

ABSTRACT

Shifting Boundaries (SB) is a dating violence (DV) and sexual harassment (SH) prevention program.⁷ This study evaluated the impact of SB on African American middle school students on decreasing DV and improving attitudes on preventing DV. This study's experimental design is a cluster randomized pretest – posttest control group. This study used secondary data from the dataset of Experimental Evaluation of a Young Dating Violence Prevention Program in New York City Middle Schools. Findings showed that students who received the building intervention had no significant changes at pre to post-test for decreasing DV and students who received the classroom intervention, building intervention, and the control group, showed less agreement of pro-social attitudes for preventing DV.

INTRODUCTION

- **Purpose of Study:** Evaluate the impact of the Shifting Boundaries program had among African American middle school students on decreasing teen dating violence and improving attitudes on preventing teen dating violence.
- **Research Questions:** What is the effect of the Shifting Boundaries program on decreasing teen dating violence among African American students? What is the effect of the Shifting Boundaries program on improving attitude toward preventing youth dating violence among African American students?
- **Hypotheses:** African American middle school students who complete the Shifting Boundaries program will decrease in victimization of dating violence and improve pro-social attitudes for preventing dating violence.

LITERATURE REVIEW

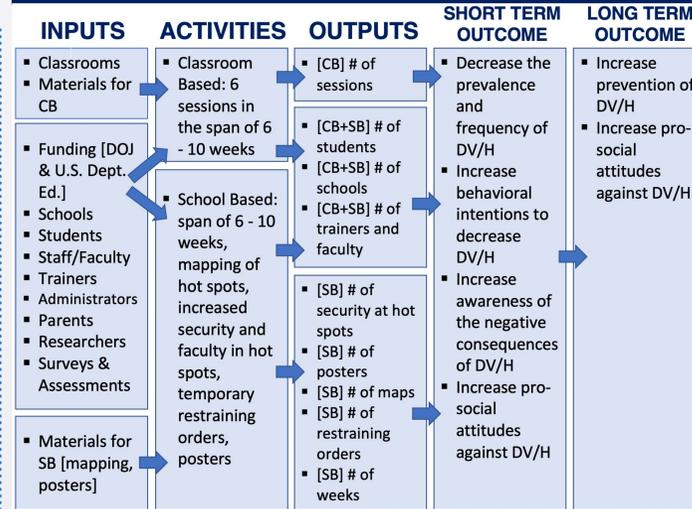
- Per CDC, ~26% females and ~15% males have experienced intimate partner violence before 18 years old¹
- Adverse effects of dating violence can include lowered self-esteem, anger, anxiety, low academic achievement²
- School and community interventions have been found to be effective in preventing intimate partner violence³
- 24% of African American adolescents reported they would not seek for help⁵
- African American adolescents had limited knowledge of the dynamics of intimate partner violence and resources⁴

Theoretical Framework: Theory of Reasoned Action

- **Subjective Norms/Attitudes:** One's perceptions of what others believe they should do⁶
- **Behavioral Intentions:** Combination of personal attitudes and subjective norms and their effect to alter a behavior⁶
- **Behavior:** Personal attitudes and subjective norms drive behavioral intentions which drive individual behavior⁶



SHIFTING BOUNDARIES LOGIC MODEL



METHODS

- **Type of Design:** Experimental cluster randomized pretest – posttest control group with three intervention groups and a control group
- **Dataset:** Experimental Evaluation of a Young Dating Violence Prevention Program in New York City Middle Schools ICPSR #32901
- **Sample:** 6th and 7th grade African American Middle School students
- **Data Collection Procedures:** Data was collected through survey; a pre-test and a post-test (6 months after intervention) were administered

Independent Variables

- **Shifting Boundaries Program Intervention**
 - Classroom Only Intervention
 - Building Only Intervention
 - Classroom and Building Intervention
 - Control Group

Evaluation Question 1 Dependent Variable

Dating Violence

- Combined questions about dating violence victimization
- 0 = No, 1 = Yes, Male(s), 2 = Yes, Female(s)

