Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application

Sarah Michelle Willis

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Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application

by

Sarah Michelle Willis

An Honors Capstone

submitted in partial fulfillment of the requirements

for the Honors Diploma or Certificate

to

The Honors College

of

The University of Alabama in Huntsville

December 3, 2018

Honors Capstone Director: Dr. Ann Bianchi

Associate Professor

Student (signature)  December 3, 2018
Date

Director (signature)  December 3, 2018
Date

Department Chair (signature)  December 5, 2018
Date

Honors College Dean (signature)  12/10/18
Date
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Student Name (printed)

Sarah Willis

Student Signature

Date 12/4/18
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Increasing College Students’ Knowledge about Dating Violence

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Increasing College Students’ Knowledge about Dating Violence

Table of Contents

Dedication ..........................................................................................................................3
Abstract .............................................................................................................................4
SECTION I: HONORS THESIS ..........................................................................................5
  Introduction .....................................................................................................................5
  Dissemination of Scholarly Work ..................................................................................13
SECTION II: MANUSCRIPT .............................................................................................14
  Professional Journal Selection .......................................................................................14
  Scope of Journal .............................................................................................................14
  Aims of Journal ..............................................................................................................14
  Manuscript for submission ............................................................................................15
References ..........................................................................................................................22
Figures, Illustrations, etc ..................................................................................................24
Appendix A: UAH IRB Approval letter .............................................................................25
Appendix B: Permission statements to recruit in classes, clubs and organizations ........26
Appendix C: Evaluation of the Smartphone Application for Decision Making Questionnaire 29
Appendix D: Demographics .............................................................................................30
Appendix E: Research Horizon’s Poster ..........................................................................31
Increasing College Students’ Knowledge about Dating Violence

Dedication

I would like to dedicate my research to Dr. Ann Bianchi for her support and guidance, my colleagues in the Honor’s Program at UAH, Dean Adams and the College of Nursing, and the UAH Honor’s College.
Abstract

**Background:** College students are in a unique situation where they can find themselves in a variety of social situations that can lead to new romantic relationships and sexual encounters. Although these new experiences can be liberating to the young adult’s life, they also can be vulnerable to physical and psychological abuse. A lack of understanding of what dating violence is can potentially deteriorate a student’s health and academic career. Colleges across the United States have attempted to address dating violence by implementing educational programs and providing resources to their students.

**Methods:** This study was a quasi-experimental study using convenience sampling of students on a college campus. Prospective subjects were collected on UAH campus. Participants were instructed how to set up and use the myPlan application on their cell phone. Over a 10-week period students used the application. Following the 10-week period participants evaluated the effectiveness of the myPlan application and assessed their knowledge of dating violence. Data were analyzed using descriptive statistics.

**Results:** A total of 13 participants responded to the post-evaluation questionnaire and overall had very positive reaction to the smartphone application. Many students stated the ease of use and the discreetness of the application to be major positive attributes to the application.

**Conclusion:** College students may feel overwhelmed with their numerous responsibilities and thus not be able to or willing to actively seek help for an abusive relationship. The myPlan smartphone application is easily accessible, free and less intimidating than a healthcare professional.
SECTION 1: HONORS THESIS

Introduction

College students living on college campuses often enjoy a wide variety of socialization opportunities ranging from school-sponsored events to socializing with friends. One aspect of college campus living that deserves special attention is dating among college students. Although dating is a natural part of the college experience for many students, it can often become a source of physical and emotional abuse for them. The National Center for Injury and Prevention Control (CDC) (2015) defines intimate partner violence as physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner. Synonymous terms for intimate partner violence include dating violence and domestic violence. As advocates for health and wellness, it is imperative for nurses to spread awareness and increase knowledge about this issue around college campuses as well increase students’ comfort to levels seek help. Intimate partner violence during a student’s college career can have serious negative implications not only on health, but also on their academic success. The purpose of this review is to determine if educational methods and programs implemented in college campuses successfully increase students’ awareness and knowledge about dating violence.

