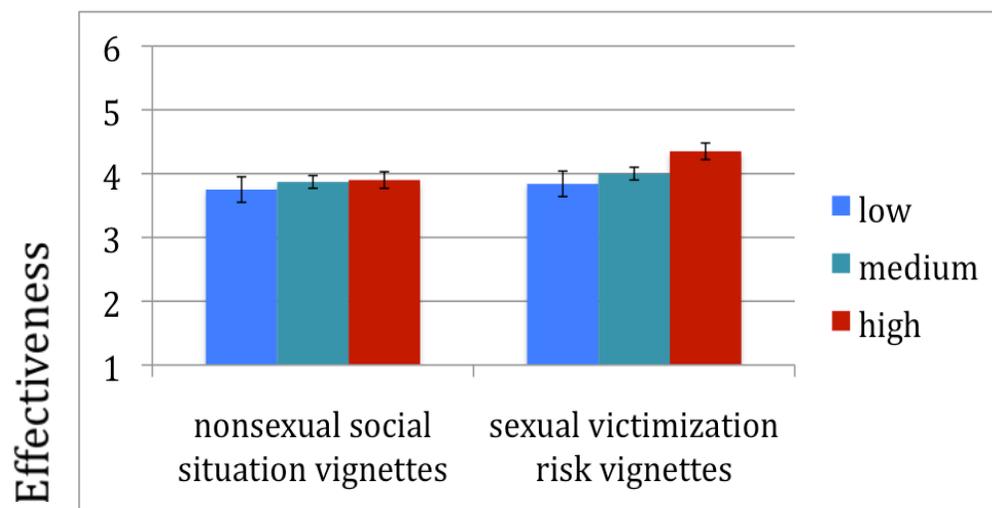


Figure 2a. Interaction Effect Between Type of Situation and Level of Coercion Using Experts' Ratings of Response Effectiveness

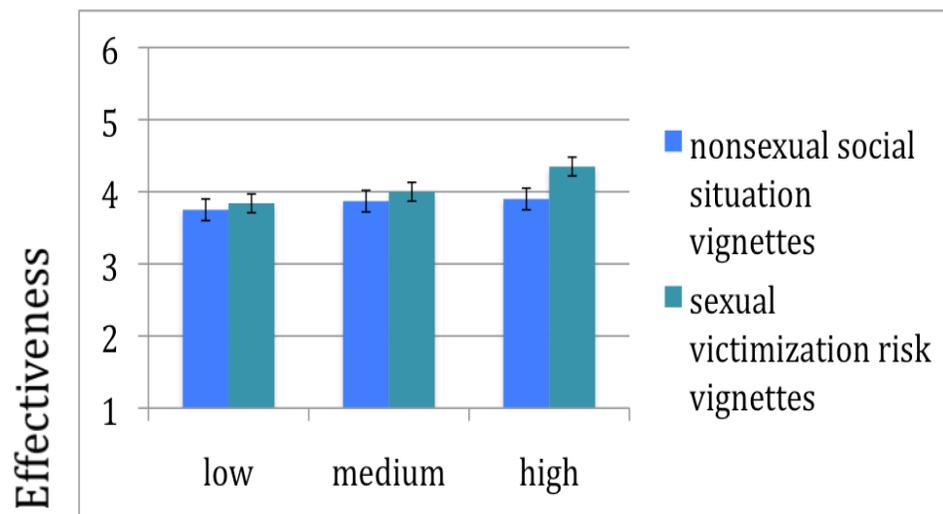


Figure 2a. Interaction Effect Between Type of Situation and Level of Coercion Using Experts' Ratings of Response Effectiveness

