



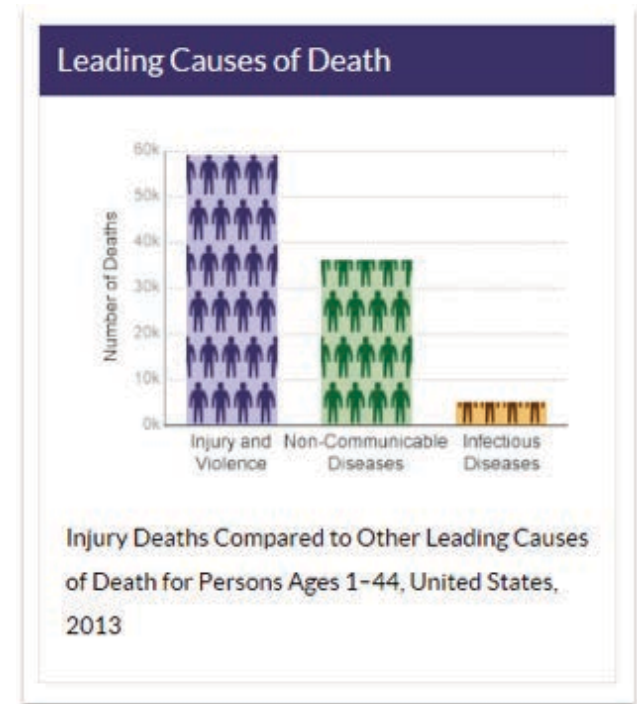
# **Implementation of an Intimate Partner Violence Education Program for at Risk Adolescents**

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# Problem

- IPV is a pervasive, and prevalent public health issue that impacts all communities and increases overall burden to society. <sup>2, 4, 5,8,11,21</sup>
- IPV affects both men and women, across all ages, cultures and socioeconomic status, and among all races in societies worldwide. <sup>11, 18, 21</sup>
- IPV Increases overall healthcare costs and burden. <sup>3, 12, 19, 21</sup>
  - In 2010 the CDC estimated the annual healthcare cost for IPV at \$5.8 billion dollars, \$4.1 billion of which was for direct medical and mental healthcare services and when converted to 2017 dollars, the cost of IPV in the United States = \$ 9.3 billion. <sup>1, 17, 24</sup>
  - Leads to impairment of both physical and psychological health of victims. <sup>12, 16, 19</sup>
- IPV has a high correlation to adolescent risky behaviors (drugs, alcohol, suicide and violence). <sup>12, 19, 23</sup>



(CDC, 2016)

# Background: Statistics of IPV

## The 2017 National Intimate Partner and Violence Sexual Survey (NISVS) Report

- Overall 37.3% of women and 30.9% of men in the U.S. experience some form of IPV in their lifetime with State data estimates ranging from 27.8% to 46.3% for women and 18.5% to 38.2% for men

## Adolescent Statistics

- One in three high school students in dating relationships experience some sort of physical, emotional or sexual violence
  - According to the 2017 National Center for Education Statistics, it was estimated 15.1 million students will be in grades 9-12 which means approximately 5 million high school students will be victims of some form of dating violence
  - 20.9% of female and 13.4% of male high school students report being physically or sexually abused by a dating partner
  - Nearly 1.5 million high school students in the United States are physically abused by dating partners every year
  - A 2013 study found 26% of teens in relationship were victims of cyber dating abuse, with females twice as likely to be victims as males

**The CDC also reports that an average of 24 people per minute are victims of rape, physical violence or stalking by an intimate partner in the U.S.**

# Evidence

- Implementation of both primary and secondary intervention strategies are essential to reduce the prevalence of IPV with education being the most effective primary strategy. <sup>1,6,18,20</sup>
- Schools provide a perfect setting to reach large scale populations, whereas community-based programs offer small group focused support and education. <sup>1, 10, 20</sup>
- The literature is limited on the use of shorter, yet detailed evidenced-based program on IPV however, one program called *The Katie Brown Educational Program* is an effective four session education program used in MA and RI <sup>1, 14, 15</sup>

Program	Type of Program	Length	Age Appropriateness	Setting	Primary Focus
Safe Dates	School-based	Ten sessions	Middle School or High School	Classroom	Dating violence and conflict management
Katie Brown Education Program	Community-based but successfully implemented in all settings	Four 60-minute sessions	Curriculum is modified for specific ages	Classroom or community	Dating violence Conflict Healthy Relationships

# Katie Brown Educational Program (KBEP)



- Educates approximately 6000 students annually. In 2017, reached a milestone of educating over 80,000 students in MA and RI
- The KBEP promotes the importance of developing respectful healthy relationships by teaching relationship violence prevention
- Program curriculum has been adapted to improve generalizability and provide education for youth from fifth grade through high school and has been successfully implemented in both the community and school setting

Session	Topic	Activity	Purpose of education
1	Introduction to Program and Understanding Violence	Discussion on relationships and violence discussion on the five different types of violence	Knowledge, and Beliefs
2	Wants and Needs in a Relationship	Discussion on qualities of a healthy relationship/gender stereotype Interactive Group activities <ul style="list-style-type: none"> <li>- Agree/Disagree worksheet</li> <li>- Dating profile worksheet</li> <li>- Match Maker worksheet</li> </ul>	Attitudes and Self-efficacy
3	Expectations in Dating Relationships	Differentiate between fair and unfair expectation Interactive Group activities <ul style="list-style-type: none"> <li>- flashcards / expectation worksheet</li> <li>- Jealousy activity</li> </ul>	Knowledge, Attitudes and Beliefs Self-efficacy
4	Cycle of Violence Review of Program	Reviewed cycle of violence Discussed warning signs of an abusive relationship Reviewed healthy vs unhealthy relationships	Knowledge and Attitudes and Beliefs

