

A Feminist Evaluation of Victim Services of Leeds and Grenville's Youth Program
with a View to Preventing Violence Against Women and Girls

by

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Abstract

This dissertation utilizes feminist theory to examine Victim Services of Leeds and Grenville's Youth Program, violence against women and girls, and prevention and intervention programs for youth. The study includes both quantitative and qualitative elements, and focuses social self-efficacy and social connectedness. The standardized measures used for the quantitative study were Muris' (2001) Social Self-Efficacy Scale and Lee and Robbins' (1995) Social Connectedness Scale. Thematic analysis of the qualitative data involved identifying meaning units and categories, then themes. The Randomized Control Trial finds that participation in the Summer Youth Program was not significantly associated with changes in participants' social self-efficacy or social connectedness, according to the scales used. The qualitative study found, however, that the experiences of both youth and service providers who'd had some involvement with the Youth Program were reported to result in increased social self-efficacy and social connectedness, as well as leading to some recommendations.

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Most importantly, I dedicate this work to Darby, Parker and Payton – may you live long, happy, and healthy lives.

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Chapter One: Introduction

i. Introduction

Victim Services of Leeds and Grenville is a community-based organization that works in partnership with emergency services to provide immediate, confidential, short-term crisis intervention services, practical assistance, information, referrals and emotional support to persons affected by crime, tragedy or disaster. In the spring of 2012, in response to identified community needs, Victim Services of Leeds and Grenville implemented a Youth Program, which includes three components: (1) Two Victim Services staff members have access to office space in area high schools and are available to provide individual support and information to the youth and to assist them in connecting with additional resources – for example, supporting students in providing statements to the police when appropriate, referring and transporting youth to counselling agencies, and providing accompaniment to the food bank or court; (2) the two staff members and the Executive Director have been presenting a five-part instructional series to LINK program participants in area high schools, including teaching about communication, dating violence/abuse, mental health, coping and defense mechanisms, and self-care; (3) in addition, the youth volunteer program involves the two staff members recruiting student volunteers, providing training regarding policies and procedures including appropriate communication with community members, and participating in community events.

The explicit goals of the program are to support and inform youth, reduce the long-term effects of victimization, and assist youth in developing healthy connections, and the

majority of victims who access the program are girls, many of whom have been victims of dating violence, sexual violence, stalking and/or harassment, perpetrated by boys and men. The purpose of the current study, therefore, was to evaluate the three aspects of the Youth Program with a view to preventing violence against women and girls. The study involved an evaluation of Victim Services of Leeds and Grenville's Youth Program, and was funded by a \$15,000 research grant provided by Women's College Hospital's Women's Xchange fund. The Hospital is fully affiliated with the University of Toronto and issued a call for proposals in the fall of 2013. An application was submitted on February 1st, 2014, with Victim Services of Leeds Grenville's Executive Director, Sonya Jodoin, as the primary applicant, and Carleton University Master of Social Work student, Julie Shaw (myself), as the collaborator. The funding decision was provided in March, 2014, with the condition that a 3-5 minute video showcasing the project was to be provided to Women's College Hospital by May 26, 2014 (this was extended to June 2, 2014). The video was to be shown at the Women's Health Research: Challenges and Opportunities event on June 20, 2014. The funding allowed us to conduct a 5-week summer program for adolescents in Leeds and Grenville and to evaluate all three components of Victim Services of Leeds and Grenville's Youth Program. The data was to be analyzed and presented in a written report and an executive summary of the project was to be provided to Women's College Hospital no later than March 31st, 2015.

I have been working with thesis supervisors, Professors Adje van de Sande, Michel-Andre Beauvolks, and Karen Schwartz at Carleton University and Victim Services of

Leeds and Grenville's Executive Director, Sonya Jodoin, with ongoing support provided by Women's College Hospital, and my work was to be evaluated by a board at Carleton University. The goals of the program are to prevent adolescent victimization and re-victimization by producing changes in feelings, beliefs, attitudes, and behaviours, including those related to youths' sense of social self-efficacy and social connectedness, which, theoretically, will ultimately result in changed behaviours. My research question was: Will the Youth Program increase the social self-efficacy and social connectedness of youth?

ii. Reflection

Van de Sande and Schwartz (2011) state that "even if we are not immediately aware of our theoretical framework, we always have some basic orientation that influences how we approach the research" (p. 41). Much of my career has been spent working within the field of family violence – as a child protection worker, co-facilitating a partner assault response program, coordinating a woman abuse intervention campaign called *Neighbours, Friends and Families*, working in a women's shelter, and, most recently, supporting victims of domestic violence in their family court matters. I am currently employed by Victim Services of Leeds of Grenville as the Client Services Coordinator, a role which involves working mainly with adult victims of domestic violence, sexual assault, and criminal harassment. I have a Bachelor of Arts with a double minor in psychology and sociology, a Bachelor of Social Work, and I have completed the first year of a diploma in Early Childhood Education, which includes school-age child care and

education. I have worked as an Educational Assistant, an Early Childhood Educator, a tutor, a Community Support Worker, and Coordinator of a before and after school program. I bring all of these experiences to the current research study. The topic is of particular interest to me, though, because I have experienced violence against women and some of the long-term effects in my own life, and I would give anything to prevent my daughters from going through it.

Most of the victims I have supported have been women from all walks of life, and their experiences of and reactions to the violence have been varied. The dynamics of the abuse, however, have been very similar. I have observed that many of the women, as well as their abusive partners, have become increasingly isolated as they have struggled to hide the abuse from others. Isolation is both a tactic and a consequence as men who abuse their partners are often very controlling of these women, seemingly needing to maintain their perception of power. The men tend to check up on their female partners with frequent communication or visual contact, and they tend to set out expectations regarding behaviour in order to maintain rigid boundaries. They often denigrate important people in the woman's life, such as friends and family members, and make it difficult for the woman to spend any social time with others without his presence or approval. The victims, therefore, often lack a support network of people who would be available to validate their experiences, offer information, and provide alternatives. Many victims of domestic violence don't confide in anyone, often because there is no one they trust or feel close to, and they may learn to deny their thoughts, feelings, and experiences, as a way of

surviving. Victims of sexual violence tend to blame themselves and the sense of powerlessness and dehumanization brought about by the experience of objectification can become all-encompassing.

iii. Conceptual Framework

Quantitative Study

Victim Services of Leeds and Grenville's Summer Youth Program

The Summer Youth Program consisted of a 5-week series of 4-hour group meetings, facilitated by two Victim Services of Leeds and Grenville staff. Components included: Discussions about group rules; weekly instruction regarding dating violence/abuse, mental health, coping/defense mechanisms, communication and self-care; volunteer training including how to work effectively with the public; presentations by community partners; opportunities to volunteer at community events; crafts; a weekly pizza lunch and snacks; and activities such as role playing and unstructured group discussions (Appendix A).

Social Self-Efficacy

Social self-efficacy is the individual's belief and confidence in his or her ability to interact with others socially in an effective manner. This includes the confidence in one's ability to effectively express one's thoughts and feelings and to listen to others. These are critical skills in learning to interact effectively and appropriately both with peers and

adults and are necessary in maintaining healthy relationships, and in providing and seeking help. Social self-efficacy is related to the person's perception that his or her efforts at social interaction will be well received by the other and contributes to the person's attempts towards social interaction, or lack thereof (Bandura, 1992; Schwarzer, 1992). Muris (2001) developed a brief questionnaire (Appendix B), one part of which is intended to measure children's social self-efficacy. Examining the reliability and validity of the Self-Efficacy Questionnaire for Children (SEQ-C) in a sample of adolescents, he found that the Cronbach's alphas were .88 for the total self-efficacy score and between .85 and .88 for subscale scores, deeming the internal consistency reliability to be satisfactory (Muris, 2001). In addition, he found the internal consistency to be sufficient, with an alpha of .79 (Muris, 2001). The items on the questionnaire ask adolescents how well they are able to express their opinions when their classmates disagree with them, become friends with other youth, chat with an unfamiliar person, work in harmony with classmates, tell other youth that they are doing something the person doesn't like, tell a funny event to a group of youth, succeed in staying friends with other youth, and succeed in preventing quarrels with other youth (Muris, 2001). According to Social Cognitive Theory, youth who feel good about their abilities to complete these social tasks, many of which involve asserting themselves, are high in social self-efficacy and are more likely to commit to and perform these behaviours (Bandura, 1992; Schwarzer, 1992). Thus, while not a direct measure of behaviour, changes on the Social Self-Efficacy Questionnaire (Muris, 2001) are indicative of intended behavioural change.

Social Connectedness

Social connectedness is the feeling of being related in a meaningful way to others in one's environment, including peers, family, and community. It could be described as a sense of belonging and attachment – of caring and being cared for – and it “appears to be related to one's opinion of self in relation to other people” (Lee & Robbins, 1995, p. 239). In his self psychology theory, Kohut suggests that people develop a sense of self through their relationships with others (Bacal & Newman, 1990). Perhaps of particular importance to the study of violence against women is the concept that if one does not experience validating relationships, then one's sense of self may be negatively impacted. Lee and Robbins (1995) wrote that the lack of research on the belongingness construct as proposed by Kohut (1984) “is surprising given both the importance and lack of belongingness in today's society” (p. 232). In Canada, where youth tend to interact largely via technology such as cell phones and online social networking rather than face to face, the landscape of social interaction is very different than it was in 1995. Nevertheless, the human need for connectedness, both in and of itself and as a means of developing the self, remains an essential human element. Lee and Robbins created their eight item questionnaire with a mixture of items from three aspects of belongingness: Connectedness, affiliation, and companionship (Lee & Robbins, 1995). Lee and Robbins (1995) explain that “the scale focuses on the emotional distance or connectedness between the self and other people, both friends and society... [and] items reflect the personal struggles of trying to maintain this form of belongingness” (p. 239) (Appendix

B). They calculated coefficient alphas for the Social Connectedness Scale, on the second split sample (N = 313), to confirm the reliability of the two scales and found alphas of .91 (Lee & Robbins, 1995). They found that “the test-retest correlations, which were estimated on a separate sample during a 2-week interval, were .96” (Lee & Robbins, 1995, p. 237).

Hypothesis

The research hypothesis is that Victim Services of Leeds and Grenville’s Youth Program is related to positive outcomes on social self-efficacy and social connectedness, and that the test group will score significantly higher than the wait list group. The null hypothesis is that there is no relationship between the program and the scores on social self-efficacy and social connectedness.