Review of Literature

Research has shown that the type of method used to disseminate information about partner violence has an impact on the likelihood of its use by college students. According to Glass et al., formal support systems such as counselors on campus, campus security and focus groups may not be used as often compared to informal systems such as seeking advice from friends. Often times the friends of those who are experiencing interpersonal violence do not have the appropriate knowledge or give accurate advice to the person who is being abused. They
Increasing College Students’ Knowledge about Dating Violence

noticed this lack of knowledge among college students and the research team currently conducting a randomized controlled trial to test the effectiveness of a smartphone application for abused college women and anyone who wants to increase their knowledge on the subject. The smartphone application, myPlan is aimed to provide college students with personalized evidence-based interventions or strategy planning, and links to resources such as crisis hotlines and danger assessment websites. The application also is designed for friends of the abused students to increase their awareness about intimate partner violence and what they can do to assist someone in need. The primary goals of the myPlan intervention are to encourage those in abusive relationships to use the safety strategies the app suggests and to measure the “decisional conflict” the victim feels towards the interventions suggested. Glass et al. (2015) described the decisional conflict as the level of understanding of the advantages and disadvantages of the suggestions. The secondary goals for the victims is to measure the type and amount of violence they have been subjected to, mental health status, amount of drug and alcohol abuse and decisional conflict after 6-12 months of the intervention. The goals for the friends of the victim were to increase awareness of intimate partner violence, increase their confidence to intervene, educate about supportive behaviors and to measure decisional conflict. The study hypothesizes that since internet and mobile devices are accessible to about 66% of adults, increased access and use of the system will ultimately lead to increased awareness and action against dating violence among college students.

Another method of relationship education and dating violence prevention is a psychoeducational approach. Hays, Michel, Bayne, Colburn & Myers (2015) implemented the HEART (Help End Abusive Relationships Today) program, which consisted of group sessions designed to increase knowledge and awareness of relationship violence in college students as
well as investigate any inaccurate beliefs about intimate partner or relationship violence. This formal and interactive approach was open to both males and females and used four 90-minute educational group sessions that included skill building, discussions, experiential learning and education about the association between health outcomes and violent relationships. The longitudinal study was implemented over 2 years at three different college campuses in the southeastern portion of the Unites States. The researchers measured HEART’s effectiveness based on the students’ rating of increased knowledge about relationship violence using the Likert scale and their personal opinions about the program using open-ended questions. The Likert scale quantitatively measured the increased knowledge with a numerical rating scale from 1 (strongly disagree) to 6 (strongly agree). The study found after each session, there was a consistent increase in knowledge of the topics discussed in both years. For the open-ended responses, the study analyzed their responses for overall themes and found that in general, the students learned how recognize abuse, how to discontinue a harmful relationship, and how to prevent the cycle of abuse. The psychoeducational approach provided a structured, yet informative approach that led to increased awareness of dating violence as well as an increase of confidence in intervening or stopping an abusive relationship.

One other method of spreading awareness about dating violence is the campus-wide training and education known as the “Green Dot” program. Unlike the HEART program, the Green Dot program requires all first- year college students to participate in the program by listening to a 50-minute motivational speech and participating in student-lead activities that lasted 4-6 hours. Trained student leaders conducted these activities. The program’s goals were to teach and educate potential “bystanders” how to identify dating and sexual violence and how to safely and appropriately intervene. This program was originally implemented at the University
of Kentucky. This study evaluated the success of the intervention by measuring interpersonal violence victimization rates in the campus with the bystander program compared to campuses without the program. Using a stratified random sample of freshman students ages 18-24, surveys were sent out to those who fit the inclusion criteria. If they consented to the study, they were asked if they had experienced or perpetrated unwanted sex, sexual harassment, stalking and physical and psychological dating violence within since the beginning of the fall term. Coker et al. found that interpersonal violence rates were 17% lower among students attending the campus with the bystander program compared to the two campuses without the program. It was determined that there is an association between the Green Dot bystander program and lower interpersonal violence rates. They suggested more studies be implemented to further evaluate the efficacy of a campus-wide bystander program.

