

Three-Year Evaluation of PIAL's *Teen Dating Violence Awareness* Program

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Executive Summary

In response to the largely unseen issue of teen dating violence affecting Iowa youth, the Parenting: It's a Life (PIAL) project, housed within the Child Welfare Research and Training Project (CWRTP) of Iowa State University, has implemented the *In Their Shoes* Teen Dating Violence Simulation (TDVS) as a major component of their Teen Dating Violence Awareness (TDVA) program. The TDVS, obtained from the Washington State Coalition Against Domestic Violence in 2017, is designed to create awareness surrounding teen dating violence. PIAL delivers modules to youth in middle schools and high schools across Iowa and covers topics such as decisions and goals, peer pressure, and healthy relationships. Currently, the TDVS is a supplement to the module on healthy relationships and is an important addition to PIAL's TDVA program. The data herein represent students' responses to PIAL's TDVA program, as well as assessments of their knowledge prior to and after implementation of the TDVS on various topics surrounding teen dating violence. This research aims to evaluate the value and success of PIAL's TDVA program.

Findings from this evaluation indicated *In Their Shoes* TDVS is an effective tool for increasing students' awareness of teen dating violence, how to recognize unhealthy relationship patterns, and how to avoid unhealthy relationships. Further, an updated version of PIAL's TDVA program implemented in 2020 revealed students' increased knowledge on how to help friends in unhealthy relationships, as well as identify sources of information about teen dating violence.

When youth were asked how they will move forward after learning about teen dating violence, themes emerged surrounding helping oneself and others, avoiding unhealthy relationships, being careful, and treating partners well.

These findings recommend the PIAL TDVA program as an effective tool to increase awareness in youth about topics surrounding teen dating violence. Using the students' responses and feedback as a guide, future goals for PIAL include incorporating into the curriculum the practical changes students reported, as well as focusing efforts on youth who may be at higher risk of teen dating violence.

Overview

Statement of the Problem

Nationally, teens face an alarming amount of teen dating violence. Adolescent women experience the highest rate of intimate partner violence, which amounts to almost triple the national average (Black et al., 2011; Catalano, 2006). Ninety-four percent of female victims of intimate partner violence aged 16-19 were victimized by a previous or current partner, as noted by the Department of Justice (Rennison, 2001). Additionally, reports from the CDC show that, in a single year, nearly 1.5 million teens have reported at least one experience of physical abuse from a dating partner (Centers for Disease Control and Prevention, 2006). Overwhelmingly, one in three teen girls experience physical, emotional, or verbal abuse from a dating partner (Davis, 2008), while one in ten secondary school students have been purposely physically hurt by a boyfriend or girlfriend (Grunbaum, 2004). A report from 2018 found that, in the U.S., 41% of teens under the age of 18 reported experiencing at least one type of intimate partner violence (Wang, 2018). Indeed, violent behavior often begins in early adolescence (Rosado, 2000), and severity of abuse is often greater when patterns were established in adolescence (Feld & Straus, 1989).

Looking at teen violence through a statewide lens, in response to the 2018 Iowa Youth Survey, only 80.3% of youth believed violence is the worst way to solve problems (Iowa

Consortium for Substance Abuse Research and Evaluation, 2018). Furthermore, programs have indicated that 8% of high school students have been physically abused by their intimate partners (Eyes Open Iowa, n.d.). The statistics surrounding teen dating violence are nothing short of alarming. In order to address this issue, there is a need for continued delivery of programs focused on prevention and awareness of teen dating violence.

Project Background

Parenting: It's a Life (PIAL)

In collaboration with the Iowa Department of Human Services, Iowa State University's *Child Welfare and Research Training Project (CWRTP)* operates Parenting: It's a Life (PIAL). PIAL is an outreach program developed for state-wide dissemination of an evidence-informed curriculum to middle and high school students. The curriculum's aims and goals are to reduce the number of teen pregnancies by teaching youth about the realities of becoming a parent. PIAL covers a range of topics delivered in the form of modules, such as decision making, peer pressure, healthy relationships, risk and protective factors, resiliency, the cost of raising a child, managing money, establishing paternity, co-parenting, and child support. Beginning in 2018, as part of their Teen Dating Violence Awareness (TDVA) program, PIAL added an interactive simulation on teen dating violence, titled *In Their Shoes*.

Role of *In Their Shoes* for PIAL

In Their Shoes, herein referred to as the Teen Dating Violence Simulation (TDVS), is a comprehensive approach to teaching youth about teen dating violence and ways to combat it, prevent it, remove self and others from unhealthy relationships, and spread awareness. Teen dating violence is not far removed from teen pregnancy, as associations between the two have been previously reported (U.S. Department of Health & Human Services, 2017; Youth.gov, n.d.).

In order to address this association, PIAL integrated the TDVS with a previously established PIAL module on healthy relationships.

Earlier researchers have identified that a comprehensive approach is the ideal path to preventing teen pregnancies (Hoyt & Broom, 2002). According to the U.S. Department of Education (2015), addressing teen dating violence within the school setting through a comprehensive approach is one of the most optimal ways to educate youth and spread awareness about an issue many teens face. The PIAL program has built strong relationships with middle and high schools across the state of Iowa, making the program the best avenue to deliver the TDVS.

Current Project

In Their Shoes Teen Dating Violence Simulation

In Their Shoes was introduced to the PIAL program coordinator, Jo Ann Lee, in 2018 by the Federal Office of Child Support Enforcement and Kansas Coalition Against Sexual and Domestic Violence. Recognizing the need for increased awareness and education surrounding teen dating violence in Iowa, the TDVS and its classroom simulation toolkit, *In Their Shoes*, was purchased from the Washington State Coalition Against Domestic Violence for use within the PIAL program.

The overall aims of the TDVS program are to create awareness about teen dating violence, targeting adolescents. The program has been adopted by 400 communities nationwide; however, no current evaluation of the TDVS reports the efficacy and outcomes of the program. To increase credibility, the TDVS would benefit from program evaluation.

Curriculum Activities

PIAL has adopted the *In Their Shoes* simulation (Washington State Coalition Against Domestic Violence, 2017) into its TDVA program. The TDVS includes real-life stories around six teenage couples. In the classroom, students are divided into separate groups and are guided through the simulation of “walking in their shoes” of one of the six teen couples. Students are instructed to make relationship decisions as they read the stories of the couples. These decisions surround the experiences of sexting, homophobia, stalking, pregnancy, and death. Within the guided stories, students interact with their romantic partner, family, friends, school officials, police, and others who may be involved in incidents surrounding teen dating violence. The stories are realistic in nature; one story is based on the real-life experiences of Dayna Fure, who was murdered by her ex-boyfriend around her 18th birthday.

To engage with the students after the TDVS experience, the PIAL TDVA program uses a safety plan and debriefing activities. The safety plan encourages students to download the *Circle of 6* app or to use a “safety plan card,” which involves recognizing at least 6 trustworthy adults in their lives as emergency contacts. The program recommends that students use an “emergency code phrase” and establish safe places to hide if they feel unsafe.

Session Duration

The targeted maximum runtime of PIAL’s TDVA program is one hour, making implementation of the program into school curriculums relatively easy. The simulation experience itself ranges from 15-20 minutes in duration, followed by debriefing and creating a safety plan, which takes up to 40 minutes. Surveys were completed after the debriefing session.

Schools' Role

PIAL advises teachers to prepare students for a simulation that may be sensitive in nature by priming them for topics on healthy and unhealthy relationships. School counselors are requested to be present in the event of strong emotional responses. The importance of self-care is relayed to the students before the simulation as they are informed that topics being covered can be emotionally sensitive. The PIAL TDVA facilitators, teachers, and counselors remain available for students both before and after the TDVA program.

Targeted Population

The PIAL TDVA program is targeted toward Iowa adolescents. Specifically, the PIAL TDVA program is introduced to students in both middle and high schools across the state of Iowa. Generally, students participating in the program are between the ages of 12 and 18. There are no exclusion criteria for participation; however, students have the option to opt-out and/or speak to a school counselor on site if they feel uncomfortable.

Methods

Purpose

The PIAL TVDA program, including the TDVS *In Their Shoes*, has been well received by previous schools that have requested this simulation to be presented to their students. However, no systematic evaluation of the program exists, and the effects it has on students' outcomes are unknown. The current report gives a detailed view of outcomes surrounding knowledge gained about teen dating violence after participating in PIAL's TDVA program. Further, demographic information and information about past experiences regarding relationships and teen dating violence in a sample of Iowa youth are explored.

- Research Question 1: How does experiencing the PIAL’s TDVA program change teens’ understanding of teen dating violence?
- Research Question 2: Where do youth learn about teen dating violence?
- Research Question 3: What practical changes do students report they will make because of the PIAL TDVA program experience?