Qualitative Study

In addition to the above quantitative program evaluation, there was a desire to evaluate the three components of Victim Services of Leeds and Grenville’s Youth Program from a qualitative perspective. First, the in-school assistance component was to be evaluated by interviewing youth who had previously received services from Victim Services staff in the high schools, focusing on their experiences with the program and any suggestions for change (Appendix C). Second, interviews with service providers who’d had some involvement with the Youth Program were conducted in order to explore their experiences with the program (Appendix D). Third, approximately six months after the

Summer Youth Program had completed, interviews (Appendix E) were conducted with the program participants in order to explore their experiences within the program and whether or not there were any positive effects.

iv. Theoretical Framework

The purpose of this study was to evaluate Victim Services of Leeds and Grenville's Youth Program, with a focus on whether or not it contributes to positive outcomes for youth and a view to preventing violence against women and girls. Specifically, the study was to assess whether or not the Youth Program is impacting social self-efficacy and/or social connectedness, and how students and service providers have experienced the program. In this section, I will examine the theories underlying the evaluation of the Youth Program. I will begin by describing feminist theory followed by a brief discussion on the theoretical bases of social self-efficacy and social connectedness.

Feminist Theory

The study utilizes feminist theory to explore the causes of and solutions to violence against women and girls. Feminist scholars were instrumental in bringing the topic of violence against women to public attention in the late 1970's and early 1980's (Hattery, 2009). The feminist movement "created opportunities for women to share their personal life stories with one another... [and they] learned that the experiences they thought were unique to them were, in fact, also happening to other women" (Danis & Bhandari, 2010, p. 29). By talking about their experiences, discovering commonalities, and learning from

one another, feminists promoted the use of qualitative research methods such as open-ended questions and semi-structured interviews. With an emphasis on qualitative research methods, women's experiences as victims of domestic violence came to light and patterns were observed. According to Laird (2001), "one of the most powerful lessons of feminist research over the past two decades has been that ways of knowing and speaking are gendered and are socially reproduced" (p. 272). Tutty, Rothery and Grinnell (1996) add that "with their respect for individual experience, subjectivity, and subtlety, qualitative methods have been said to be more compatible with women's ways of knowing and experiencing the world" (p. 17). In evaluating Victim Services of Leeds and Grenville's Youth Program, I felt that it was important to include an empirical component but found that certain important elements might be overlooked by simply using a quantitative design. The quantitative study itself omitted variables that I had felt should be examined and, by adding a qualitative component, I was able to explore the presence of additional themes.

Feminist theory focuses on patriarchy, which is defined as "the domination of the major political, economic, cultural and legal systems by men" (Weisz & Black, 2009, "*Feminist Theory*", paragraph 1) and is "literally interpreted as the law of the father" (Mullaly, 2010, p. 210). Patriarchy exists as "the pervasive norms of most cultures that favor men over women, giving them power automatically (i.e., male privilege), while at the same time devaluing women and keeping them in subordinate positions" (Murdock, 2012, p. 382). From this theoretical perspective, violence against women is rooted in patriarchy

and is maintained and propagated by societal structures including political, educational, economic, religious and governmental institutions and the process of socialization (Hattery, 2009). Mullaly (2010) points out that “because they were originally established by and for the most part are still dominated by a particular social group – bourgeois, Christian, heterosexual males of European origin – they primarily reflect and reinforce the assumptions, views, needs, values, culture, and social position of this group” (p. 24).

In discussing the concept of “feminist theory”, it is important to note that just as there is considerable diversity among women, there are also diverse feminist perspectives, some of which intersect with one another. For example, third wave feminism recognizes the different experiences of oppression along with sexism and incorporates into the analysis issues including but not limited to class, race, ethnicity, sexual orientation, gender identity, and ability. Thus, power in Canada is in the hands of white, middle-class, Christian, straight, able-bodied, middle-aged men. Mullaly (2010) explains that “our social structures are imbued with racism, sexism, patriarchy, and classism in that there is a privileged or dominant group within each one of these social divisions that has more political, social, and usually economic power than the subordinate groups” (p. 25). The privilege of being white in Leeds and Grenville, for example, means that I have never experienced the sense that I am being judged or discriminated against based on my race. In this way, privileges are invisible to the dominant groups yet we must all recognize our roles in the oppression of others. Divisiveness among feminists creates separation and

competition when the goal must be to come together with all oppressed groups and individuals and support one another's movements towards true equality.

Feminist theory maintains that the use of violence against women is both a result of and instrumental to the oppression of women and girls (Bishop, 2002). Bishop (2002) states that "some members of oppressor groups use violence to maintain their superiority" (p. 86). Mullaly (2010) adds that "the oppression of violence lies not only in direct victimization but in the constant fear that violence may occur solely on the basis of one's group identity" (p. 60), for example, being a woman. Mullaly (2010) points out that structures of oppression can be both visible and invisible and that "domination is not necessarily a conscious or intentional choice on the part of the dominant group" (p. 25). He further explains that "members of the dominant group perceive their monopoly on 'having more' not as a privilege that might dehumanize others but as their inalienable right for having taken advantage of the opportunities that exist for everyone (in their view) in society" (Mullaly, 2010, p. 25). In a patriarchal society in which men hold the majority of the political, economic, bureaucratic and religious power, the use of violence against women ensures that they continue to retain the benefits of this power. As a group, they have more money, make more decisions, have more control over their lives and the lives of others, and often enjoy the freedom involved in having someone cook and clean for them and take care of their children so that they can continue to make money and decisions unfettered by the more menial responsibilities of life. Indeed, Weisz and Black (2009) point out that "many prevention programs are based on the feminist view that

violence toward women is rooted in women's secondary roles and subjugated low status throughout history" (*Feminist Theory*, paragraph 1). Because violence against women and girls is so prevalent in our society, and because the balance of economic and political power is still in the hands of men after a long history of patriarchal rule, it seems entirely reasonable that this explanation does hold some truth.

Patriarchy and its weapons require isolation, competition and disconnectedness. They need women to remain disempowered, to prevent people from coming together as allies, and to avoid focusing their energies on recognizing and tackling oppression. They practice institutionalized oppression to maintain gender roles and imbalance, and to retain the status quo. Mullaly (2010) points out that "oppression carries out certain social or political functions for the dominant group, ensuring that society reproduces itself and maintains the same dominant-subordinate relationships" (p. 42). If boys and girls are socialized to interact with and among one another along gendered lines, while also competing based on a prescribed hierarchy, and being constantly exposed to objectification of women, without being taught the skills to challenge these notions, then violence against women and girls will not diminish. Mullaly (2010) states that "oppression is more effective in achieving its apparent function of maintaining the privileged position of the dominant group when both victims and perpetrators are unaware of the dynamics of oppression" (p. 53). On the other hand, if all youth are taught and provided with opportunities to practice and master healthy relationship skills within a

validating environment, learn about oppression, and experience connectedness with their peers and their communities, then we may start to see a difference.

Social Self-Efficacy

Albert Bandura's social cognitive theory explains human behaviour as resulting from a set of complex processes involving conditioning, reinforcement, observation of self and others, physiological information, interactions with others, and expectancies including self-efficacy (Schwarzer, 1992; Kok, Den Boer, De Vries, Gerards, Hospers & Mudde, 1992). Similarly, Mullaly (2010) explains that "the process of socialization is carried out by social institutions and authority figures and is learned in a variety of ways – through teaching, modelling, observation, experience, and identifying with and imitating role models and idealized persons" (p. 173). He adds that "not only do individuals learn these social phenomena, they internalize them as well – they become part of the self of the individual... Oppression is a learned and internalized social phenomenon" (Mullaly, 2010, p. 173). Thus, human development is an ongoing process "based upon the interaction of three factors: personal (cognitive abilities, physical characteristics, beliefs, attitudes, and expectations), behavioural (physical-motor and verbal actions), and environmental (other people and physical surroundings)" (Boyd, Bee & Johnson, 2009, p. 40-41). Bandura states that the self system is a set of cognitive processes that "regulate behaviour by continuously engaging in self-observation, judgmental processes, and 'self-responses', or reactions to one's own behaviour" (Hall, Lindzey, Loehlin & Manosevitz, 1985, p. 539). Social cognitive theory, in combination with feminist theory, is very useful

in explaining the acquisition of typically gendered traits and behaviours, including those that are related to violence against women.

Social self-efficacy is an important concept in that it is tied to youth's attitudes, beliefs and behaviours regarding social interaction, including participation with one's peers, adults, and the community at large (civic engagement). A key concept of social cognitive theory, self-efficacy has a lot to do with one's sense of control of one's world (Ungar, 2012) and contributes not only to behaviour but also motivation and emotional activation (Bandura, 1992). Self-efficacy affects the person's expectations of success, the amount of effort they will put forth, how long they will persist, and how well they will recover in the face of setbacks (Bandura, 1992; Schwarzer, 1992). Skinner (1992) states that White and other motivational theorists believe that "humans have a basic psychological need to be effective in their interactions with the world" (p. 91). Tied to Bandura's concept of self-efficacy, Robert White described what he calls effectance motivation: "Effectance thus refers to the active tendency to put forth effort to influence the environment" (White, 1963, p. 185, cited in Hall et al., 1985, p. 74). According to this theory, when efforts are successful, the person feels competent and able to deal with the world effectively.

If one feels that his or her efforts do not matter, one may avoid or seek out certain situations and alter one's behaviour in order to adapt. Bandura (1992) states that "self-efficacy beliefs also shape developmental trajectories by influencing choice of pursuits and selection of environments" (p. 3). Life is full of challenges which can incur self-doubt so "people must have a robust sense of personal efficacy to sustain the perseverant

effort needed to succeed” (Bandura, 1992, p. 22), pointing to the importance of self-efficacy in the promotion of resilience. Self-efficacy, however, doesn’t occur in a vacuum – it is affected by relations with others in a bi-directional manner: Social self-efficacy contributes to the effort that a person will make in interacting with others and those interactions will in turn affect the person’s sense of social self-efficacy. People with high social self-efficacy beliefs may be more likely to seek out, cultivate and maintain social supports.

Social Connectedness

People develop a sense of self through their interactions with others. Mullaly adds that “the individual learns his or her social and personal worth through interactions with others in the context of dominant ideologies” (p. 77). He defines an ideology “as any consistent set of social, economic, and political assumptions, beliefs, values, and ideals” (Mullaly, 2010, p. 29) and adds that “a dominant ideology is the one that represents the position and supports the best interests of the dominant group” (Mullaly, 2010, p. 29). When people lack a sense of social self-efficacy, they may withdraw from social interaction and begin to lose social connectedness. Mullaly (2010) points out that “oppressed persons often also contribute to their own oppression by psychologically or socially withdrawing and engaging in self-destructive behaviours, which lead to their

rejection by others” (p. 85). Thus, oppression can lead to both low social self-efficacy and low social connectedness.

