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Oscar Plascencia-Herrera

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Intimate Partner Violence Prevention Curriculum For Teens

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Collaborative Health & Human Services

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### **Author Note**

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## Abstract

The Y.W.C.A is a non-profit with a variety of services. The intern will oversee the Youth Education Advocacy division, to work with the teen population. Y.E.A. is a program that focuses resources on youth advocacy to promote healthy relationships. The overall goal is to reduce intimate partner violence (IPV) in communities. The micro-level problem is addressed by increasing students' self-awareness, and knowledge of healthy relationships, while also teaching effective communication skills. The program is a 10-week curriculum with PowerPoint presentations, activities, videos, and scenarios/case studies. All students were given an intro exam and a final exam. Despite not all schools completing the curriculum at the same time a sample population of 20 students was tested and met the expected outcome. A recommendation for the agency would be to continue the intern's work to spread awareness and get new schools to try the program.

Keywords: *Intimate Partner Violence (IPV), Youth, Relationships, Health Education, Domestic Violence*

## **Agency & Communities Served**

The mission statement is as follows: “Y.W.C.A is on a mission to eliminate racism, empower women, stand up for social justice, help families, and strengthen communities.” The Y.W.C.A vision aims at empowering women in their struggle for justice, attaining higher social status and legitimate rights. The services provided by the agency: legal advocacy, therapy, human trafficking, housing/domestic violence shelters, outreach, and prevention. Last year YWCA served 5,262 families in Salinas; 59.4% White, 39.4% Hispanic, 5.8% Black, and 14.8% Asian. The intern under the outreach and prevention division served 60 students; 74.4% were Hispanic, 23.7% White, and 1.8% Black.

## **Problem Model Background and Literature Review**

### **Problem Statement**

Behind closed doors, intimate partner violence can change lives. Intimate partner violence (IPV) can be portrayed via physical violence, sexual violence, stalking, or psychological aggression (including both expressive aggression and coercive control tactics) against a current or former romantic or dating partner is a substantial problem in the United States that has impacts on health (Karakurt et al., 2013). In the last year, 1,484 calls were made related to domestic violence in Monterey County, and out of those calls, 1,019 had a weapon involved. (Openjustice, 2023) In the last three years, there has been an increase in cases of strangulation and those combined make up more than half the data collected since 2013. (Openjustice, 2023) In many circumstances, domestic affairs are seen as an intimate problem that should be solved with only the involvement of two people and many times public involvement may be seen negatively in many cultures such as Hispanic, Asian, or Indian. Nationally

representative data collected in 2015 from the National Intimate Partner and Sexual Violence Survey (NISVS) estimated that a quarter of U.S. women (24.4%, approximately 29 million) and one in 10 men (10.6%, about 12 million) experienced contact with sexual violence, physical violence, and/or stalking by an intimate partner in their lifetime and reported at least one IPV-related impact (Smith et al., 2018).

### Contributing Factors

#### Alcoholism in Latinx communities

Alcohol misuse affects 15 million people in the United States. Compared to White men, Latino men have disproportionately higher rates of both alcohol misuse and negative alcohol-related consequences (e.g. drunk driving, liver disease, alcohol dependence, HIV/AIDS). (Balagopal et al., 2022) In addition to the statistics, many Latinx alcohol misuse correlates with IPV as when men are under the influence of alcohol they can act very aggressively toward their partners. Any little discussion can trigger a landslide of emotions that can lead to intimate partner violence or more which is a troubling public health problem, “with 20 people per minute, or 10 million people per year, being victims of physical violence perpetrated by a romantic partner” (Center for Disease Control and Prevention, 2013). In the United States, the majority (55%) of these incidents involve alcohol (WHO, 2010). A study also suggested that women whose partners had been drinking were significantly more likely to be injured during an IPV incident or have high police reporting than women whose partners had not been drinking (Thompson & Kingree., 2006).

## Violence at home

Gender-based violence at home impacts women and children as what they see at home sometimes carries out throughout their lives as they mimic roles with their partners. Data on IPV show that 12.8% of adolescents between 7 and 11th grade report having witnessed physical IPV between their parents (Consejo Nacional de la Infancia, 2018). Children in violent households are three to nine times more likely to be injured and abused, either directly or while trying to protect their parents. Conversely, in 60% of cases where children have been abused the mother will also have been a victim. (Hall, et al. 1998) A study concluded that exposure to violence at home is linked to juvenile crime. Behaviors at age 7 can be predictors of violent behavior towards partners in adolescence and early adult life. The history of violence between partners often begins with fights and assaults on dates. These complex sequences and associations are probably mediated through a mixture of stress, poor parenting, low self-esteem, shame, and self-blame. (Hall, et al. 1998)