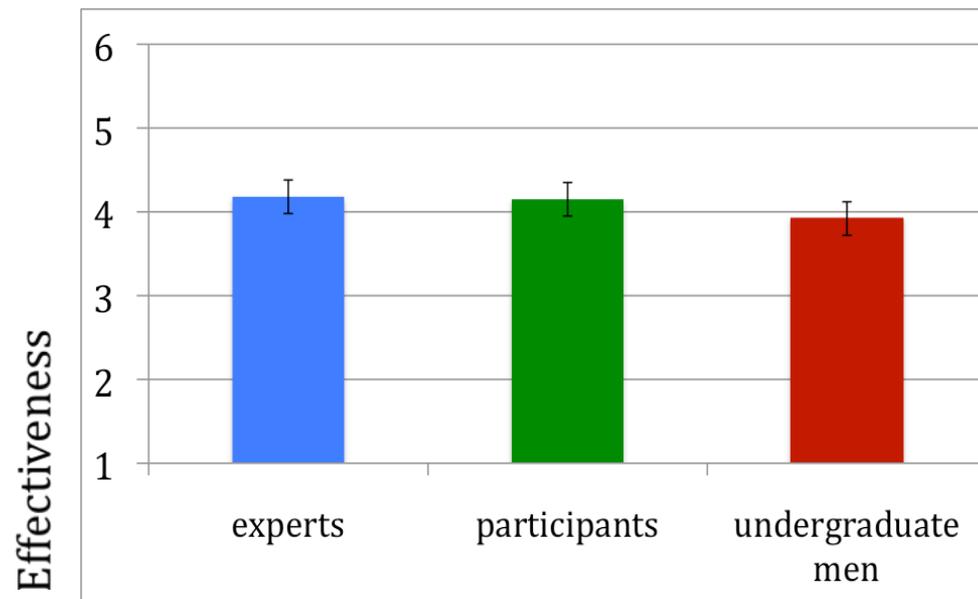


Figure 3. Main Effect of Rater.

