Western
Centre for Research & Education on
Violence Against Women & Children

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IMPACT OF THE UNDRESSING CONSENT PROGRAM

On Attitudes, Knowledge, And Behaviours That Contribute To Sexual Violence On University Campuses

Authored by

Katreena Scott
Anushka Khanna
Aadhiya Vasudeva
Amber Di Paolo
Seema Hooda

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Executive Summary

Gender-Based and Sexual Violence (GBSV) continues to pose a significant issue on university and college campuses throughout North America. Since 2021, Western University has invested in enhanced efforts to prevent sexual violence on campus (McQuaid & Wathen, 2022). Among these efforts is the addition of a 90-minute, live-facilitated, interactive prevention program titled "*Undressing Consent*." This training was developed by Anova and delivered in partnership with the Centre for Research and Education on Violence Against Women and Children (CREVAWC) and the Student Experience office at Western, with contributions from many other departments and individuals at Western.

In 2023, CREVAWC, with the support of Western's affiliate colleges (Huron, Brescia, and King's), conducted a program evaluation of *Undressing Consent*. to better understand student perspectives of this program and this program's effectiveness in changing student knowledge, attitudes, and self-reported behaviours related to GBSV. Data for this study was gathered between August 2023 to October 2023. All incoming first-year students who attended *Undressing Consent* were invited to provide satisfaction data and a subsample of students were invited to join a more in depth research survey. 485 students participated in the feedback and satisfaction surveys presented at the end of each session, 183 students participated in a pre-program research survey and 128 students participated in the post-program research survey.

This report presents the results of this evaluation. Some of the key findings include:

1. Almost 90% of the students were satisfied with *Undressing Consent.* They found it to be important and valuable.
2. Material in *Undressing Consent* was relevant and helpful to students during their first few weeks of university.
3. Students had greater explicit knowledge and more positive implicit attitudes about consent after completing *Undressing Consent,* though explicit endorsement of consent myths remains unchanged.
4. Male students had less knowledge of what constitutes sexual violence and the nuances of consent in practice, and they were more likely to endorse consent myths and implicit victim-blaming attitudes than female and non-binary students.

5. Few students knew about university resources for reporting sexual violence.
6. Most female and non-binary students reported high level of comfort in having conversations about desires and boundaries despite retrospectively reporting that Undressing Consent helped them better communicate their boundaries. New measurement strategies are needed.
7. Male students may benefit from more explicit instruction around healthy and unhealthy ways of responding to rejection

In summary, the findings of this report suggest that students value a short, live-facilitated GBSV prevention program. The program was found to help navigate the transition to university and led to some changes in student knowledge and attitudes about consent. Evaluation was also helpful for identifying areas of potential program improvement which could further contribute to efforts to prevent GBSV in post-secondary settings.

Introduction

High rates of Gender-Based and Sexual Violence (GBSV) remain a concern at university and college campuses across North America. GBSV not only impacts victims/survivors but can have consequences for all members of the campus community. In 2021, following reports of multiple sexual violence incidents during orientation week, Western University decided to invest in enhanced efforts to prevent sexual violence on campus (McQuaid & Wathen, 2022). A GBSV Action Committee was formed, and this committee developed a series of recommendations targeted at developing a safer campus committee (see Promoting Transformation Change at Western: Report of the Action Committee on Gender-Based and Sexual Violence). One of these recommendations was to provide GBSV prevention education and training to all students and staff on campus (McQuaid & Wathen, 2022). This recommendation led to a review and update of the online training on sexual violence provided to students in residence and, subsequently, to the inception of a live-facilitated training program called "*Undressing Consent*". This training was developed by Anova and delivered in partnership with the Centre for Research and Education on Violence Against Women and Children (CREVAWC) and the Student Experience office at Western, with contributions from many other departments and individuals at Western to support communication with students, follow-up for students for whom this session was potentially inappropriate, and other tasks associated with implementing this program to all incoming students.

The *Undressing Consent* curriculum content was also informed by an advisory committee which included representatives from different departments of the Western University including housing, student conduct, admissions, and several others. This advisory committee was developed in 2021 and continues to be involved in supporting the evaluation and further improvements to the curriculum content. In 2023, CREVAWC, with the support of Western's affiliate colleges (Huron, Brescia, and King's), conducted a program evaluation of *Undressing Consent*. The aims of this evaluation were to better understand student perspectives of this program and this program's effectiveness in changing student knowledge, attitudes, and self-reported behaviours related to GBSV. This report presents the results of this evaluation.

Background

Postsecondary institutions are responsible for ensuring the safety and well-being of all campus students and faculty, including a commitment towards GBSV prevention on campus. However, sexual violence remains a pertinent issue across post-secondary institutions in North America (Council of Ontario Universities, 2020; Muehlenhard et al., 2017). Quinlan and colleagues (2016) highlight that urban campuses include many risk factors for sexual violence. Notably, young women and girls are at the highest risk for experiencing GBSV (Brennan & Taylor-Butts, 2008; Conroy & Cotter, 2017; Cotter & Savage, 2019), while young men constitute a large proportion of sexual assault offenders in Canada (Conroy & Cotter, 2017). Social alcohol consumption is also common among Canadian postsecondary students (American College Health Association, 2016; Gliksman et al., 2003). Although alcohol consumption is not a direct cause of violence perpetration, it can interact with pre-existing risk factors

to increase risk for sexual violence perpetration, such as impairing a person's ability to evaluate the long-term consequences of their actions, something that may help high-risk individuals curb their violent tendencies (Abbey et al., 2004; Lippy & DeGue, 2016). Alcohol and other mind-altering drugs can also be used to facilitate sexual assault (Abbey et al., 2004; Dumbili & Williams, 2020; Richer et al., 2017).

In 2018, the Ontario Ministry of Training, Colleges and Universities (MTCU) conducted the first large-scale investigation of the rates of sexual violence on post-secondary campuses in Ontario (see Student Voices on Sexual Violence Survey Final Report). According to this report, 23% of university students and 17.2% of college students experienced at least one incident of sexual assault in the previous 12 months, 63.2% and 49.6% experienced at least one incident of sexual harassment respectively, and 23.7% and 23.0% experienced at least one incident of stalking respectively (MTCU & CCI Research Incorporated, 2019). Follow-up analyses of data collected from university students by the Council of Ontario Universities (2020) also suggested that in over 80% of the cases of sexual violence on university campuses, the perpetrator was a male-identifying individual (Council of Ontario Universities, 2020). Moreover, these analyses found that Black, Indigenous, gay, lesbian, bisexual, transgender, non-binary, and gender diverse students and students with (dis)abilities were disproportionately impacted by sexual violence than their peers (Council of Ontario Universities, 2020). Subsequently, the Survey on Individual Safety in the Postsecondary Student Population (SISPSP) also reported high incidents of sexual violence among students (Burczycka, 2020). The SISPSP found that an estimated 71% of students attending Canadian postsecondary schools had witnessed or experienced unwanted sexualized behaviors in the past year and 45% of female respondents, 47% of transgender and gender-diverse respondents, and 32% of male respondents had personally experienced unwanted sexualized behaviours (Burczycka, 2020). Sexual assaults commonly included coercion or manipulation and were most often perpetrated by other students (Burczycka, 2020). For example, about one in five female respondents that reported experiencing sexual assault in the past year stated that the assault took the form of a sexual activity to which they did not give consent after they had agreed to another form of sexual activity, such as agreeing to have protected sex and then learning it had been unprotected sex (Burczycka, 2020).

These experiences of GBSV can have devastating physical, mental health, social, and academic short- and long-term consequences for victims/survivors. Immediate consequences of GBSV can include physical injury, sexually transmitted infections, and unwanted pregnancies (e.g., Briere & Jordan, 2004; Jina & Thomas, 2013; Lutgendorf, 2019; Maguire et al., 2009; Peterson et al., 2011). Victims/survivors of GBSV are also at heightened risk for fear, post-traumatic stress disorder, anxiety, depression, sleep difficulties, chronic pain, gastrointestinal problems, eating disorders, and suicidal ideation (e.g., Campbell et al., 2008; Ganson et al., 2022; Jina & Thomas, 2013; Jordan et al., 2010; Lutgendorf, 2019; Peterson et al., 2011; Snaychuk & O'Neill, 2020). Some victims/survivors may also engage in unsafe sexual practices, drug use, and heavy drinking following experiences of violence (e.g., Jina et al., 2013; Peterson et al., 2011; Scheer et al., 2021). In student populations, impact of GBSV often extends to their academic and professional attainment; students who experience GBSV are more likely than their peers to miss classes and have thoughts of dropping out or quitting school and poorer grades (Potter, et al., 2018; Stermac et al., 2020). Moreover, intersectionality of (dis)abilities, race,

ethnicity, international student status, gender, and sexuality can also differentiate the impact of GBSV and access to resources for victims/survivors (Brubaker et al., 2017; Bedford et al., 2023).

This high prevalence rate of sexual violence on campuses and its impact on students highlight the need for effective sexual violence prevention programming. In September of 2021, multiple allegations of sexual violence during orientation week instigated student advocacy calling for change, including a walk-out organized by the Safe Campus Coalition (McQuaid & Wathen, 2022). As a response to these events, Western University's president Alan Shepard convened a GBSV committee comprising students, faculty, and community experts on GBSV (McQuaid & Wathen, 2022). This committee provided 22 recommendations across five domains: education and training; survivor supports and resources; policy, procedures and accountability; environmental safety; and cross-cutting recommendations on communication, coordination, and cultural change (McQuaid & Wathen, 2022). In support of these efforts, CREVAWC evaluated this widespread training. This evaluation is a critical part of program delivery because it helps explore whether this training is meeting its initial goals, what students are taking away from this program, and what is working and what is not working. In turn, these findings can help guide the next steps for program enhancement and delivery.