Sample

Data are from eight schools within the state of Iowa that invited PIAL to deliver the TDVA program; these schools are: McCombs Middle School (Des Moines), Clarke Middle and Clark High School (Osceola), Oelwein Middle School (Oelwein), South Central Calhoun High School (Lake City), Webster City High School (Webster City), Johnston High School (Johnston), and Fort Dodge High School (Webster City). The grades receiving the PIAL TDVA program ranged from grade 7 to grade 12, and students’ age ranged from 12 to 18. Also included were a sample of 4-H Youth. In June 26-28, 2018, PIAL presented the TDVA program at the 4-H Youth Conference "Your Passport to Adventure." PIAL presented 3 workshops titled "You Give Love a Bad Name" where the teens walked through the *In Their Shoes* simulation and the debriefing session. In June 25-27, 2019, PIAL presented the TDVA program at the 4-H Youth Conference "A Universe of Possibilities" at Iowa State University. On October 20, 2019, PIAL presented the TDVA program at a 4-H Wellness retreat in Madrid, IA. Demographic information on each school and for all youth is listed in the appendices.

A survey change in 2019 included adding an additional question for ethnicity, e.g. “Are you of Hispanic or Spanish origin?” This change was to correct a mistake in the 2018 edition of the survey, where “Hispanic/Latino” was categorized as an option for Race.

Procedure

After receiving requests from schools, PIAL contacted the school counselors and teachers in order to make necessary arrangements to conduct the TDVA program. PIAL requested spacious rooms that would allow for full interaction of the activities, including walking around and visiting different stations that contained the stories. Once arrangements were made, facilitators of the PIAL program drove to each school and set up the room for the TDVS. Photographs of the setup and layout are located in the appendices.

Once the simulation began, students were divided into different groups where they walked through one of the six stories. A PIAL facilitator and/or teacher at the school adopted the role of group leader for each of the groups. Each story took ~15-20 minutes to walk through. After students completed the simulation, each group had a small group discussion with the leader. Topics included summarizing the stories and identifying the characteristics of the unhealthy relationships. The small group discussion posed an opportunity for the students to express their thoughts and concerns regarding the stories. Afterward, all students joined for a larger group debriefing session by the PIAL facilitators.

During the last 5-7 minutes of the TDVA session, students completed the retrospective self-reporting survey about their knowledge of teen dating violence prior to and immediately after the TDVS. For this retrospective survey, the FY2018-2019 TDVA students answered questions that contained a Likert scale of 1-3 (“Not at all,” “Somewhat,” “A lot”). For the FY2020 survey, a new Likert scale with a rating system of 1-4 was used (“Not much,” “A little,” “Somewhat,” “A lot”). For 2020, questions were changed and two additional questions were added: “Before/After this presentation, I was able to recognize unhealthy patterns/abuse in relationships,” “Before/After this presentation, I knew some steps to take to remove myself from

an unhealthy relationship,” “Before/After this presentation, I knew some steps to take to help a friend get out of an unhealthy relationship,” and “Before/After this presentation, I know how my partner/friends deserved to be treated in a relationship.” The surveys are attached in the appendix.

After completion, PIAL facilitators brought the surveys back to the PIAL office and the data were entered into Excel spreadsheets by trained undergraduate students. Graduate students later converted the data from Excel format for analysis in the Statistical Package for Social Sciences (SPSS).

Data Analysis

All data were analyzed using SPSS version 20 (IBM, 2020). Data from the two survey versions (2018-2019 and 2020) were analyzed separately due to their differing Likert scales. Both surveys are in the appendices. Descriptive statistics were performed for gender, race, grade, school, county, relationship status, and experiences of being in an unhealthy relationship and are reported in Appendix A.

For the purpose of these analyses, data were examined and removed if incorrect grade was recorded (for example, grade 13). After data cleaning, the sample for 2018-2019 was reduced to 1002 and the sample for 2020 was reduced to 359.

Results

Research Question 1: How does experiencing the PIAL TDVA program change teens' understanding of teen dating violence?

2018-2019 Data Findings.

There were significant differences between recognizing unhealthy relationships before and recognizing unhealthy relationships after the TDVA program ($p < .001$) and a significant

difference in these differences for grade ($p < .001$) for 2018-2019. These differences are illustrated in Figure 1 and a breakdown of differences by grade is outlined in Table 1.

Figure 1.

