

A SYSTEMATIC ANALYSIS OF DATING VIOLENCE PREVENTION CURRICULA

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Presentation Objectives

- Upon completion of this presentation, the participant will...
 - Understand the steps used to systematically analyze adolescent DPV curriculum
 - Identify themes which emerged from the curriculum analysis project
 - Describe gaps in current resources for dating violence prevention in the school setting

Adolescent Dating Violence: *A National Perspective*

- Dating Violence is the physical, sexual, psychological, or emotional violence, and stalking within the context of a dating or close romantic relationship
 - Also known as *Relationship Abuse, Intimate Partner Violence, Relationship Violence, Dating Abuse, Domestic Abuse and/or Violence*
- Among high school students who've dated, 21% of females and 10% of males experienced physical and/ or sexual dating violence
- Youth who are victims:
 - Are more likely to experience symptoms of *depression and anxiety, engage in unhealthy behavior (e.g., tobacco, drugs, and alcohol), exhibit antisocial behaviors, and think about suicide*
- Factors which increase risk for harming a dating partner include:
 - Belief that dating violence is acceptable behavior, *depression anxiety, aggression towards others, early sexual activity and having multiple partners, conflict with partner, and/or witnessing or experiencing violence in the home*



National Health Education Standards

Core Concepts (CC)

- Students will comprehend concepts related to health promotion and disease prevention to enhance health

Analyzing Influences (INF)

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Accessing Information

- Students will demonstrate the ability to access valid information and products and services to enhance health.

Interpersonal Communication (IC)

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Decision Making

- Students will demonstrate the ability to use decision-making skills to enhance health.

Goal-Setting

- Students will demonstrate the ability to use goal setting skills to enhance health.

Self Management

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Advocacy

- Students will demonstrate the ability to advocate for personal, family and community health

National Sexuality Education Standards

- **Anatomy and Physiology (AP)** provides a foundation for understanding basic human functioning.
- **Puberty and Adolescent Development (PD)** addresses a pivotal milestone for every person that has an impact on physical, social and emotional development.
- **Identity (ID)** addresses several fundamental aspects of people's understanding of who they are.
- **Pregnancy and Reproduction (PR)** addresses information about how pregnancy happens and decision-making to avoid a pregnancy.
- **Sexually Transmitted Diseases and HIV (SH)** provides both content and skills for understanding and avoiding STDs and HIV, including how they are transmitted, their signs and symptoms and testing and treatment.
- **Healthy Relationships (HR)** offers guidance to students on how to successfully navigate changing relationships among family, peers and partners. Special emphasis is given in the National Sexuality Education Standards to the increasing use and impact of technology within relationships.
- **Personal Safety (PS)** emphasizes the need for a growing awareness, creation and maintenance of safe school environments for all students.

DVP Curriculum and Program Models

- Curricula or program model must have been identified as evidence-based (EBI) or practice-informed teen dating violence prevention program
- Began with 13 identified curriculum or program models
 - Omitted 2, "Dating Matters" and "Choose Respect", after applying study inclusion criteria

Respect Works: Ending Violence	Flirting or Hurting
Second Step (6th to 8th Grade)	The Fourth R (for Relationships)
In Touch With Teens	Love All That and More
Be Strong from the Inside Out	Safe Dates
Love is Not Abuse (LINA)	Shifting Boundaries
When Push Comes to Shove, It's No Longer Love	

Dating Violence Curriculum Analysis

Inclusion Criteria:

- Curriculum or program model was included on a reputable EBI or practice-informed list
- Demonstrated positive impact on teen dating violence prevention through supporting evidence and peer-reviewed studies
- Researchers had access to all curricula components

Respect Works: Ending Violence	Flirting or Hurting
Second Step (6th to 8th Grade)	The Fourth R (for Relationships)
In Touch With Teens	Love All That and More
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Dating Violence Curriculum Analysis Tool

- Systematic Review Tool
 - Three Sections
 1. Curriculum Introduction
 2. Lesson Analysis (Alignment to Standards)
 3. Curriculum Overview
- Data Collection
 - Extensive review of curricula by trained review team
 - Research Assistant entered data into Qualtrics, an online software, for coding and analysis
- Inter-rater Reliability
 - 2 reviewers evaluated each curriculum
 - Completed 'Agreement Form'

Dating Violence Curriculum Analysis Tool

- Sample of Review Tool, Section II
- Lesson-level inclusion of educational standards from 2 national and 2 state level standards lists
 - National Health Education Standards
 - National Sexuality Education Standards
 - Texas Essential Knowledge and Skills
 - New Mexico Common Core State Standards

LESSON ANALYSIS

For lesson analysis, please provide a separate page for each lesson.

→ What is exact purpose or objective of each lesson and what page can you find it on?

	Quoted Objective or Purpose	page number/location
Objective or purpose	objective of LESSON	pg.

→ What is the topic for each lesson (from the lesson itself)? Which of the 7 National Sexuality Education Standard topics (A&P, Puberty and Adolescent Development, Identity, Pregnancy and Reproduction, STDs and HIV, Healthy Relationships, Personal Safety) does it align with (page 10 of the FoSE document)?

For the following, please describe to what extent “not at all,” an underlying statement in an activity “implicit,” an entire objective activity “explicit,” or focus of the lesson “in its entirety.” Provide brief details such as lesson details and page numbers.

