

5-2023

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From Awareness to Action: Addressing Intimate Partner Violence

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Capstone Project for Human Development and Family Science 2023

Introduction

Many college students may experience intimate partner violence (IPV), which is a public health concern for the community. Recent data has shown, 14 percent of women and nine percent of men aged 18-to-24 years old experienced intimate partner violence victimization, including physical violence, rape, and stalking, in the prior 12-month period (Seon, 2021). Without intervention, IPV during college can lead to depression, low academic performance, substance abuse, higher risk of dropping out, and, potentially, death (Seon, 2021). Learning the warning signs of IPV victimization, ways to combat toxic masculinity, and identifying one way to support a victim of IPV one on one will reduce negative impacts of IPV among college students. To increase awareness of IPV among college students, I created a one-hour lesson for students at CSUMB.

Needs Statement

Intimate partner violence affects 15% of women and 10% of men aged 18 to 24 years old (Seon, 2021). College students in the emerging adulthood stage are learning how to enter and navigate serious and meaningful romantic relationships for the first time (Steinhoff, 2021). It is possible that some victims of intimate partner violence may not realize what they are experiencing is abuse because intimate partner violence may include physical, sexual, emotional abuse, and other types of controlling behaviors. The consequences of intimate partner violence during college years can include depression, poor academic achievement, increased risk for alcohol and drug misuse, increased risk for dropping out, and increased risk for injury or death (Seon, 2021). Research has shown that young adults living with a romantic partner during the emerging adulthood years are at more risk for intimate partner violence (Steinhoff, 2021). Research supports that college students who have experienced adverse childhood experiences

(ACE) are more likely to experience intimate partner violence (McCormel, 2022). College students are at risk for intimate partner violence because of their age and the major changes to their environment.

College students are at more risk for IPV because of the changes in their living situations. Both students who move in with a romantic partner and students who live alone, add significant stressors to their daily lives and may increase their risk for IPV because these stressors can lead to emotional dysregulation and maladaptive harmful behaviors (Steinhoff, 2021). When young adults move into cohabitation with a partner, it may increase their risk of intimate partner violence. Research has found that since the pandemic, the normal stressors of living with a partner have been compounded, and couples now have more stresser events to navigate (Steinhoff, 2021).

Physical IPV is prevalent among college students and psychological IPV is becoming more common among the college aged population (Spencer, 2017). Research shows that college students who survived multiple types of intimate partner violence had increased risk of negative mental health, anxiety, risk behaviors, and PTSD (Seon, 2021). One study of 4,533 college students at 19 different universities found that female students who experienced sexual or physical intimate partner violence had injuries at a higher rate than students who experienced only psychological intimate partner violence (Seon, 2021). Women who have experience physical or sexual abuse are twice as likely to develop depression or alcohol use disorders and are 1.5 times more likely to contract a sexually transmitted disease (McCormel, 2022). The risk of both psychological and physical IPV is becoming more common among college students and may lead to negative outcomes in the future.

One factor that puts college students at risk for IPV is their past experience with violence and other adverse childhood experiences. College students with previous adverse childhood experience scores are more likely to be victimized as college students. A survey of 248 colleges found that exposure to domestic violence as a child had a positive association with adult physical victimization (McCormel, 2022). Women who have experienced 8 or more ACEs in childhood are 3.5 more likely to be a victim of IPV. One study has shown that childhood sexual abuse is a strong predictor of adult victimization (Cprek, 2020). There are ways to reduce the negative effects of ACE's during college; these include regular sleep, exercise, mental health support, and healthy support systems. Colleges can incorporate and encourage these behaviors to help reduce the negative effects of ACE's (Cprek, 2020).

Intimate partner violence is a serious concern to college students because of the life transitions college students are going through and the serious health risks that are associated with IPV. Given that students who are victims of IPV are more likely to have negative health outcomes, and are more likely to be revictimized if they have experienced ACEs, I have created a one-hour workshop to present to California State University, Monterey Bay students in Seaside, California.

Theory

Erik Erikson, a German-American psychologist developed a theory of human development. His theory focuses on 8 developmental stages, with each stage centering around a conflict that must be mastered. Developmentally, college students are in the Intimacy vs. Isolation stage of Erikson's theory of development. In this stage, young adults start to share themselves more intimately with others and pursue long term relationships. When this stage is mastered, people feel a sense of security, love, and care within the relationship. On the other

hand, when this stage is not mastered, people often feel isolated, lonely, and possibly depressed. Since college aged students are at the beginning of the Intimacy vs. Isolation stage, my presentation will be useful and provide them support as they begin their journey in intimacy. Every student will have a different experience with intimate relationships because of the natural diversity in family backgrounds and childhood experiences. Sharing common types of intimate partner violence will help inform students about what is and what is not normal behavior in intimate relationships.

