THE ROLE OF FORMAL AND INFORMAL SEX EDUCATION SOURCES ON SEXUAL ATTITUDES

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GRADUATE STUDENT ADVISOR: CHELSEA KILIMNIK, M.S.
<table>
<thead>
<tr>
<th>Campus Assault</th>
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<tbody>
<tr>
<td>Comprehensive Sexual Education</td>
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<td>Rape Myths</td>
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<td>Sexual Double Standards (SDS)</td>
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<td>Sexual Resourcefulness</td>
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<td>Design</td>
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<td>Expectations</td>
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</tbody>
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KEY TERMS

- **NSEs – Nonconsensual Sexual Experiences**
  - Sexual assault
  - Sexual abuse
  - Rape
  - Sexual harassment
  - Any Unwanted sexual experience
CAMPUS SEXUAL ASSAULT

- 1 in 5 Female University Students
- Recent Rise in Research – Thanks, Obama!

(Muehlenhard, Humphreys, Jozkowski, & Person, 2016)
**Sexual Education** – “Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles.” – SIECUS (Sexuality Information and Education Council of the United States)
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Sexual Education – “Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles.” – SIECUS
Comprehensive Sex Ed - Age-appropriate and medically accurate information ranging from Kindergarten through 12th grade

- Reduces STIs and unplanned pregnancies
- Promotes healthy interpersonal relationships
- Reduces Sexual Violence
Rape myths - Beliefs that both deny and justify sexual violence against women

“If a woman doesn’t physically fight back, you can’t really say it was rape.”

- Linked to socially constructed scripts about sex, consent, and gender
- Effects how sexual experiences are defined
- Can be changed with education

Sexual Double Standards - An individual's expectations about how a person should behave sexually based on gender.

“It’s worse for a woman to sleep around than it is for a man.”

- Reverse double standard – generational?
  - Women are implicate with their bias and men are explicate
- Results in negative sexual and mental health
- Influenced by peers

(Papp et al., 2015, Sakaluk & Milhausen, 2012, Emmerink et al., 2016, Emmerink et al., 2016)
**Sexual Resourcefulness** - A person’s ability to negotiate unwanted sexual experiences

- Reasons to consenting or “give in”
- Promoted through school and parental education

(Kennett, Humphreys, & Schultz 2012).
Online Questionnaire (~45 min)
- Demographics
  - Sexual Experiences Scale (SES)
- Sexuality Topics Addressed by Parents and Schools (STAPS)
  - Sexual Resourcefulness Survey (SRS)
  - Illinois Rape Myth Acceptance Scale (IRMAS)
  - Sexual Double Standards scale (SDSS)
**STUDY DESIGN**

**Online Questionnaire (~45 min)**
- Demographics
- Sexual Experiences Scale (SES)
- Sexuality Topics Addressed by Parents and Schools (STAPS)
- Sexual Resourcefulness Survey (SRS)
- Illinois Rape Myth Acceptance Scale (IRMAS)
- Sexual Double Standards Scale (SDSS)
### SEXUAL EXPERIENCES SURVEY – SES-SFV

1. Someone **fondled, kissed, or rubbed up against the private areas of my body** (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent **(but did not attempt sexual penetration)** by:

<table>
<thead>
<tr>
<th></th>
<th>How many times since age 14?</th>
<th>How many times during the past 12 months?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling lies, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I indicated I didn't want to.</td>
<td>0 1 2 3+</td>
<td>0 1 2 3+</td>
</tr>
<tr>
<td>Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I indicated I didn't want to.</td>
<td>0 1 2 3+</td>
<td>0 1 2 3+</td>
</tr>
<tr>
<td>Taking advantage of me when I was too drunk or out of it to stop what was happening.</td>
<td>0 1 2 3+</td>
<td>0 1 2 3+</td>
</tr>
<tr>
<td>Threatening to physically harm me or someone close to me.</td>
<td>0 1 2 3+</td>
<td>0 1 2 3+</td>
</tr>
<tr>
<td>Using force, for example, holding me down with their body weight, pinning my arms, or having a weapon.</td>
<td>0 1 2 3+</td>
<td>0 1 2 3+</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>How many times since age 14?</th>
<th>How many times during the past 12 months?</th>
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</thead>
<tbody>
<tr>
<td>Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I indicated I didn't want to.</td>
<td>0 1 2 3+</td>
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<td>0 1 2 3+</td>
<td>0 1 2 3+</td>
</tr>
</tbody>
</table>
SEXUAL EXPERIENCES SURVEY – SES-SFP