Evaluation Question 2 Dependent Variable

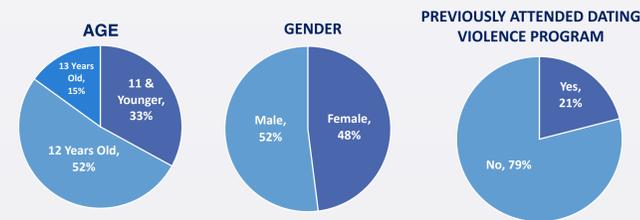
Attitude toward preventing dating violence

- Combined three questions from the original study asking students about their acceptability of violent, abusive, and harassing behaviors
- 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree
- Lower Scores = In agreement with pro-social attitudes to prevent dating violence

DESCRIPTIVE ANALYSIS RESULTS

Demographic Variables

Total Number of Students: 402

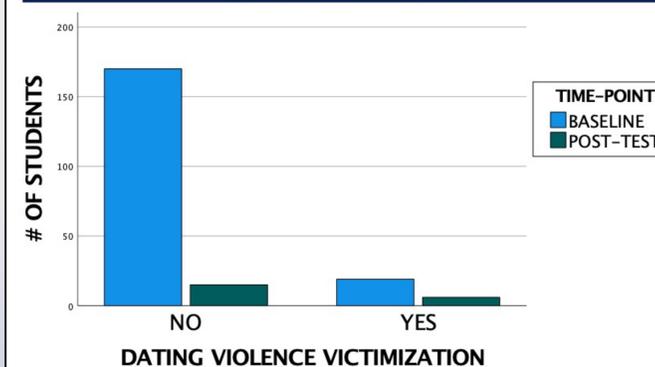


RESULTS: EVALUATION QUESTION 1

What is the effect of the Shifting Boundaries program on decreasing teen dating violence among African American students?

- McNemar test was computed to compare the proportion of students who experience dating violence victimization at baseline and at 6 months after completing the Shifting Boundaries program
- Results showed **no** significant changes from pre to post-test for decreasing teen dating violence
- Hypothesis that dating violence victimization would decrease after completing the Shifting Boundaries program was **not supported**

DATING VIOLENCE VICTIMIZATION AT PRE AND POST BUILDING INTERVENTION

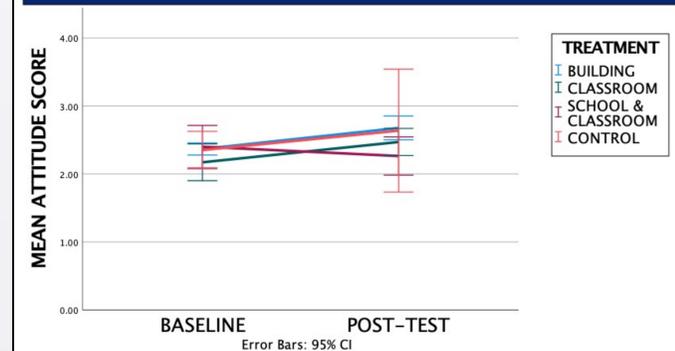


RESULTS: EVALUATION QUESTION 2

What is the effect of the Shifting Boundaries program on improving attitude toward preventing youth dating violence among African American students?

- Wilcoxon signed-ranks test computed to examine and compare student attitudes toward preventing sexual harassment at baseline and post intervention
- Students who received the building intervention, classroom intervention, and the control group had a significant difference; attitudes of students shifted towards a **negative** attitude toward preventing dating violence
- Hypothesis that student attitudes would shift toward pro-social attitudes for preventing dating violence after receiving the intervention was **not supported**

ATTITUDE TOWARD PREVENTING SEXUAL HARASSMENT



DISCUSSION

Implications

- Revise program curriculum to include information and interventions that account for the cultural diversity of the students
- Include students at all grade levels at the school for uniformity of attitudes for preventing DV to influence prevention of dating violence behaviors
- Include parents of students to receive DV interventions
- Recommend evaluations to utilize stratified sampling to obtain proportionate sample sizes across intervention groups
- Recommend evaluations to emphasize confidentiality of surveys to increase honest answers

Study Limitations

- Sample size was not proportionate across intervention groups which may have influenced the results of this study

Conclusion

- Social workers can provide DV and SH psychoeducation and training to community members in order to support African American youth who may be experiencing DV or SH
- Social workers need to continue to advocate and conduct more research for African American teens and DV in order to increase available literature and create effective prevention programs with evidence-based interventions

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