The trauma of experiencing oppression, including physical and sexual violence, can deeply impact the victim. Mullaly (2010) points out that the psychological effects of oppression, including “a sense of inferiority and its correlate, internalized oppression... obviously will undermine the capacity of oppressed persons to resist domination and take action to bring about social change” (p. 161). He adds that oppressed persons experience “a mistrust in their own thinking and intelligence, with the result that they pay scant attention or respect to each other and give much weight to the views of outsiders, particularly the dominant group... [which] leads to divisiveness within the group” (Mullaly, 2010, p. 163). Using object relations theory, Lee and Robbins (1995) described a process by which trauma can impact a person’s ability to connect to others. They may either have difficulty forming close relationships and withdraw to avoid rejection or they may quickly attach to others, only to be disappointed (Lee & Robbins, 1995). Lee and Robbins (1995) state that “what becomes evident is that the child fails to develop adequate confidence and social skills necessary to maintain relationships and a stable sense of self” (p. 233). As a result “the struggle to form bonds with others may lead the person to maintain superficial roles and relationships or join deviant or rebellious subcultures, such as gangs or cults – all in an attempt to ease the frustration of not belonging” (Lee & Robbins, 1995, p. 233). As the person struggles to feel connected, he

or she begins to feel different and distant from others, and may become frustrated by attempts to relate to others (Lee & Robbins, 1995).

In line with the self-efficacy construct as an internal process, “perceived social support focuses more on the lack of an appropriate social environment, whereas belongingness focuses more on the deficiencies within the self” (Lee & Robbins, 1995, p. 233). They add that “in a summary of the literature on attachment, loneliness, and social support, Newcomb (1990) proposed that perhaps ‘loneliness and social support reflect opposite poles of a psychosocial construct of personal attachment or human connectedness’” (p. 482, cited in Lee & Robbins, 1995, p. 233). When people lose trust in the world, they may begin to feel disconnected and distant from others, lose a feeling of belongingness and togetherness, and feel unrelated and disconnected. Without that important need for belonging being met, Maslow would argue that the person would not be able to attain self-actualization. People who don’t feel connected to others may be less likely to tell anyone if they (or someone they know) have been victimized. They may be less likely to seek support, perhaps because there’s no one they trust or because they don’t believe anyone could or would try to help them. People who are isolated and withdrawn may also lack opportunities to practice their social skills and may therefore lose their skills or develop a lack of social self-efficacy, demonstrating that the two concepts influence one another in a bi-directional relationship.

v. *Research Questions*

The research questions are:

1. Does participation in Victim Services of Leeds and Grenville's Summer Youth Program increase social self-efficacy and/or social connectedness?
2. What are the experiences of those who have been involved with Victim Services of Leeds and Grenville's Youth Program?

Chapter Two: Literature Review

i. Literature Review

The literature on adolescent victimization suggests that dating and sexual violence and harassment are unfortunately all too common among youth. Adolescence is a time of intense social learning, as youth are increasingly exposed to unsupervised peer situations, and during which they may lack the social and coping skills to overcome adversity. Others may already possess the skills but feel that their use in social situations will be ineffective, therefore they fail to attempt them. These skills are necessary in maintaining healthy relationships and in developing new ones, but failing to use them can prevent both. Prevention and intervention programs can assist youth in increasing resiliency in a variety of ways but there is a need to determine what makes a program effective.

The literature review will explore some of the factors that lead to and result from adolescent victimization, with a focus on violence against women and girls. This is followed by a discussion of the importance of social skills, social self-efficacy, and social connectedness and how these interact with one another. Finally, there is a review of the literature regarding prevention and intervention programs for youth, with a view to content and delivery, and a brief exploration of program evaluation. Several aspects of effective programming are discussed as well as the importance of community collaboration.

Adolescent Victimization

While adolescence is typically viewed in a negative light, it is a period of remarkable change and growth in human development. La Greca and Moore Harrison (2005) state that “adolescence is a critical period in social development, marked by an expansion of peer networks, increased importance of close friendships, and the emergence of romantic relationships” (p. 49). It is a period during which peers become the primary source of support and youth begin the process of separating from their families (La Greca & Moore Harrison, 2005). As adolescence progresses, youth increasingly have opportunities to spend time together without adult supervision and they often have constant access to each other via technology such as cellular phones and online social networking sites. At a time when they are beginning to navigate romantic relationships and their own sexualities, they are also being exposed to alcohol and other substances, online pornography, peer pressure, parties, and a host of other stressors without the emotional and maturational ability to cope in healthy ways. In most cases of sexual assault, for example, the perpetrator is an acquaintance of the victim (Young, Grey & Boyd, 2009; Rickert, Wiemann, Vaughan & White, 2004), and alcohol is often a precipitating factor in sexual assault among adolescents (Rickert et al., 2004). The types of victimization and the risk behaviours often intersect in this way, resulting in the comparatively high prevalence of victimization during adolescence (Macmillan & Hagan, 2004; Sinha, 2013).

Technology such as social networking sites and cellular phones have made it easier for youth to harass (including sexually) one another, which can be done without the victim

even knowing who the perpetrator is (Zweig, Dank, Yahner & Lachman, 2013). Cassidy, Faucher & Jackson (2013) point out that “the degree of impact can also be affected by the wide audience, anonymity, the permanence of a message (they can read it over and over, making it harder to forget than words said in the schoolyard), and the ability to reach the target 24/7” (p. 582). Technology is often used in dating violence (Zweig et al., 2013) and sexual harassment (Shariff, 2005) and can be used to stalk and harass even after a dating relationship ends.

While adolescent relationships can serve a protective function, youth lack experience with romantic relationships and, particularly if they have not had positive role modelling of healthy relationships, may not know how to behave (La Greca & Moore Harrison, 2005, p. 59). Unless dating and sexual violence has been named for them as such, adolescents may not recognize it, see it as normal behaviour (Stader, 2011) or perceive it as a sign of love (O’Keefe, 2005; Johnson, Frattaroli, Campbell, Wright, Pearson-Fields & Cheng, 2005). Media such as movies directed at adolescents can contribute to this confusion by portraying stalking and harassment as signs of love (for example, the Twilight series and Spiderman).

Although both boys and girls are sometimes victims of dating violence, sexual violence and harassment, their experiences overall are very different. Girls are more likely to report being objectified, put down, or treated differently because of their gender (Chiodo, Wolfe, Crooks, Hughes & Jaffe, 2009); they are far more likely to experience sexual violence and stalking (Kong, Johnson, Beattie & Cardillo, 2003; Sinha, 2013; O’Keefe,

2005); they are much more likely to be injured and to be fearful because of the abuse (Sinha, 2013; Hamby, Finkelhor & Turner, 2012; O’Keefe, 2005); and they are more likely to feel that their ability to make friends was influenced (Cassidy et al., 2013, p. 583). This is not to minimize the effects of violence on boys, particularly non-heterosexual boys who are far more likely to experience harassment and online bullying than heterosexual boys (Jaffe & Hughes, 2008). Homophobia shares many of the root causes of violence against women (rigid gender roles, subjugation of all things feminine, patriarchy, etc.), and violence indeed occurs within same-sex relationships. Because the effects of violence against girls and women, however, are so severe and wide-reaching, it is imperative that we discuss this issue separately.

It is important to recognize violence against women and girls as both a tool and a consequence of oppression and gender inequality. Violence against girls “creates power imbalances within the school environment and distracts female... students from equal opportunities to learn” (Shariff, 2005, p. 466). Girls who feel unsafe or unable to concentrate at school due to victimization are disrupted in their learning and social, cognitive, and emotional development (Shariff, 2005). They may avoid school, become isolated, and feel alienated from their school and peers (Cassidy et al., 2013; Young et al., 2009); they are more likely to have ongoing difficulties in their relationships with others (La Greca & Moore Harrison, 2005); and they may withdraw (Hendry & Reid, 2000). This can contribute to re-victimization, perhaps “because children with internalizing problems are seen as easy targets by potential aggressors, reward aggressors with signs of

suffering, and have less support from peers” (Card, Isaacs & Hodges, 2008, p. 127). Their self-concept and sense of social order are affected and they may feel that they have less agency, self-efficacy, social competence, and competence in other areas (Card et al., 2008; Macmillan & Hagan, 2004). In addition, “as children get older, they tend to take on consistent roles across aggressive interactions – perpetrator, victim, assistant to the perpetrator, reinforcing onlooker, nonparticipant onlooker, defender of the victim, and so on” (Boyd et al., 2009, p. 316). Victims tend to be anxious, passive, sensitive, submissive, have low self-esteem or self-confidence, show fewer pro-social behaviours and lack high quality relationships with friends. Aggressive children, on the other hand, “usually believe that their peers like them... [however] many appear to be unable to control the expression of strong feelings” (Boyd et al., 2009, p. 318). Thus, their development may be compromised.

Victimization is strongly correlated with mental health difficulties. While suicide relating to cyberbullying has garnered a lot of attention lately (Cassidy et al., 2013), other effects of victimization may include depression, poor self-esteem, anxiety, suicidal ideation and behaviours, sexual risk behaviours, eating disorders, substance use, pregnancy outcomes, psychosomatic problems like headaches and sleep disturbances, helplessness, fear, feeling vulnerable and alone, aggressive behaviour, deviant behaviours, delinquency, diminished self-worth, serious relationship disruption, emotional and peer problems (Exner-Cortens, Eckenrode & Rothman, 2012; Cassidy et al., 2013; La Greca & Moore Harrison, 2005; Card et al., 2008; Gruber & Fineran, 2007; De La Rue, Polanin, Espelage

& Pigott, 2013). These may lead to further problems, including chronic mental illness such as major depressive disorder and social anxiety disorder (La Greca & Moore Harrison, 2005). Sexual victimization, in particular, is significantly associated with posttraumatic stress disorder (PTSD), major depression, suicide attempts, and substance use/abuse disorders (McCauley, Conoscenti, Ruggiero, Resnick, Saunders & Kilpatrick, 2009; Goodenow, Szalacha and Westheimer, 2006).

Victimization in adolescence can contribute to a generational cycle of maladjustment and abuse (Card et al., 2008). Macmillan and Hagan (2004) state that “even when they do not directly produce long-term psychological change in an individual, such experiences may still influence developmental trajectories and ultimately life-course outcomes” (p. 131). Adolescents who experience teen dating violence or sexual violence are at higher risk of victimization throughout their life span (Noonan & Charles, 2009; Hamby et al., 2012; Rickert et al., 2004; Chiodo et al., 2009), and interactional patterns may carry over into adulthood (O’Keefe, 2005). In addition, adolescent “victimization undermines academic performance, educational attainment, labor force participation, occupational status, and earnings in early adulthood” (Macmillan & Hagan, 2004, p. 152). As a result, “victimization and its consequences may be implicated in the reproduction of social inequality” (Macmillan & Hagan, 2004, p. 152). Girls who were victimized in adolescence may experience life-long impacts.