Program Overview: *Undressing Consent*

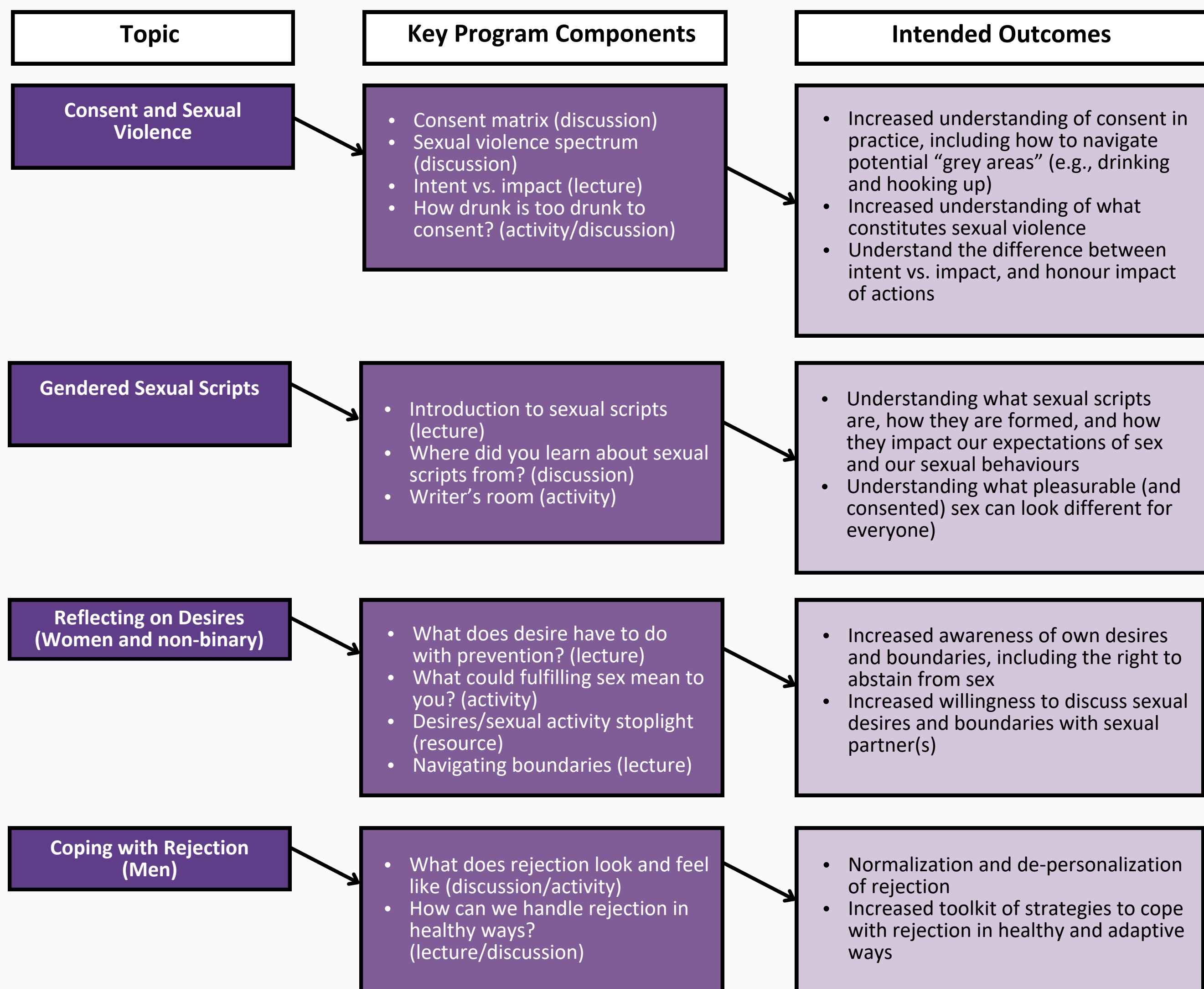
Undressing Consent is a 90-minute facilitated training that includes two versions, one that is delivered to male students (i.e., "*Undressing Consent*: *A Pleasure Approach to Learning About Consent, Rejection, and Sexual Violence*") and one that is delivered to female and non-binary students (i.e., "*Undressing Consent*: *A Pleasurable Approach to Learning About Consent, Desire, and Sexual Violence*"). It includes three sections, and both versions provide the same information to all students in the first and second sections. In the first section, students receive an overview of consent and what it looks like in practice, a discussion on the impact of alcohol on the capacity to consent and evaluate consent in others, and a discussion on what constitutes sexual violence. In the second section, students learn about sexual scripts. Sexual scripts are the norms and expectations around sex and how it should be conducted. Past research suggests that youth may receive gendered sexual scripts from media such as porn (Bridges et al., 2010; Sun et al., 2018). Examples of these common gendered sexual scripts include the importance of male pleasure over female pressure or that women should be submissive while men lead during romantic and sexual activities (Bridges et al., 2010).

The program is based on a sex positive approach, which emphasizes the importance of choice (including the right to abstain from sex) and pleasure for all parties as a key component of sexual consent. Another important component of sex-positive consent education is accepting that diversity exists in genders, sexual identities, and desires. Hence, this section aims to help students challenge the idea of gendered sexual script and understand that consent and pleasurable sex can look different for each person. In the last section, women and non-binary student groups discuss the importance of exploring one's own desires and boundaries, including strategies for navigating boundaries, while male-identifying students discuss rejection and what it feels like and explore healthy coping mechanisms for rejection. This differentiation is based on the previously cited

research that highlights the gendered nature of GBSV. While anyone, regardless of gender, can experience sexual violence, research shows that female, transgender, gender diverse, and nonbinary students are at increased risk of experiencing sexual violence and that men represent the vast majority of those who perpetrate sexual violence. Moreover, current research suggests that men who align themselves with harmful forms of masculinity, such as those who believe in male dominance over women, are more likely to respond to women's rejections in harmful and violent ways (Stratmoen et al., 2018; Woerner et al., 2018), even when the rejection is deemed "polite" (Woerner et al., 2018), making this an important target for sexual violence prevention programming that targets male audiences. Emerging research also discusses the importance of centering female desire as a component of challenging gendered sexual scripts (Radtke et al., 2020). Figure 1 summarizes key program components of *Undressing Consent* along with the aimed outcome for each section of the program.

Figure 1

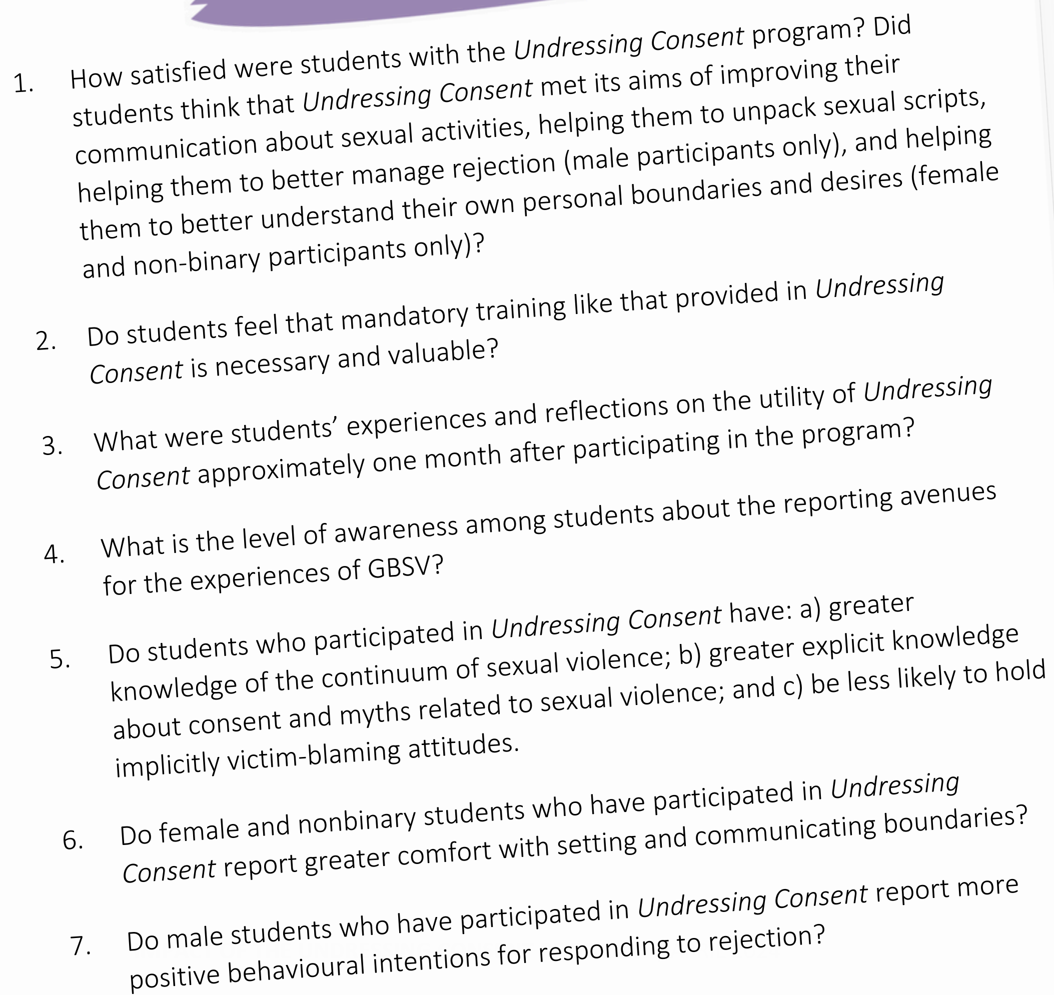
Key Program Components and Intended Outcomes for *Undressing Consent*



While this training was offered to students at Western starting 2021, for the year 2023, CREVAWC exclusively supported the delivery of this program at affiliate campuses (i.e., Huron, Brescia, and King's). Overall, 87 sessions were offered to incoming first-year students. Three of these sessions were strictly offered to international students. Each session had a maximum capacity of 30 students. The students attended the session according to the gender they self-identified with (i.e., women and non-binary or men). For the first time this year, we also offered one session specifically for students identifying as non-binary. The sessions were offered predominantly online via Zoom, with five sessions offered in person.

Research Purpose and Questions

This research study's primary aims were to evaluate student reception of *Undressing Consent* and the potential impacts of this program on student attitudes, knowledge, and behaviors related to sexual violence. The latter focused on student understandings and attitudes on key concepts covered in this training, including consent, sexual violence, accountability, sexual scripts, rejection, and desires. Specifically, the study addressed the following questions:



1. How satisfied were students with the *Undressing Consent* program? Did students think that *Undressing Consent* met its aims of improving their communication about sexual activities, helping them to unpack sexual scripts, helping them to better manage rejection (male participants only), and helping them to better understand their own personal boundaries and desires (female and non-binary participants only)?
2. Do students feel that mandatory training like that provided in *Undressing Consent* is necessary and valuable?
3. What were students' experiences and reflections on the utility of *Undressing Consent* approximately one month after participating in the program?
4. What is the level of awareness among students about the reporting avenues for the experiences of GBSV?
5. Do students who participated in *Undressing Consent* have: a) greater knowledge of the continuum of sexual violence; b) greater explicit knowledge about consent and myths related to sexual violence; and c) be less likely to hold implicitly victim-blaming attitudes.
6. Do female and nonbinary students who have participated in *Undressing Consent* report greater comfort with setting and communicating boundaries?
7. Do male students who have participated in *Undressing Consent* report more positive behavioural intentions for responding to rejection?