Consideration of Diversity

My project will be conducted at California State University, Monterey Bay. I will be presenting a workshop virtually for students, my audience should reflect the general population of California State University, Monterey Bay. According to the Institutional Assessment and Research, the ethnic composition of CSUMB students is 46% Latino, 29% White, 9% Asian, 8% two or more races, and 3% African-American. California State University, Monterey Bay is a Hispanic Serving Institution, and 50% of students are underrepresented minorities.

I will not know the past relationship history of my participants. If students have been a victim of IPV in the past, this presentation may be triggering and bring up emotional responses. The course content is geared to be a brief introduction to intimate partner violence and the effects it has on college students. I would expect college freshmen to have the emotional capacity to discuss intimate partner violence. If I were presenting to high school students, my presentation would focus on healthy communication to keep the presentation lighter emotionally.

Learning Outcomes

Upon completion of the project, participants will be able to:

1. Identify one way to combat toxic masculinity
2. Identify one warning sign of abusive behavior
3. Identify one way you can support survivors of intimate partner violence one on one

Method

I presented a one hour presentation about Intimate Partner Violence to students at California State University, Monterey Bay in Seaside, California. My presentation was held virtually on April 19th, 2023 for CSUMB students in partnership with the Campus Advocate and Monterey County Rape Crisis Center. My slide presentation was created using Canva, the slides can be found in Appendix A.

I started my presentation by introducing myself, the campus advocate, and explaining the purpose of my capstone project. I started by defining intimate partner violence and defined the different types of abuse that can occur. After defining the terms, I asked the audience what financial abuse and emotional abuse might look like for college students. As a group we discussed the reasons why emotional abuse can be harder to identify and discussed how financial abuse could show up in young relationships. Next, as a group we answered four ‘True or False’ statistical questions. The questions included, “College students (18-24 years old) have the highest rates of IPV.”, “30% of college aged women report experiencing violent behaviors from their partners.”, “Drugs and alcohol increase the likelihood of experiencing IPV”, and “LGBTQ+ students experience IPV and the same of higher rate of heterosexual students.”. The next four slides answered our questions and we discussed what type of factors influence high IPV rates for college students.

Next, I showed a 3 minute video (https://youtu.be/zl_DWXGIAVU) about toxic masculinity in media and culture. The video is a short clip from a film by Jackson Kratz titled

Tough Guise. After the video we discussed the key takeaways from the video and ways students can combat toxic masculinity on campus. The next section of my presentation included explaining warning signs and behaviors of IPV. We then discussed three different scenarios and identified the potential warning signs and abusive behaviors. Next, I shared five different resources for survivors of intimate partner violence. These resources included the campus advocate, Monterey County Rape Crisis Center, YWCA in Salinas, California, the personal growth and counseling center, and thehotline.org. I then asked participants how they could encourage survivors of IPV to seek help and we had an exploratory discussion. The final section of my presentation included describing how an individual can help a survivor or IPV one on one. We discussed useful phrases to use when a survivor discloses abuse. Lastly, we talked about the ways students can take care of themselves after providing crisis intervention. The last slide included a link for students to fill out a google form to answer three questions I created based on the content of my slides and my learning outcomes.

Results

My presentation had three learning outcomes. Learning outcome one (LO1) is that participants will be able to identify one way to combat toxic masculinity on campus. LO2 is that participants are able to identify one warning sign of abusive behavior. The last outcome, LO3, is that participants will be able to identify one way they could support survivors of intimate partner violence one on one. To measure if participants were able to meet these learning outcomes, I had participants fill out a google form that had three questions that correlated with each learning outcome. Each question prompted a short answer statement. From these short answers I was able to analyze the language used to decipher the effectiveness of my presentation. You can find the

full results and answers in figure 1. My goal was to have the participants provide a range of responses, there was not a simple correct or incorrect answer.

Learning outcome 1 measured if participants would be able to identify one way to combat toxic masculinity on campus after attending my one hour lesson. To measure this learning outcome my exit survey asked, “What is one way you can combat toxic masculinity?”. The responses I received to this question were, “to kill all men”, “speak up against sexist jokes”, and “allow men to show vulnerability.” For this learning outcome, 2 out of 3 participants were able to satisfy the learning outcome. Learning outcome number 1 was mostly satisfied.

Learning outcome 2 measured if participants were able to identify one warning sign of intimate partner violence. The question prompt for this learning outcome was “Identify one warning sign of intimate partner violence”. For this question I received answers that included, “physical or emotional threats”, “not allowing you to see friends”, and “violent behavior”. For learning outcome 2, all participants were able to answer the question correctly. Learning outcome number 2 was completely satisfied.