Perpetrating violence is also associated with negative outcomes, such as social and behavioural difficulties, stress, depression, anxiety, suicidal ideation and behaviours, and

low self-esteem (Campbell, Slee, Spears, Butler, & Kift, 2013, as cited in Cassidy et al., 2013; Lewis & Fremouw, 2001). Studies have found that perpetrators tend not to perceive their behaviour as harsh or impacting the victim, tend to be more impulsive and have little empathy for their victims, and sometimes show features of antisocial personality disorder (Campbell et al., 2013, as cited in Cassidy et al., 2013; Bhat, 2008; Lewis & Fremouw, 2001). Thus, youth who perpetrate violence may also lack a healthy social and emotional development, which may impact their relationships and life trajectories. Perpetrators of one type of violence may also be more likely to be involved in other types (for example, cyberbullying, dating violence and sexual aggression) (Johnson et al., 2005; O'Keefe, 2005). Failing to intervene in or prevent these behaviours, therefore, does nothing to assist either would-be victims or perpetrators in becoming healthy, productive citizens.

Social Skills

Social skills are extremely important in the cultivation of meaningful relationships. Adverse early experiences can disrupt the development of healthy attachment and social skills, which can impact relationships (Seto & Lalumiere, 2010). While early relationships such as that of parent-child provide the first opportunities for children to learn healthy emotion regulation and communication skills, this learning may be compromised for a variety of reasons, including current or historical parental trauma. In addition, one's experiences, including exposure to parental violence, may deter optimal development of these skills and there may be deficits. Lewis and Fremouw (2001)

explain that “couples are at greater risk for experiencing violence in relationships when they possess deficits in problem-solving and communication skills and high levels of conflict” (p. 124). A 1991 study by Bird, Stith, and Schladale found that “respondents in violent dating relationships more often resorted to insults, swearing, or cold and silent withdrawing to motivate the partner to act according to their wishes” (O’Keefe, 2005, p. 5). Female victims may tend to be less assertive, more confrontational, or more withdrawn and male perpetrators may tend to see violence as a justifiable conflict-resolution tactic (Lewis & Fremouw, 2001). O’Keefe (2005) adds that “from a social learning theory perspective, skill deficits, such as poor problem solving abilities, difficulty managing anger and communicating feelings would increase the likelihood of resorting to violence to solve problems” (p. 5). Thus, it would seem that providing opportunities for all youth to learn and practice healthy social skills may reduce violence against women and girls.

Social Self-efficacy

Following social cognitive theory, in order to make behavioural changes, youth must not only learn the skills needed to succeed in their environment, they must also feel that they can effectively apply them. If they are to seek out or provide social support, to connect socially with others, or to assert themselves with others, they must believe in their ability to do so or, according to social cognitive theory, they will not try. Schwarzer (1992) states that “if people believe that they can take action to solve a problem instrumentally, they become more inclined to do so and feel more committed to this decision” (p. ix).

Bandura (1992) adds that “the self-efficacy mechanism also plays a pivotal role in the self-regulation of affective states” (p. 24). Schwarzer (1992) points out that “a low sense of self-efficacy is associated with depression, anxiety, and helplessness... [as well as] low self-esteem and... pessimistic thoughts about their accomplishments and personal development” (p. ix). Bandura (1992) further expounds that “perceived self-efficacy to exercise control can give rise to despondency as well as anxiety... [as] people are saddened and depressed by their perceived inefficacy in gaining highly valued outcomes” (p. 27). People who don’t believe they can manage potential threats “experience high levels of anxiety arousal... [and] dwell on their coping deficiencies” (Bandura, 1992, p. 25). Rutter (2012) adds that evidence suggests that “successful coping with the challenge or environmental hazard is more likely when there is a sense of self-efficacy, the acquisition of effective coping strategies and a cognitive redefinition of the negative experience” (p. 37). Thus, self-efficacy and coping are intertwined.

Social relationships are important to the development of both social self-efficacy and coping skills. Bandura (1992) points out that “supportive interpersonal relations can reduce the aversiveness of negative life events that give rise to stress and depression... [and foster] coping competencies that alter the threat value of potential stressors” (p. 29). Relationships also provide the opportunity to learn and develop healthy social skills which may, in turn, improve the quality of relationships. According to Boyd et al. (2009), “most studies show that popular children behave in positive, supporting, nonpunitive and nonaggressive ways toward most other children” (p. 318). Youth who are liked by their

peers explain things, consider others' wishes and perspectives, take turns in conversation, and are good at regulating their emotions and accurately assessing others' feelings (Boyd et al., 2009, p. 318). On the other hand, "withdrawn/rejected children realize that they are disliked by peers... [and] after repeated attempts to gain peer acceptance, these children eventually give up and become socially withdrawn" (Boyd et al., 2009, p. 318), often resulting in loneliness. Schwarzer, Dunkel-Schetter, Weiner and Woo (1992) note that "passive, depressive and ungrateful victims... are seen as socially unattractive and, therefore, receive less support in the long run" (p. 70). Thus, social self-efficacy is an important determinant of youth's efforts to form and maintain social connections which are critical to emotional wellness and resilience, and can contribute to the prevention of victimization and re-victimization.

The research suggests that self-efficacy can be strengthened so that previously threatening situations no longer pose challenges, for example, through exposure and practice. The most powerful way to increase self-efficacy is by experiencing mastery through the provision of knowledge, skills, and practice opportunities (Bandura, 1992; Williams, 1992). This suggests that the provision of opportunities to practice social skills within a safe, supervised, and supportive environment, such as that provided Victim Services of Leeds and Grenville's Youth Program, may assist students in increasing their social self-efficacy, which, in turn, would theoretically increase social behaviours, including civic engagement.

Social Connectedness

Research has shown that resilience can be increased by providing opportunities to make and strengthen positive relationships and that a sense of community and connectedness in turn enhances resilience (Oliver, Collin, Burns & Nicholas, 2006). Kent (2012) states that, in a wide-ranging literature review on resilience, the two characteristics that consistently appear “are a close relationship with one or more adults and self-efficacy or being effective in their environments” (p. 120). Kent (2012) found that their “wide-ranging review pointed to two prominent characteristics of good survival in the survivor literature and the resilient positive adaptation in the developmental research: (1) approach and engagement in the person’s circumstances in ways that kept him or her well, and (2) social relatedness and maintaining connections with others” (p. 120). Kent (2012) describes the “basic brain, endocrine, and behavioral mechanisms that constitute resilience at a biobehavioral level” (p. 111), including affiliation as an antistress system, mirror neurons and social neural networks. He explains that these biological systems show that resilience “is an interactive process that requires someone or something to interact with” (Kent, 2012, p. 111). Thus, social connections contribute to coping and resilience.

In their exploratory study of youth in rural Scotland, Hendry and Reid (2000) found that adolescents who had been victimized by other youth tended to respond to bullying through silence and avoidance. In some cases, the youth questioned whether to join or stay separate and to what degree, although the belief was that “fitting in was part of the

larger group of skills needed to ‘get along’ and be able to handle life situations in general” (Hendry & Reid, 2000, p. 711). The adolescents described good friendships as providing, among other things, a feeling of being supported, unconditional positive regard, and “a social buffer against the world at large” (Hendry & Reid, 2000, p. 711). Without this support, or after the loss or rejection of a friend, they described “feeling stupid, hurt, sad, or depressed... [and] withdrawal from other friends and family” (Hendry & Reid, 2000, p. 711). While the withdrawal was often meant to be a temporary way of dealing with one’s feelings and learning from the experience, it was sometimes felt to be difficult to become more sociable after a period of withdrawal (Hendry & Reid, 2000). Loneliness was mentioned as a concern and “some questioned whether or not something was wrong with them” (Hendry & Reid, 2000, p. 713).

Studies have consistently found that adolescents who are connected to family, school, peers, and community have more positive indicators of health and behaviour (Jose, Ryan & Pryor, 2012). Jose et al. (2012) add that “there is general theoretical consensus among the diverse array of researchers that a perceived sense of belonging or connectedness is a basic psychological need, and that when this need is satisfied it brings about positive outcomes” (p. 236). Jose et al. (2012) point out that the construct of connectedness “is difficult to operationalize (terms used to describe it include connection, bonding, sense of belonging, sense of community, sense of relatedness, and attachment)” (p. 237), however, the majority of definitions of adolescent connectedness usually describe, or infer through measurement, one or more of the following: the nature, property, or

quality of the relationship; the subjective psychological states (affective or cognitive) held by an adolescent about a relationship; and a combination of psychological states and specific behaviors believed to be related or to influence these states (p. 237).

Jose et al. (2012) add that “satisfying the need to be connected with others... seems to provide adolescents a substantial basis for feeling positive about themselves and their future; consequently we recommend that interventions and youth programs include a component that encourages healthy connectedness with stimulating and supportive programs and caring adults and peers” (p. 248). Victim Services of Leeds and Grenville’s Youth Program is one such example.

Seeking/giving Help

Social connectedness promotes resilience and is therefore an important factor in healing from experiences of victimization. Everall, Altrows, and Paulson (2006) state that “in times of crisis or adversity, resilient adolescents often seek out and accept the support of caring nonparent adults, such as teachers, coaches, school counselors, ministers, and neighbors” (p. 463). Research shows, however, that most adolescents do not go to adults for help, although many do turn to their friends if they seek help at all (Black, Tolman, Callahan, Saunders & Weisz, 2008; Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008). Reasons for not talking to adults may include fear of losing their freedom, greater reliance on peers, a need for autonomy, fear of losing access to technology, fear of

retaliation, feeling that no one could help, fear of loss of privacy, shame, embarrassment and feeling that no one cared (Cassidy et al., 2013; O’Keefe , 2005; Safe Schools Action Team, 2008). Broman-Fulks, Ruggiero, Hanson, Smith, Resnick, Kilpatrick & Saunders (2007) state that “nearly one in three sexual assault victims never disclose their assault to another person and at least two in three never report the assault to social services or law enforcement” (p. 261), although this can have important implications for recovery. For example, they found that students who waited more than a month were more than twice as likely to be depressed (Broman-Fulks et al., 2007). Youth are, in fact, least likely to report victimization to law enforcement and a 2005 study by Ashley and Foshee found that only about one in eleven episodes of teen dating violence is reported to adults or authorities (Black et al., 2008; Herrman, 2009).