Methods

Research Design and Sample

Data for this study was gathered between August 2023 to October 2023. Incoming first-year students and student leaders were invited to participate in feedback and satisfaction surveys presented at the end of each session and in-depth pre- and post-program research surveys. All research surveys for this study were developed and administered using Qualtrics.

Feedback and Satisfaction Surveys

All students who completed *Undressing Consent* during the study period were invited to complete a feedback and satisfaction survey. At the end of each *Undressing Consent* session, facilitators shared a QR code with students for this survey and were responsible for telling students the purpose of this survey and that participation in this survey was completely voluntary and anonymous. The survey questions asked participants to reflect on key learnings in the program, rate their overall satisfaction with the program, and share whether they felt *Undressing Consent* met its several objectives. Students were also given the opportunity to provide open-ended comments on their program experience. 32.6% of students who completed the program during the study time frame (485 out of a total of 1485 students) provided general feedback on their satisfaction with *Undressing Consent.* Of those who completed the survey, 70.5% were women/non-binary, and 29.5% were men (see Figure 2).

Pre- and Post-Program Surveys

In addition to the feedback survey, the research team at CREVAWC invited students to participate in more in-depth research by email. The research design used was that of a pre-, post-design. To promote student participation students invited to participate in either the pre- or post-program survey were given a chance to enter a draw to win a reMarkable 2 tablet. Students who completed the pre-program survey and were asked to complete the post-survey were also offered a $20 credit to their Western OneCard which can be used for campus vending machines and cafeterias.

The pre-program survey was sent to 1168 students prior to their participation in the *Undressing Consent* program. Of those invited to

complete the pre-program survey, 183 students consented and provided valid data (response rate 15.6%). The second survey was sent after Orientation Week. The post-program survey was sent to two groups of students. The first group were students who participated in the pre-program survey. To match students who completed both the pre- and post-program surveys, students were asked to answer cue questions to create a matching ID. Twenty-one students who participated in the pre-program survey could be matched to those who completed the post-program survey (response rate 11.5%). Due to the low response rates to the post-program surveys, post-program surveys were also sent to a group of 402 students who had not been initially invited to complete the pre-program survey. 107 students responded to this invitation (response rate 26.6%).

As shown in Figure 2, of those who consented to participate in the pre-program survey, 74.9% identify as women or non-binary, and 25.1% as men. Regarding their age, 69.7% were between 18 to 24, 26.5% were under 18 years old, and 3.9% were over 25 years old. 29.7% were international students and 70.3% were domestic students. The students were also asked questions about whether they lived on campus or off campus, 52.3% indicated that they lived on campus and 47.4% indicated that they did not live on campus. A small percentage of respondents (3.2%) indicated that they identify as Indigenous. Similar patterns emerged in the post-program survey as 76.3% were women and 23.7% were men. The majority of the participants were 18 to 24 years old (78.5%) and 18.5% were under 18. Most were domestic students (92.3%). A small percentage identified as Indigenous (3.1%). No significant differences were noted in most of the demographics of the independent samples of students in the pre- and post-program groups except for whether students identified themselves as domestic or international: it was found that relatively more domestic students participated in the second survey.

Figure 2

Number of Students who Responded to Satisfaction Questions and who Participated in the Pre-Post-Survey Research.

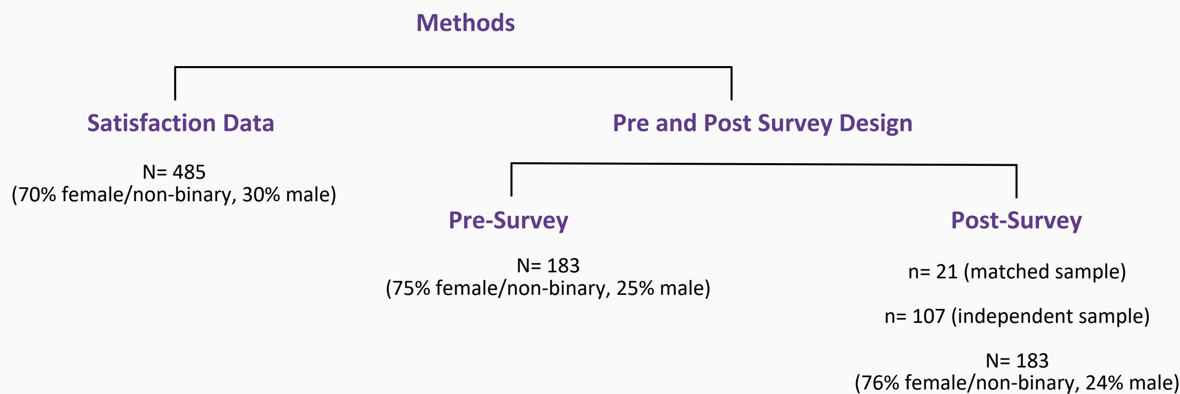
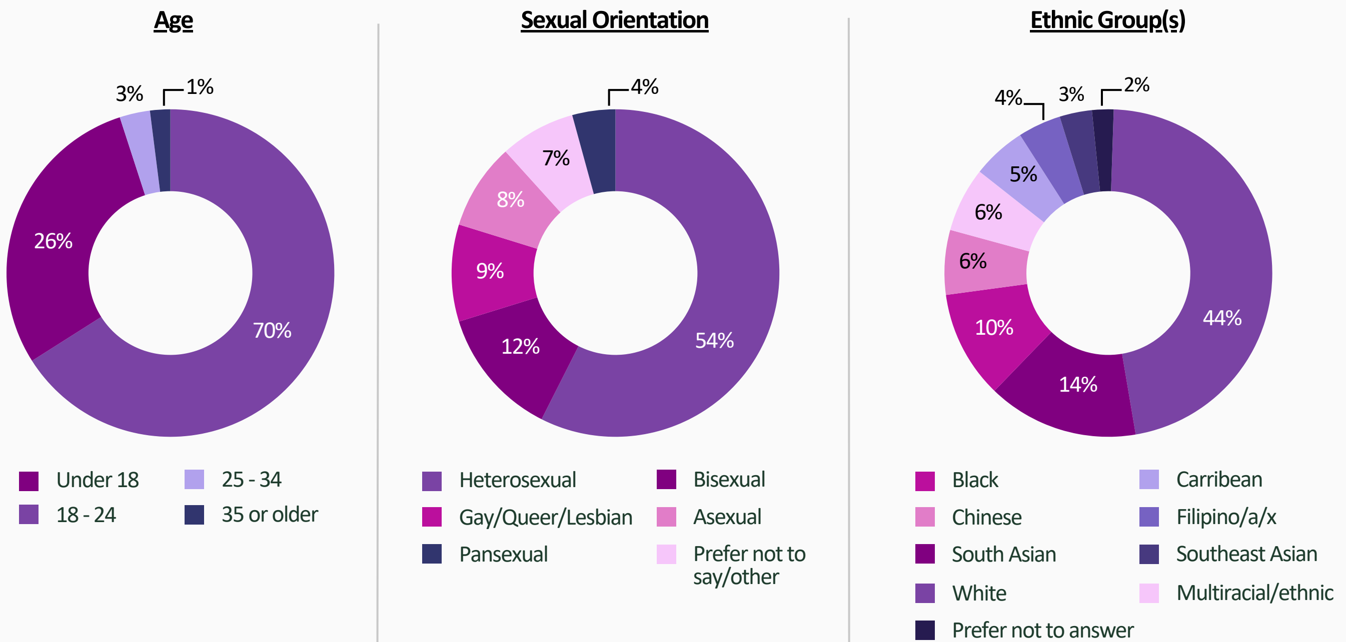


Figure 3
Age, Sexual Orientation, and Ethnic Group of Pre-Program Survey Participants

Pre-test, n = 183



Measures

Feedback and Satisfaction Surveys

The feedback and satisfaction survey included seven questions. Questions included two Likert-like items that asked students about their overall satisfaction with this program (1 = *very satisfied* ... 5 = *very unsatisfied*) and whether the program was a valuable learning experience (1 = *strongly agree* ... 5 = *strongly disagree*) and three forced choice questions (response items included *yes, no*, or *somewhat*) on whether the program met its objectives of helping them improve their sexual communication, unpack sexual scripts, better understand desires and boundaries (female and non-binary students only), and/or better manage rejection (male students only). Students were also asked two open-ended questions about their major takeaway from this training and whether they had any additional comments or feedback to share with the research team.

Pre- and Post-Program Surveys

The pre-program survey consisted of student demographics, past student experiences of sexual violence prevention education, students' perspectives on the importance of sexual violence prevention education, and questions covering their attitudes and beliefs related to the four key topics

outlined in Figure 1. The questions in post-program survey repeated questions about attitudes and beliefs and added several additional questions about students' experiences during O-week and about their reflections on the utility of information discussed in *Undressing Consent*.

Assessing change in the attitudes, beliefs, and behavioural intentions of students has proven to be challenging. Attempts at assessment using previously published items and scales have been unsuccessful because of a high number of items that at ceiling levels (i.e., the vast majority of students answering in one "correct" direction; Cleroux, 2023) and due to low internal consistency within scaled items. To address these measurement challenges, the current evaluation makes use of several items created and workshopped by the CREVAWC research team. Additionally, the current evaluation made use of both explicit and indirect/implicit measurement strategies. Explicit items are those that ask participants to report directly on their attitudes and intended actions. In studying topics such as consent and sexual violence, explicit items are likely to be impacted by social desirability (i.e., the desire to avoid being perceived negatively; Tharp et al., 2011). Indirect/implicit questions, such as responses to scenarios, ratings of the relative importance of potential actions, or probing levels of resistance are less susceptible to social desirability and are useful when conducting research on sensitive topics such as attitudes related to GBSV and beliefs on gender norms and sexuality (Sanchez-Prada et al., 2021).

Even with this attention to social desirability, some items administered as part of the pre- and post-program surveys were at ceiling levels (i.e., fewer than 10% of respondents responded with anything other than the socially desirable answer). For example, 95% of respondents agreed or strongly agreed with the item: "I think that it is equally important to obtain sexual consent in all relationships regardless of whether or not we have had sex before" during the pre-program survey. Due to high levels of endorsement (and therefore no room or need for change), these items were removed from analysis prior to creating scales. Other items were removed post hoc because evaluation of response patterns suggested that the wording was confusing to students. Once ceiling and confusing items were removed, there were insufficient items remaining to measure student endorsement of sexual scripts and this dimension was omitted from further analysis.