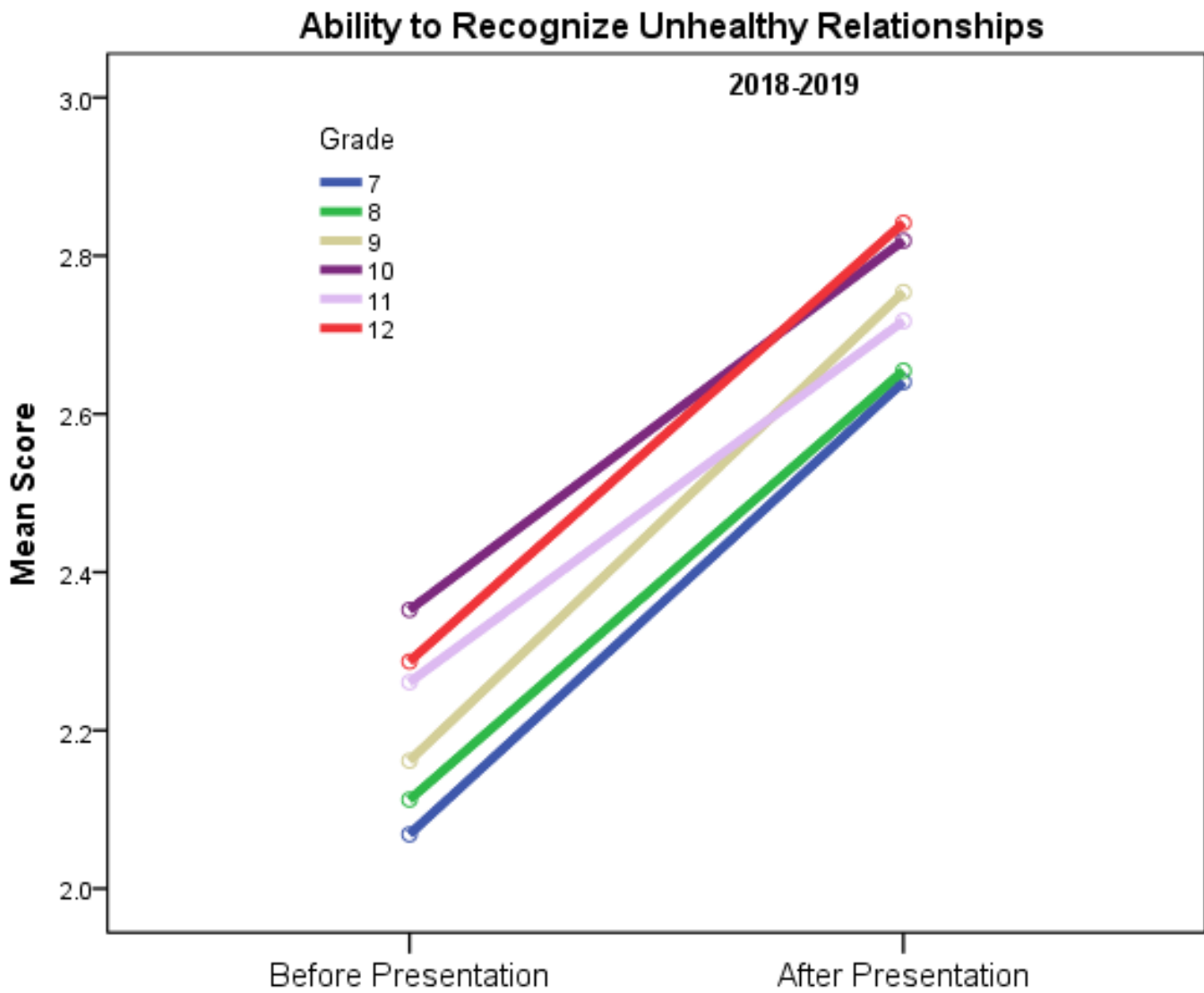


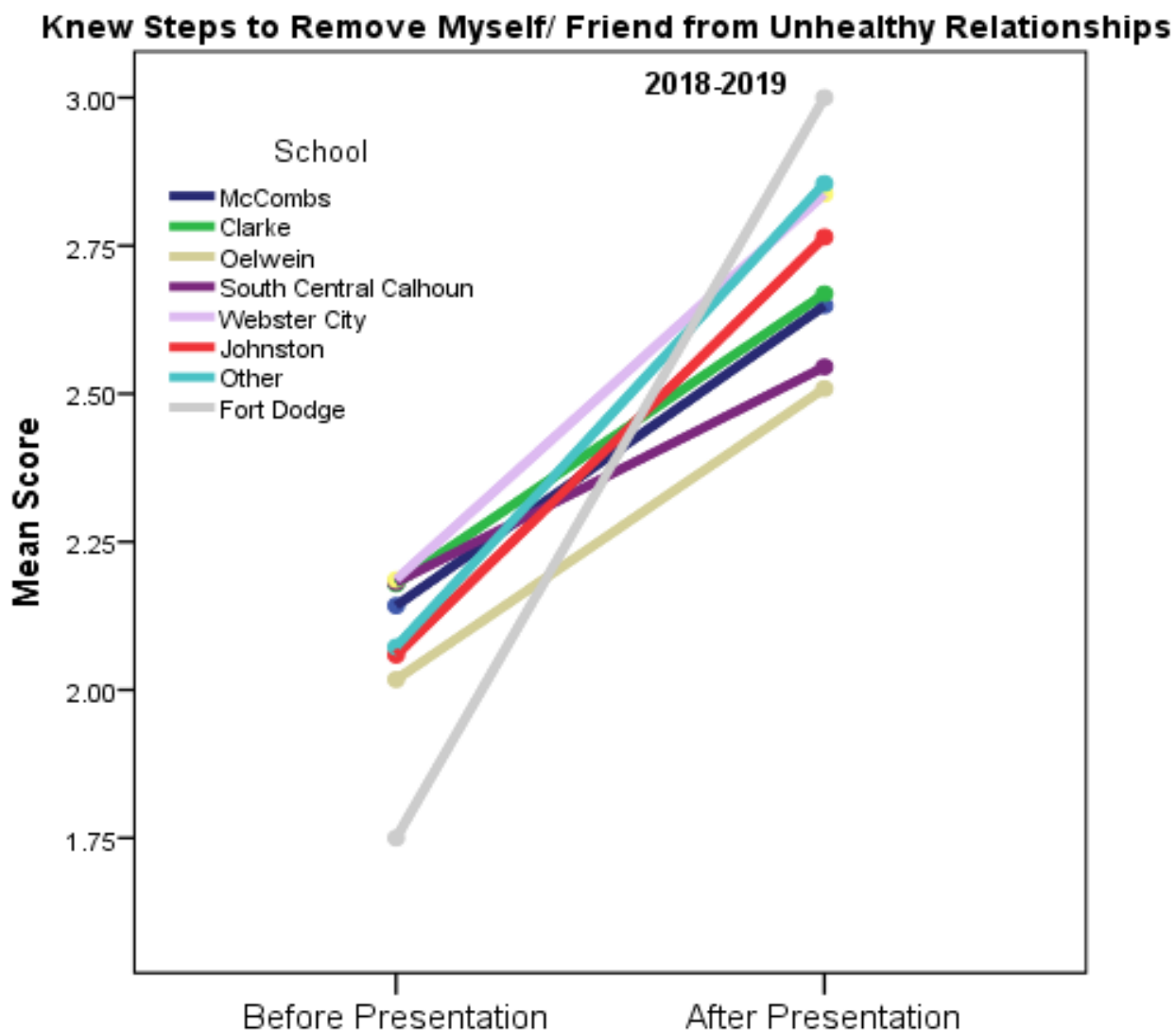
Table 1. Mean Differences in Ability to Recognize Unhealthy Relationships by Grade*Before and After the TDVA*

Survey Question	Grade	Mean Difference	Survey Question	Grade	Mean Difference
Before the presentation, I was able to recognize unhealthy patterns/abuse in relationships	8	-0.04	After the presentation, I am able to recognize unhealthy patterns/abuse in relationships	8	-0.01
	9	-0.09		9	-0.11*
	7	-0.28*		7	-0.17*
	11	-0.19*		11	-0.07
	12	-0.21*		12	-0.20*
	7	0.04		7	0.01
	9	-0.04		9	-0.09
	8	-0.24*		8	-0.16*
	11	-0.14		11	-0.06
	12	-0.17*		12	-0.18*
	7	0.09		7	0.11*
	8	0.04		8	0.09
	9	-0.19*		9	-0.06
	11	-0.09		11	0.03
	12	-0.12		12	-0.08
	7	0.28*		7	0.17*
	8	0.24*		8	0.16*
	10	0.19*		10	0.06
	11	0.09		11	0.10
	12	0.06		12	-0.02
	7	0.19*		7	0.07
	8	0.14		8	0.06
	9	0.09		9	-0.03
	10	-0.09		10	-0.10
12	-0.02	12	-0.12		
7	0.21*	7	0.20*		
8	0.17*	8	0.18*		
12	0.12	12	0.08		
10	-0.06	10	0.02		
11	0.02	11	0.12		

* Indicates significance level of $p < .05$

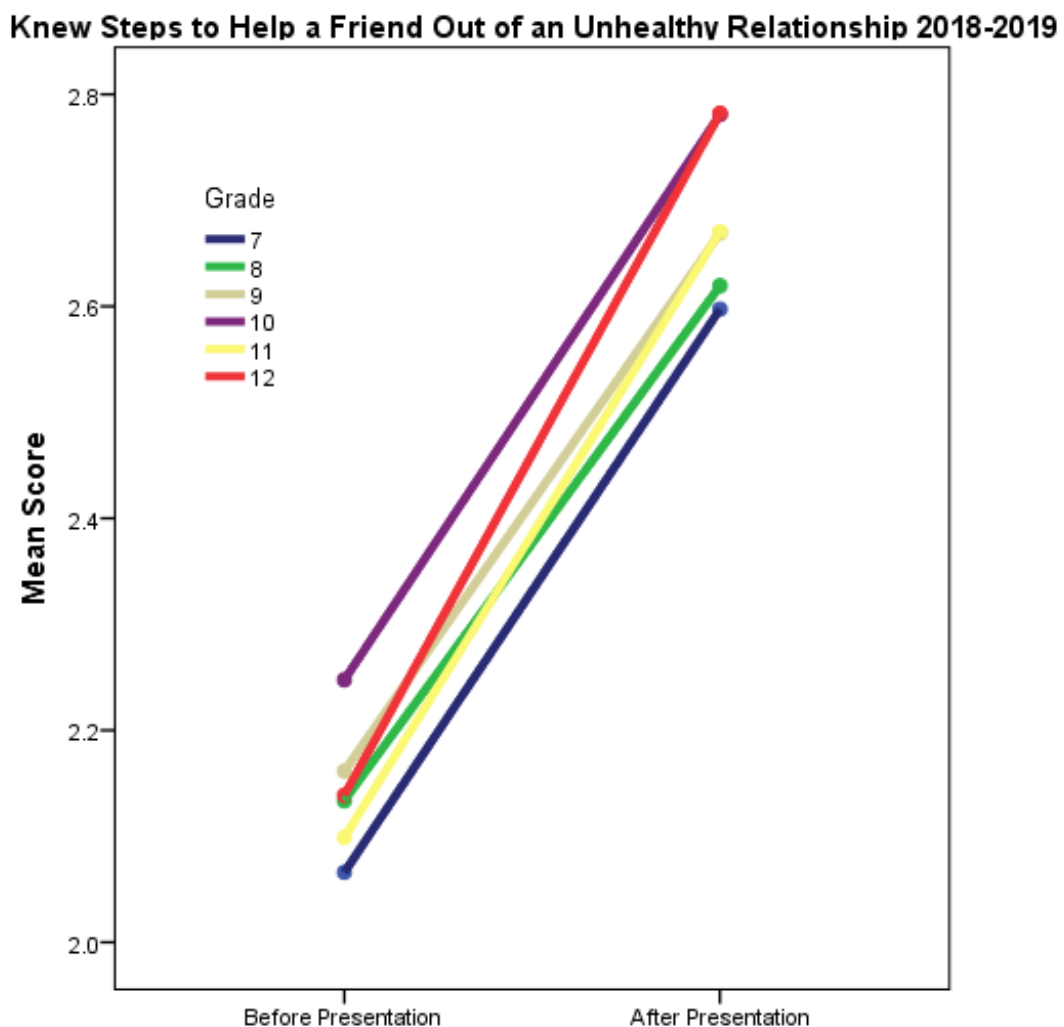
Race and gender had no significant effect on knowledge of unhealthy relationships before and after the presentation for 2018-2019. A significant effect of school emerged ($p < .001$) and is illustrated in Figure 2. Significant mean differences emerged for before the presentation between McCombs and Clarke ($p < .01$), McCombs and Oelwein ($p < .01$), Clarke and Oelwein ($p < .001$), Oelwein and Webster City ($p < .05$), and Oelwein and Johnston ($p < .05$). After the presentation, there were significant mean differences between McCombs and Webster City ($p < .05$), Oelwein and Webster City ($p < .01$), and Oelwein and Fort Dodge ($p < .05$).

Figure 2.



When determining if there were differences in knowledge of the steps to take to remove oneself or a friend from an unhealthy relationship, there were significant differences overall between knowing steps before and knowing steps after ($p < .001$) and significant differences by grade ($p < .01$) for 2018-2019. Figure 3 shows significant differences between 7th and 10th grade ($p < .01$) in mean knowledge scores.

Figure 3.



2020 Data Findings.

For 2020, there were significant differences between recognizing unhealthy relationships before and recognizing unhealthy relationships after the TDVS ($p < .001$).

When determining if there were differences in knowledge of the steps to take to remove oneself from an unhealthy relationship, there were significant differences between recognizing steps before and recognizing steps after ($p < .001$).

When evaluating differences in knowledge on helping remove a friend from an unhealthy relationship, it was found there were significant differences between recognizing steps before and recognizing steps after the TDVS ($p < .001$). When asked about self-reported knowledge on whether a friend or partner deserves better in their relationships, there were significant differences between knowing before and knowing after the TDVS ($p < .001$).

Research Question 2: Where do youth learn about teen dating violence?

Parents/caregivers, teachers, friends, and the internet are common sources of information for youth. Regarding teen dating violence, it may be important to determine where and how much youth receive information from these common sources. For 2020, the PIAL TDVA program was updated with questions based on where youth learn about teen dating violence. When asked, youth reported whether they receive “None,” “Somewhat,” “A little,” or “A lot” on learning about teen dating violence from parents/caretakers, teachers, other classes, friends, the internet, and “other” sources. Means and standard deviations are reported in Table 2. Overall, youth reported learning most from parents/caretakers ($M = 2.62$, $SD = 1.11$). Youth reported learning the least amount of information from other classes ($M = 1.80$, $SD = .95$).