Gender-directed educational models are alternative methods that have been used in college campuses in the past. Research by Stewart analyzed a sexual assault prevention program that targets college men. The “Men’s Project” included a mixture of different sexual assault programs including social norm interventions, empathy-based interventions and bystander interventions. The program would attempt to correct any misinformed ideas about sexual assault, measure the emotions the participants feel about sexual assault, and educate about recognizing sexual assault and how to safely intervene. The study emailed 36 of the participants to take a survey regarding their feelings towards topics before the program and after completion of the program. Stewart used a numerical scale from 1(strongly disagree) to 7 (strongly agree) to measure how the men felt about certain topics like hostile sexism. For example, they were asked if “women were too easily offended” They would rate this statement from 1-7 depending on how they felt. The questions included topics such as benevolent sexism, hostile sexism,
Increasing College Students’ Knowledge about Dating Violence

bystander efficiency and language use. The outcome of this study concluded that the men had a decrease in sexism and rape myth acceptance and indicated an increased willingness to confront sexism and assault.⁹

In contrast to the male-directed violence awareness program, another method some colleges use is an advertised set of “rape prevention tips”. Bedera and Nordmeyer analyzed a systematic sample of tips from a total of 40 college websites.¹⁵ Of the colleges were included since 25 schools did not provide any tips online. They used data from 4-year colleges that were mixed-sex and had sororities and fraternities. Bedera and Nordmeyer (2015) noted that putting up this educational information on the colleges’ website has an advantage over other forms of educational methods since it is available to all students, easily accessible and more trustworthy than other websites students might look at.² For each college, key words such as “rape”, “sexual assault” and “prevention tips” were typed into the college website’s search engine.² They categorized the tips based on the intended audience using indicators such as gendered pronouns, use of the victim’s or perpetrator’s point of view and explicit statement about the intended audience.² The type of audience Bedera and Nordmeyer (2015) included were men, women, gender neutral and an unclear audience. The study found that of the total 494 tips that were analyzed, 397 (80.36%) of them were aimed at women.² Bedera and Nordmeyer summarized that the four main themes of the tips were that there are no safe places for women, women cannot trust anyone, women should never be alone and women are more vulnerable. While the study did not evaluate for any connection between college students’ knowledge of interpersonal violence and the tips, it brought up the problem of some colleges promoting conflicting, inaccurate and stereotypical information to their students.
Another barrier to IPV education in colleges are socioeconomic and racial disparities. Social inequalities may be a major determinant of health outcomes related to intimate partner violence. Research by Alvarez, Debnam, Clough, Alexander, and Glass explore the professional opinions of nurses, social workers and physicians on how a safety decision aid smartphone application, myPlan, can be added to the care of underprivileged, abused women. After participants completed an online survey and a semi-structured interview, Alvarez et al. found that the major concerns of healthcare workers had about IPV were the shortcomings of current screening for IPV, lack of preparedness for managing IPV, social determinants of health problems, and opportunities for integrating myPlan into current clinical practice. The study’s findings can be applied to a college setting related to the diversity found in the student body, such as foreign exchange students, ESL students, and undocumented students. This study points out that the integration of myPlan may be difficult. More specifically, they considered the issue of low literacy, in which the myPlan app may be challenging to some users. They suggest that a trained healthcare worker should go through the steps of the app with the patients and encourage users to use the integrated voice technology embedded in the app to allow them to listen to questions and verbally answer them. The level of literacy of the potential user can be a major setback to the usability of the application. As one social worker in this study pointed out, there is a “wide scale of literacy and education levels” (pg. 151). Among her clients and the amount of reading is not fitting towards all the women on the literacy scale. This study highlights the importance of considering all types of people of different backgrounds, such as level of education, immigration status, ethnicity and socioeconomic status.