Past Experiences of GBSV Prevention Training and Explicit and Implicit Support for Mandatory Training on Sexual Violence

Two items were used to assess student's prior knowledge of GBSV. Students were asked whether they had received any education (courses, workshops, training) on healthy relationships and sexual violence (in school or outside of school) and how confident they were in navigating sexual interactions. To assess their support for mandatory sexual violence training on campus, students were asked how much of a problem they thought sexual violence was on campus and how important they thought it was for all students to receive mandatory consent and sexual violence prevention training. To assess students' more implicit views on the importance of sexual violence prevention training on campus, students were given the response stem: "sexual violence and consent education is important but...", with five implicit resistance ends (e.g., "people often make too big a deal about it", "sexual

violence was more of a problem in the past", and "it should only be required for some students and not for others"). Students were asked to rate their agreement to each end on a five-point Likert-like scale (1 = *strongly agree* to 5 = *strongly disagree*) and a total implicit resistance score was created by taking the mean level of agreement across items.

Awareness of Reporting Venues on Campus

Respondents were asked a forced choice question about whether they knew where to report if they had experienced gender-based violence (response items included *yes, no,* or *unsure*). Students who responded in the affirmative were asked to indicate where they would report.

Consent

Explicit Knowledge of the Continuum of Sexual Violence. To assess students' knowledge of what constitutes sexual violence, students were given the stem "sexual violence includes…" followed by a list of 15 behaviours, which they rated as *yes, no,* or *unsure* (adapted from Banyard et al., 2005). Three out of these 15 items were control items, meaning that they were not sexual violence (e.g., *changing your mind about a sexual activity*), while the rest were all examples of sexual violence. A total score was created by summing the number of knowledge errors defined as the number of incorrect and unsure responses to items on the sexual violence continuum.

Explicit Knowledge on Consent and Consent Myths related to Sexual Violence. Respondents indicated their agreement with eight items assessing explicit knowledge and attitudes about consent (e.g. *people's ability to consent is impacted by the amount of alcohol they have had*, alpha =.68). Students were also asked to respond to seven items assessing agreement with consent myths (e.g. *If a woman starts making out, she should not be surprised if her partner assumes she wants to have sex*., alpha = .76). Items were all rated on a 5-point Likert scale (*strongly agree to strongly disagree*). Items on this scale were developed using clinical expertise, the Illinois Rape Myth Acceptance Scale – Subtle Version (Payne et al., 1999; McMahon & Farmer, 2011; Thelan & Meadows, 2022), the Sexual Consent Scale – Revised (Humphreys & Brousseau, 2010; Humphreys & Herold, 2007), and the Process-Based Consent Scale (Glace et al., 2021).

Implicit Consent and Victim Blaming Attitudes. Two scenario-based questions were administered to indirectly assess participants' attitudes around consent and sexual violence. In the first, students were presented with a scenario where a woman shared with them that she had been sexually violated. They were then asked to indicate the extent to which several factors were necessary to consider when evaluating who was at fault (response choices: *important, not important*, and *unsure*). These factors included items like whether she was drunk, whether her partner was drunk, and whether she changed her mind part way through the interaction, all of which were grounded in rape myth literature (Thelan & Meadows, 2022; Lonsway & Fitzgerald, 1994). Participants were also asked whether "none of the statements are important to know, she is not responsible". A total implicit blame score was created by taking the mean ratings for all implicit blame items (alpha = .84) such that higher scores denoted higher levels of implicit blame. A second scenario-based question asked about the sharing of intimate

images in a range of situations such as only with close friends, or for revenge. Respondents indicated their level of agreement with both an explicit statement and with several implicit exceptions. Responses to image sharing items were all at ceiling levels, so no further analyses were done on these items.

Boundaries

Comfort with, and Barriers to, Boundary-Related Communication. Respondents were asked eight questions about comfort with communication (e.g., comfort with talking about activities you are not comfortable with, telling someone to stop if they are pressuring them to engage in sexual activities, alpha = .80) and six about potential barriers to this communication (e.g., how they think their partner will react, feeling that having these discussions will be embarrassing, alpha = .72). A comfort with boundaries score was created by subtracting average rating of barriers from average ratings of comfort such that a positive score denotes that comfort is higher than barriers and a negative score, that boundaries are likely to overwhelm comfort.

Rejection

Changes in Ideas and Behaviours Relevant to Rejection. One scenario-based question was used to assess responses to rejection. Specifically, male respondents were given a scenario involving a potential hook up in which the other person seems hesitant. They were then asked to rate the likelihood (*not at all likely* to *very likely*) of three potential emotional reactions (embarrassed, bad, annoyed) and five potential behavioral reactions, three of which were accepting of rejection (*walk away, exchange numbers to meet another time, discuss how you feel with a friend*) and two which involved applying some pressure to continue (i.e., *ask them again before leaving to make sure that they are certain, reassure them that it is not too late and that you can help them arrange a ride afterwards*). Mean behavioral intention scores were created across positive and pressuring reactions to rejection to form total positive and pressuring action intention scores.

Experiences and Reflections Following Undressing Consent

To assess the perceived value of *Undressing Consent* in retrospect, students were asked to indicate whether they had experienced several situations potentially relevant to the content of *Undressing Consent* (e.g., *discuss sexual preferences with someone you were thinking about hooking up with*) and the extent to which they felt *Undressing Consent* materials helped them better manage situations they encountered during the first few weeks of university (*not at all, somewhat, a lot*).

Data Analyses

All analyses of the student satisfaction data and pre- and post-program survey data were completed using the IBM Statistical Package for Social Sciences (SPSS; Version 29). Due to the low number of students who participated in the matched pre-and post-program survey, analyses used an independent group design to compare the responses of students before *Undressing Consent* and after Orientation week i.e. following *Undressing Consent*. Analyses were repeated for the smaller paired group and are reported herein in cases where results differ substantially.

Results
What Did We Find?

Feedback and Satisfaction Surveys

How Satisfied Were Students With the *Undressing Consent* Program? Did Students Think That *Undressing Consent* met its Aims of Improving Their Communication About Sexual Activities, Helping Them to Unpack Sexual Scripts, Helping Them to Better Manage Rejection, and Helping Them to Better Understand Their own Personal Boundaries and Desires?

Figures 4 and 5 show the perception of students about how satisfied they were with the session and whether they thought that attending the *Undressing Consent* session was a valuable learning experience. As can be seen, most students who completed the feedback survey were satisfied or very satisfied with the session and considered *Undressing Consent* a valuable learning experience. There were no statistical differences between the two groups (male participants versus female and non-binary participants on satisfaction with the program or perceptions of its value).

Figure 4
Satisfaction of Students With the *Undressing Consent* Sessions

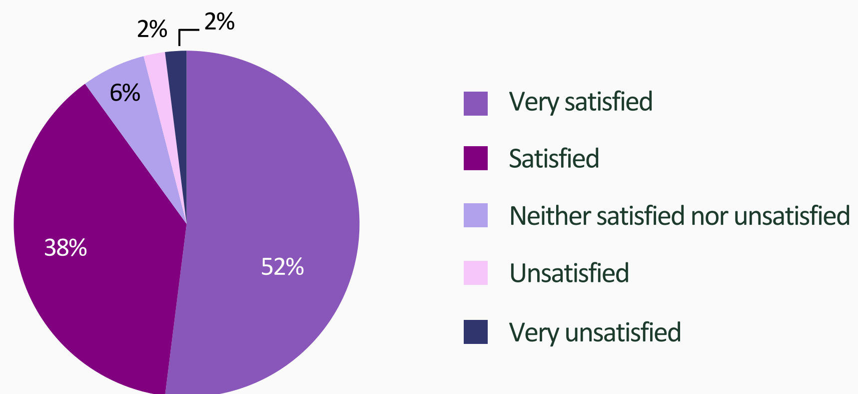
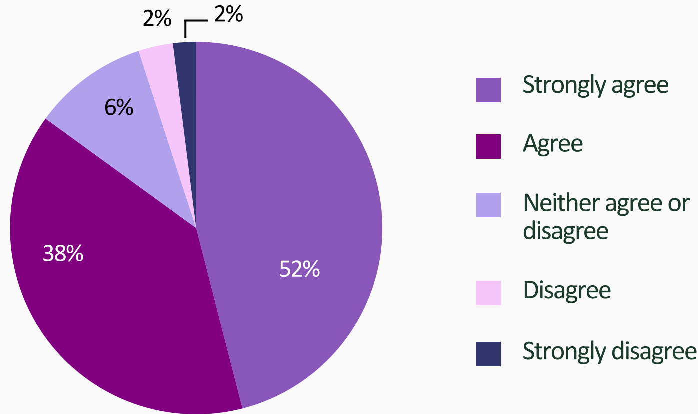


Figure 5
Students' Agreement With the Statement "Attending *Undressing Consent* was a Valuable Learning Experience for me"



"This was great! I was fully engaged the whole time. Such a great experience."

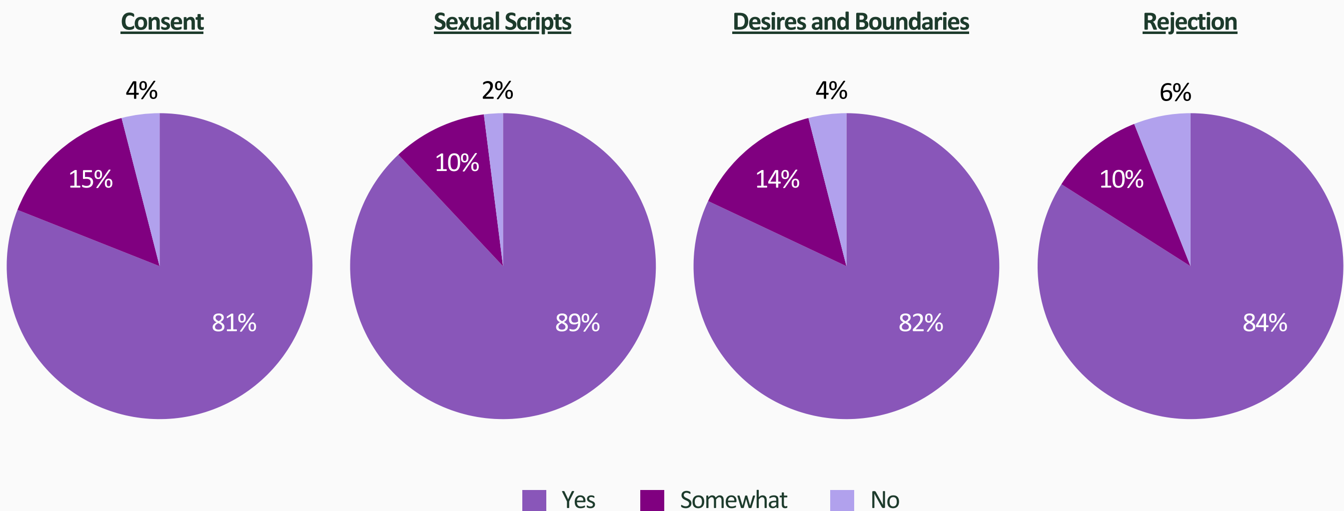
"I really enjoyed it and felt it was quite educational!!"