Table 2.

Sources of Information on Teen Dating Violence

	Parent/ Caretaker	Teacher	Friend	Internet	Other
N	301	298	290	293	121
Mean	2.62	2.10	2.48	2.28	1.84
Std. Deviation	1.105	.974	1.036	1.062	.904

Research Question 3: What practical changes do students report they will make because of the PIAL TDVA program experience?

In order to determine practical changes that students report they will make after experiencing the TDVA, qualitative inductive coding was used on students' hand-written responses to open-ended questions (2018-2020). The surveys prompted students to answer the question: "Complete this sentence (think long term), after walking through today's simulation about teen dating violence, I will..." Themes were pulled from each response and categorized by common occurrences. Themes, subthemes, and example quotes are described in Table 3. The most expressed words, notably "help," "look," "see," and "try" are illustrated in Figure 4.

Table 3. *Practical Changes Students Report They Will Make: Themes, Subthemes, and Example Quotes*

Theme	Sub themes	Example quotes
Be careful	<ol style="list-style-type: none"> 1. Choose wisely 2. Recognize the signs 3. Be cautious in general 	<i>choose wisely/ be safe/ pay attention to signs/ think twice about who I date/ get to know them before dating/ always take things slow/ Know where I stand (know values)/ monitor relationship patterns/ watch out for red flags/ recognize the signs of abuse/ be more vigilant/ be more cautious about who I choose to be in a relationship with/ be aware of what is going on and will try and notice things that could lead to something bad/ be very careful what am I doing in this age before I take a wrong step/ always look into who I'm talking to and see if I can trust them</i>
Avoid	<ol style="list-style-type: none"> 1. Not be in one 2. Walk away (remove) 3. Take precautions 	<i>Not date/ recognize unhealthy relationship/ not be in one/ know how to stop unhealthy relationships/ take precaution when dating/ walk away/ take better care of myself/ Stay away from bad people/ know what to do if a relationship that's abusive ore dangerous</i>
Get help	<ol style="list-style-type: none"> 1. From trusted someone 2. Authority 3. Get advice 	<i>contact family or police/ talk to someone I trust/ go to authority/ Go to FBI/ Always remember to talk to a trusted adult or hotline/ take someone's advice/ I will tell an adult if something happens that I don't feel safe/ contact people if needed get police involved if needed</i>
Help someone	<ol style="list-style-type: none"> 1. Talk to them 2. Help friends and family 	<i>Talk to them/ help friends/ help anyone/ help others/ be able to help my friends and family / offer help/ make sure my friends and family are safe / ask more about how people are doing/ ask if they are good/ I will help friends get out of situations/ try to prevent myself or my friends from danger in a relationship</i>
Treat partner well		<i>I will never go beyond what they ask and never disrespect/ be sure to make my partners comfortable in the relationship and feels safe/ be good/ make sure my partner and I don't get into an unhealthy relationship/ be respectful/ I know how to treat others/ not be any of the things on the board</i>

Conclusions and Recommendations

The TDVA program, including the simulation *In Their Shoes*, proved to be an effective tool in teaching youth about various topics surrounding teen dating violence, as reported through students' responses on retrospective surveys. After completing the PIAL TDVA program, youth reported significant improvement on their knowledge regarding recognizing unhealthy patterns and abuse in relationships. Furthermore, youth expressed a gain in knowledge on removing oneself or a friend from an unhealthy/abusive relationship.

Results of these analyses support the modifications made to the PIAL TDVA program in 2020. These included adding questions about whether youth know their friends deserve better in their relationships, asking how much information is received from various sources (school, friends, internet, etc.) about teen dating violence, and separately assessing youth knowing how to remove oneself from an unhealthy relationship and knowing how to help a friend remove themselves from an unhealthy relationships. These changes were implemented in the 2020 PIAL TDVA surveys, and the PIAL team recommends separation of these topics in future surveys.

Based on the findings of this evaluation of the PIAL TDVA program that incorporates and expands on Washington's TDVS and creates a more comprehensive program surrounding teen dating violence, it is recommended that future implementations of the TDVS consider adopting the changes that the PIAL program has applied, such as including the toolkit *In Their Shoes* and edits to the debriefing surveys. A future consideration for PIAL's TDVA program is to incorporate a pre and post knowledge assessments in addition to or in place of the current youth self-report of knowledge that is collected after youth experience the PIAL TDVA program.

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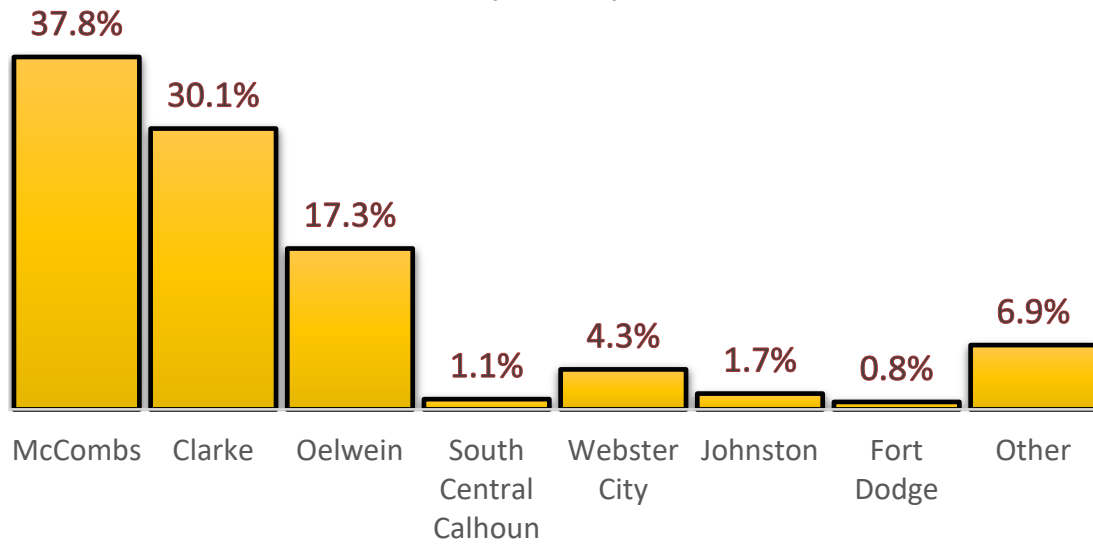
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Appendices

Appendix A: Demographics

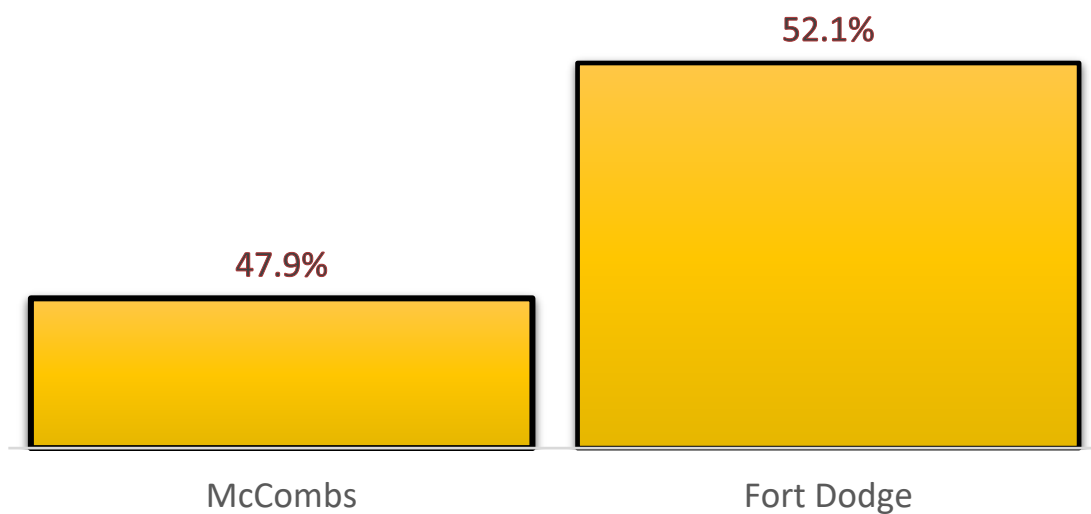
Percent Total Students by School 2018-2019

(n = 1002)

