Design of a personalized internet-mediated intervention to prevent dating violence

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Violence in sexual-affective relationships among adolescents in Brazil

**Emotional Violence**
- 85% suffered
- 85.3% perpetrated

- Insulted me with deprecations
- Ridiculed or mocked me in front of others
- Scouted where and with who I was

**Sexual Violence**
- 43.8% suffered
- 38.9% perpetrated

- Forced me to have sex when I didn’t want
- Threatened me on an attempt to have sex
- Sexually touched or kissed me when I didn’t want it

**Physical Violence**
- 19.6% suffered
- 24.1% perpetrated

- Threw something toward me
- Hit, kicked or punched me
- Pushed or shaked me

Minayo et al., 2011 – 3,200 adolescents
Sexist and heteronormative culture

Exposure to violent parental practices
Witness violence between parents

Peers that endorse use of violence in general
Peers that endorse use of violence in dating
Peers that get evolved in violent dating

Insecure Attachment:
- Difficulties to keep responsive interactions
- Tendency to grab the partner when fearing separation

Deficit on conflict manage skills
Deficit on emotional regulation
Beliefs favoring traditional gender roles

Cultural, peers, family and personal risk factors for dating violence
Limitations of face-to-face interventions

- Cultural barriers
- Contextual barriers
- Coverage
- Adherence
- Retention

Innovative ways of intervention

Computer Tailored Interventions
Computer Tailored Interventions

- Information adjusts to individual characteristics
- Feedback based on previous evaluation
- Computer system
- Reach a vast number of people simultaneously

Greater attention, identification and retention than general information

Tailored informations showed to be more efficient than generalistic ones.
Conjunct Project
University of Brasilia and Maastricht University

CAPES and CNPq Grants
Objectives

1. Assess needs for designing a computer tailored intervention to prevent dating violence among Brazilian young people
   2. Design a computer tailored intervention to prevent dating violence
   3. Evaluate its usability and efficacy
**Determinant**

- Knowledge
- Attitudes
- Social norms
- Social support
- Models
- Self efficacy
- Action planning

**Secondary outcomes**

- Improving in conflict management skills
- Decreasing in attitudes pro violence
- Increasing in help seeking

**Primary outcome**

- Reduction in dating violence victimization
- Reduction in dating violence perpetration
“SOS Namoro” Intervention Design

- Needs assessment
- Making messages accessible
- Pre-testing
- Visual and programming development
- Library of tailored messages
- Questionnaire for tailoring
- Intervention objectives
- Theoretical framework expansion

SOS Namoro
“SOS Namoro” Intervention Design

Focus groups interviews:
- University students
- High school students

Needs Assessment

Individual interviews
- Violent dating
- Quality of dating

Survey online
Main results on needs assessment

1. Lack of knowledge on psychological and material violence
2. Violence is seen as natural in romantic relationships
3. Gender stereotypes justifies attitudes of violence acceptance
4. Negative models of romantic relationships are largely present in closer relationships
5. Betrayal is the most difficult situation to not using violence against the partner
6. There are negative strategies to cope with conflicts, including submission, emotional deregulation and withdraw
7. Violent conflicts are related to non-responsive and hostile partners answers
“SOS Namoro” Intervention Design

Attachment Theory
- Responsiveness
- Needs disclosure
- Social support
- Trust

Theoretical Frameworks Definition

Integrated Model of Change
- Awareness
- Social influence
- Self efficacy
- Action planning
“SOS Namoro” Intervention Design

Objectives

- Knowledge
- Attitudes
- Social norms
- Social support
- Models
- Self efficacy

Action plan:
- Quotidian interaction
- Disagreements
- Violence
Action plans objectives

• To build positive plans of action: to observe the needs of the partner and provide help sensitively, to share personal necessities with the partner and request help, to respect the individuality of the partner, to recognize a risky profile, regulation of emotions, assertively establishing limits, to search for help (professional and friends), to adopt the perspective of the other, to break up.

• To identify potential damage in risky plans of action: retaliation, resignation, silence to ignore the necessities of the partner, alcohol and drug abuse, to close yourself and omit your own necessities, disrespect the individuality of the partner.
“SOS Namoro” Intervention Design

Knowledge

Attitudes

Social norms

Social support

Models

Questionnaire

Action plan:
- Quotidian interaction
- Disagreements
- Violence

Self efficacy
If one day you end up getting involved in a violent relationship, what would you do to protect yourself from the violence?

• I would inform the police or the Women’s police station
  [ ] I’d definitely do [ ] Maybe I’d do [ ] Maybe I wouldn’t do [ ] I definitely wouldn’t do

• Seek help from relatives
  [ ] I’d definitely do [ ] Maybe I’d do [ ] Maybe I wouldn’t do [ ] I definitely wouldn’t do

• Seek help from friends
  [ ] I’d definitely do [ ] Maybe I’d do [ ] Maybe I wouldn’t do [ ] I definitely wouldn’t do
Making Messages Accessible

Title
Objectives
Origin
Emotional tone
Empirical evidence
Concepts

Library of messages
1st version

Creative Workshops

Students collaboration

Psychology Students – Young Adults

Produce a friendly tone
Pre-testing

Library of messages
1st version

Prototype

Attractiveness
Tone of messages
Target Public
Gender Researchers

Message Contents

Prevent negative side effects
Messages Content
Tone of messages
Messages Adequacy

Adolescent

High School Teachers

Professionals from violence attention services

Researchers

Visual and programming development

Professional from violence attention services
Phase 1
- Individual and focus groups interviews
- Online survey
- Descriptive study

Phase 2
- Intervention Design

Phase 3
- Usability
- Efficacy
- Experimental Study
Obrigada!

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