

BACKGROUND

Parenting: It's a Life (PIAL) is a curriculum for 7-12th grade students that introduces them to intra- and inter-personal skill building, including the realities and challenges of romantic and non-romantic relationships. The PIAL team created a teen dating violence (TDV) awareness program called Advocating for My Relationships (ADMYRE) to meet the needs of youth through contemporary scenarios that involve TDV and present-day challenges in relationships. This report summarizes student responses to participating in ADMYRE.

Data were collected from youth in eight Iowa schools that voluntarily requested the PIAL team to facilitate ADMYRE from November 2022 to April 2023. Pre-program surveys were electronically administered to youth seven to 10 days prior to the ADMYRE facilitation at their school, while post-program surveys were electronically administered immediately after their school's facilitated session ended. The pre- and post-surveys included 16 quantitative and two qualitative questions that measured attitudes toward romantic relationship characteristics, content knowledge, beliefs about TDV, and relationship experiences. Three hundred fifty-four (354) and 276 youth completed the pre- and post-program surveys, respectively. This report focuses on the 216 youth who completed all or nearly all items on both pre- and post-program surveys.

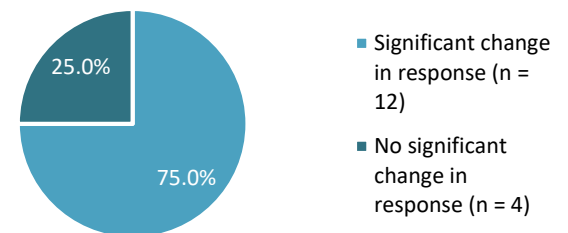
RESEARCH QUESTIONS

How does participant understanding of TDV change after the ADMYRE program? How do participants plan to apply knowledge gained from the program to their lives? How did participants rate the ADMYRE program?

RESULTS

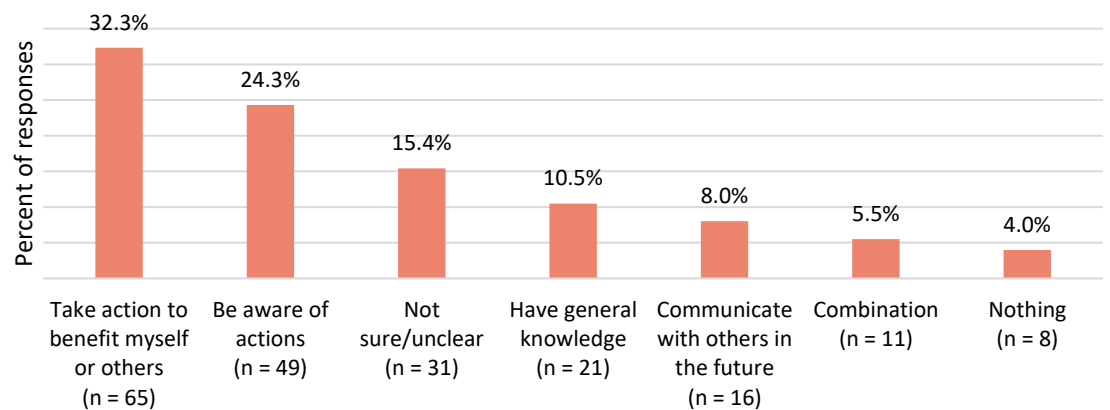
After participating in the ADMYRE program, respondents demonstrated a significant change in answers to 12 items, including six opinion-based items that asked if certain scenarios describe healthy, unhealthy, or dangerous relationships, as well as three knowledge items that measure participant understanding of TDV. This implies that participating in the ADMYRE program changed how participants responded to these items, as shown in Figure 1.

Figure 1. Survey Items That Demonstrated a Significant Change in Response ($n = 16$)