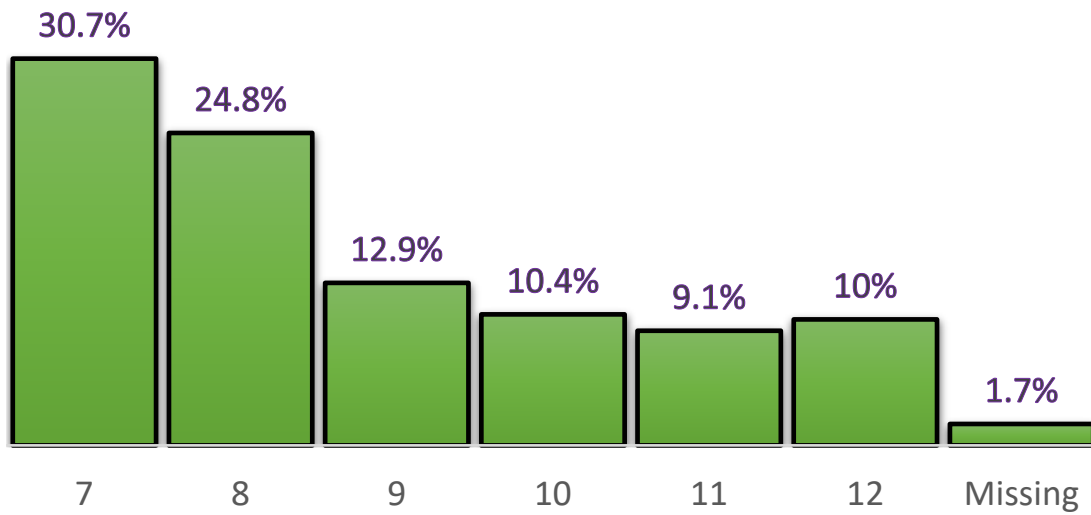


Percent Total Students by School 2020

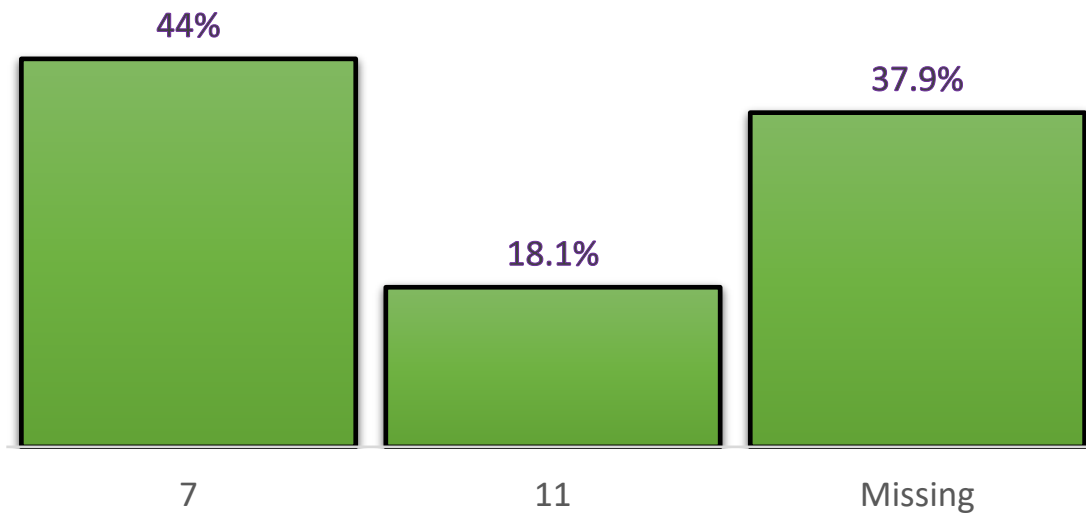
(n = 359)



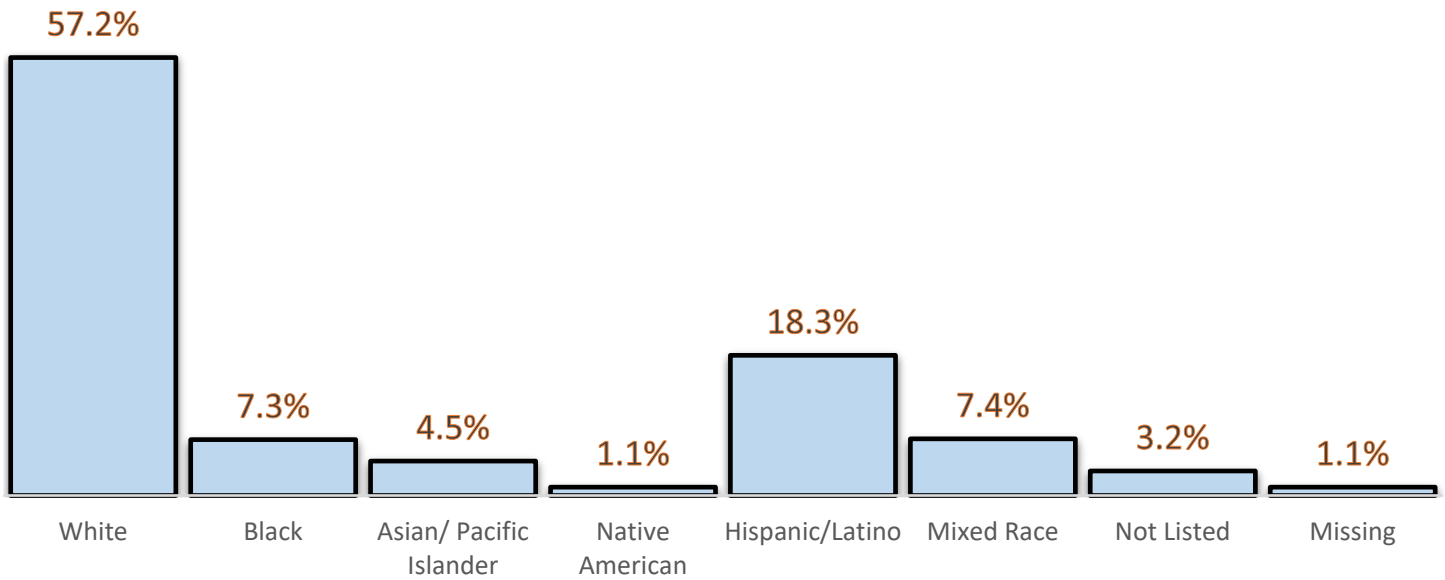
Percent Total Students by Grade 2018-2019
(n = 985)



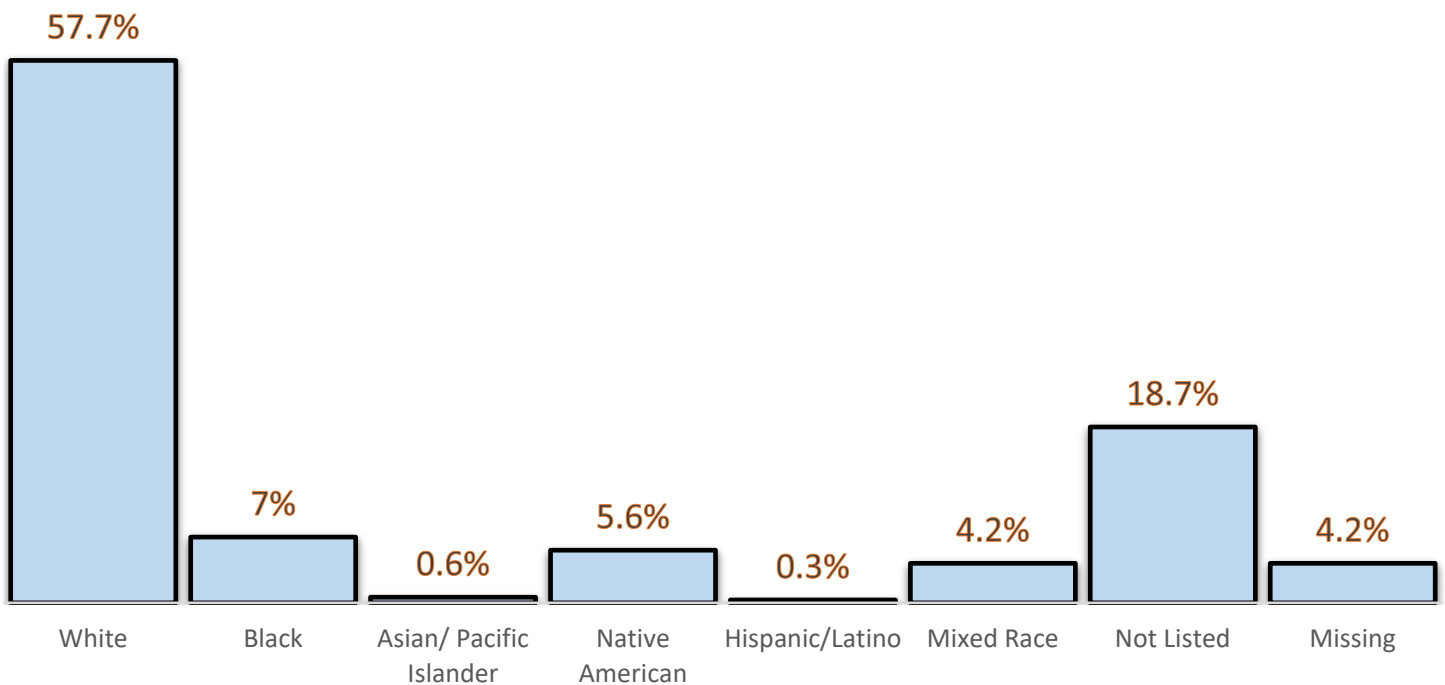
Percent Total Students by Grade 2020
(n = 223)