## Consequences

### Education Impact

Not only does IPV impact the family unit as a whole but there is also a probability that it might impact a children's education journey. A study showed that overall 29.8% of children and adolescents between 6 and 12th grade reported IPV between their parents, with psychological violence being the most frequent occurrence (Miranda, et al, 2023) As children witness IPV they are emotionally drained which can impact their grades, social connection, and attendance. Students “may act out” in class, have trouble focusing, and fail to create close friendships. As they become teens, they risk developing substance addictions, which present a whole new slew

of problems. “They may become acutely depressed, miss classes, and even drop out of school altogether.” (Nerf Blog, 2022) Data from Minnesota Departments of Education and Human Services sampled 2,914 children who have experienced IPV. The longitudinal data concluded that children who witness IPV at home have poor writing and math skills and low attendance. (Kiesel et al., 2016)

## Homicide

Nationally, 1 in 5 women and 1 in 10 men have sustained severe physical violence from an intimate partner. Intimate partner homicides (IPH) are the most serious IPV outcome. A study examining intimate partner homicide data from 19 U.S. states (2003-2013) revealed that a greater proportion of foreign-born women were victimized by IPV-related homicides compared to those who were U.S.-born (Sabri et al., 2018a). Social isolation, language barriers, low socioeconomic status, traditional attitudes about gender roles, and the lack of divorce or employment options for women are several unique characteristics of immigrant women that increase their vulnerability to IPV (Sabri et al., 2018b). Foreign-born women are scared to seek relationship assistance because of their undocumented status. They think that once they let the government know that they are here they are going to be deported. Other times culture can play a role in not getting assistance.



<b>Contributing Factors</b>	<b>Problem</b>	<b>Consequences</b>
Alcohol misuse in Latinx communities	Domestic violence rates in Monterey County are too high	Education Impact
Violence at home (IPV)		Injury or death

Working Title: Teen Dating Prevention Curriculum

### **Project Description**

The outreach and prevention project implementation will take place at three different school campuses. Two of the presentations will take place at Soledad and one will be at Salinas. The Soledad schedule will be on Monday and Salinas will be on Wednesday. The 10-week curriculum will include PowerPoint presentations, activities, videos, surveys, role-playing scenarios, and case studies. At the beginning of the curriculum, there was an intro test to see how much students knew about healthy relationships. At the end of the course, students will get tested again to see how effective the presentations were and to see if there was a change in the responses the students gave out the first time. There are high hopes that students will learn something new that they can put into practice in their future lives. In the end, a pamphlet will be created for the agency for future use in recruiting new schools to try out the program. The pamphlet will have a concise introduction to the program.

### **Project Justification**

The contributing factor addressed by the project is how to deal with intimate partner violence at home. The project will address the issue by going over what is abuse, what are other types of abuse, the cycle of abuse, restraining orders, a safety plan in case the victim wants to leave the relationship, resources available in the community, and self-care. The project will address both the problem and what could be consequences if the person decides not to leave the unhealthy relationship. The project meets the best practice standards because in some activities the students will have to imagine themselves as if they are in an abusive relationship or if they

witness an incident and together or individually have to think what are the next steps to handling the situation. In the end, they will be equipped with valuable knowledge which they can put to use in the future.

### Benefits

The benefits of having the curriculum in schools play an important role in spreading awareness of resources available in the community while also reducing IPV in teen relationships. The curriculum also tackles gender roles and stereotypes that constrict the Hispanic culture into certain categories. There are high hopes that after completing the curriculum the students will be able to maintain a healthy relationship. The positive impact for the agency is that new clients can emerge after the curriculum is over as the students and community will now know the existence of Y.W.C.A and can be a primary source for those who need restraining orders, confidentiality emergency shelters, family/individual therapy, or legal advocacy.

### **Implementation Process**

The beginning steps of the implementation process started by sending out emails, and having Zoom meetings with the schools to get dates established and get the program rolling. The second step was editing the previous intern's demographic surveys, and creating pre-tests for all schools before the first day of the curriculum. Research was also done regarding what is IPV and DV and how they impact relationships, and mental health to further explain the topics to students and present them with a better understanding. Next was to implement new interactive activities, videos, and scenarios/case studies, for students to be engaged in the material covered by the

curriculum. At some point, personal stories were also written out as part of the curriculum to captivate the student's attention and get them to understand the material through storytelling.