**Theoretical Framework**
Kristen Swanson’s Theory of Caring calls on nurses to not only view a patient as a client, but to understand and respect the patient as an individual with multiple components that make up that person as a whole. Swanson (1993) points out that nurses should not focus solely on the absence of disease, but rather to guide patients into attaining and maintaining an optimal level of well-being. To achieve this, the nurse must be able to ensure that the patient is in a safe environment where they are able to focus on “releasing inner pain, establish new meanings, restoring integration and emerging into a sense of renewed wholeness”. Swanson (1993) defines wholeness as a sense of integration and becoming wherein all facets of being are free to be expressed. For the college student who is suffering in an abusive relationship, Swanson’s definition of a safe and caring environment is imperative to ensure a healthy transition into “wholeness”. Being in a new and unfamiliar living environment, college students may feel overwhelmed about what campus resources that are available if they were experiencing or witnessing any form of interpersonal violence. Many college students may not even be able to recognize an abusive relationship. Due to the unique situation of this population group, many colleges have implemented a variety of programs that attempt to increase students’ knowledge about interpersonal violence and provide information on choosing correct and safe action to protect themselves and others. These safe spaces on campuses allow students to feel like they have a resource they can use. While this is an important first step for college campuses to take, nurses in all settings can take this issue a step further and implement Swanson’s “Structure of Caring”.

Swanson (1993) defines caring as a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility. This mindset of “caring” can help nurses and trained campus staff facilitate a therapeutic relationship, which is needed to
Increasing College Students’ Knowledge about Dating Violence

to ensure the student’s willingness to learn and enable them to independently make healthy decisions especially regarding healthy relationships.

Problem of the Study

The main issue that inspired this research study related to the current trends of dating and domestic violence in colleges in the United States. More news coverage of these stories of abuse and violence has sparked more transparency and demand for national attention and change within college campuses. According to the Rape, Abuse & Incest National Network, or RAINN, college students are at increased risk of sexual violence during their first and second semesters of college. Most college freshman orientations include a traditional educational lecture about dating and sexual violence. This statistic highlights the significance of an effective educational method to increase knowledge and awareness about dating violence among college students.

Purpose of the Study

This study aims to determine if a smartphone application may be used as a more suitable method of dating violence education for the college population. Due to the constant usage of new technologies, the current generation of college students may be more receptive to a more technological-based learning. Feedback from college students about the application will assist with evaluating the effectiveness of the smartphone application. The research questions guiding this study are the following: “Will a smartphone-based application increase college students’ knowledge on dating violence? What do college students like and dislike about this method of education about dating violence?”.
Increasing College Students’ Knowledge about Dating Violence

**Dissemination of Scholarly Work**

This research was disseminated at the 18th Annual University of Alabama System Honors Research Conference. It was awarded first place for under the poster presentations category. (see Appendix E). The research study has also been selected for poster presentation at the Sigma Theta Tau International Creating Healthy Work Environments Conference in New Orleans, Louisiana to contribute to the search for best practices for encouraging healthy workplaces in the clinical and academic setting.
SECTION II: MANUSCRIPT

Professional Journal Selection

Journal of American College Health

Scope of Journal

The Journal of American College Health provides information related to health in institutions of higher education. The journal publishes articles encompassing many areas of this broad field, including clinical and preventive medicine, environmental and community health and safety, health promotion and education, management and administration, mental health, nursing, pharmacy, and sports medicine.  

Aims of Journal

The Journal of American College Health is intended for college health professionals: administrators, health educators, nurses, nurse practitioners, physicians, physician assistants, professors, psychologists, student affairs personnel, and students as peer educators, consumers, and pre-professionals.
Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application

Sarah Willis, RN
Dr. Ann Bianchi, PhD, RN
University of Alabama in Huntsville College of Nursing, 1619 Ben Graves Dr NW, Huntsville, AL 35816

Abstract

Objective: To evaluate the effectiveness of a smartphone application to increase the knowledge and awareness about dating violence among college students.

Participants: UAH students from the Queer Student Recognition, sorority members, Association of Nursing Students members and nursing students who are 19 years of age and older. Participants were recruited during the months of May through July 2018. Consenting participants will use the application for 10-week period and a post evaluation will be given to them through email.

Methods: This study was a quasi-experimental study using convenience sampling. Prospective subjects were collected on UAH campus

Results: Students overall had very positive reaction to the smartphone application. Many stated the ease of use and the discreetness of the application to be major positive attributes to the application.

Conclusions: The myPlan smartphone application is easily accessible, free and less intimating than a healthcare professional. This application is not intended to be a standalone method of dating violence education, it serves as a way to gain more insight about a college student’s perspective.
Increasing College Students’ Knowledge about Dating Violence

College students living on college campuses often enjoy a wide variety of socialization opportunities ranging from school-sponsored events to socializing with friends. One aspect of college campus living that deserves special attention is dating among college students. Although dating is a natural part of the college experience for many students, it can often become a source of physical and emotional abuse for them. The National Center for Injury and Prevention Control (CDC) (2015) defines intimate partner violence as physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner.