(Joppa et al., 2016)

# Purpose of the Project

- The purpose of this scholarly project was to provide an intimate partner violence prevention education program in the alternative community school setting, with the goal being to improve awareness, knowledge, attitudes, and beliefs of IPV among at risk adolescents enrolled in the high school program
- Assess the effectiveness of implementing a unique, brief, high-school aged education program called the Katie Brown Education Program (KBEP) in the alternative community high school program

## Clinical Question

- Will the implementation of the Katie Brown Education Program (KBEP) on Intimate partner violence, have an effect on knowledge, attitudes and beliefs among at risk adolescents in the alternative community high school program?

# Study Method

## Design

- An educational intervention
- One group Pretest-Posttest design

## Setting

- An alternative high school located in Nassau County registered by the N.Y.S. Education Department for students between the ages 14 to 21 who have failed in the traditional school setting

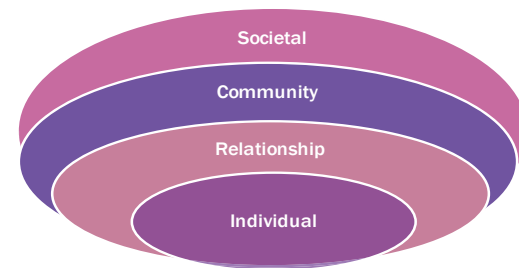
## Sample

- The face to face recruitment process
- The KBEP education program was provided to students ages 18 to 21 who attended one of two specific classes at the alternative community school ( $n = 13$ )

## Instruments

- Demographic survey
- KBEP program specific pre/post-test surveys
- A knowledge-based KBEP questionnaire

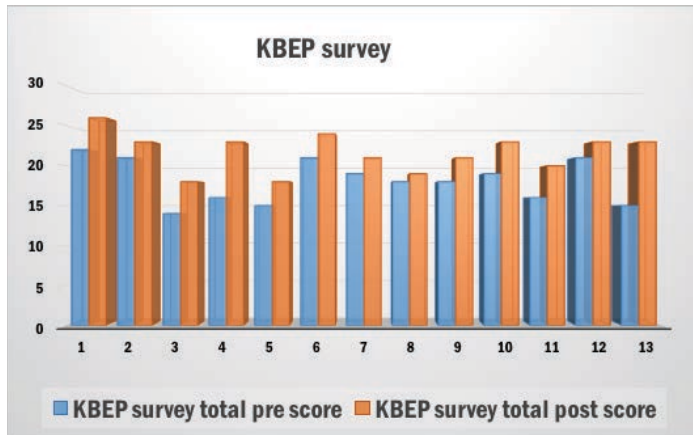
## Theoretical Framework: The Social-Ecological Model



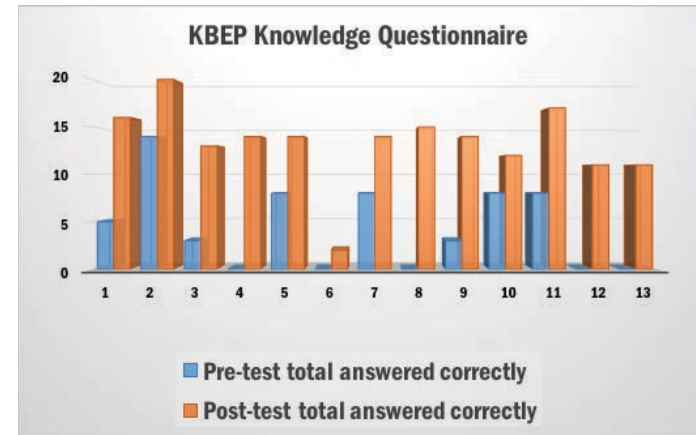
(Blum et al., 2002; Blum et al., 2012; McLeroy et al., 1988; Stokols, 1996)

# Data Analysis: Results

All participants' post-test scores were higher than their pre-test scores



**Mean pre-test score = 17.92**  
**Mean post test score = 21.69**



**Mean Pre-Test Score = 4.38**  
**Mean Post-test Score = 13.31**



# Data Analysis: Results

## Summary of Survey Scores and Paired t-test

Survey	Mean Total Score	SD	Sig (2-tailed) test
Pre KBEP Survey (0-30 points)	17.92	2.753	
Post KBEP Survey (0-30 points)	21.69	2.13	P < 0.01
Pre-Knowledge Test (0-20 points)	4.38	4.519	
Post-Knowledge Test (0-20 points)	13.31	4.191	P < 0.01

## Relationship Status and Pre/Post Knowledge Mean Test Scores

Relationship status	KBEP survey Mean Pre-test score	KBEP survey Mean Post-test score	KBEP Knowledge Mean Pre-test score	KBEP Knowledge Mean Post-test score
Never dated	17.5	21	0	14.5
Currently dating	17.25	22	4	13.75
Past Dating Relationship	18.24	20.57	3.85	14

# Discussion and Implications

- The KBEP was successfully implemented in an alternative high school setting
- Participation in the KBEP improved the adolescent's knowledge, attitudes, and beliefs of IPV
  - Results indicated participants who never previously dated gained the most knowledge
- Results are consistent with previous outcomes and the philosophy of KBEP
- Adolescents and young adults regardless of age or setting, could benefit from participating in the KBEP

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