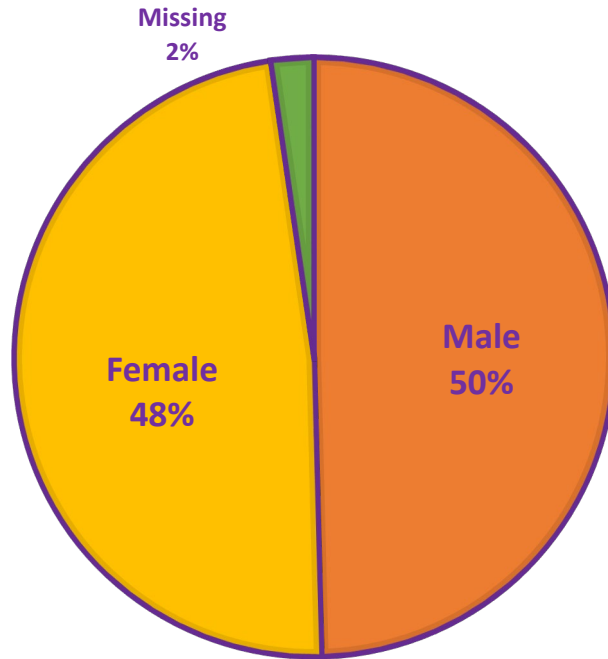
Percent Total Students by Race 2018-2019 (n = 991)



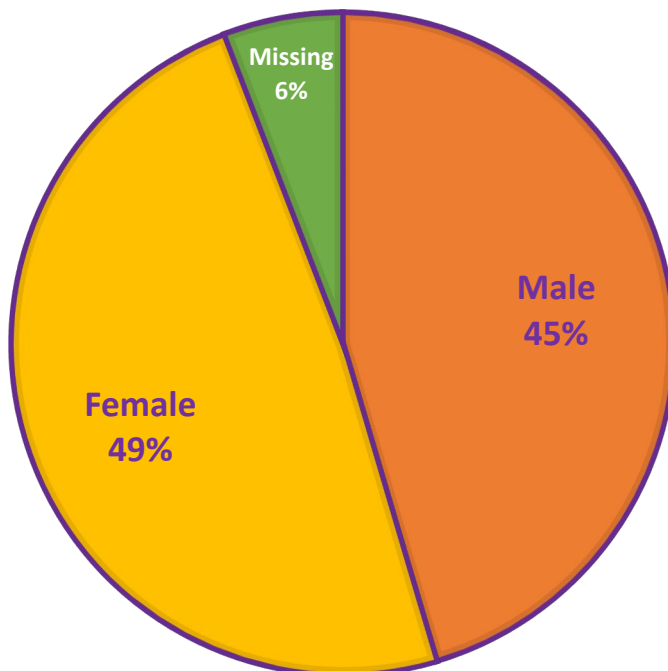
Percent Total Students by Race 2020 (n = 337)



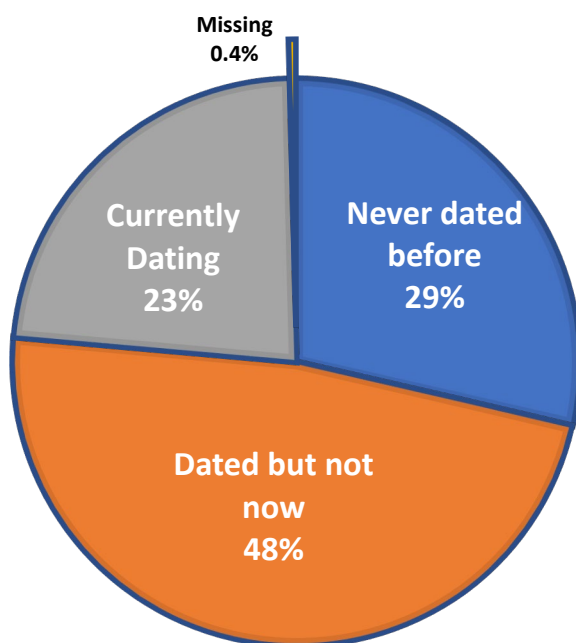
PERCENT TOTAL STUDENTS BY GENDER 2018-2019
(N = 979)



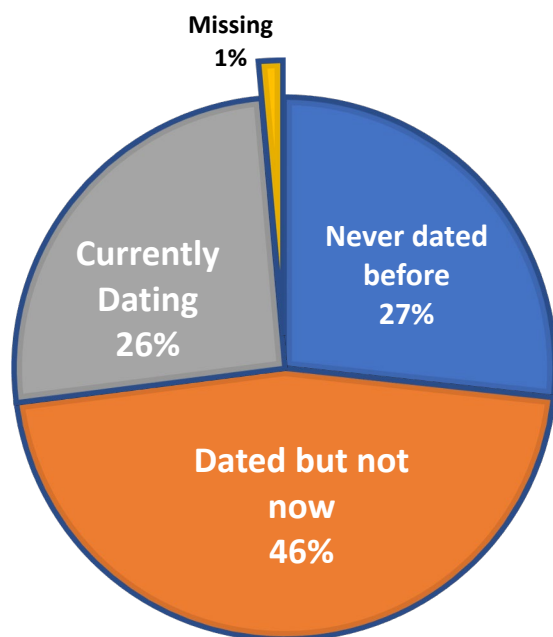
PERCENT TOTAL STUDENTS BY GENDER 2020
(N = 338)



PERCENT TOTAL STUDENTS WHO HAVE DATED 2018-2019
(N = 998)

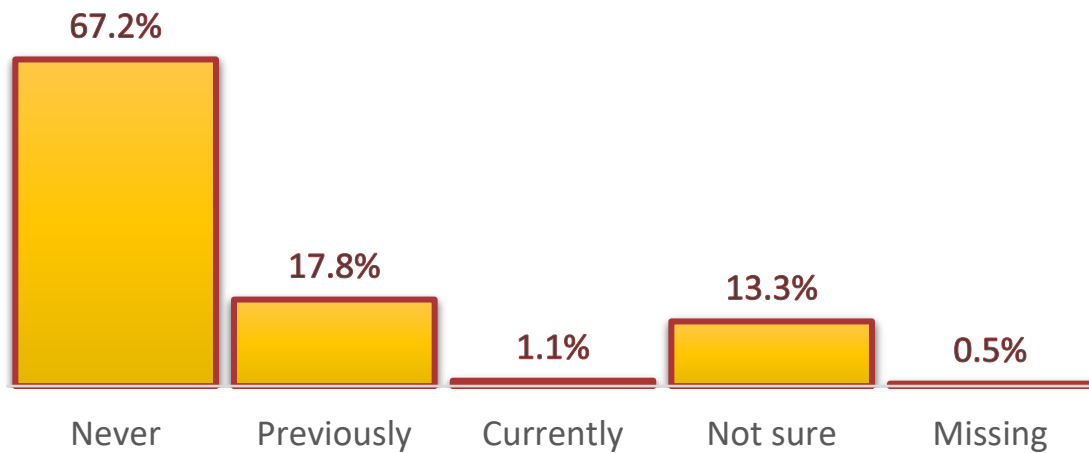


PERCENT TOTAL STUDENTS WHO HAVE DATED 2020
(N = 360)

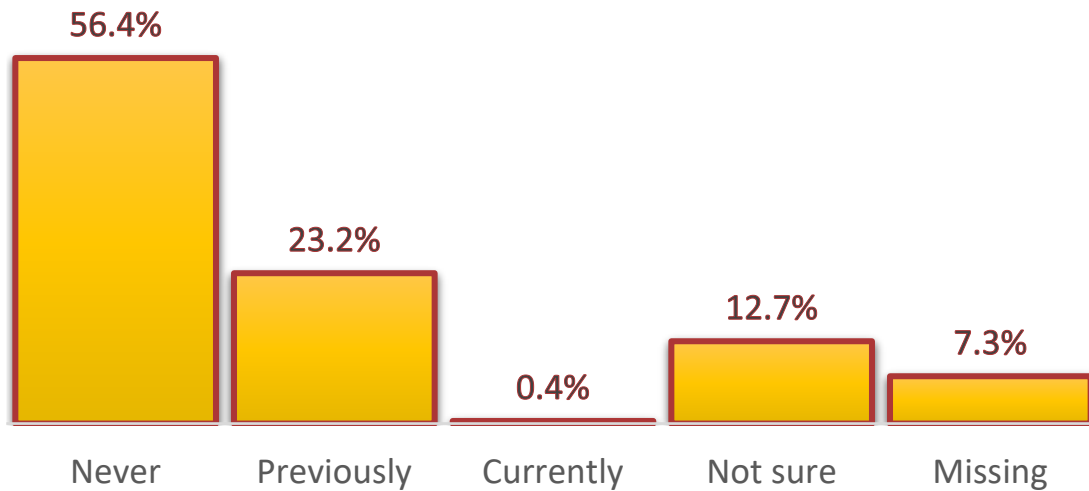


Appendix B: Unhealthy Relationship Experiences

Percent Total of Students Who Have Been in an Unhealthy / Abusive Relationship 2018-2019
(n = 818)