All the work was overseen by the mentor and once approved it was made a part of the curriculum to be presented to the students. The curriculum will be given in the following order: introduction, what is dating and abuse, patterns of dating abuse, sexual abuse, media and gender, how to help a friend, how to help a friend part 2, communication, how we feel how we deal, and a final review of the curriculum. The students will also be given a restraining order and safe plan. Both forms will have a tutorial on how to access them, what to sign-off, and what benefits come from having one or the other. After the ninth week, a final review of fifteen questions was created with the mentor's assistance and feedback. Three questions from the pretest were included in the final review of the curriculum because they were unsatisfactory and needed some improvement. So students were tested again to see if they changed their minds after going through the curriculum. The overall goal of the curriculum was to spread awareness and foster healthy relationships.

### **Assessment Plan & Expected Outcomes**

There will be 3 sessions with 20-25 student participants who will attend a 10-week program, each week there is an expected outcome of 80% of participants showing increased knowledge of a topic. The Expected number of participants to learn something new or have dilemmas clarified: will be around 18-20 participants each week.

For the assessment plan, the intern will have a pre-exam for all schools and at the end of the curriculum exam. Attendance will also be tracked down and rewarded. While student participation is required not all will participate so the intern will take treats to encourage

participation. The intern will also have an end survey for students to fill out to rate the effectiveness and ask for the student's feedback on the 10-week program to understand what could be improved. The exams, surveys, presentations, and data will be passed down to the agency for other interns to use.

### **Project Results**

Not all schools were able to finish the curriculum before the capstone project submission but one school was close to finishing so a sample of 20 students was taken to compare changes between the intro exam and the pre-final exam. The method of collecting data was via a QR code exam on Microsoft Forms where students could answer questions via multiple choice. Three questions from the intro exam were mixed with seven other questions related to sessions 1-6. The three questions were highlighted to be tested again because of unsatisfactory results.

1. If I or a friend was being abused by a partner, I would know where to get help.
2. A boy should always be in charge of the relationship.
3. Violence between dating partners is a personal matter and people should mind their own business.

In the end, the results were phenomenal and the expected outcome was met. Students were able to change their initial responses after going through the first six sessions. The students also had outstanding scores on the seven remaining questions related to the curriculum. The pie chart results can be viewed in the appendix section.

## **Conclusion & Recommendations**

The contributing factor addressed by the curriculum was intimate partner violence at home as a problem that is not publicly talked about. As other family members witness the violence at home it can have a long-term impact and can create an ever-ending generational cycle of abuse. Based on the results of the curriculum students have the required tools and knowledge to avoid IPV in their homes or relationships. The recommendation would be that the agency passes down the work to the next intern so that he/she will continue to use the first intern's work to spread awareness. Advertising the program to other schools would be another recommendation therefore new data can be added and a pamphlet made by the intern could be used as an advertising tool to get new schools to try the program. A pamphlet was created by the intern and the description can be located at the bottom of the appendix.

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## Appendix A

### Project Implementation Plan

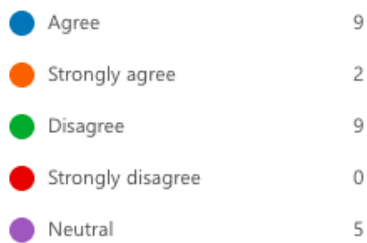
Task	Timeline	Parties Involved	Materials/services needed	Deliverables
Created survey forms, story scenarios, added new ideas into the curriculum	September 10th	Mentor	laptop	Survey, stories, and activities.
Plan a meeting with Soledad Middle School and High School	September 12th	Mrs. Delgado and Monica coordinator/vice principal	Email and laptop	N/A
Plan a meeting with Alisal High	September 12th	Mrs. Mason after school coordinator	Email and laptop	N/A
Confirm a Zoom meeting	September 15th	Mrs. Mason	Zoom Meeting	Went over the course, max student limit in class, and scheduled a time to meet every week.
Send out an email to the mentor to finalize the contract	September 16th	Mentor and Mrs. Mason	Email and laptop	Confirmed the project
First day of the session/intro for Alisal High	September 20th	Mrs. Mason, the after-school assistant, and the students in class	Classroom, PowerPoint, notes, and laptop	Presentation and surveys
Confirm zoom meeting	September 25th	Mrs. Delgado, Monica, and assistants: Diana & Albert	Zoom Meeting	Went over the course, max student limit in class, and scheduled time

				to meet every week
Second Session with Alisal High	September 27th	Mrs. Mason, the after-school assistant, and the students in class	Classroom, PowerPoint, notes, laptop, and candy	Presentation and quiz
Send out an email to the mentor to finalize the contract	September 27th	Mrs. Delgado, Monica, Diana, Alber, and Mentor	Email and laptop	N/A