"Very informative and interactive"

"Consent and sexuality is so much more than what it seems. It is very important to educate yourself."

Students also generally reported that the program met its core objectives. As displayed in Figure 6, over 80% of students believed that this program met its aims of improving their communication about sexual activities, unpacking sexual scripts, and helping them better understand their boundaries and desires and how to manage rejection. There were no statistically significant differences in male and female/non-binary students' perceptions of the program's effectiveness for the shared content areas.

Figure 6
Student Perceptions of Program Effectiveness to Meet Objectives



The overall feedback provided by students in response to the open-ended questions contained several positive comments. Some of the feedback included feeling safe, thinking about sex differently, appreciating the space to be able to openly discuss topics such as sex and sexuality, and that the content was sex-positive and inclusive.

A small minority of comments from students were more critical. These comments included concerns about lack of accommodation for personal religious beliefs, content that was based in a Euro-centric paradigm, requiring more time in the breakout rooms to complete the activities, and feeling that the content was not appropriate.

"I think it opens people's eyes to sex looking so different for everyone"

"This training really helped me realize the importance of communication in terms of sexual intimacy, especially now that I'm in my first relationship and communication and trust with one another is really important to me and my boyfriend anyway"

"That the discussion about sex is normal and is something you shouldn't be ashamed of"

"That stereotypical sexual scripts aren't beneficial for everyone and aren't/shouldn't be the norm"

Do Students Feel That Mandatory Training Like That Provided in *Undressing Consent* Is Necessary and Valuable?

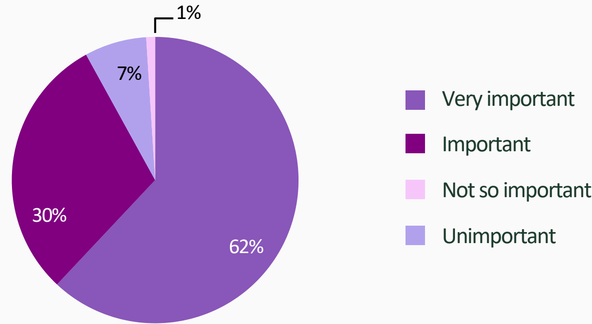
Approximately half (51.9%) of respondents reported that they think that sexual violence on university campuses is a big problem, 37.2% reported that it is a medium problem, and 10.9% thought that it is a bit of a problem or no problem. Women and non-binary participants were significantly more likely to see sexual violence as a problem on campus than male participants $t(180) = -2.43$, $p = 0.016$.

Students were also asked about how important they think it is for all students to receive mandatory consent and sexual violence prevention training. As can be seen from Figure 7, in the pre-program survey before attending *Undressing Consent*, 62.3% of the participants believe that it is very important for all students to receive mandatory consent and sexual violence prevention training, followed by 30.1% who believe it is important, and 7.6% who believe it is not so important or unimportant. While there were no significant differences found regarding perceptions of the students about mandatory consent and sexual violence training across times, the results show that, overall, women were more likely than men to believe that it is important for all students to receive mandatory sexual violence training [$t(246) = -3.50$, $p < .001$].

"First, if you want to create a safe learning and discussion space then don't force people to attend by threatening to prevent them from their college orientation or other services and its counter-productive. Second, all the content in this session is developed from a very Eurocentric paradigm. Third, the title and objectives of this session had nothing to do with the content, it was very poorly set up."

Figure 7

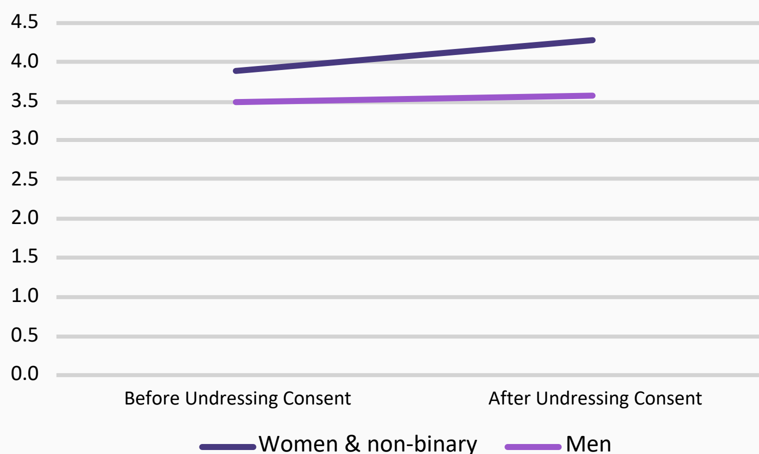
Perception About the Importance of Receiving Mandatory Consent and Sexual Violence Prevention Training Prior to Attending *Undressing Consent*



Students' implicit beliefs in the importance of sexual violence prevention training were also assessed. At pre-program, 10% to 20% of students either agreed or strongly agreed to each of a number of implicitly resistant attitudes regarding consent and sexual violence education: *incoming university students have a lot of more important things to worry about* (19.2%), *people often make too big a deal about it* (14.8%), *most students come to university with a good understanding of consent and sexual violence; more education is not needed* (10.7%), *training should only be required for certain students, not for everyone* (10.2%), and *sexual violence was more of a problem in the past* (8.5%), with a total of 35% of the students endorsing at least one implicit bias against consent and sexual violence education. This assessment was repeated amongst students who had completed *Undressing Consent*. As shown in Figure 8, students held more supportive implicit attitudes about sexual violence and consent education at post-program than at pre-program [t(251) = -3.01, p = .001)], with fewer (31.6%) of students that completed the post-program survey endorsing at least one implicit bias against consent and sexual violence education. There was also a significant gender difference, with male respondents having less supportive attitudes towards consent and sexual violence education than women & non-binary respondents [$t(251) = 4.79$, $p < .001$).

Figure 8

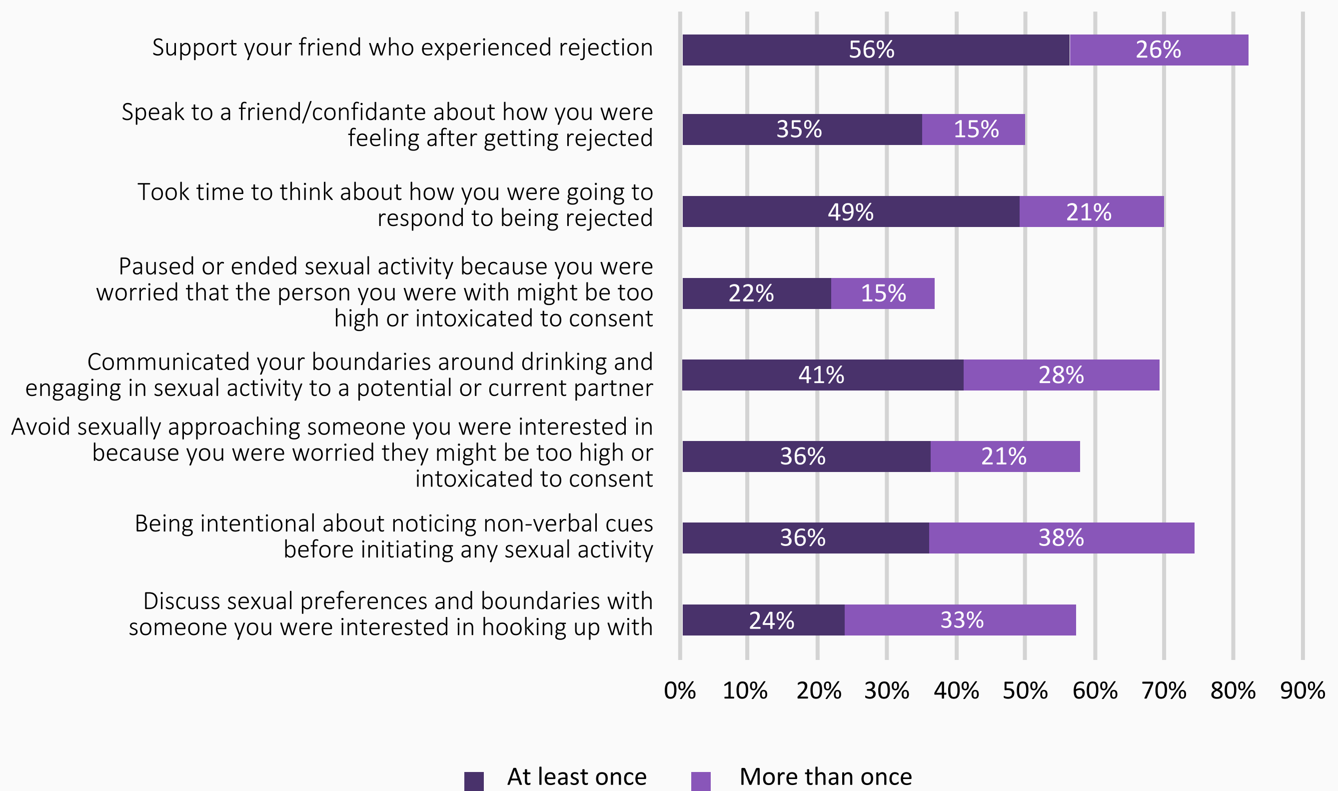
Students' Implicit Beliefs About the Importance of Sexual Violence Prevention Training



What Were Students' Experiences and Reflections on the Utility of *Undressing Consent* Approximately one Month After Participating in the Program?

In the post-program survey, students were asked questions about their experiences during the orientation week specifically regarding navigating consent, rejection, and desires and boundaries, which are the skills taught in *Undressing Consent* (e.g., help a friend who had experienced rejection). As shown in Figure 9, many of the types of situations discussed in *Undressing Consent* were experienced by students at least once or more than once in their first few weeks of university. Students were most likely to experience situations where they had to support a friend who was rejected and where they had to be intentional about noticing non-verbal cues before initiating sexual activity. Other situations including communicating about sexual boundaries or preferences and making judgments about consent and intoxication were also common. These results indicate that the material being covered in *Undressing Consent* matches student experiences during the first month of their post-secondary studies.