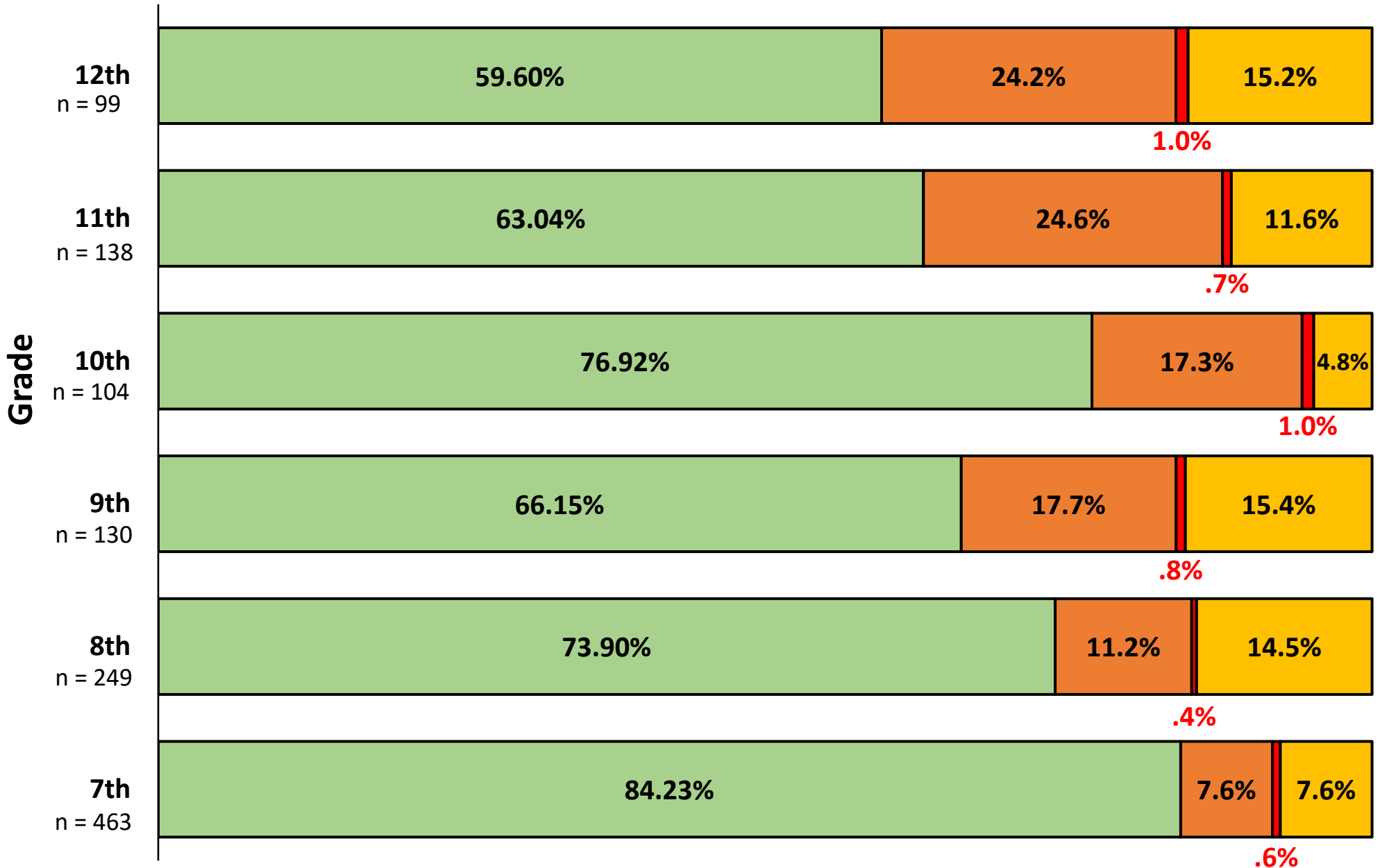
Percent Total of Students Who Have Been in an Unhealthy / Abusive Relationship 2020
(n = 259)



Experiences of Unhealthy Relationships by Grade

Students' responses to "I have been in an unhealthy / abusive relationship"

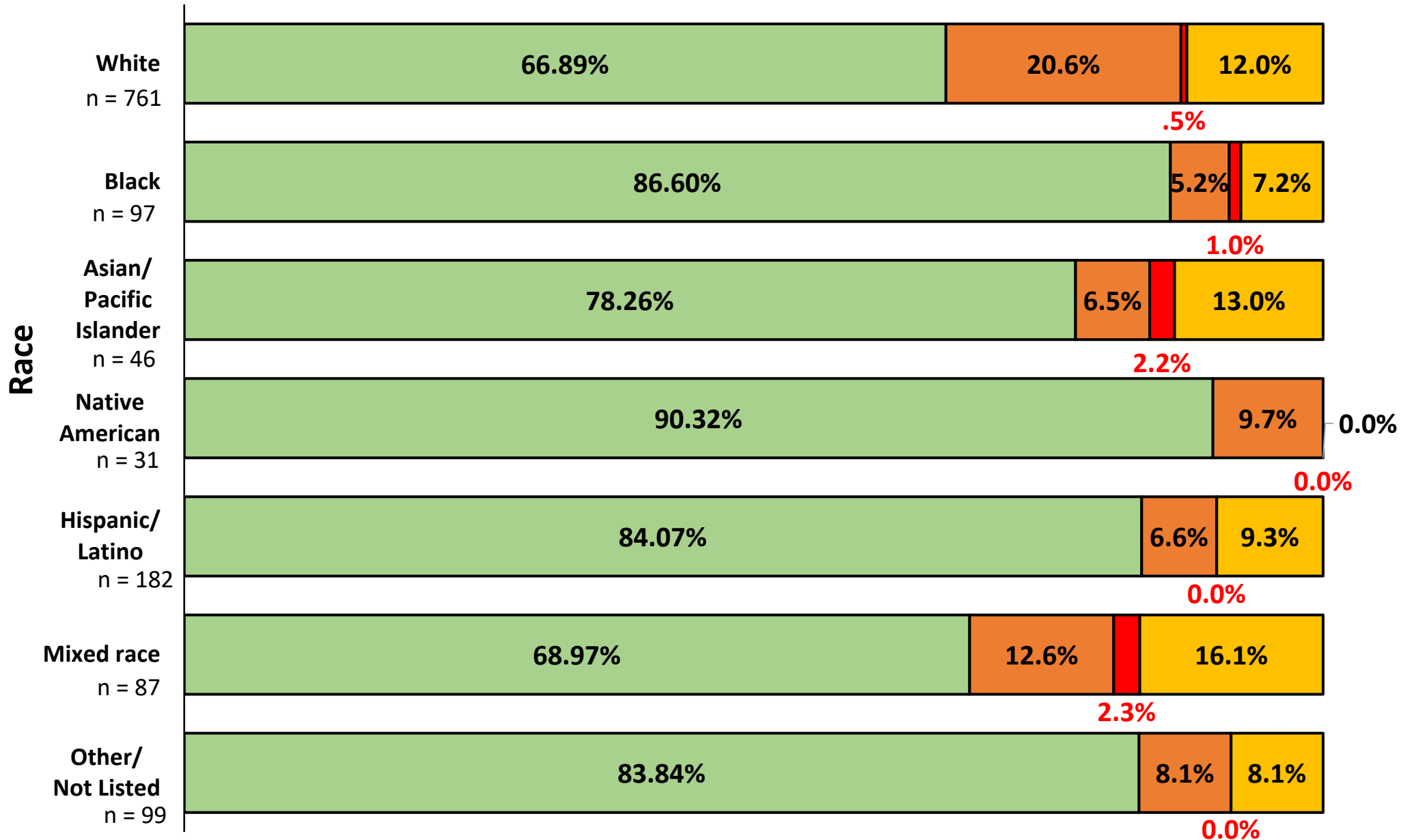
Never Previously Currently Not sure



Experiences of Unhealthy Relationships by Race

Students' responses to "I have been in an unhealthy / abusive relationship"