Because youth are most likely to trust and talk to a friend about their experience of victimization, particularly when it had been witnessed by someone, it is critical that we understand and overcome bystander resistance to intervention (Black et al., 2008; Noonan & Charles, 2009; Cassidy et al., 2013). Black et al. (2008) state that “adolescents’ turning to their peers for help with dating violence presents persistent concerns and challenges for prevention and intervention programs” (p. 752). Bystanders may be with the perpetrator at the time of the offence, they may be with the victim when the offence occurs, they may be with neither but have harassing messages forwarded to them, for example, or they may visit a website where cyberbullying has been posted or is occurring (Cassidy et al., 2013). Most adolescents, however, don’t know how to give

appropriate support to their friends, which may result in victim blaming and/or risky advice (Black et al., 2008; Agatston, Kowalski & Limber, 2007). Many struggle with the concept of intervening in abusive behaviors perpetrated by a friend, particularly if the abuse was verbal or emotional (Noonan & Charles, 2009). Noonan and Charles (2009) found that deterrents to intervening in dating violence included fear of getting a reputation as a ‘snitch’; fear of getting beat up by the perpetrator; and feeling that it is not their business. Youth need to be taught how to recognize abuse and provide support and accurate information (Agatston et al., 2007; Noonan & Charles, 2009; Cassidy et al, 2013). Noonan and Charles (2009) point to research showing that peers can be especially effective in disseminating information, referrals, and advice, as well as promoting safety, respect, and equality.

Although adolescents do not tend to “view formal community resources or school personnel as viable options for help with their problems” (Black et al., 2008, p. 744), characteristics that might increase the likelihood of them approaching an adult for support include open-mindedness, trustworthiness, non-blaming, caring, sensitivity, respect, empathy, a nonjudgmental attitude, and validation (Cassidy et al., 2013; Hendry & Reid, 2000; Ball, Kerig & Rosenbluth, 2009). Ball et al. (2009) also found that “the facilitators’ not being part of the school system appeared to have the added bonus of providing students an increased sense of confidentiality” (p. 48S). Noonan and Charles (2009) add that the participants in their study expressed concerns about confidentiality when going to teachers and other school staff for help, however “a few female participants felt that if the

teacher was female, younger, and ‘cool’ then other girls might feel comfortable going to her for help” (p. 1097). Students often don’t know where to get information so “sensitive and supportive resources and information, including referrals to professionals who have expertise in these areas” (Safe Schools Action Team, 2008, p. 24) are helpful.

The way in which assistance is delivered is also critical to whether or not youth seek and accept help. Hendry and Reid (2000) found that, while respondents preferred to make their own decisions, support enabled them to cope more successfully with difficulties. They stated that “having someone who could listen objectively and non-judgmentally, without a ‘hidden’ agenda, was not often available to these young people... [and] people who could offer counselling, advice, or teach developmental skills like relationship building, conflict management and stress management were desired” (Hendry & Reid, 2000, p. 714). They noted, however, that adults often “underestimated the impact of [their] concerns, and often trivialized what could be devastating experiences of loss or pain” (Hendry & Reid, 2000, p. 715). Cassidy et al. (2013) suggest that school personnel can assist by empowering students, or acting on their behalf; implementing and evaluating a prevention program; providing problem-solving and emotion regulation training; supporting victims by expressing empathy and concern, without trivializing; consulting with others; and developing a peer helper program. Thus, it would seem that programs that would be well-received by youth, thereby encouraging participation, would be non-judgmental and validating, and would include advocacy and learning components.

Components of Effective Programs

Research has identified several important components of effective youth programs.

According to the literature, successful programs include training in social skills, provide sufficient dosage, are theory driven, include varied teaching methods, provide opportunities for positive relationships, are appropriately timed, include outcome evaluation, and involve well-trained staff (Nation, Crusto, Wandersman, Kumpfer, Seybolt, Morrissey-Kane & Davino, 2003). Weisz and Black (2009) also point to a variety of considerations for group prevention programming, including whether or not parental consent should be obtained, the possibility that strategies may need to differ when working with males and females, and the age span and size of the group.

According to the literature, curricula should contain information about dating violence and healthy versus unhealthy relationships, rights and responsibilities within healthy dating relationships, healthy coping mechanisms, communication skills, how to seek help, and community services (Weisz & Black, 2009; Black et al., 2008; Sorensen, 2007; De la Rue et al., 2013; Cassidy et al, 2013; Noonan & Charles, 2009; Bhat, 2008; O’Keefe, 2005; Herrman, 2009). Jaffe and Hughes (2008) point out that “relationship knowledge and skills can and should be taught in the same way as reading, writing, and arithmetic” (p. 19). Weisz and Black (2009) add that “O’Brien (2001) notes the importance of defining specific behaviours as abuse, as research shows that adolescents often do not view physical or sexual aggression as abusive” (*Definitions, Warning Signs*”, paragraph 2).

Weisz and Black (2009) point out that “research suggests that it is important to select gender-neutral materials that do not consistently describe males as perpetrators and females as victims, as it is considered counterproductive to alienate male students” (*“Empathy for Victims”*, paragraph 2). They state that the “some literature suggests that material should address youth in sexual minorities, because dating violence is not limited to heterosexual couples... It should also address the vulnerabilities of youth with disabilities” (Weisz & Black, 2009, *“Special Content About Gay and Lesbian Youth”*, paragraph 1). It is also important to teach youth nonviolent and healthy coping mechanisms to help them learn how to deal with intense emotions such as anger and jealousy (Black et al., 2008; Cassidy et al, 2013). Programs should build empathy and self-esteem, and teach healthy ways of communicating, addressing conflict and solving problems such as peer pressure (Noonan & Charles, 2009; Cassidy et al., 2013). Reducing impulsivity is also important and this may be assisted by building empathy and problem-solving skills (Bhat, 2008).

Programs must be sensitive to disclosures of violence and be able to provide a safe place to discuss these issues as well as safety planning, assistance with legal matters, and referrals (Ball et al., 2009). It is advisable to “inform youth about professional obligations to report child abuse or threats of violence, and to have a plan and resources in place to respond to disclosures of children abuse or dating violence” (Weisz & Black, 2009, *“Issues Related to Disclosure”*, paragraph 2). It is also important to ensure an atmosphere of respect so that “groups provide an opportunity to experience a sense of belonging and

practice new, healthy relationship skills in a safe environment” (Ball et al., 2009, p. 55S). Weisz and Black (2009) state that “even though youth should be reminded about confidentiality and respect, survivors must be protected from revealing information that may become the source of gossip or ridicule after the sessions are over” (*Issues Related to Disclosure*, paragraph 2). It may, thus, be a good idea to suggest that, while participants are welcome to talk to the program staff privately at any time and that they should talk to someone they trust if they are struggling emotionally with the material presented or any other issue, they will not be asked to share personal information with the group.

Weisz and Black (2009) refer to the literature on programming for youth, which “suggests that the age span for adolescent participants must be kept relatively small, as maturity and interests can vary greatly” (*Homogeneity of Age in Groups*, paragraph 1). Regarding group size, Weisz and Black (2009) state that it “strongly influences member satisfaction, level of interaction, and group cohesion” (*Group Size*, paragraph 1). They point out that advantages of small groups include the opportunity for interaction and discussion while “large groups pose the potential of ridicule or discomfort and do not ensure confidentiality or opportunities to reveal personal beliefs safely and openly” (Weisz & Black, 2009, *Disadvantages of Assembly Presentations*, paragraph 1). Weisz and Black (2009) point out that discussion focused programs may increase participants’ sense of self-efficacy, and increase prevention program saliency and the processing of information. They add, however, that “it may also be useful to distribute discussion

guidelines at the beginning of the program” (Weisz and Black, 2009, “*Discussion Versus Didactics*”, paragraph 1) in order to clarify the expectations regarding confidentiality, respect, turn taking, and so on.

Although there is little evidence regarding the optimal number, length or spacing of program sessions, there is support for sufficient duration and spacing to allow “youth and leaders to establish trusting relationships in which youth may feel more willing to openly discuss and challenge” (Weisz & Black, 2009, “*Length of Programs*”, paragraph 4) their attitudes, beliefs and behaviours. In terms of timing, Card et al. (2008) add that “it would be ideal to implement prevention programs very early on... well before serious victimization problems emerge, [however] it is central that interventions be timed for when they can have the greatest impact” (p. 142).

There is also a need to incorporate various learning modalities into programming for youth. Weisz and Black (2009) state that “Close (2005) also advocates for programs to be of ‘sufficient length to enable teaching of a full curriculum using various teaching strategies, including role-playing, interactive games, and art-related projects that engage various interest levels of age groups while delivering important information’” (“*Length of Programs*”, paragraph 4). Weisz and Black (2009) add that “interaction seems to be the key factor in many current youth prevention programs” (“*Presentation Techniques*”, paragraph 1), and describe several ways to increase this factor, such as the use of “various learning strategies, including guest speakers, videos, behavioural rehearsal, visits to community agencies, and a social action project” (“*Presentation Techniques*”,

paragraph 1). Having representatives of other agencies attend the program presents the opportunity for connection and information (Weisz & Black, 2009). The agency approach to adolescent programming promotes the use of social action among youth, and Weisz and Black (2009) point out that “the inclusion of a social action component in prevention programs may help adolescents retain information” (“*Youth Outreach or Social Action*”, paragraph 1). Weisz and Black (2009) state that “judicious use of short videos can attract youths’ attention and raise important issues for discussion” (“*Use of Videos*”, paragraph 1). They add that “many programs use modeling and role-playing as mechanisms to build participants’ sense of self-efficacy” (Weisz & Black, 2009, “*Role-playing*”, paragraph 1) and skills and suggest that these provide an opportunity to practice the skills. They caution, however, “against forcing adolescents to participate against their will... [noting] the importance of being aware of the classroom dynamics” (Weisz & Black, 2009, “*Role-playing*”, paragraph 9).

Educating adolescents not only provides them with the information they need, it also increases their ability to share accurate information with their peers. Weisz and Black (2009) state that “Avery-Leaf and Cascardi (2002) recommend including a peer-counselling component in dating violence prevention programs, because research shows that youth are more likely to seek help from friends than from adults” (“*Peer Leadership Programs*”, paragraph 5). They describe several advantages of peer education including “that adolescents communicate better with one another than adults communicate with youths... [and that] they can influence peers’ behaviours, be a role model and

disseminate information using the language of peers... in a nonthreatening manner” (Weisz and Black, 2009, “*Peer Leadership Programs*”, paragraph 3). Weisz and Black (2009) point to work by Sloane and Zimmer (1993) in which they describe peer education as a motivational model which can empower students and state that “people are more likely to hear and personalize a message that may result in changing their attitudes and behaviours if they believe the messenger is similar to them” (“*Peer Leadership Programs*”, paragraph 3).

Involving parents and community partners in adolescent programming is also important to support the promotion of consistent messaging to youth. Weisz and Black (2009) state that “parental involvement is important, because parents need to know what their children are learning so they can be in a stronger position to reinforce the program’s messages at home” (“*Parental Involvement*”, paragraph 1). Weisz and Black (2009) suggest ways to involve parents, “including the use of orientation sessions, presentations, written information, newsletters, and group sessions” (“*Parental Involvement*”, paragraph 1). For example, an orientation session can be used to inform the participants’ parents about the program and its content, educate the parents, and invite the parents to ask questions (Weisz & Black, 2009). Weisz and Black (2009) add that “Skuja and Halford (2004) suggest that information learned at orientation sessions may educate and assist parents who may have been involved in domestic violence, thus possibly reducing youths’ exposure to violence in the home” (“*Orientation Sessions*”, paragraph 1).

