

Impact of a Dating Violence Prevention Curriculum Among High School Students in Port-au- Prince, Haiti

Preliminary Results

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Problem

- Relationship violence prevalent among young people worldwide
- Haiti 2012 nation-wide Demographic and Health Survey data on married/living together 15-19 year old girls
 - Lifetime IPV victimization = 43%
 - Lifetime IPV perpetration = 18%
- Limited data on partner violence outside of marriage in low-income countries
- Adverse consequences of dating violence (DV)

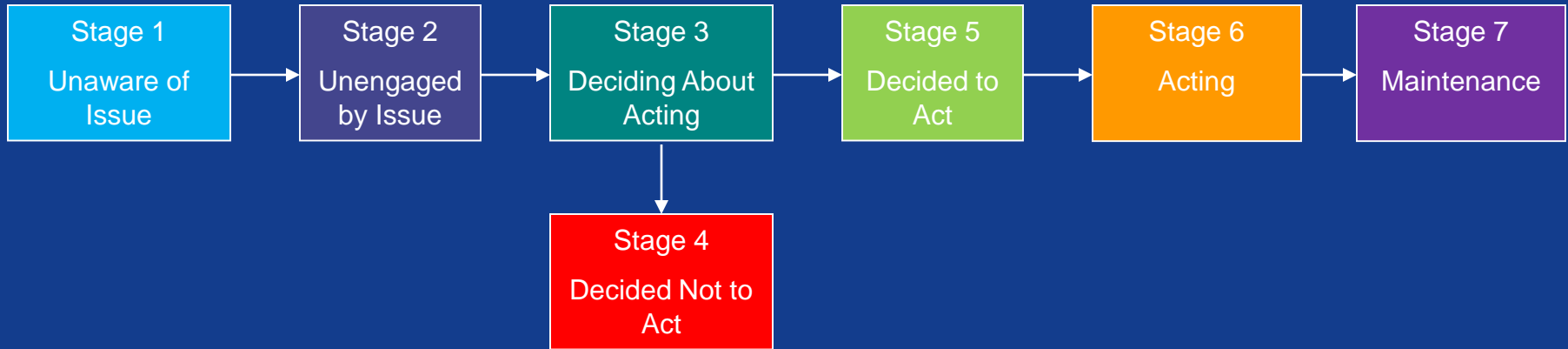


Objectives

- Analyze impact of a dating violence prevention curriculum on:
 - Intermediate variables (dating violence norms, gender stereotyping, anger response, conflict management skills, etc.)
 - DV victimization and perpetration



Stages of the Precaution Adoption Process Model



Pathways of Influence for the Violence Prevention Curriculum



SAFE Dates Curriculum Objectives

- Raise students' awareness of what constitutes healthy and abusive relationships
- Raise students' awareness of relationship violence and its causes and consequences
- Equip students with the skills and resources to help themselves or friends in abusive relationships
- Equip students with the skills to develop healthy relationships, including positive communication, anger management and conflict resolution (Foshee and Langwick, 2010)



SAFE Dates Curriculum Components: Ten 50 minutes sessions

- Session 1: Defining caring relationships
- Session 2: Defining relationship violence and abuse
- Session 3: Why do people abuse?
- Session 4: How to help friends
- Session 5: Helping friends
- Session 6: Overcoming gender stereotypes
- Session 7: How we feel, how we deal
- Session 8: Equal power through communication
- Session 9: Preventing sexual violence
- Session 10: Reviewing the violence prevention program



Data

- Project to test effectiveness of Foshee and Langwick (2010) Safe Dates Curriculum
- Grades 10-12, four high schools in Port-au-Prince
 - 2 public, 2 private
- Letter of collaboration from schools
- Authorization from Ministry of National Education and Professional Training



Data Contd.

- Ethical approval from Tulane University
- Written parental, child assent, informed consent
- Baseline evaluation survey November 2013
- Follow-up evaluation survey February 2014
- Self-administered questionnaire from curriculum with additions by research team
- Sample size (358 matched)
 - Baseline/Pre-test: 495
 - Follow-up/Post-test: 471



Methods

- One-way analysis of variance for bivariate associations
- Difference-in-difference models
 - Linear and logistic regression models
 - Example: $\text{reg outcome} = \text{post treatment post}^* \text{treatment}$
 - Coefficient on $\text{post}^* \text{treatment}$ is the difference-in-difference estimator
 - t-statistic on that regression coefficient is the t-test for equality of the differences



Control Variables for Regressions

- Public school
- Age
- Female
- Grade
- Both parents with secondary/higher education
- Wife perpetrated spousal violence exposure
- Husband-perpetrated spousal violence exposure



Additional Controls for DV Victimization & Perpetration Regressions

- Anger scale
- Communications scale
- Dating violence acceptance scale
- Perceived negative consequences of DV
- Perceived positive consequences of DV
- Gender stereotyping scale



Impact on Intermediate Outcomes

After Additional Controls:	Dating Violence Acceptance	Gender Stereotyping
(N)	(697)	(685)
Post-test	-1.57 **	-0.92 +
Treatment	-0.59	0.58
Post-test*treatment	-0.28	-2.08 **
Adjusted R-squared	0.06	0.18
	Conflict Resolution	Anger Response
(N)	677	683
Post-test	-2.50 ***	0.31
Treatment	0.21	-1.25
Post-test*treatment	0.64	-0.12
Adjusted R-squared	0.06	0.01



Impact on Intermediate Outcomes Contd.

After Additional Controls	Perceived Positive DV Consequences	Belief in Need of Help
(N)	(697)	(697)
Post-test	-0.54 *	-0.662 ***
Treatment	0.362	0.085
Post-test*treatment	-0.658 +	0.48 *
Adjusted R-squared	0.10	0.06
	Awareness of Services for Victims	Awareness of Services for Perpetrators
(N)	(700)	(700)
Post-test	-1.04 ***	-0.33
Treatment	-0.51 *	0.42+
Post-test*treatment	1.207 ***	0.55
Pseudo R-squared	0.06	0.04



Impact on Dating Violence

After Additional Controls	Psychological	Physical
VICTIMIZATION (N)	(417)	(410)
Post-test	-5.22 ***	-4.29 **
Treatment	-2.76 **	-0.33
Post-test*treatment	2.85 +	0.48
Adjusted R-squared	0.32	0.36
PERPETRATION (N)	(420)	(409)
Post-test	-4.36 ***	-4.51
Treatment	-0.99	0.91
Post-test*treatment	1.17	-1.44
Adjusted R-squared	0.30	0.28



Summary

- Curriculum had an impact on:
 - Gender stereotyping
 - Perceived positive consequences of DV
 - Belief in need for help
 - Awareness of services for DV victims/survivors
 - Psychological DV victimization



Limitations

- Small non-representative sample; findings not generalizable
- Social desirability bias
- Short program duration
 - Needed three more months for measurement of perpetration and victimization outcomes at follow-up and up to a minimum of one year
- Omission of other potential confounders – substance use, history of child abuse, etc.



References

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