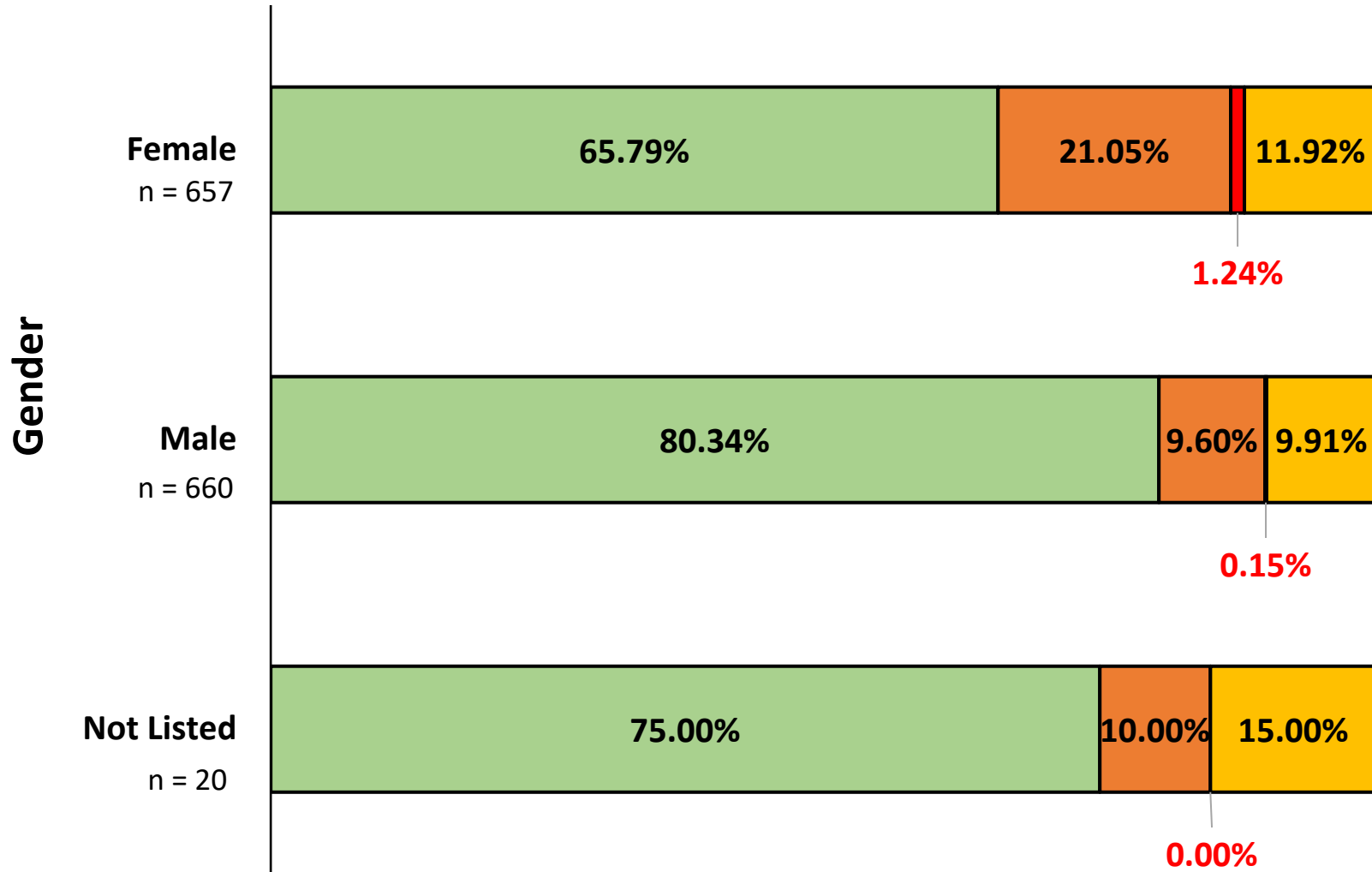
■ Never
 ■ Previously
 ■ Currently
 ■ Not sure



Experiences of Unhealthy Relationships by Gender

Students' responses to "I have been in an unhealthy / abusive relationship"

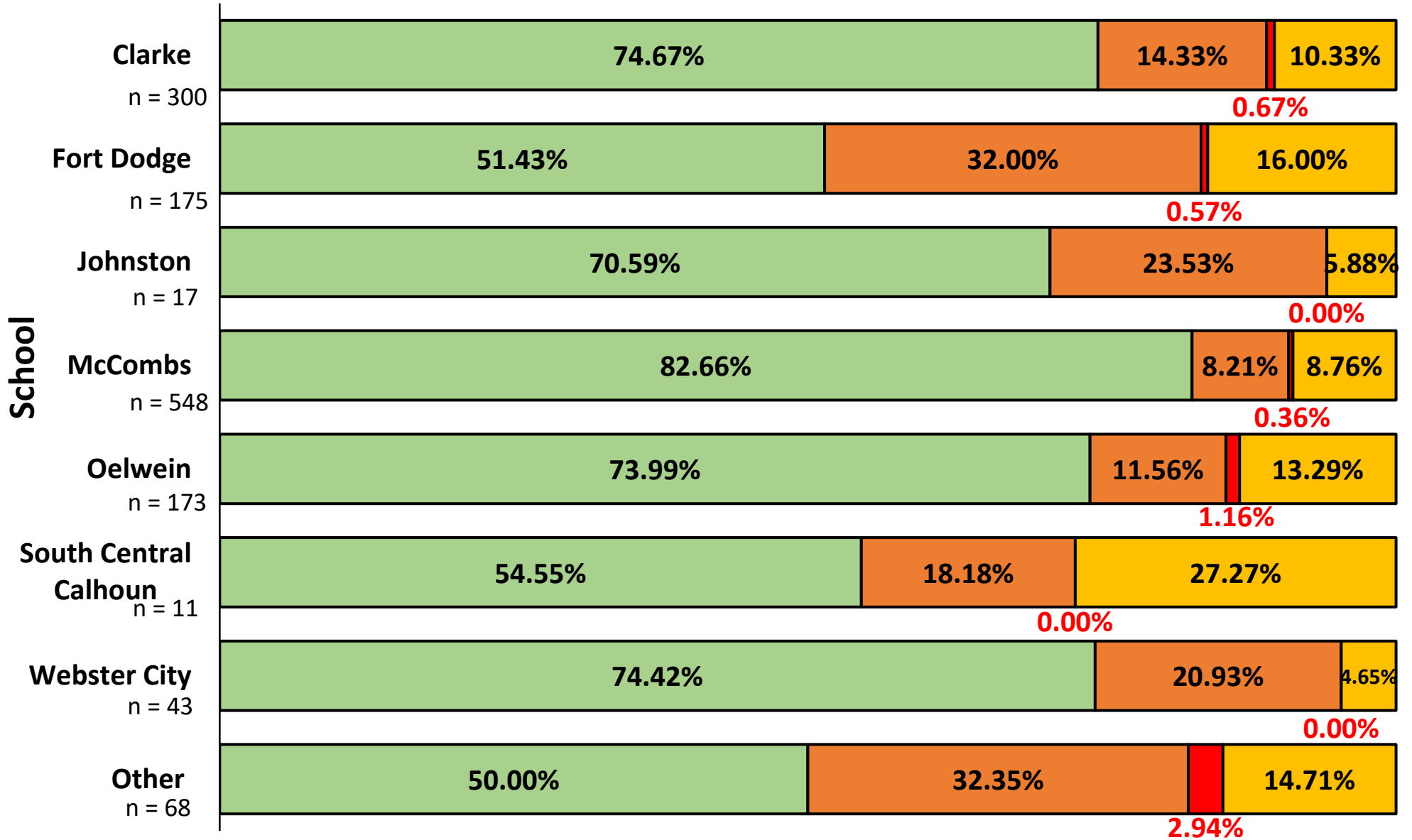
■ Never
 ■ Previously
 ■ Currently
 ■ Not sure



Experiences of Unhealthy Relationships by School

Students' responses to "I have been in an unhealthy / abusive relationship"

Never Previously Currently Not sure



Appendix C: 2018-2019 Survey



Thank you for participating in today's simulation. This survey will help gather feedback on the effectiveness of the information presented.

1. ID Number (first and last initials followed by your six digit birth date)

Example: If Superman's son's birthday was May 8, 2006, his ID would be

s	m	0	5	0	8	0	6
---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--

2. Relationship Status (check one)

- Never dated before
- Dated but not now
- Currently dating

3. I have been in an unhealthy/abusive relationship (check one)

- Never
- Previously
- Currently
- I'm not really sure

4. BEFORE the presentation, I was able to recognize unhealthy patterns/abuse in relationships

- Not at all
- Somewhat
- A Lot

5. BEFORE this presentation, I knew some steps to take to remove myself from an unhealthy relationship or help a friend get out of an unhealthy relationship

- Not at all
- Somewhat
- A Lot

6. AFTER this presentation, I am able to recognize unhealthy patterns/abuse in relationships

- Not at all
- Somewhat
- A Lot

Turn over!

7. **AFTER this presentation, I know some steps to take to remove myself from an unhealthy relationship or help a friend get out for an unhealthy relationship**

- Not at all
- Somewhat
- A Lot

8. **Complete this sentence (think long term) After walking through today's simulation about teen dating violence, I will**

9. **Grade in School:**

10. **To which gender do you most identify**

- Male
- Female
- Not listed _____

11. **Race** (check all that apply)

- White
- Black
- Asian/Pacific Islander
- Native American
- Hispanic/Latino
- Not listed _____

12. **After participating in today's teen dating violence simulation, please check your response to the following questions:**

	Yes	No	Unsure
I'm feeling good about my current relationships			
I'd like to have more information about being safe in my relationships			
I'd like to talk to someone about issues I'm having in my relationship.			



If you answered yes to wanting to talk to someone, please fill out the card with your name and contact information in the back of the room and place it in the drop-box.

Appendix D: 2020 Survey Amendments

4. BEFORE this presentation				
	Not much	A little	Somewhat	A lot
I was able to recognize unhealthy patterns/abuse in relationships.	0	0	0	0
I knew some steps to take to remove myself from an unhealthy relationship.	0	0	0	0
I knew some steps to take to help a friend get out of an unhealthy relationship.	0	0	0	0
I knew how my partner/friends deserved to be treated in a relationship.	0	0	0	0

5. AFTER this presentation				
	Not much	A little	Somewhat	A lot
I am able to recognize unhealthy patterns/abuse in relationships.	0	0	0	0
I know some steps to take to remove myself from an unhealthy relationship.	0	0	0	0
I know some steps to take to help a friend get out of an unhealthy relationship.	0	0	0	0
I know how my partner/friends deserved to be treated in a relationship.	0	0	0	0

Appendix E: Illustration of Room Setup and Layout