Synonymous terms for intimate partner violence include dating violence and domestic violence. As advocates for health and wellness, it is imperative for nurses to spread awareness and increase knowledge about this issue around college campuses as well as increase students’ comfort to levels that seek help. Intimate partner violence during a student’s college career can have serious negative implications not only on health, but also on their academic success. The purpose of this review is to determine if educational methods and programs implemented in college campuses successfully increase students’ awareness and knowledge about dating violence.

Methods

Population, Sample and Setting (or procedure and participants according to the manuscript example)

In the Spring of 2018, undergraduate students of the University of Alabama in Huntsville were recruited on campus to participate in the smartphone application study. Approval from the university’s IRB board was given prior to the start of this study (See appendix A). The potential participants were recruited face to face by the primary investigator and faculty supervisor during the meetings of each of the groups (sorority groups and Queer Student Association and the
Increasing College Students’ Knowledge about Dating Violence

Association of Nursing Students, and students within UAH College of Nursing. Permission to recruit from each of the sites has been given (See Appendix A)

Instrumentation

**Demographic data:** Demographic data collected from the participants included age, sex, email address, ethnicity, class rank, whether they knew someone who experienced dating violence in college, and if they attended a college sponsored educational event related to dating violence.

**Evaluation of the Smartphone Application for Decision Making Questionnaire**

This questionnaire included 4 questions to assess the knowledge level about dating violence and confidence level of using the application. Two questions required a “yes” or “no” response and two questions required responses that include “Fair”, “Good”, “Very Good”, or “Excellent”.

Results

The final sample included 13 participants. Demographics variables are shown in table 1. Three participants (23.1%) were 20 years of age, three participants (23.0%) were 21 years of age, four participants (30.8%) were twenty-two years of age, one participant (7.7%) was twenty-three years of age, one participant (7.7%) was twenty-four years of age and one participant (7.7%) was twenty-eight years of age. Twelve participants (92.3%) were female and one participant (7.7%) was male. Reported ethnicity include 84.6% (11) White, 7.7% (1) Black, and 7.7% (1) Asian. Five participants (38.5%) claimed to have known someone who has experienced dating violence while eight students (61.5%) claimed they did not. Four participants (30.8%) participated in a college sponsored education event about dating violence and nine participants (69.2%) did not participate in such events. Four participants (30.8%) reported their knowledge level of dating
Increasing College Students’ Knowledge about Dating Violence

violence as “fair”, another four (30.8%) reported their knowledge as “good” and five participants (38.4%) reported their knowledge as “very good”. A total of thirteen participants responded to the post-evaluation questionnaire and overall had very positive reaction to the smartphone application. Many students n=13, (100%) stated the ease of use and the discreetness of the application to be major positive attributes to the application. All thirteen (100%) of the post-evaluation respondents marked the application as easy to use and would recommend it to a friend. After using the application, one participant (7.7%) rated their knowledge level about dating violence as “fair”, two (15.4%) rated their knowledge as “good”, six (46.1%) rated it as “very good” and four (30.8%) rated it as “excellent”. One open-ended question was asked regarding ways to improve the application. Participants overall used this section to positively mention the personalized PIN code “safety feature” of myPlan and its ease of use. The myPlan smartphone application was overall well received and widely accepted among UAH college students. See evaluation Table 2 for scores related to ease of use, knowledge, and confidence.

Comment

Dating violence on college campus is a significant health issue for nurses and other healthcare workers to consider. With the stresses of schoolwork, extracurricular activities, and part-time jobs, college students can easily fall victim to an abusive relationship. College students may feel overwhelmed with their numerous responsibilities and thus not be able to or willing to actively seek help for an abusive relationship. The myPlan smartphone application is easily accessible, free and less intimating than a healthcare professional.
Increasing College Students’ Knowledge about Dating Violence

Despite this study’s preliminary state, it offers important insight about a college students perspective about dating violence education. As Glass et. al noted, many college students turn to informal measures to address problems or dilemmas they encounter. Having access to the Internet, by means of a smartphone application or a computer, allows myPlan to be easily available to most college students. This method serves at a greater advantage than traditional freshman orientation due to its quick and easy access, personalized lesson plans, and a private PIN code that locks to a neutral, blank screen if entered incorrectly. These are the many aspects a traditional orientation about dating violence cannot offer. This research offers an exploratory investigation into a potential change or addition to current college methods of dating violence education.