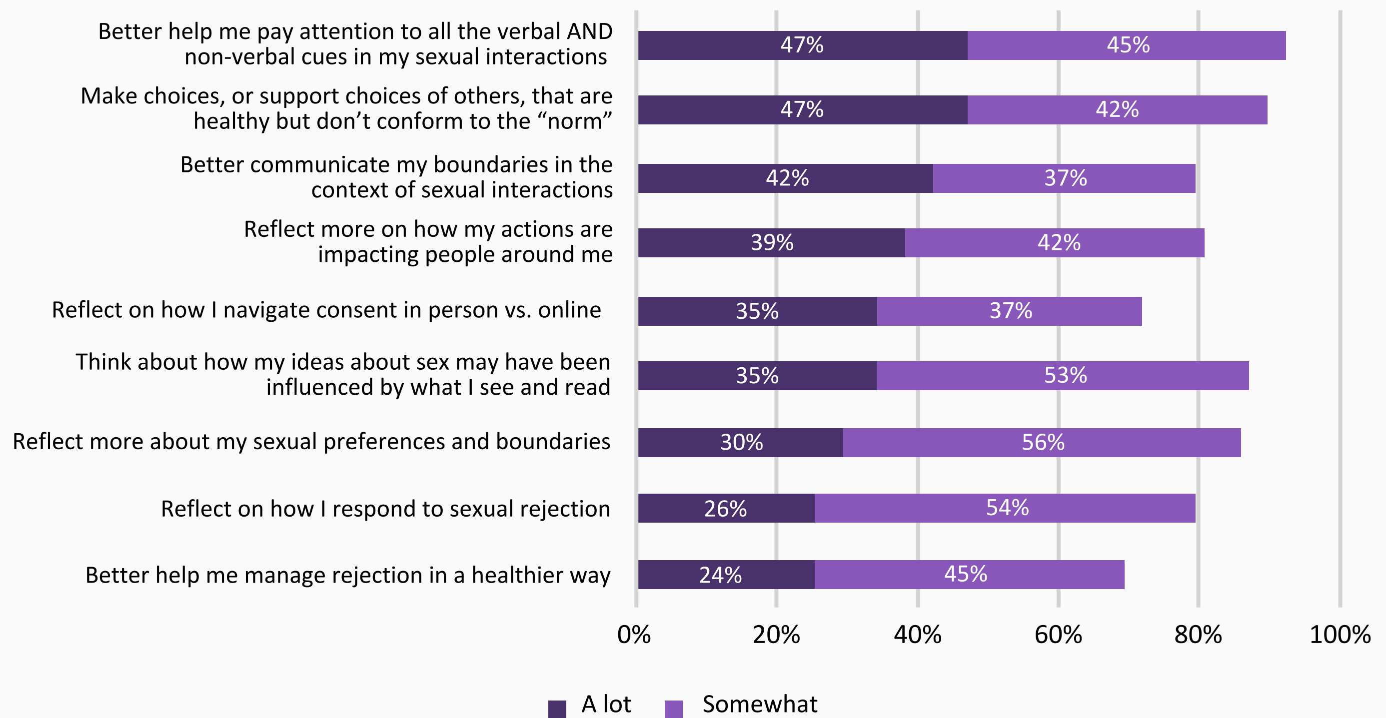
Figure 9
Experiences During Orientation Week



Students were also asked to retrospectively reflect on whether participating in *Undressing Consent* helped change their thinking, reflections, and attitudes. As shown in Figure 10, a clear majority of students reflected that participating in *Undressing Consent* helped them somewhat or a lot to engage in healthy sexual behaviours. More than 90% of the students indicated that *Undressing Consent* helped them pay attention to all the verbal and non-verbal cues in their social interactions (47.4% indicated a lot and 44.9% indicated somewhat). Furthermore, more than 80% of the students indicated that participating in *Undressing Consent* led them to make better choices or support choices of others that are healthy but do not conform to norms, understand and communicate boundaries and manage rejection. Students reported somewhat less impact on reflections about consent in online versus in-person environments and managing rejection in healthier ways, however even in these areas, over two-thirds of students reported positive impacts.

Figure 10

Students' Reflections After Participating in *Undressing Consent*

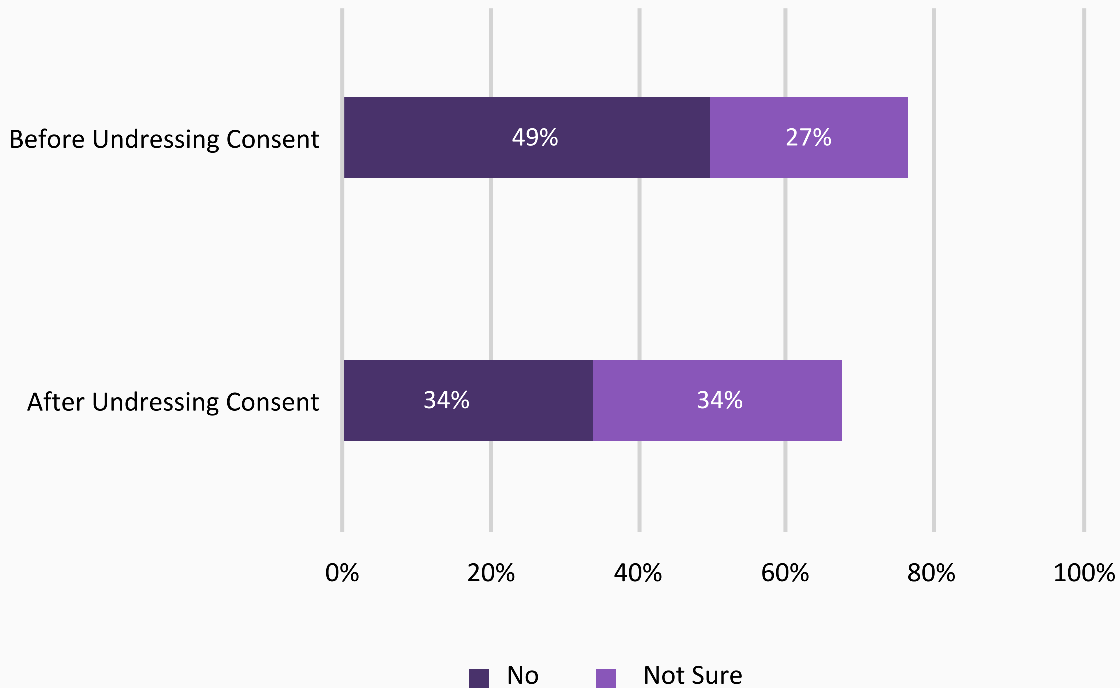


What is the Level of Awareness Among Students About the Reporting Avenues for the Experiences of GBSV?

To assess students' knowledge about help-seeking, both the pre- and post-program survey included questions about students' awareness of various avenues of support available if they experienced GBSV. As can be seen from Figure 11, before participating in *Undressing Consent*, only 23.4% of the participants were aware of the possible reporting avenues, and more than 70% of the participants were either unsure or did not know where they can report (49.4% indicated they didn't know and 27.3% indicated that they were unsure). In the post-program survey, 67.6% of the respondents remained either unsure or did not know where they could report (33.8% did not know and 33.8% were unsure) and 32.3% indicated that they were aware of available supports. There was no significant difference in students' awareness of reporting across times. Students who indicated some awareness of helping resources tended to mention police and off-campus supports, such as Anova and survivor support hotlines. Very few students, at both times, were aware of the on-campus GBSV support team.

Figure 11

Students' Awareness of Various Avenues of Support Available if They Experienced Gender Based and Sexual Violence



Do students who participated in *Undressing Consent*: a) have a greater knowledge of the continuum of sexual violence; b) have greater explicit knowledge about consent and myths related to sexual violence; and c) be less likely to hold implicitly victim-blaming attitudes?

Explicit Knowledge on Continuum of Sexual Violence

When asked to categorize behaviours into whether or not students believed them to be sexual violence, most students indicated a strong knowledge of what constitutes sexual violence. The most common error for students was over-attributing or being unsure about including non-sexually violent items (e.g., *punching someone in the stomach*, which is not part of the continuum of sexual violence) as part of the continuum of sexual violence. Looking at only items that are included on the continuum of sexual violence, both before and after participating in *Undressing Consent,* students made an average of between one and two errors in correctly identifying forms of sexual violence, with no significant difference in the group of respondents before and after *Undressing Consent*. There was, however, a significant and substantial difference in the average number of errors for male versus female and non-binary students, with male students significantly more likely to make errors in identifying behaviours that are part of the continuum of sexual violence *[t(218) =-3.66, p< .001)].*

"My major takeaway from this session is the importance of consent and knowing it's okay to want what I desire in a sexual interaction as well as for me to say "No" even if the other person is my partner."

"Consent can both look different and feel different for everyone. Know your limits and boundaries 😊 never do something that you are uncomfortable with!"

"My major takeaway is that communication is the most important thing about consent, and that it can be expressed many different ways. That's why 't's important to try to understand what both you and your potential partner are comfortable with and to communicate as well as watch for their body language."

Looking in more detail, at least one quarter of male respondents reported being unsure or incorrectly indicating that the following items were not part of the continuum of sexual violence:

- *Calling someone a slut, cunt, or pussy*
- *Ogling at a someone's breasts*
- *Whistling/catcalling a passer-by*
- *Ogling at someone's crotch area*
- *Inappropriate or unwanted sexual, homophobic, or transphobic "jokes"*
- *Repeatedly asking someone to engage in sexual activity*

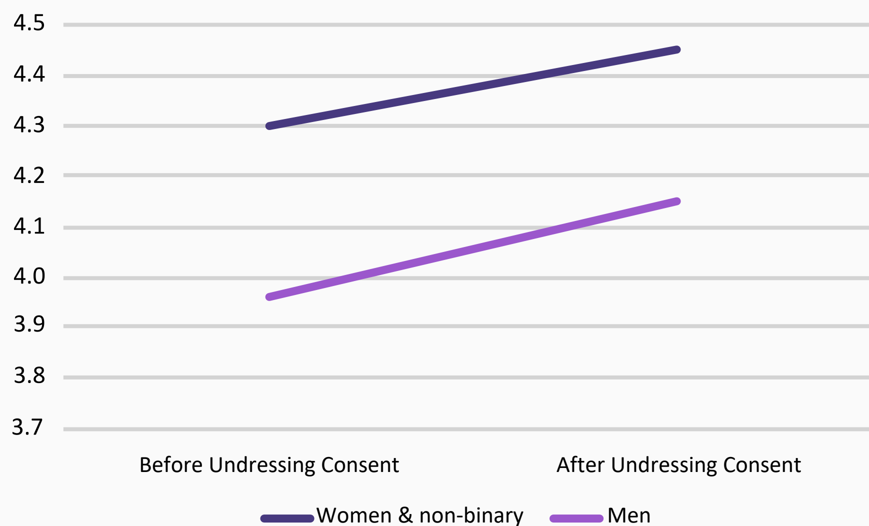
These errors were present in respondents both before and after completing *Undressing Consent.*

Explicit Knowledge and Beliefs About Consent and Myths Related to Sexual Violence

Examination of student knowledge and attitudes about consent revealed that a substantial minority endorsed concerning attitudes and knowledge about consent. For example, 24% of students were unsure or incorrectly thought that *if someone who did not say no or physically fight back couldn't say they were sexually assaulted*, 19% of students agreed (or were unsure) that *consent is less important in online spaces because the person is not being literally assaulted* and 15% incorrectly disagreed (or were unsure) that substance use could impair a person's judgement about whether or not their partner is consenting to sexual activity. Analysis of responses from students before and after attending *Undressing Consent* suggests that program completion had a significant effect on students' explicit consent knowledge and attitudes. As shown in Figure 12, respondents at time 2 had greater consent knowledge than respondents at time 1 [t(238) = -2.37, p = .009). At both times, women and non-binary respondents indicated greater consent knowledge than men [t(238) = 4.72, p < .001].