Learning outcome 3 measured if participants were able to identify one way they could support a survivor of intimate partner violence on on one. The answers included, “listen and be respectful and kind”, “believe survivors”, and “listen”. All participants were able to answer this question correctly. Learning outcome number 3 was completely satisfied.

Discussion

I believe this project was somewhat successful. During my presentation all participants were engaged and shared their own thoughts and experiences. Participants were able to add their own experiences and their perceptions of IPV on campus. The dialogue during my presentation allowed students to hear other people's ideas and experiences. Each participant added a new

perspective and overall, they all seemed to learn a new way to support survivors of intimate partner violence. I believe this project reached its goal of teaching students about intimate partner violence. I would have liked to have more young students who were at the beginning of their college experience. I believe reaching a younger audience would help address the needs of the college campus community discussed in this paper.

If I were to do this presentation again I would aim for more students to attend the presentation. My presentation was in partnership with the campus advocate and Monterey County Rape Crisis Center. The campus advocate promoted my presentation on MyRaft and the campus advocates instagram. Because of the way MyRaft and Instagram work, the students who were seeing this promotion were students who already followed the campus advocate and already knew about intimate partner violence. To expand the audience I would like to present to incoming freshman students, who may or may not already have knowledge about the topic. Even though my audience was smaller than anticipated, I believe my presentation made an impact on those who attended. I hope my work with the campus advocate will inspire other students to partner with other departments to promote a safer and more inclusive campus.

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Figure 1

| LO1 | LO2 | LO3 |
|---------------------------------|---------------------------------|-----------------------------------|
| Kill all men | physical or emotional threats | Listen and be respectful and kind |
| Speak up against sexist jokes | Not allowing you to see friends | Believe survivors |
| Allow men to show vulnerability | Violent Behavior | Listen |

Appendix A



KNOWING THE BASICS

What is Intimate Partner Violence?

- abuse (actual or threatened) that occurs in a romantic relationship. “Intimate partner” refers to both current and former spouses and dating partners. IPV can vary in how often it happens and how severe it is.



COMMON TYPES OF IPV

Physical Abuse

The use of physical force that causes bodily harm, injury, or impairment. This can include hitting, punching, slapping, choking, or using weapons.

Emotional Abuse

The use of verbal and psychological tactics to control, manipulate, or intimidate a partner. This can include name-calling, put-downs, threats, or isolating a partner from friends and family.

COMMON TYPES OF IPV

Sexual Abuse

The use of coercion, manipulation, or force to engage in sexual activities without the partner's consent. This can include rape, unwanted sexual contact, or sexual harassment.

Financial Abuse

The use of economic control and exploitation to maintain power and control over a partner. This can include controlling the partner's finances, withholding money, or preventing the partner from working or pursuing education.

Discussion

What does emotional abuse look like in college relationships?

Discussion

What does financial abuse look like on a college campus?

What does emotional abuse look like in college relationships?

- Emotional abuse can be harder to recognize because there are no visible marks
 - Includes name-calling, insults, humiliation, gaslighting, threatening behavior, and controlling who someone can talk
 - Can occur in any type of relationship, including romantic relationships, friendships, and family relationships.
- Sending mean messages through social media
- Constantly checking your social media accounts

What does financial abuse look like on a college campus?

- Forcing their partner to use your meal plan for them
- Forcing their partner pay for things in the relationship when they do not want to
- Encouraging their partner to take out credit cards or loans for them
- A roommate who refuses to pay their share of the bills and forces the other roommates to cover their share of expenses



GROUP ACTIVITY: TRUE OR FALSE ACTIVITY



✓ OR ✗

- College students(18-24 years old) have the highest rates of IPV
- 30% of college age women report experiencing violent behaviors from their partners
- Drugs and alcohol increase the likelihood of experiencing IPV
- LGBTQ+ students experience IPV rates at the same or higher rate as heterosexual students

PREVALENCE

It's important to note that IPV is often underreported, and these estimates may not capture the full extent of the problem

43%

of dating college women report experiencing violent and abusive behaviors from their partners.

90%

of sexual assault victims on college campuses know their perpetrator.

LGBTQ+

college students experience IPV at rates equal to or higher than heterosexual students.

WHAT INFLUENCES THESE HIGH STATISTICS DURING COLLEGE?



Age, alcohol and drug use, social norms, and power dynamics.