While colleges are responsible for ensuring a safe environment for its students, the findings in this study have implications for a nursing perspective. It should also be a part of a nurse’s duty to ensure that college students have a safe and healthy environment to thrive in. A part of a nurse’s responsibility to a patient is to be an advocate for their health and wellness.

Nurses often encounter abused patients of various backgrounds. College students are a unique patient population due to the stresses of their academic and social environment. More specifically, stressors can include potential social consequences such as isolation from their peers or bullying and demanding academic responsibilities. Nurses must be available to this specific population and be aware of the specific needs of their patients.

Limitations

Limitations include potential psychological upset if the participant(s) are in an abusive relationship or have had experienced one in the past. All UAH students have access to counseling for free and potential participants are to be made aware of that resource. They are
also to be informed that they may drop out of the study at anytime. Another limitation to this study is that the application did not have a “male” portion of the decision making guide ready, making this study exclusive to females only. Lastly, the convenience sampling method does not allow for the most accurate portrayal of all college students’ opinions about the smartphone application.

Conclusions

College is an environment that promotes an increase in knowledge and opportunities for new experiences. This also comes with the responsibility for campuses to be equipped with the best resources to educate about interpersonal violence among college students. If educational resources and programs do promote knowledge about dating violence, these methods should be further investigated and tested. How this relates to application of practice in the nursing field is vital for the purposes of being health advocates for patients. Nurses and other health care workers often interact with college students either on or off campus. Understanding what method of education successfully increases college students’ knowledge about interpersonal violence can help nurses be aware of which resources they can refer to their patients. This will ensure that students will not only be able to remain focused on their studies, but it will also encourage them to learn about healthy relationships that will stick with them throughout their lifetime.
Increasing College Students’ Knowledge about Dating Violence
Increasing College Students’ Knowledge about Dating Violence

References


Increasing College Students’ Knowledge about Dating Violence


Increasing College Students’ Knowledge about Dating Violence

Table 1: Demographic data

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Age</td>
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<tr>
<td>20 y.o.</td>
<td>3</td>
<td>23.1%</td>
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<tr>
<td>21 y.o.</td>
<td>3</td>
<td>23.0%</td>
</tr>
<tr>
<td>22 y.o.</td>
<td>4</td>
<td>30.8%</td>
</tr>
<tr>
<td>23 y.o.</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>24 y.o.</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>25 y.o.</td>
<td>1</td>
<td>7.7%</td>
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<tr>
<td>Gender</td>
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<td>Female</td>
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<td>Male</td>
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<td>7.7%</td>
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<tr>
<td>Ethnicity</td>
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<tr>
<td>White</td>
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<tr>
<td>Black</td>
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<td>7.7%</td>
</tr>
<tr>
<td>Asian</td>
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<td>7.7%</td>
</tr>
<tr>
<td>Class Rank</td>
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<tr>
<td>Sophomore</td>
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<td>7.7%</td>
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<tr>
<td>Junior</td>
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<td>30.8%</td>
</tr>
<tr>
<td>Senior</td>
<td>8</td>
<td>61.5%</td>
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<tr>
<td>Experience with Dating Violence</td>
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<td></td>
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<tr>
<td>Yes</td>
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<td>38.5%</td>
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<td>Knowledge level</td>
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<tr>
<td>Fair</td>
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<tr>
<td>Good</td>
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<td>30.8%</td>
</tr>
<tr>
<td>Very Good</td>
<td>5</td>
<td>38.4%</td>
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</table>

Table 2: Evaluation of the Smartphone Application for Decision Making Questionnaire