→

TEKS			
#	PI text/language	To what extent	Justification/pg #

→

New Mexico Standards			
#	PI text/language	To what extent	Justification/pg #

→

N Sexuality ES			
#	PI text/language	To what extent	Justification/pg #

→

N Health ES			
#	PI text/language	To what extent	Justification/pg #

Results:

Inclusion of National Sexuality Education Standards (NSES)

	Identity ID	Pregnancy and Reproduction PR	Sexually Transmitted Diseases and HIV SH	Healthy Relationships HR	Personal Safety PS
Range	3-10%	1%	7%	14-53%	48-79%
Average Inclusion for all Curriculum	6%	1%	7%	32%	64%
	NSES Topics not addressed: Anatomy and Physiology (AP) and Puberty and Adolescent Development (PD)				

Results:

Inclusion of National Health Education Standards (NHES)

	Core Concepts CC	Analyzing Influences AI	Accessing Information INF	Interpersonal Communication IC	Decision Making DM	Self Management SM	Advocacy ADV
Range	17-50%	2-43%	4-15%	14-35%	5%	1-29%	2-21%
Average Inclusion for all Curricula	35%	20%	8%	25%	5%	14%	8%
	NHES not addressed: Goal Setting (GS)						

Results:

Respect Works: Ending Violence	PS	48%	SM	5%
Curriculum A	HR	53%	INF	8%
			AI	15%
			IC	30%
			CC	43%
Flirting or Hurting	HR	31%	ADV	4%
Curriculum B	PS	69%	SM	2%
			AI	6%
			INF	15%
			IC	27%
			CC	46%

Results:

Fourth R	SM	5%	ADV	3%
	ID	10%	DM	5%
Curriculum C	HR	35%	SM	5%
	PS	50%	AI	8%
			IC	18%
			CC	23%
			INF	40%
In Touch with Teens	HR	40%	ADV	6%
Curriculum D	PS	60%	AI	6%
			INF	19%
			IC	24%
			CC	43%

Results:

Love All that and More	ID	3%	ADV	3%
	SH	7%	AI	13%
Curriculum E	PR	10%	CC	17%
	HR	23%	IC	23%
	PS	57%	INF	43%
LINA	HR	31%	AI	13%
Curriculum F	PS	69%	INF	13%
			IC	25%
			CC	50%

Results:

Safe Dates	ID	4%	ADV	2%
	HR	41%	AI	5%
	PS	55%	SM	13%
Curriculum G			INF	16%
			IC	18%
			CC	46%
Shifting Boundaries				
Curriculum H	HR	38%	AI	8%
	PS	62%	SM	23%
			IC	31%
			CC	38%

Results:

<i>When Push Comes to Shove</i>	SM	2%	SM	2%
	HR	39%	AI	4%
Curriculum I	PS	59%	ADV	7%
			IC	18%
			INF	23%
			CC	46%
<i>Be Strong From the Inside Out</i>	HR	11%	ADV	5%
	PS	37%	IC	11%
Curriculum J	ID	53%	CC	21%
			SM	21%
			INF	42%

Results:

Second Step 6-8th grade	ID	2%	AI	9%
	HR	22%	ADV	14%
Curriculum K	PS	77%	CC	25%
			SM	25%
			IC	28%

Respect Works:				
Ending Violence	PS	48%	SM	5%
	HR	53%	INF	8%
<i>Curriculum A</i>			AI	15%
			IC	30%
			CC	43%
Flirting or Hurting	HR	31%	ADV	4%
	PS	69%	SM	2%
<i>Curriculum B</i>			AI	6%
			INF	15%
			IC	27%
			CC	46%
Fourth R	SM	5%	ADV	3%
	ID	10%	DM	5%
<i>Curriculum C</i>	HR	35%	SM	5%
	PS	50%	AI	8%
			IC	18%
			CC	23%
			INF	40%
In Touch with Teens	HR	40%	ADV	6%
	PS	60%	AI	6%
<i>Curriculum D</i>			INF	19%
			IC	24%
			CC	43%
Love All That and More	ID	3%	ADV	3%
	SH	7%	AI	13%
<i>Curriculum E</i>	PR	10%	CC	17%
	HR	23%	IC	23%
	PS	57%	INF	43%

LINA	HR	31%	AI	13%
	PS	69%	INF	13%
<i>Curriculum F</i>			IC	25%
			CC	50%
Safe Dates	ID	4%	ADV	2%
	HR	41%	AI	5%
<i>Curriculum G</i>	PS	55%	SM	13%
			INF	16%
			IC	18%
			CC	46%
Shifting Boundaries	HR	38%	AI	8%
	PS	62%	SM	23%
<i>Curriculum H</i>			IC	31%
			CC	38%
When Push Comes to Shove	SM	2%	SM	2%
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<i>Curriculum K</i>	PS	77%	CC	25%
			SM	25%
			IC	28%

Discussion

- Healthy Relationships and Personal Safety were the NSES topics addressed the most often in the analyzed DVP curricula.
- Core Content and Analyzing Influences were the NHES indicators addressed the most often in the analyzed DVP curricula.

Implications for Research and Practice

- School health professionals have a role in the selection and adoption of DVP curricula.
 - There are several aspects they should consider in making their selection.
- Utilized this systematic analysis to make future curricular decisions.

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