Age

- Highest rates of IPV in age group (16-24)
- Young adults are still navigating and learning about relationships
- May lack experience in recognizing and addressing abusive behavior

Alcohol and Drugs

- Substance use is common on college campuses and can increase the likelihood of IPV
- May have impaired judgment and engage in behaviors they would not otherwise engage in

tough guise video- Jason Kratz

SOCIAL NORMS AND ATTITUDES

[https://www.youtube.com/
watch?v=zI_DWXGIAVU](https://www.youtube.com/watch?v=zI_DWXGIAVU)



DISCUSSION:

**WHAT ACTIONS CAN WE TAKE TO
ADDRESS TOXIC MASCULINITY AND
RAPE CULTURE ON CAMPUS?**

WARNING SIGNS OF IPV



prevents someone from working or restricts \$\$ access



isolates you from your friends and family or restrict your access to social events or activities.



A partner who is excessively jealous or accuses you of cheating or flirting with others.

WARNING SIGNS OF IPV



A partner who has sudden outbursts of anger, especially over minor issues.



Any physical harm, such as hitting, slapping, pushing, or choking.



A partner who puts you down, calls you names, or makes you feel worthless.

GROUP ACTIVITY: SCENARIOS



SCENARIO ONE:

Katie and Tyler have been dating for a year.

They often have arguments but recently Tyler has started getting physical during their fights.

Last night, they had an argument over who Katie was texting and Tyler punched a hole in the wall. Katie is scared to talk to Tyler about his behavior and she feels like she has nowhere to turn.

SCENARIO TWO:

Sarah and Jack have been dating for six months.

Jack is constantly calling and texting Sarah and doesn't let her spend time with her friends. He accuses her of cheating on him and gets angry when she doesn't respond to his messages right away.

Sarah feels trapped and doesn't know how to get Jack to trust her.

SCENARIO THREE:

Emma and Sam have been dating for two years.

They've had a long day at school and work and are both feeling stressed. When they get home, they start bickering over something small, like whose turn it is to do the dishes.


The argument escalates, and they both start to raise their voices. Emma says something that hurts Sam's feelings, and he responds by storming out of the room.



SUPPORT AND RESOURCES

There are multiple resources and different types of support available

24 hour Hotlines, Campus Advocate, Counseling Center

| | | |
|---|---|---|
| <p>Campus Advocate</p> <p>Call or text: 831-402-9477 confidential You do NOT have to report to receive services</p> | <p>Monterey County Rape Crisis Center</p> <p>1-800-656-4673 Free confidential 24/7 hotline.</p> | <p>YWMC</p> <p>1-831-372-6300 24/7 Crisis line DVRT</p> |
| <p>The Hotline.org</p> <p>National hotline Call, Chat, or Text available Online Resources</p> | <p>Personal Growth and Counseling Center</p> <p>Brief counseling Support Groups Educational Outreach</p> |  |



DISCUSSION:

HOW CAN YOU ENCOURAGE STUDENTS TO SEEK HELP IF THEY OR SOMEONE THEY KNOW IS EXPERIENCING IPV?



- **Providing information**
Provide them with hotline numbers, shelter information, and counseling services.
- **Normalize seeking help**
Let students know that it's normal to seek help and that they are not alone.
- **Promote a culture of respect and safety**
Foster a culture on campus that promotes respect, safety, and healthy relationships. Encourage students to look out for one another and to speak out against violence and abuse.

HOW TO SUPPORT SURVIVORS 1:1

Listen

The most important thing you can do is listen to the person experiencing IPV. Let them know that you are there for them and that you believe them.

Encourage self-care

Encourage the person to prioritize their self-care and well-being. This may involve engaging in activities that they enjoy, seeking out therapy or counseling, and making time for relaxation and stress relief.

HOW TO SUPPORT SURVIVORS 1:1

Avoid judgment

It's important to avoid judgment and blame when supporting someone experiencing IPV. Remember that the person may feel shame, guilt, and fear,

Respect Privacy

Respect the survivor's privacy and do not share their story or personal information without their permission.

HELPFUL PHRASE WHEN A SURVIVOR DISCLOSES ABUSE

"You are not alone."

"If you want to talk about it more I am here to listen."

"I am here to support you through this"

"I believe you."

"How can I help?"

"I'm sorry this happened to you."

"This is not your fault."

CARING FOR YOURSELF AFTER CRISIS INTERVENTION :

Take time to debrief

Talk to a trusted friend or colleague, or write in a journal to help process what you've experienced.

Practice self- compassion

Acknowledge the work that you've done and the impact that it has on others

Engage in self-care

Engaging in self-care activities can help you recharge and restore your energy.

Seek support

Seeking support from others can be helpful in processing your own emotions after crisis intervention work.

Please take a few moments to fill out my google form
to be in the drawing for \$25 Gift Card

<https://forms.gle/3QpTBWrK5yaZVGDM9>