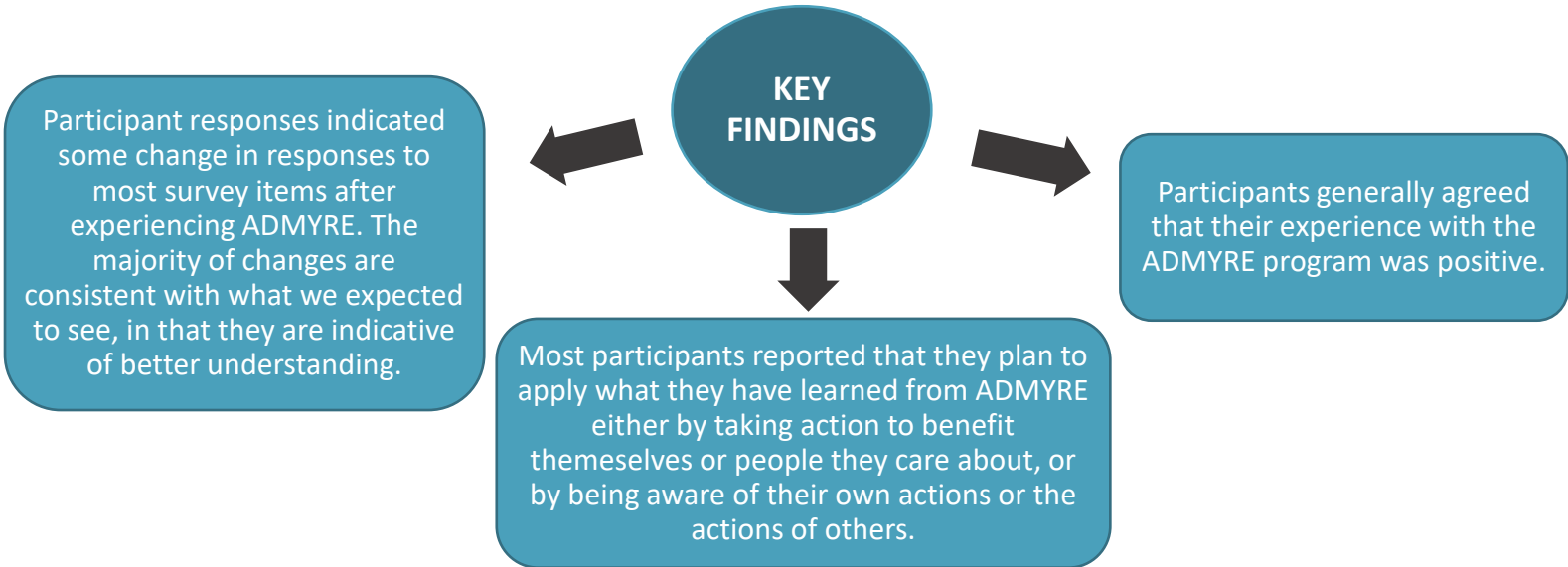
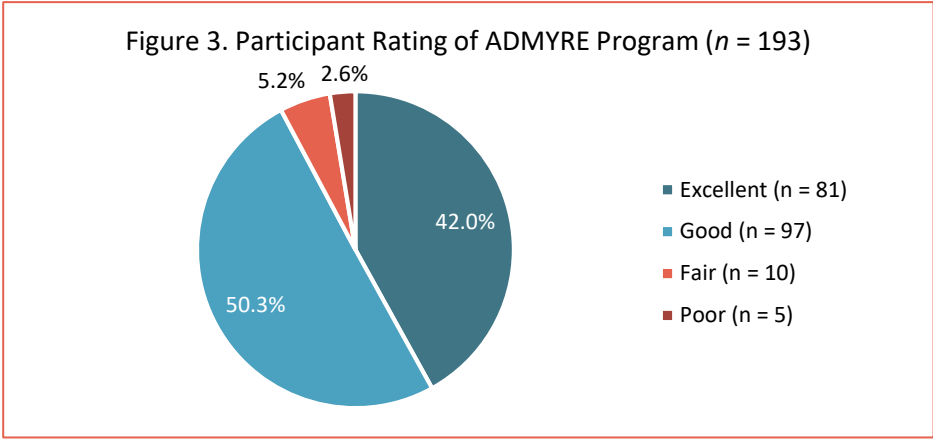
Seven themes emerged from the qualitative responses where participants identified their plan to apply to their lives the knowledge they gained from participating in ADMYRE. These themes indicate that although participants plan to utilize their knowledge – for example, through

Figure 2. Application of Program Themes ($n = 201$)



communication with others or have general knowledge – a relatively high percentage of responses suggested that most participants plan to either take action (32.3%) or be aware of actions (24.4%), as shown in Figure 2.

When prompted to rate their overall experience with the ADMYRE program, participants overwhelmingly rated the program as “Excellent” or “Good” (Figure 3). This demonstrates that ADMYRE participants generally have positive experiences with the program content, activities, and facilitators.



LIMITATIONS TO BE ADDRESSED

- The report is based on a pre-post design using data collected within a short timeframe.
- Analyses conducted show general trends only.
- Participants were overwhelmingly White, ninth-grade students.
- Responses were self-reported, which may result in distorted data.

RECOMMENDATIONS AND NEXT STEPS

- Allow more time for post-program survey completion. This may help enhance responses from participants or increase the number of completed surveys to be included in the analyses.
- Continue to implement the program statewide to collect data and increase the generalizability of findings.
- Continue to adjust surveys as necessary to allow accurate reporting of what participants learned and took away from participating in ADMYRE.



Contributors to this report: Mikaela D. Scozzafava, Bethany H. McCurdy, Janet N. Melby, Carl F. Weems, Daeyong Lee, Kate Goudy, and Rhonda Evans

For additional information, please contact: pial@iastate.edu

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