Despite the importance of prevention programs for adolescents, there is very little financial support for them. Funding could potentially assist with supplies, ensuring a stable base, personnel costs and opportunities for staff education and training. Weisz and Black (2009) state that “communities should pay sufficient salaries to prevention educators to enable them to work in the field long past the apprenticeship stage” (“*The Authors’ Wish List*”, paragraph 2). They add that “experience enables educators to improvise skillfully in order to address teens’ interests and respond effectively to survivors in the audience” (Weisz & Black, 2009, “*The Authors’ Wish List*”, paragraph 2). As O’Keefe (2005) points out, “prevention of dating violence will require a clear commitment (both financial and otherwise) with the goal of establishing a consistent, coordinated, and integrated approach in every school and community” (p. 9). Stable funding is vital to ensure that organizations are able to hire staff to run the programs, purchase needed supplies, and maintain continuous programming and ongoing evaluation in order to best meet the needs of adolescents and their families.

School-community partnerships

Ideally, schools and communities would work together to present youth programs that would reach all young people. Weisz and Black (2009) state that “the participation of schools in prevention programming for youth is critical” (“*School Staff Involvement*”, paragraph 1) while, at the same time “the literature is consistent in stressing the importance of involving the community” (“*Community Involvement*”, paragraph 1). Weisz and Black (2009) point to efforts to involve the whole community in prevention

programs, with schools, community agencies, and individuals working together to plan or present programs, hosting special events, and sharing information with various teams or networks within their community.

The Ontario Ministry of Education's Student Support Leadership (SSL) initiative "provides school boards with \$3 million annually over three years to establish or enhance local partnerships" (Safe Schools Action Team, 2008, p. 16). Schools may not have the time to deliver multi-session prevention programs so collaborating with community organizations may be an ideal solution (Cook-Craig, 2012). The Safe Schools Action Team (2008) recommended that "in order to promote a positive school climate, where students are not subjected to gender-based violence, homophobia, sexual harassment, or inappropriate sexual behaviour, schools must... work with agencies possessing professional expertise in these areas to develop a coordinated approach to prevent and respond to these types of issues" (p. 21). Schools are an ideal way to access youth and may be able to provide a stable home for prevention programs if funding is available (Kervin & Obinna, 2010). Weichold (2007) adds that "from a school context it is relatively easy to mobilize other partners within the community to support positive youth development... [and that] high levels of developmental assets are linked to school success and high academic achievement" (p. 305). School and community organizations, thus, are ideal partners for interventions and programs promoting positive outcomes for children and adolescents.

Weisz and Black (2009) point out that “gaining access to groups of adolescents is critical to successful prevention programming” (“*Recruitment Issues for Prevention Programs*”, paragraph 1) and suggest that the advantages of offering programming within schools include the fact that schools provide universal education and opportunities for repeated contact with youth. Universal programs that target “all adolescents rather than those considered vulnerable or at risk decreases the stigma of attending the program” (Weisz & Black, 2009, “*ADVANTAGES OF SCHOOL SETTINGS*”, paragraph 1), increasing the likelihood that youth will be receptive to the messages presented. Weisz and Black (2009) point to an article by Wekerle and Wolfe (1999) which suggests “that in-school programs have practical benefits including adequate space, access to youth, available transportation, staffing support, possible administrative support for research, and communication with parents” (“*ADVANTAGES OF SCHOOL SETTINGS*”, paragraph 1). Further, Weisz and Black (2009) add that “programs delivered within the school community also can reach adults, such as teachers and administrators” (“*ADVANTAGES OF SCHOOL SETTINGS*”, paragraph 1). This offers the additional benefit of encouraging consistent messaging to youth as well as encouraging adults to role model healthy behaviours.

Another important reason identified by Weisz and Black (2009) for placing programs in schools “is that it provides an opportunity for schools and prevention programs to partner in the effort to reduce violence” (“*ADVANTAGES OF SCHOOL SETTINGS*”, paragraph 3). These authors point to work by Avery Leaf and Cascardi (2002) that suggests that

“independent educators of dating violence are probably more knowledgeable about the subject [than might be school staff], may be more sensitive in handling disclosures, and may have more knowledge about community resources” (Weisz & Black, 2009, “*ADVANTAGES OF SCHOOL SETTINGS*”, paragraph 5). Because “adolescents rarely view teachers as viable options for help with their problems or dating violence... locating programs in the school offers the opportunity to partner with classroom teachers” (Weisz & Black, 2009, “*ADVANTAGES OF SCHOOL SETTINGS*”, paragraph 6) and reduces strain on teachers.

On the other hand, however, there are reasons to present prevention programs outside the school setting. Weisz and Black (2009) state that “the literature indicates that an important limitation of school programs is that a critical group of teens is excluded when the programs are presented in schools” (“*Limitations of School Settings*”, paragraph 1). For example, “older teens who have graduated, or those who are truant or have dropped out of school, cannot participate” (Weisz & Black, 2009, “*Limitations of School Settings*”, paragraph 1). Further to this, Weisz and Black (2009) cite Begun (2003) in stating that “many of the students ‘at risk’ for becoming perpetrators of IPV [intimate partner violence] have poor school attendance and may not respond well to interventions delivered by educational authorities” (“*Limitations of School Settings*”, paragraph 1). Weisz and Black (2009) point out, however, that “few programs discussed in the literature have been conducted outside educational settings” (“*Other Settings*”, paragraph 1), the current program excluded. Weisz and Black (2009) state that, while respondents in

their study did not note any “specific disadvantages of presenting programs in the community, many reported that they lacked the resources to do the needed programming in community settings in addition to the school settings where they could reach more youths” (“*Other Settings*”, paragraph 3). Thus, it would be ideal to offer programming both within schools and in the community.

Victim service organizations are well-suited for providing prevention and intervention programs. Macmillan and Hagan (2004) point out that victim service programs may show “that the larger community is responsive and helpful rather than predatory and threatening” (p. 153). Cassidy et al. (2013) add that “what happens in schools, to a certain degree, mirrors what happens in larger society” (p. 596), therefore there is a need to reframe the issue as a community-problem rather than a child-problem or a school-problem (Cassidy et al., 2013). Cassidy et al. (2013) point out that “if everyone tries to help rather than expecting someone else to do it, then we will have a greater chance of addressing this problem successfully” (p. 596).

Program Evaluation

Due to competing demands for resources, funding is often provided based on demonstrated outcomes through program evaluation. Cook-Craig (2012) points out that few intervention programs “have been evaluated well enough to be considered evidence-based... [which] increases the need for practitioners to engage in evaluation of their prevention programs as they are being implemented to determine if they are achieving

desired outcomes” (p. 7-8). Thus, programs should undergo evaluation, both as a means of securing funding and measuring their effectiveness in meeting their goals. This also enables them to focus efforts on continuing what works and making any needed changes in order to improve their programs or discontinue ineffective ones.

A small number of prevention programs of varying durations and structures have been discussed in the literature (Herrman, 2009; O’Keefe, 2005; De La Rue et al., 2013). Outcome evaluations of these programs have shown increased self-esteem, decreases in dating and relationship violence, reduced symptoms of emotional distress, changed attitudes about violence and gender stereotyping, increased awareness of community services, increased knowledge about abusive and healthy relationships and of sexual harassment, improved relationship skills, improved anger control, more effective communication, expectations for giving and receiving respect in personal relationships, expanded self-awareness, and awareness of bullying behavior (Ball et al., 2009; Herrman, 2009; O’Keefe, 2005; De La Rue et al., 2013). Ball et al. (2009) found that “both boys and girls reported learning to control their anger and to communicate more effectively... [and that] girls emphasized learning how to stand up for themselves or get help when threatened by disrespect or abuse” (Ball et al., 2009, p. 54S). These gender differences are extremely important in preventing girls’ victimization and re-victimization.

Although it is clear that well-designed and executed prevention programs can be effective in helping youth, there is a need to ensure that the program in question in fact meets these criteria. Nation et al. (2003) point out that “the difficulty in replicating expensive,

science-based prevention models or proprietary commercial products has resulted in many local agencies creating or adapting their own prevention programs with marginal effects” (p. 449). Weisz and Black (2009) encourage programs to undergo careful evaluation, “to value responses from youth and the community, and to gather these responses methodically as well as anecdotally” (“*The Authors’ Wish List*”, paragraph 2). Weisz and Black (2009) “also encourage them to partner with university personnel or professional evaluators to assist them in their program evaluation efforts” (“*The Authors’ Wish List*”, paragraph 2). Thus, partnerships between community organizations and academic or other research professionals may promote effective evaluation of programs.

Program evaluation may present several challenges. Pittman, Wolfe & Wekerle (2000) state that “implementing and evaluating a community prevention program is difficult and challenging, and is largely unaided by well-established measures and procedures” (p. 225). Challenges may include “inadequate resources for implementation and evaluation, lack of support or hesitancy of community agencies or social service workers to refer to an unknown or experimental program, and a lack of standardized instruments” (Pittman et al., 2000, p. 225). Ward and Finkelhor (2000) point out that “the more comprehensive a social intervention, the more challenging the evaluation... [and if] the intervention is multi-faceted, its implementation widespread, and the outcomes are numerous... the challenges of doing such research in ways that maintain scientific validity and practical utility” (p. 4) are increased. Although Randomized Controlled Trials appear to be considered the gold standard within the positivist paradigm, Pittman et al. (2000) point to

some of the challenges including the difficulty of obtaining a random sample of youths for an unfamiliar program with a control-group component; the need for a large subject pool to ensure an adequate sample size; and the ability to maintain contact with youths for necessary data collection. Pittman et al. (2000) add suggestions for overcoming some of these challenges including flexibility in meeting times; using locations that suit the participant; an escalating payment for participation; having a familiar research assistant contact participants throughout the follow-up; and emphasizing the positive aspects of the program and research.

This evaluation of Victim Services of Leeds and Grenville's Youth Program includes both quantitative and qualitative components. The qualitative component of the current study comprises a formative evaluation while the quantitative component presents a summative program evaluation, or outcome evaluation. The design of the summative evaluation consists of the pre-test post-test control group design, in which the results of the social self-efficacy and social connectedness measures of the program participant and waitlist groups are compared. The participants were randomly assigned to the two groups as this design "is the only one that meets the internal and external validity criteria" (Van de Sande & Schwartz, 2011, p. 92). On the other hand, according to the post-positivist or interpretist paradigm, there is a need to understand the point of view of the program participants as interpreted by them rather than as deduced by the researcher. The formative evaluation, therefore, invited service users to share their experiences according to their own meanings and perceptions.