<table>
<thead>
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<th>Evaluation of the Smartphone Application for Decision Making</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Easy to use</td>
<td>13</td>
<td>100%</td>
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<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Post Knowledge Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>7.7%</td>
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<tr>
<td>Good</td>
<td>2</td>
<td>15.4%</td>
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<tr>
<td>Very Good</td>
<td>6</td>
<td>46.1%</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>30.8%</td>
</tr>
<tr>
<td>Post Confidence Level</td>
<td></td>
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</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>15.4%</td>
</tr>
<tr>
<td>Very Good</td>
<td>7</td>
<td>53.8%</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>30.8%</td>
</tr>
<tr>
<td>Recommend to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Appendix A

The UAH Institutional Review Board of Human Subjects Committee has reviewed your proposal, Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application, and found it meets the necessary criteria for approval. Your proposal seems to be in compliance with this institution's Federal Wide Assurance (FWA) 00019998 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

Please note that this approval is good for one year from the date on this letter. If data collection continues past this period, you are responsible for processing a renewal application a minimum of 60 days prior to the expiration date.

No changes are to be made to the approved protocol without prior review and approval from the UAH IRB. All changes (e.g., a change in procedure, number of subjects, personnel, study locations, new recruitment materials, study instruments, etc) must be prospectively reviewed and approved by the IRB before they are implemented. You should report any unanticipated problems involving risks to the participants or others to the IRB Chair.

If you have any questions regarding the IRB’s decision, please contact me.
Increasing College Students’ Knowledge about Dating Violence

Sincerely,

Bruce Stallsmith

IRB Chair

Professor, Biological Sciences

Appendix B

I agree to have Sarah Willis and her faculty advisor to attend our class to recruit for her study titled: Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application.

Dr. Darlene Showalter
Increasing College Students’ Knowledge about Dating Violence

Sarah Willis <srnw0023@uah.edu>

Hello, Ms. Lanz this is Sarah Willis.

I am a senior honor's nursing student and I am currently working on my IRB with Dr. Bianchi about dating violence among college students. I am in the process of submitting it and asking permission to various groups and organizations to recruit for my study. Would it be possible if I could recruit at one of your pharmacology summer classes? This should only take about 5 minutes. I need to get an emailed verification from you to be able to submit it. If you are okay with me recruiting, I would greatly appreciate it if you could email me back saying “I agree to have Sarah Willis and her faculty advisor to attend our meeting to recruit for her study titled: Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application.” along with your name and job title regarding the summer class. Once I get approval, I can contact you again to set a time most convenient for you all. Thank you so much and I really appreciate your time.

Thank you for your time,
Sarah Willis

Amelia Lanz

to me

You just keep me posted and we will work it in.

Ann Bianchi <ab0005@uah.edu>

to me

Hi Sarah,

You have my permission to recruit for your study titled: Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application in my course titled: N307 Inquiry to Evidence Based Nursing Practice. I am the course manager and this course begins in May 2018.

I look forward to hearing from you,

Dr. Bianchi

Ann L. Bianchi, PhD, RN
Associate Professor, College of Nursing
The University of Alabama in Huntsville
Director, Nursing Honors
Nursing Building 208C
Phone: 256-824-2465
Email: ann.bianchi@uah.edu

Delta Zeta

to me

I agree to have Sarah Willis and her faculty advisor to attend our meeting to recruit for her study titled: Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application.

Hang Vu
President
Delta Zeta
Lambda Kappa Chapter

Tracy Thornton

to me, Ann

I agree to have Sarah Willis and her faculty advisor to attend our meeting to recruit for her study titled: Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application.

Tracy Thornton, RN, ACNS-BC
Clinical Assistant Professor
College of Nursing
ANS Chapter Advisor
Rm 337, South Building
256-824-5022
Hey, Sarah!

Here you go:

We agree to have Sarah Willis and her faculty advisor to attend our meeting to recruit for her study titled: Increasing Knowledge and Awareness about Dating Violence Among College Students Through a Smartphone Application.

Thanks for including us in your study!