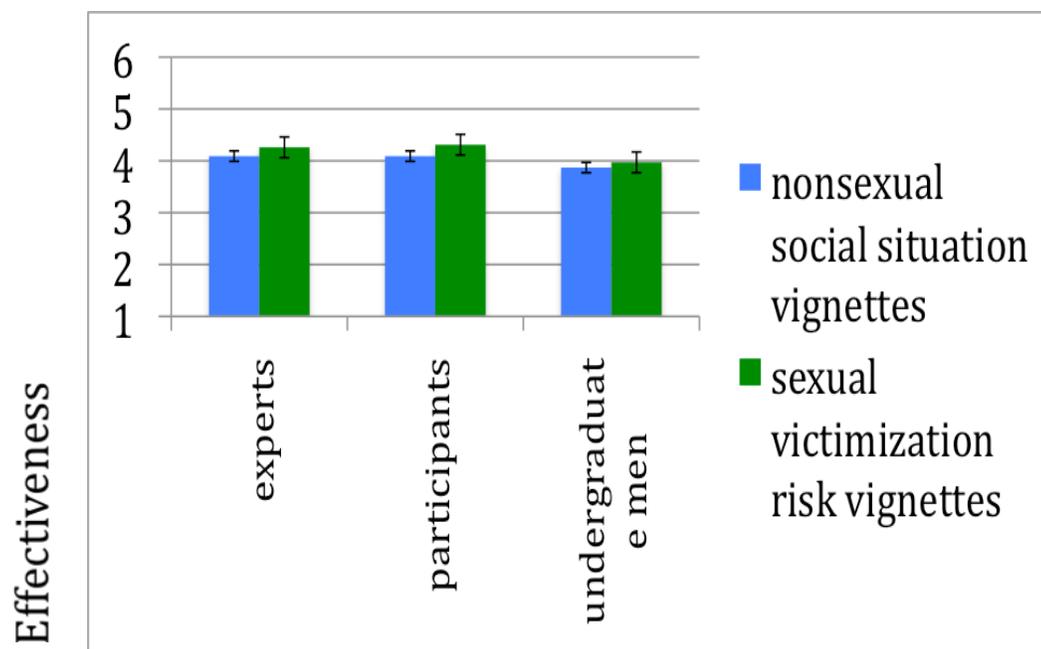


Figure 4a. Interaction Effect Between Type of Situation and Type of Rater

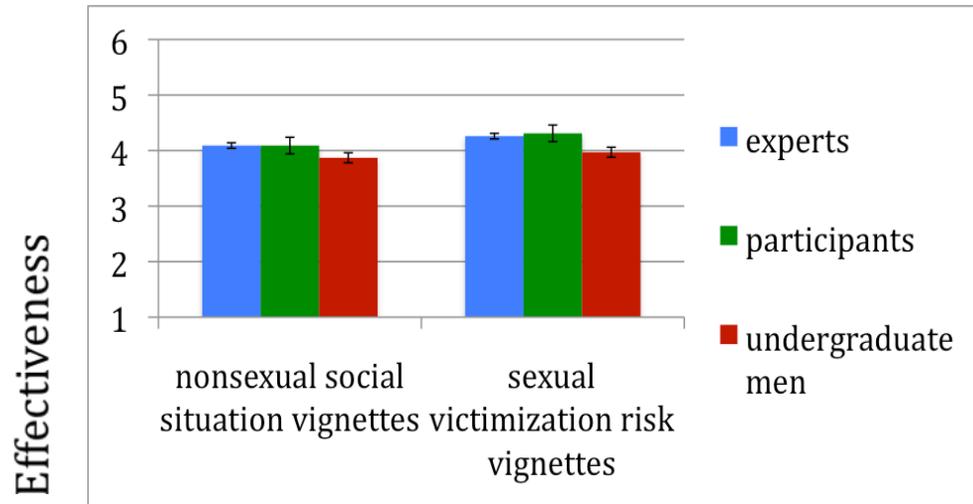
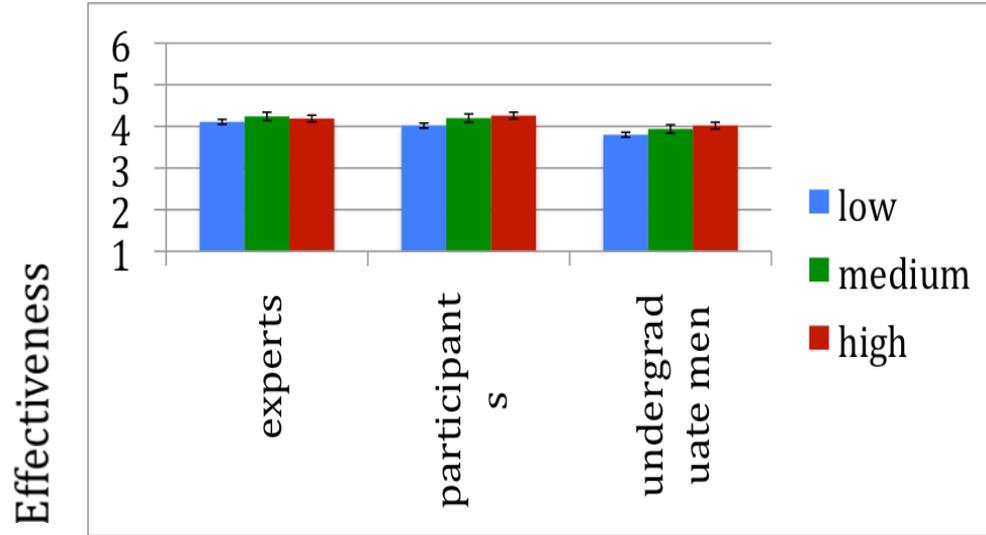


Figure 4b. Interaction Effect Between Type of Situation and Type of Rater



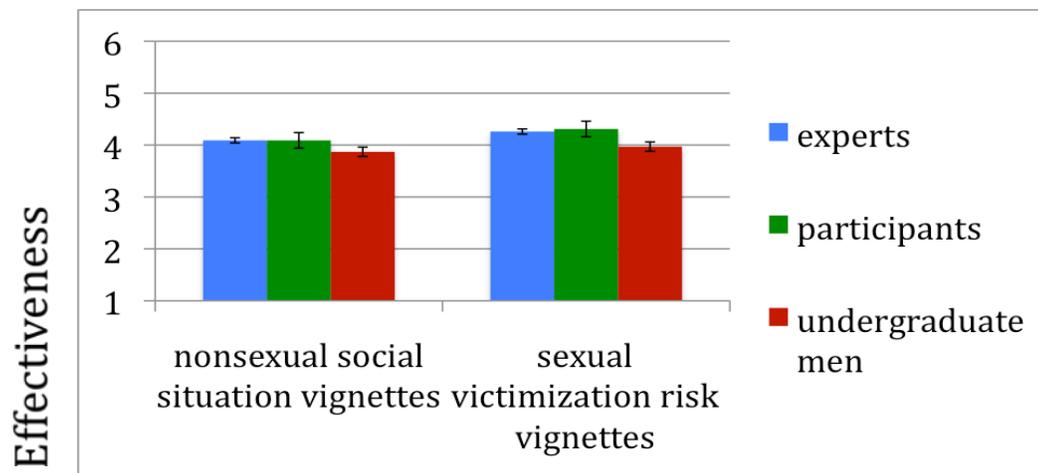


Figure 5a. Interaction Effect Between Level of Coercion and Type of Rater