1. I fondled, kissed, or rubbed up against the private areas of someone else’s body (lips, breast/chest, crotch or butt) or removed some of their clothes without their consent (but did not attempt sexual penetration) by:

<table>
<thead>
<tr>
<th>How many times since age 14?</th>
<th>How many times during the past 12 months?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

- Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises I knew were untrue, or continually verbally pressuring them after they indicated they didn’t want to.
- Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force, after they indicated they didn’t want to.
- Taking advantage of them when they were too drunk or out of it to stop what was happening.
- Threatening to physically harm them or someone close to them.
- Using force, for example, holding them down with my body weight, pinning their arms, or having a weapon.

5. Even though it didn’t happen, I TRIED tried to have oral sex with someone or make them have oral sex with me, without their consent by:

<table>
<thead>
<tr>
<th>How many times since age 14?</th>
<th>How many times during the past 12 months?</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
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</table>

- Telling lies, threatening to end the relationship, threatening to spread rumors about them, making promises I knew were untrue, or continually verbally pressuring them after they indicated they didn’t want to.
- Showing displeasure, criticizing their sexuality or attractiveness, getting angry but not using physical force, after they indicated they didn’t want to.
- Taking advantage of them when they were too drunk or out of it to stop what was happening.
- Threatening to physically harm them or someone close to them.
- Using force, for example, holding them down with my body weight, pinning their arms, or having a weapon.
SEXUALITY TOPICS ADDRESSED BY PARENTS AND SCHOOLS (STAPS)

Modified to include:
- Media
- Peers
- Pornography
- Perceived Influence
- Explicit terms

To what extent did your mother (or female guardian) discuss with you the following topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not at all 0</th>
<th>1</th>
<th>Somewhat 2</th>
<th>3</th>
<th>Completely 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of condoms</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Sexually transmitted infections</td>
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<tr>
<td>Abstinence</td>
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<td>Sexual pleasure</td>
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<tr>
<td>Unwanted pregnancy</td>
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<td>Developing Intimacy</td>
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<tr>
<td>Negotiating sexual activity</td>
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<tr>
<td>Dealing with unwanted advances</td>
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<tr>
<td>Building trust in a relationship</td>
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<tr>
<td>Sexual assault</td>
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<tr>
<td>Rape</td>
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<tr>
<td>Sexual abuse</td>
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<td></td>
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<tr>
<td>Consent</td>
<td></td>
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</table>
PARTICIPANT RECRUITMENT

**Undergraduate Sample**
UT SONA
Psychology 301 Students
Student participants receive course credit

**Community Sample**
Online recruitment
Social Media, Craigslist, Reddit, Email Black, MestonLab.com
Community participants can enter a drawing to win a $50 pre-paid visa e-gift card
**Study Variables and Analysis**

**Independent:** Sexual Education (STAPS)

**Dependent:** Rape Myth Acceptance, Sexual Double Standard Agreement, Sexual Resourcefulness

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**STAPS**

- SDSS
- IRMAS (Rape Myths)
- SRS

**STAPS Subscales**

- Health
- Pleasure
- Communication
- NSEs

**STAPS Subscales**

- School
- Parents
- Peers
- Media
- Pornography

- NSEs
**PREDICTION:**

*When more education on pleasure, communication, and NSEs is received from schools and parents:*

- Rape Myths ↓
- Sexual Double Standards ↓
- Sexual Resourcefulness ↑

*When more education on pleasure, communication, and NSEs is received from peers and media:*

- Rape Myths ↑
- Sexual Double Standards ↑
- Sexual Resourcefulness ↓
SECONDARY PREDICTION AND IMPLICATIONS:

Sexual Education can reduce incidences of NSEs by influencing sexual attitudes that perpetuate sexual violence.
THANK YOU!