**Pre-test before the curriculum:**

Pre-test

8. If myself or a friend was being abused by a partner, I would know where to get help.



10. A boy should take charge in a relationship.

Always	0
Usually	2
Sometimes	11
Never	12
Often	0



11. Violence between dating partners is a personal matter and people should mind their own business.

Strongly disagree	12
Disagree	10
Agree	1
Strongly agree	0
Neutral	2



## After taking the curriculum:

### Test

2. If myself or a friend was being abused by a partner, I would know where to get help.

● Agree	19
● Disagree	1



3. A boy should always be in charge of the relationship.

● Always	0
● Usually	0
● Sometimes	7
● Never	13



4. Violence between dating partners is a personal matter and people should mind their own business.

● Agree	1
● Disagree	16
● Neutral	3



**Pamphlet:**



## YWCA Monterey County

HAS WORKED TO BUILD A STRONGER COMMUNITY BY ADVOCATING FOR PEACE, JUSTICE, FREEDOM AND DIGNITY FOR ALL, SINCE 1972



## Our Services

10 week program includes....

- Intro session
- What is dating abuse
- Patterns of Dating Abuse
- Sexual Abuse
- Media and Gender
- How to Help a Friend
- How to Help a Friend (part 2)
- Effective Communication
- How We Feel, How We Deal
- Review

## Goal

To reduce Intimate partner violence in communities by teaching teens about healthy relationships

## Method

A YWCA member will give presentations via PowerPoint with activities, videos, surveys, role-playing scenarios, and case studies.



Created flyers and organized event: Walk to End Domestic Violence October 18, 2023

eliminating racism  
empowering women  
**ywca**  
Monterey County

# The WEEK WITHOUT VIOLENCE *WALK WITH US!*



SAY "NO" TO DOMESTIC VIOLENCE  
IN YOUR COMMUNITY!

GREENFIELD POLICE RECEIVED 95 CALLS FOR  
DOMESTIC VIOLENCE IN 2021

**YWCA MC Is Here to Serve Greenfield & All Monterey  
County:**

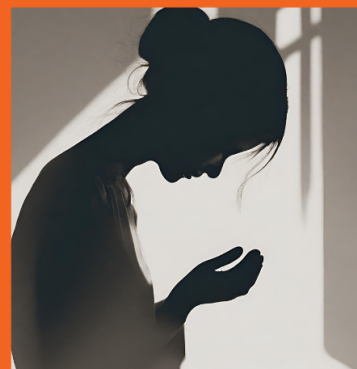
**801** INDIVIDUAL COUNSELING SESSIONS IN 2021  
**1,553** NEW CLIENTS PROVIDED SERVICES IN 2021  
**2,492** SAFE-HOUSE NIGHTS PROVIDED YEARLY

Wednesday  
**OCTOBER 18TH**  
3:00pm – 5:00pm

**GREENFIELD  
MEMORIAL  
HALL  
PARKING LOT**  
615 El Camino Real

Walk begins 4:00pm

Resource Tables:  
3:00pm - 5:00pm



For more info:  
[ywcamc.org](http://ywcamc.org)  
(831)422-8602



eliminating racism  
empowering women

**ywca**

Monterey County

# La SEMANA SIN VIOLENCIA VEN CAMINA CON NOSOTROS!



DI "NO" A LA VIOLENCIA EN TU  
COMUNIDAD

LA POLICIA DE GREENFIELD RECIBIO 95  
LLAMADAS DE VIOLENCIA DOMESTICA EN  
2021

**YWCA MC Esta Aqui Para Ayudar a Greenfield y a el  
Condado de Monterey:**

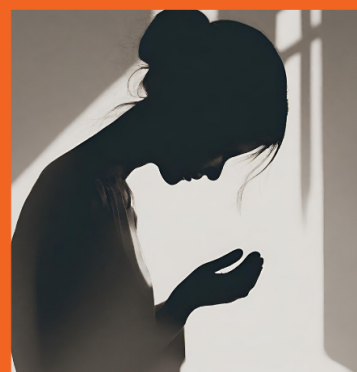
**801** CASOS DE ASESORAMIENTO INDIVIDUAL EN 2021  
**1,553** SERVICIOS NUEVOS PARA CLIENTES EN 2021  
**2,492** SERVICIOS PARA PASAR UNA NOCHE EN UNA  
CASA SEGURA

**Miercoles Octubre 18  
3:00pm – 5:00pm**

**GREENFIELD  
MEMORIAL  
HALL  
PARKING LOT  
615 El Camino Real**

**La caminata Comienza  
a las: 4:00pm**

**Mesas con recursos:  
3:00pm - 5:00pm**



**Para mas informacion:  
ywcamc.org  
(831)422-8602**