This evaluation of Victim Services of Leeds and Grenville's Youth Program was expected to contribute to the literature both locally and within the broader context. The knowledge gained from this project will be shared with the community of Leeds and Grenville as well as with other Victim Service sites throughout the province. Victim Services of Leeds and Grenville staff are connected with many area agencies and organizations as well as province-wide collaborations including the Ontario Network of Victim Service Providers. The plan is to share the knowledge generated through this study with as many of these organizations as possible.

Chapter Three: Methodology

To assess whether or not the Youth Program is impacting social self-efficacy and/or social connectedness, and how students and service providers have experienced the program, I used both quantitative and qualitative designs. In this section, I will describe both, beginning with the quantitative design.

i. Quantitative Study

The goal of the quantitative study was to focus on the outcomes of the program by using a classic experimental design. This involved randomly assigning participants to a test (program) group made up of participants who were to be included in the program and a control group made up of participants who were to be placed on a waitlist. The use of a test group and a waitlist group was to enable me to determine whether or not the test group underwent significant changes on the standardized measures that I selected, in comparison to the waitlist group. The aim was to obtain 2 groups of 15-20 students per group, however the summer program started with 10 youth in each group and finished with only 8. Group 1 was the test group: These participants received the instruction component, the volunteer training, weekly meeting activities, and the opportunity to participate in community volunteer activities. Group 2 was the wait list group and they received none of the above.

Recruitment

I had initially hoped to be able to advertise the program in the schools towards the end of the school year, however I was not able to proceed with registration until June 25th.

Following Carleton University ethics review board approval, I started posting the recruitment flyer (Appendix F) at various locations throughout Leeds and Grenville and on facebook, and emailing to various contacts. I also purchased an eighth page advertisement space in the local free weekly newspaper, with coverage across Leeds and Grenville. Almost all of the responses came through facebook or via the emails that had been sent out and shared. There were approximately 25 enquiries and, after I had provided further information, 20 agreed to participate in the study. During the recruitment process, several people mentioned that they felt such a program was needed and that they had difficulty finding something for this age group to do during the summer. Several also expressed that the content of the program and the study itself seemed to them to be very important.

I met with each participant and their parent(s)/guardian(s) at a mutually desirable location (in their homes or at Tim Horton's restaurant), reviewed the consent forms, provided information about the study, and obtained written informed consent from each participant and their parent(s)/guardian(s) (Appendix G). The youth were advised that, if selected to participate in Group 1, they would be expected to attend all 5 weeks of the program, as well as one additional meeting to complete the post-test, and that they would receive a \$100 honorarium if they completed all 5 weeks. If they missed one of the 5 weeks, they

would receive a \$50 honorarium and they would be excluded from the project if they missed more than one meeting. Potential participants and their parents were informed of the course curriculum, the potential for discomfort, and the limits to confidentiality, and they were advised that they would not be asked to share any personal information with the group. Participants were informed of my role within Victim Services of Leeds and Grenville, as well as those of the two facilitators, in addition to the possibility of future contact relating to service provision. All of the participants expressed their hope that they would be selected for the program and several expressed excitement about the pizza lunch, the honorarium, and the program itself. All but one participant and their parent(s)/guardian(s) provided written media consent (Appendix H) and all signed waivers releasing the 1000 Islands Mall from any liability.

The pre-test (Appendix B) was administered to students in both groups at the initial individual meetings and the post-test (Appendix B) was administered within one month after the completion of the program during individual meetings. The tests included the following standardized measures:

- The Social Connectedness Scale (Lee & Robbins, 1995)
- The Social Self-Efficacy Scale (Muris, 2001)

As stated above, participants were randomly assigned to one of the 2 groups by drawing names from a gift bag. The instruction group received 5 weeks (4 hours per week) of instruction, volunteer training, a pizza lunch, and activities (Appendix A), as well as the opportunity to attend any scheduled volunteer events. The meetings were co-facilitated

by two Victim Services staff and I was present to introduce and distribute materials, provide support, and monitor the process. The wait list group simply received the pre- and post-tests, and a \$20 honorarium. All participants received acknowledgement of the completion of “x” number of volunteer hours, including those who volunteered for the study but were assigned to the wait list.

Participants

Because it is important to teach both boys and girls the attitudes and behaviours needed to prevent violence against women, the target population of this project was male and female youth aged 12-18 who live in Leeds and Grenville, including youth of any socioeconomic status, ability, ethnicity, culture, and sexual orientation. To participate in the quantitative study, they were not to have had prior involvement with Victim Services LINK training or volunteer program.

Of the 20 participants, there were 15 females and 5 males; there were three 12-year-olds (grade 7), one 13-year-old, ten 14-year-olds, three 16-year-olds, two 17-year-olds, and one 18-year-old. During the interviews, several parents/guardians spontaneously disclosed challenges faced by the youth, including ADHD, Autism Spectrum Disorders, and Information Processing Disorders. There were no spontaneous disclosures and no information was sought regarding sexual orientation, sexual identity, or religious, ethnic or cultural affiliation, although it appeared that all but one participant was white. Although information regarding socio-economic status was not sought, it appeared that

the participants were evenly divided between the lower and middle ends of the stratum. Several of the youth were involved in various other activities, including volunteer work, although none of them had previously been involved in the Victim Services Youth Volunteer Program nor had they previously received our instructional component. Family composition appeared to be diverse, including blended and nuclear families, single parent families, and several youth were being raised by their grandparents and/or foster/adoptive parent(s). All of the youth are residents of Leeds and Grenville, although they were all living in Brockville or in Brockville's closer surrounding towns and villages, rather than the more rural areas within Leeds and Grenville.

Post-test

Eight participants completed the program: One dropped out after the first session and one dropped out after the third. Their pre-test scores have been excluded from the results and they did not complete the post-test. In addition, eight waitlist participants completed the post-test: Two of them did not return my messages requesting a meeting to complete the post-test, therefore their pre-test scores were excluded from the results and they did not complete the post-test. All of the post-tests were completed during private meetings with the participants and their parent(s)/guardian(s) in their homes or at Tim Horton's between August 20, 2014 and September 1, 2014. I distributed the honoraria during these meetings, as well as the letters confirming completion of volunteer hours.

ii. Qualitative Study

Given that the Youth Program is very new, the qualitative element of the study provided an opportunity to conduct a formative evaluation focusing on the planning and implementation of the program (Van de Sande & Schwartz, 2011). This part of the study involved interviews with three separate groups.

In-school assistance interviews

The first group included students who were not part of the evaluation study but who had had some involvement with Victim Services of Leeds and Grenville's Youth Program. I conducted interviews (Appendix C) with youth who had received intervention from Victim Services of Leeds and Grenville through the in-school assistance component of the Youth Program. Recruitment involved reviewing the client files of the two in-school staff for the past two years and selecting students who did not appear to have unsupportive or abusive parent(s)/guardian(s) and did not seem to be experiencing victimization or mental health challenges. From this list, I called approximately twelve potential participants, explained the purpose of the study, requested a short 20-minute interview, and offered a \$20 honorarium. Three youth agreed to participate in the interview and I arranged to meet with them individually, as they were all over the age of 16, at a mutually agreeable location (all of them selected a Tim Horton's restaurant). All of the youth were female. The interviews took place in August and September, 2014.

All participants were advised that they may withdraw from the project at any time and that they could express any concerns to me, the group facilitators, or Victim Services of Leeds and Grenville's Executive Director, Sonya Jodoin. They were also advised that they would be assisted in connecting with counselling and/or other ongoing resources as needed. The interviewees were informed of the potential for discomfort, the limits to confidentiality, my role within Victim Services of Leeds and Grenville, and the possibility of future contact relating to service provision. They all provided signed consent (Appendix G) to participate in the study. I took detailed notes as they answered the questions throughout the 20-minute guided interview, quoting as often as I could.

Service provider interviews

The second group involved interviews with service providers with the goal of exploring their understanding of and experiences with the Youth Program, as well as any suggestions they might have. I again reviewed the Youth Program staff's client files for the past two years and identified service providers who appeared to have made referrals to or had some involvement with the Youth Program. I sent emails to eleven service providers, including two police officers and nine school board staff, informing them of the project and inviting them to participate in an interview. I met with five service providers (one police officer and four school board staff) at mutually convenient locations (Tim Horton's, Starbucks, and schools) and conducted face-to-face interviews, after obtaining informed consent (Appendix I). I again took detailed notes as they

answered the questions throughout the 20-minute guided interview (Appendix D), quoting often. The interviews took place in January and February, 2015.

Summer Youth Program interviews

The third group involved follow up interviews with the participants who had completed the Summer Youth Program. This allowed me to interview these participants in order to explore their experiences with the program as well as the presence or absence of any effects after a six month period. I contacted the eight participants and explained why I was requesting the interviews. I was able to interview six of the eight participants who had completed the program. I met with the participants and their parents in their homes and obtained informed signed consents (Appendix J). I then interviewed the participants and took notes as they answered the questions throughout the 20-minute guided interviews (Appendix E), quoting often. The qualitative interviews were not audio recorded and I used my detailed notes to identify major themes.

Electronic data was stored on an encrypted USB drive. The USB drive, the surveys, the consent forms and the pre- and post-tests were kept in a locked box. Victim Services' Executive Director, Sonya Jodoin, thesis supervisor, Adje Van de Sande, and I had access to the data during the course of the study. The surveys and interviews were coded and did not identify the names of the participants. The data is the property of Victim Services of Leeds and Grenville.

Chapter Four: Results and Discussion

This chapter begins with the quantitative findings then goes on to discuss the results of the qualitative study.

i. Quantative Study

Analysis

I prepared an Excel spreadsheet, containing each of the final 18 participants' pre-test and post-test scores for the Social Self-Efficacy (SE) and Social Connectedness (SC) scales. I used this to calculate the mean scores for the pre- and post-tests for each scale for each group and created line charts (Tables 1 and 2).