Figure 12

Students' Explicit Knowledge About Consent



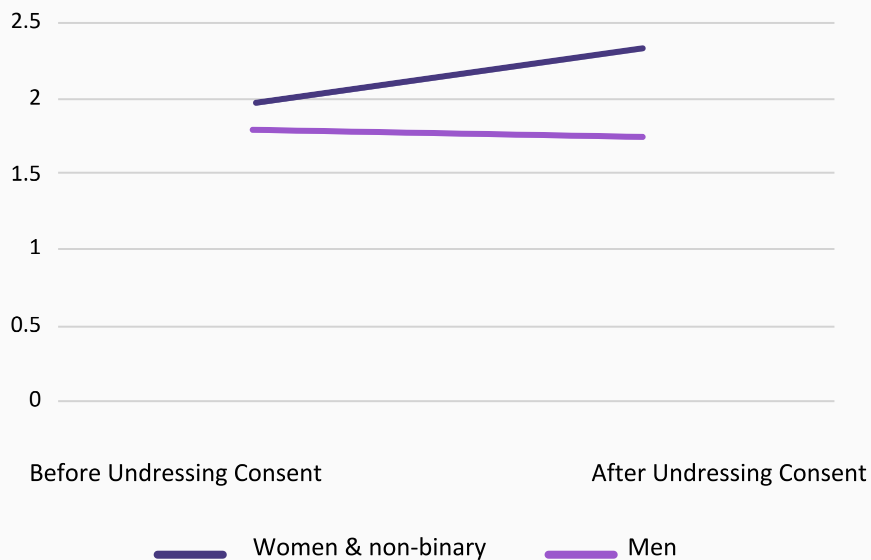
In terms of myths about sexual violence, students were most likely to endorse statements about the inevitability of sexual violence such as *if a woman sleeps around, eventually something bad is going to happen to her* and myths about responsibility; for example, many agreed with the myth that *most sexual assaults are committed by a small minority of men* and agreed (or were unsure) that *in most cases of sexual assault, both the man and the women have some responsibility for what happened*. A smaller proportion of students endorsed myths about women's clothing or actions being relevant to blame for sexual violence. Women and non-binary students were significantly less likely to endorse myths than male students. There were no significant differences found between the endorsement of sexual violence myths between respondents before and after completing *Undressing Consent*. At both times, women and non-binary students were significantly less likely to endorse myths than male students [t(236) = 6.21, p < .001)

Implicit Attitudes About Consent and Victim-Blaming Attitudes

Finally, students' implicit attitudes about consent were examined by the extent to which they agreed with victim-blaming statements. At time 1, 81.9% of the students endorsed at least one victim-blaming attribution to sexual violence scenario. There was a significant difference in implicit attitudes in the groups of students who responded before and after completing *Undressing Consent* such that students were more likely to reject victim blaming after *Undressing Consent* as compared to before program completion [t(220) = -3.03 and p value = .003) (see Figure 13). It is important to note that these results were driven entirely by improvements for women and non-binary respondents.

"Never blame yourself for feeling uncomfortable or forced in a sexual situation."

Figure 13
Rejection of Blaming Attitudes



Do Female and Nonbinary Students who Have Participated in *Undressing Consent* Report Greater Comfort with Setting and Communicating Boundaries?

One aim of the *Undressing Consent* program for female and non-binary students is to increase their comfort with setting and communicating boundaries. Respondents were asked about how comfortable they felt in engaging in some discussions or behaviors with a current or potential sexual or romantic partner. Most respondents to the survey both before and after participating in *Undressing Consent* indicated that they felt comfortable with such discussions including *putting a pause on sexual activities when they feel unsure* (83.9% indicated they were comfortable), *having discussions about sex when they are not intoxicated* (82% indicated they were comfortable), *talking about which specific sexual activities they are comfortable with* (76.4% indicated they were comfortable), *feeling OK about their choices regarding sexual activity even if these choices differ from other people* (78.1% indicated they were comfortable). There were no significant differences noted between the two times (both independent and matched samples).

"Awkward moments are okay. don't be afraid to say no."

"Knowing yourself and desires is a big part of being able to know what you are comfortable with and not comfortable with."

"Sexual assault isn't my fault"

"The act of scripting and how one gets their ideas/opinions about sex and consent"

"Understanding my boundaries and desires can help keep me safe. And do what makes me feel comfortable not "tv scripts"

"You don't need to have sex if you don't want to"

Respondents were then asked about the barriers that they may foresee in pursuing the above-mentioned discussions or behaviors. Students indicated that the following factors impacted (a little bit or a lot) their ability to have the above-mentioned discussions – *not knowing how to talk about things like this* (79.2%), *how they think their partner may react* (76.1%), *their personal sense of safety* (62.3%), *just the feeling that having these discussions will be embarrassin*g (66%), *how often they think about their own personal boundaries and desires* (72.8%), and *nature of the relationship or how well I know my partner* (75.9%). Once again, there were no significant differences across time in ratings of the impact of the factors on people's ability to have conversations about desires, boundaries, and sex. To gauge how students' comfort and sense of barriers might impact their behaviours, a total score was created by subtracting students' mean perception of barriers from their mean perception of comfort such that, for students with a positive score, comfort exceeded boundaries and for students with a negative score, boundaries may outweigh comfort. Results suggest that, for around 90% of students both before and after *Undressing Consent*, perceived comforts exceeded perceived barriers.

Do Male Students who Have Participated in *Undressing Consent* Report More Positive Behavioural Intentions for Responding to Rejection?

The final question asked in the *Undressing Consent* evaluation was whether male students gained more positive attitudes and intentions for dealing with rejection. Respondents were presented with a situation regarding rejection and asked about how they may feel and how they would likely respond. Respondents were able to identify potential emotional reactions, with almost two thirds (63.1%) indicating that they may be likely to feel embarrassed, around a third (34.1%) indicating that may be likely to feel bad and (34.1%) may be likely to feel annoyed. In terms of intended actions, many respondents indicated that they would be likely to behave in ways that reflected healthy acceptance of rejection, with the most likely response being to *exchange numbers to meet up another time* (84.6% indicated very likely or likely), *walk away* (25.6% indicated very likely or likely), and/or *discuss how they feel with a friend* (38.4% indicated likely or very likely). Two other scenario response options involved responding in less healthy ways that involved applying some inappropriate pressure. These options included *asking them again before leaving to make sure that they were certain about their decision* (20.5% indicated they were likely) and *reassuring them that it's not too late and they can help arrange a ride home for them afterward*, (7.7% indicated that they will be likely). 11.1% of the students indicated they were likely to behave in the above mentioned less healthy ways. No significant differences across time were noted for either healthy or unhealthy responses to rejection.

"Awareness of how sex is commonly depicted and strategies to deal with rejection and how to better navigate sexual encounters"

"Session communicated the importance of consent, the effects of alcohol on an individuals ability to provide consent and how to manage this, as well as talked about how to manage rejection"

"That talking about rejection is better then trying to deal with it on your own"

"Rejection is a part of life that we need to learn how to manage and accept in healthy ways"

"Talk with a friend or someone you rely on after rejection"

Discussion

For Western to meet its aims of becoming a safe and inclusive environment, investments are needed in promoting safe, respectful, inclusive and equitable relationships, fostering a sense of accountability to avoid doing harm, promoting a culture of responsibility and transparency, and supporting a culture of care and mutual support (McQuaid & Wathen, 2022). *Undressing Consent* is one Western initiative widely implemented to contribute to culture change. Iterative evaluation is useful to test program effectiveness and to make improvements. Major findings of this evaluation are as follows:

1. **Students are satisfied with *Undressing Consent*. They find it to be important and valuable.**

   The first critical finding of this evaluation is that Undressing Consent is "landing well" with students. Students are satisfied with the program, and they see it as a valuable learning experience that meets its stated aims of helping students improve sexual communication and ability to unpack sexual scripts, understand their own desires and boundaries, and better manage rejection. Recognizing that social desirability may play a role in responding, this evaluation also included an assessment of implicit attitudes towards mandatory sexual violence prevention education – allowing students to say that this education is important but also express some resistance (e.g., "sexual violence and consent education is important but it should only be required for certain students, not for everyone"). Interestingly, students' implicit support for the program was greater after program completion than before, suggesting that program content was at an appropriate and useful level. Overall, these results show that the *Undressing Consent* program is a valued opportunity for incoming students.

2. **Material in *Undressing Consent* is relevant and helpful to students during their first few weeks of university.**

   Students' view of the impact of *Undressing Consent* was also assessed by asking them to retrospectively consider their experience during the first few weeks of university. Students first reflected on the kinds of experiences and situations they found themselves navigating. Their responses confirmed that *Undressing Consent* topics mapped well onto the experiences of most students. Students were then asked to reflect

on the extent to which *Undressing Consent* helped them navigate situations that involved sexual activity. Despite the short length of the program, over third quarters of students reported that participating in *Undressing Consent* helped them somewhat or a lot in navigating a range of situations (e.g., paying attention to verbal and non-verbal cues during sexual activities).

3. Students have greater explicit knowledge and more positive implicit attitudes about consent after completing Undressing Consent, though explicit endorsement of consent myths remains unchanged.

Education on the nuances and social context in which consent is obtained is imperative in combating sexual violence on campus (Willis & Jozkowski, 2019; Shumlich & Fischer, 2020). It has been recommended that prevention programs provide students with a better understanding of consent and the contextual and social pressures that contribute to participation in unwanted sexual activity. Evaluation of the impact of *Undressing Consent* focused on students' explicit knowledge of consent, their endorsement of myths related to sexual violence, and the extent to which they implicitly endorsed victim-blaming statements. Results showed that respondents to the survey following program completion had more explicit knowledge of consent than respondents before the program. However, no significant differences were noted in consent myths. A significant difference was noted in implicit victim-blaming attitudes, with greater rejection of implicit victim-blaming in female and non-binary respondents following completion of Undressing Consent than before program completion.