- Autumn Shackelford, QSR President
Appendix C: Evaluation of the Smartphone Application for Decision Making
Questionnaire

Participant Code number: ____________

1. How many times did you access the app? ______

2. Was it easy to use? Yes____ No____ If no, please explain_________________________

3. After reviewing the app’s information, how would you rate your knowledge level about dating violence?
   ____ 1= poor ____ 2=fair ____ 3=good ____ 4=very good ____ 5=excellent

4. How would you rate your confidence in making decisions about either your relationship or helping a friend’s relationship?
   ____ 1= poor
   ____ 2=fair ____ 3=good ____ 4=very good ____ 5=excellent

5. Would you recommend this app to a friend?

6. How do you think this application could be improved?
   ___________________________________________________________________________
Appendix D: Demographics

Participant code number: __________


4. Ethnicity: _______ _______ _______ _______ _______ _______ White Black Asian Pacific Islander American Indian, Alaska Native Spanish or Hispanic

5. Are you a: _____ Freshman _____ Sophomore _____ Junior _____ Senior

6. Do you know someone who has experienced dating violence during their college career? _____ Yes ____ No

7. Have you ever attended or participated in any college sponsored educational events related to dating violence? If, yes explain what type of event you attended.

____ Yes

____ No

8. How would you rate your knowledge level about dating violence? _____ 1=Poor _____ 2=Fair _____ 3=Good _____ 4=Very good _____ 5=Excellent
Increasing College Students’ Knowledge about Dating Violence

Appendix E

Overview

- Dating is a natural part of the college experience for many students, yet it can either become a source of pleasure and enjoyment or a source of vulnerability and potential harm. The National Center for Victims and Prevention Center of ILI’s Center for the Study of Violence and Nonviolence notes that college campuses are microcosms of larger societal patterns and dynamics, and that college students are at increased risk for experiencing and perpetuating intimate partner violence. "Dating violence is a pattern of behavior that includes behaviors such as pushing, hitting, or choking, being bodies, sexual violence, and psychological abuse. These behaviors can be used to control the person they are dating or to impose their will on the other person" (Bridges et al., 2015). The effects of intimate partner violence include physical injury, psychological trauma, and long-term health consequences. The research presented in this paper investigated the use of a smartphone application called eMyPlan to assess the effectiveness of increasing college students’ knowledge and self-efficacy in preventing dating violence.

Methodology

- Data was collected through a survey using a mobile application called eMyPlan. The survey was designed to assess students’ knowledge and self-efficacy in preventing dating violence. The survey included questions about students’ experiences with dating violence, attitudes towards dating violence, and intentions to prevent dating violence. The survey was distributed to college students through a partnership with a campus health center. The survey was available on campus during a Research Horizons Day event.

Questionnaires

- The demographic information was collected during recruitment.
- The instrument developed pre- and post-intervention questionnaires.
- The pre-test and post-test questionnaires were administered to the sample of college students.
- The survey included questions about students’ experiences with dating violence, attitudes towards dating violence, and intentions to prevent dating violence.
- Students were asked to rate their knowledge and self-efficacy in preventing dating violence.

Results

- The survey was designed to assess students’ knowledge and self-efficacy in preventing dating violence. The survey included questions about students’ experiences with dating violence, attitudes towards dating violence, and intentions to prevent dating violence. The survey was distributed to college students through a partnership with a campus health center. The survey was available on campus during a Research Horizons Day event.

Discussion

- This study found that in general, college students report the smartphone application was acceptable. 98% of participants agreed that the application was useful and improved their knowledge about dating violence.
- The application was effective in increasing students’ knowledge and self-efficacy in preventing dating violence.
- The application was found to be effective in increasing students’ knowledge and self-efficacy in preventing dating violence.

Conclusions

- The smartphone application is easily accessible, free, and does not require any additional software or hardware.
- College students are more likely to use technology as their first-line intervention method for recognizing and addressing dating violence.
- The application was effective in increasing students’ knowledge and self-efficacy in preventing dating violence.

Implication for Nursing

- College nurses are responsible for ensuring a safe environment for their students. They should also be aware of the potential for students to use technology to recognize and address dating violence.
- College nurses should be aware of the potential for students to use technology to recognize and address dating violence.
- College nurses should be aware of the potential for students to use technology to recognize and address dating violence.

Acknowledgments

- The authors would like to thank the students, faculty, and staff who participated in this study.