4. Male students had lesser knowledge of the continuum of sexual violence and nuances of consent, and they were more likely to endorse consent myths and implicit victim-blaming attitudes than female and non-binary students.

The extant literature suggests that male college and university students frequently report less knowledge about consent and greater endorsement of GBSV supportive attitudes, such as rape myths, than female students (e.g., Amar et al., 2014; Banyard et al., 2007; McMahon, 2010). Prior research also suggests theat men who understand consent are less likely to perpetrate sexual violence, act in a sexually aggressive manner, confirm rape myths, and support abuse perpetrated by peers (Warren et al., 2015), making it especially important to teach male students about the importance of establishing consent and creating an environment in which their partner is able to express discomfort, choose to slow down, or forgo a sexual activity (Ford, 2021). An important finding of this evaluation is that, in all areas of consent, male students were less knowledgeable than female and non-binary students. Male students had lower explicit knowledge of consent and they were more likely to endorse consent-related myths. Male students were also more likely to make errors in identifying behaviours that are included on the continuum of sexual violence with at least one-quarter of male students both before and after *Undressing Consent* excluding actions like repeatedly asking someone to engage in sexual activity as part of this continuum. Male students lacked some key explicit knowledge about consent; for example, around 20 to 25% were unsure and around 10% thought that sexual assault was not

possible if both partners were drinking or in situations where someone did not say no or physically fight back and most male students (86%) agreed or were unsure of the myths that most sexual assaults are committed by a small minority of men. These results suggest that consent remains a critical topic of education for incoming male students.

5. **Few students know about university resources for reporting of sexual violence.**

   At the beginning of their university careers, students are provided with a great deal of information about the different supports and resources available at Western. One question asked as part of the evaluation of *Undressing Consent* was whether students became more aware of university based GBSV resources. Results found that around 70% of students did not know or were unsure of who to contact for concerns about GBSV both before and after participating in *Undressing Consent* even though this information is shared during *Undressing Consent.* Moreover, the few students who reporting knowing where to report were most likely to specify that they would contact Anova or police with very few listing Western's resources as an option. These results suggest that simply sharing resources with students is not sufficient to support retention – more needs to be done to make communication about Western resources "stick" with students.

6. **Most female and non-binary students report high level of comfort in having conversations about desires and boundaries despite retrospectively reporting that Undressing Consent helped them better communicate their boundaries. New measurement strategies are needed.**

   Emerging research suggests that sexual self-awareness and the ability to effectively communicate sexual desires are protective against coercion to engage in unwanted sexual activity (Ford, 2021; Senn et al., 2013). A surprising finding from the current evaluation was that, even before *Undressing Consent*, female and non-binary students reported high levels of comfort in having conversations about sexual preferences and boundaries. Although respondents recognized a number of potential barriers to such conversations, ratings of comfort "outweighed" ratings of barriers for almost all students. No significant differences were noted in comfort, barriers, or their balance in respondents to the survey before and after completing Undressing Consent. This result contrasts with students' retrospective report that *Undressing Consent* helped them to better communicate their boundaries (42% a lot, 37% somewhat). Future evaluation should explore this aspect of GBSV programming with revised quantitative measures that better capture situations in which students may have more difficulty communicating their desires and boundaries as well as through qualitative interviews.

7. **Male students may benefit from more explicit instruction around healthy and unhealthy ways of responding to rejection.**

   Rejection of sexual advances can be perceived by men as a threat to masculinity and self-image and men who are concerned about rejection are less likely to seek affirmative verbal consent before engaging in sexual activity (Bosson & Vandello, 2011; Shumlich & Fisher, 2020). When

sexual or romantic advances are rejected, some men may retaliate with verbal threats or insults, physical threats or violence, use coercion, or repeat unwanted attempts to engage in sexual activity (Flack et al., 2007; Ford, 2021; Shumlich & Fisher, 2020; Woerner et al., 2018; Wright et al., 2010). Moreover, these aggressive responses can arise as a response to rejection in the context of varying relationships (e.g., romantic partners, friends, or even strangers; Stratmoen et al., 2018; Woerner et al., 2018) and even when women reject men's responses "kindly" (Woerner et al., 2018), making this a critical target for sexual violence prevention programming. To gauge the extent to which *Undressing Consent* led to changes in how male students intended to deal with rejection, they reported on their behavioural intentions in response to a scenario. Unfortunately, results showed that a small proportion (10 to 20%) of male respondents before and after *Undressing Consent* reported that they were likely to use subtle pressuring tactics and only about a third were likely to discuss this experience with a friend. More attention might need to be given in *Undressing Consent* to discussing and practicing healthy responses to rejection. For example, male students attending this program may benefit from a guided walking through of a range of potential situations and responses to rejection so that they can practice applying their learning to situations that they may encounter.

Limitations and Future Directions

These findings need to be considered in light of a number of limitations. Notably, one major limitation is participant selection bias, as students must self-select to take part in this research. Students who are more invested in sexual violence prevention and/or those with fewer concerning beliefs related to sexual violence (i.e., students who already "buy-in" to sexual violence prevention initiatives) may be more likely to participate in such studies. This may partly explain the ceiling of several items administered. Ceiling on several items may also suggest further development of the scales and items used in this study. Another concern for interpretation is the small, matched sample. While this concern was circumvented through independent and matched sample analyses, the smaller matched sample made it difficult to extract meaningful effect sizes for these analyses. Lastly, there was a disproportionately higher number of female and non-binary participants than male participants in this study. This was in part due to the higher number of female and non-binary students invited to the research; still more balance in the gender of participants should be sought in future research.

It is also important that future research explore the efficacy of *Undressing Consent* for diverse groups of students. There are several identity factors and individual differences that deserve greater exploration. For one, it is valuable and important to consider the perspectives and realities of international student participants in *Undressing Consent*. Over the years, there has been a significant increase in the number of international students pursuing higher education in Canada (Canadian Bureau for International Education [CBIE], 2018). Despite an increase in the enrollment of international students in Canadian post-secondary institutions, there remains a gap in the research regarding GBSV prevention among international students (Forbes-Mewett & McCulloch, 2016; Yercich et al., 2023). International students' experiences of post-secondary education can be significantly different from those of domestic students due to cultural differences, immigration regulations, financial struggles, and housing issues. Intersections of gender, race, and class can make international students identifying as women more vulnerable to the

experiences of GBSV in comparison to those students who are English-speaking, men, domestic or do not identify as a person of colour (Forbes-Mewett & McCulloch, 2016; Hutcheson & Parsons, 2022; Poljski, 2011). In addition, international students may face multiple barriers to help-seeking such as isolation, shame and stigmatization, language barriers, racism and lack of knowledge regarding support and resources (Forbes-Mewett & McCulloch, 2016; Yercich et al., 2023). Future research is needed to qualitatively explore international students' experience of the Undressing Consent program and their broader GBSV prevention needs. Such work can help to ensure that future prevention programming aligns with the realties and experiences of Western's diverse international student population.

A second group of students for whom additional research is warranted are those with previous experience of sexual violence. Although the program aims at providing students with a platform to explore both risk factors related to sexual violence and protective factors in a trauma-informed manner with content presented through a sex-positive theoretical lens, future studies would benefit from the assessment of populations having a history of victimization or perpetration of sexual violence. This additional evaluation serves a dual purpose of both informing program developers of program impact and sensitivity towards students with a history of victimization and providing insights into whether the program is effective in changing attitudes and behaviours of students with previous victimization or perpetration experiences.

It is also important to consider the ways that GBSV programming, and its evaluation, frequently perpetuates gendered norms around sex, relationships, and sexualities. Discussions around programming for non-binary and transgender students that helps meet their needs around sexual violence prevention and victim/survivor support remains of upmost importance, and it is critical that the research of this program reflects their experiences of university and college. For example, rape myths frequently center around experiences of cis-gendered women and do not fully capture the experiences of male, non-binary, and transgender students (Urban & Pyland, 2021).

Future research would also benefit from the use of a randomized control trial (RCT) or quasi-experimental study, which are considered the gold standard approaches to intervention evaluation (Kraemer et al., 2002). RCTs and well-designed quasi-experimental studies include a control group that does not receive the intervention (Kraemer et al., 2002), allowing researchers to differentiate between the effects of the intervention and the effects of college experiences and student development (LaBrie et al., 2013).

Additionally, previous research on the impact of bystander interventions and men's programming for sexual violence prevention suggests that the effects of these interventions can start to subside a few months following programming (Graham et al., 2021; Kettrey et al., 2019; Mujal et al., 2021). Therefore, follow-ups surveys in the months to a year proceeding intervention are recommended to observe whether treatment effects are maintained long-term for students (Graham et al., 2021; Kettrey et al., 2019; Mujal et al., 2021).

Lastly, because this program is being implemented as a component of regular student learning and university requirements, longitudinal data may be beneficial to observe the effects of this program over multiple years of intervention. Notably, future evaluations may wish to consider the impacts of this program on rates of sexual violence on campus, sexual assault disclosures, and student willingness to access sexual violence prevention and support services.

Conclusion

In summary, the findings of this report suggest that a short, live-facilitated GBSV prevention program is valued by students, helpful in navigating the transition to university and led to some changes in student knowledge and attitudes about consent. Other target areas for prevention of GBSV, such as communication about sexual preferences and behavioural intentions about rejection, require continued efforts to assess and/or change amongst this sample. This study also highlights the imminent need for ongoing research efforts as a key component of program evaluation on college and university campuses, with research findings guiding curriculum enhancement.

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What does it take to make *Undressing Consent* work?

For the online sessions, facilitators began the training by outlining several important guidelines. Some key guidelines included that students were expected to have their cameras on for the duration of the training so that facilitators could ensure students were engaged in the content and for safety and confidentiality reasons whereby the facilitators could verify who is in the room and receiving the training. If facilitators notice that your camera is turned off for a prolonged amount of time without notice, it will be seen as a sign of disengagement, and the facilitators could remove the participant from the session at their discretion/ In addition, the facilitators recognized that the material can be difficult for many and so if a student felt overwhelmed and needed to take a break, they were free to do so but must inform one of the facilitators. Finally, students were informed that attendance will be taken at the end of the session.

The meetings were led by two CREVAWC facilitators who were of the same gender as the session (i.e., women and/or non-binary facilitators for the WNB sessions and men facilitators for the men sessions). Due to availability and scheduling conflicts, some men sessions had one male facilitator and one woman facilitator. Undressing Consent was designed to be interactive to foster a comfortable and casual environment with students, and so facilitators made a point to share their own experiences and thoughts on the content being presented and encouraged students to do the same.

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