Table 1

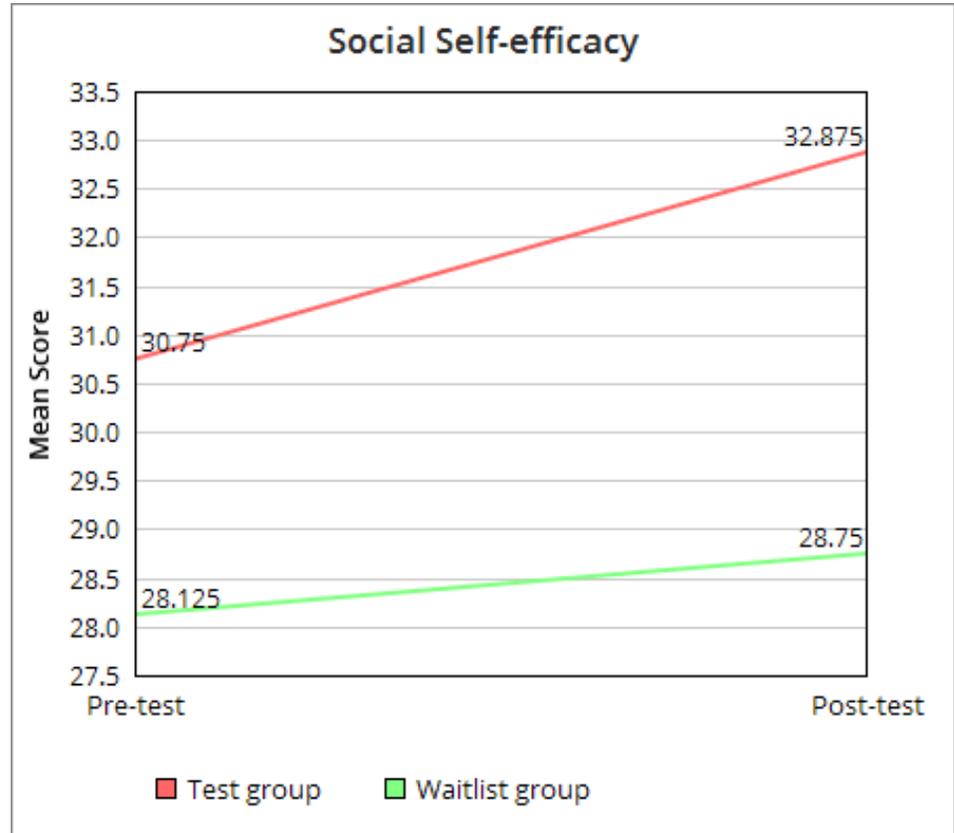
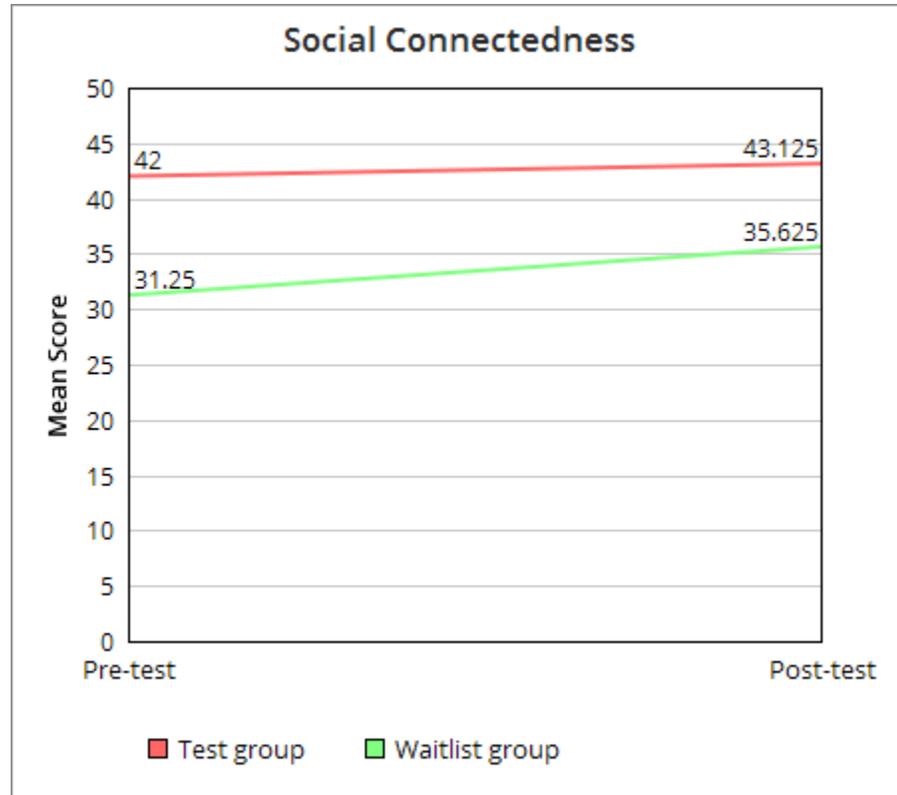


Table 2

These charts show that the Test group started out with higher scores in both Social Self-efficacy and Social Connectedness than the Waitlist group, although the participants were assigned to the groups randomly. Matching the groups according to pre-test scores on the scales might have produced different results. It is also apparent that the Test group had a larger increase in mean scores on the Social Self-efficacy scale while the Waitlist group had a larger increase on the Social Connectedness scale.

T-tests for the independent variables were conducted, and the two-tailed t-tests, in fact, demonstrate that neither changes on the Social Self-Efficacy questionnaire nor the Social

Connectedness scale for the Test group were significant in comparison to the Waitlist group (See Appendix K for Tables 3-6).

The results for the Social Self-efficacy scale indicate $t = 1.445$, $df = 14$, $p < .05$, while results for the Social Connectedness scale indicate $t = 2.498$, $df = 14$, $p < .05$. The results indicate that the Test group did not undergo significant changes in Social Self-efficacy or Social Connectedness as compared to the Waitlist group and, therefore, our null hypothesis is not disproved.

ii. Qualitative Study

Thematic analyses of the interview transcripts were conducted and revealed that, overall, the youth and service providers perceived the Youth Program to fit within the best practice guidelines identified in the literature review. It also points to some of the benefits of the program in addition to leading to some recommendations.

Ease of Access

One of the themes of the qualitative evaluation of Victim Services Youth Program is ease of access. Because Victim Services staff are available within the schools and the referral process is very simple for all service providers, it can easily be accessed by both youth and service providers. For example, one student stated: "I liked that I had somewhere to go in the school if I needed to... it made things easier." Another youth indicated that the service gave her someone to talk to if the teacher she normally spoke to wasn't at the school and she said that she was feeling at that point that she needed someone to talk to

on a regular basis. School staff had connected youth with Victim Services staff by accompanying them to the in-school office and introducing them. The service providers agreed that the availability of services where youth are was important and that it is helpful for youth “to know that they can go.” One service provider stated “I think youth having support for what they need when they need it is important...” Service providers had also used the availability of Victim Services staff within the school as a means of consultation and a way to access resources for youth, including pamphlets and other reading material. One service provider said “I don’t have to seek out information and can refer to someone who already has it... makes my life easier.” This corresponds with the literature indicating that schools provide an ideal location for the delivery of youth programs, both to ensure that students have access to the support they need and to promote collaboration.

Effective Staff

According to the interviewees, another theme is the effectiveness of the Victim Services youth program staff. The staff were perceived by the youth to be very supportive, very polite, nonjudgmental, respectful, friendly, easy to talk to, trustworthy and “just pretty awesome.” One youth participant stated “I think they were really nice and I could trust them with everything I told them.” The service providers perceived the staff as professional, knowledgeable, “calm, caring, prompt, effective”, and as having handled the situations presented to them appropriately. One service provider stated that interactions were “very positive, incredibly collaborative, respectful, [with] good and

appropriate communication.” Another added that “the attitude is a very willing-to-serve-however-I-can... available to help in any way they can... [and] glad to be invited... into issues we’re facing at the school.” It was noted of the assessment process that it “is a very difficult and specialized thing, being able to do that... being able to do the assessment but [also be] supportive.” In addition, Victim Services staff were seen as adding to the learning experience of students through “their experience, their expertise, sharing scenarios” and it was noted that “it’s nice that kids hear the same things from different parties... there may be a little more street cred... [from] people [who] are a little more in the know.” The literature review exposed several features that were deemed important to youth in accessing services and in presenting effective programming, and these are reflected in the perceptions of the participants regarding Victim Services’ youth program staff.

Empowerment

Empowerment is one theme that was not addressed in the literature review, however it ties in with feminist theory as an important component of programming for youth. The interviews identified that the assistance provided by the staff was felt to be empowering, as, for example, one interviewee stated that there were lots of resources available so she felt she had options. Another said that she was back and forth between wanting help and not wanting it, however the staff made her feel like it was her choice. She said that if they had been pushy, she would have wanted nothing to do with it. A service provider added that it was important that youth “understand the processes...” and another talked about

the program as part of “trying to bolster kids’ resilience... [by] being educated, being informed and having some strategies... for everybody... [as] anybody can be a victim at any point in time... [and gives] food for thought for those who may victimize.” The availability of information and support and the provision in such a way that is not pushed on youth, enables them to make choices and decisions regarding their own lives and encourages empowerment. This is a theme that could further be explored with regards to the provision of youth programs targeted at preventing and intervening in violence against women and girls.

Enjoyable Learning Experience

A major theme pertaining to the Summer Youth Program was that it was an enjoyable learning experience. For example, one participant stated that “they were a lot of fun... I felt like I was a kid again.” Another participant added that the crafts were “a fun way to put into perspective what we were learning about.” Three participants mentioned that their favourite thing about the program was the social aspect, for example, “meeting new people” and “getting together with everybody.” One participant stated that her favourite thing about the program was “the helpers... I really enjoyed how they participated with us.” Another added that “it wasn’t like talking to someone because you were forced to... it was more natural.” Other comments included: “I never felt that I didn’t want to go”; “I’d do it again... had a really good environment, everybody was really friendly”; “I had fun doing it... it was a really good informal process”; “they should keep doing youth programs... it’s always good to have extra skills under your belt”; and “it was

awesome... I'm glad to have been a part of it." The literature reviewed in this study describes components of effective programming, including the use of different learning modalities, however it does not expand on the importance of a fun and enjoyable learning experience in engaging youth in learning. This could be further explored in presenting prevention and intervention programs, particularly as the topics discussed are often very serious and could easily be overwhelming and potentially disengaging.

Preventing Revictimization

Another theme identified by the interviews was the importance of ensuring that youth are protected from psychological distress. There were suggestions that this might occur by having to repeat one's story several times, the possibility that youth could be triggered (by office materials and signage, presentations, talking, etc), and it was noted that some youth might not want to face personal issues while at school (compartmentalizing). One of the Summer Youth Program participants, for example, noted that "some of the talks were a little harsh... the ones about abuse were a little hard to listen to." Possible solutions that were offered included clarifying whether or not the referral is appropriate or if the youth would be better served by another organization before going into their story so that they don't have to repeat themselves, and ensuring that youth are provided with "enough support for their experiences" through follow-up services. It is important, however, to ensure that ongoing follow-up is wanted by each individual served as, for example, one respondent said that the follow up via text message that went on after the initial incident was unnecessary and became a little annoying. In terms of what could

have been done differently, one suggestion was to ask whether or not the person still wants check-ins. The literature does identify the importance of being prepared to offer support to youth who have been exposed to sensitive material or who wish to make disclosures. My review, however, did not uncover suggested guidelines regarding triage of cases or visibility of potentially sensitive materials. These are issues that could indeed be considered among Victim Services Youth Program policies and procedures to ensure that youth are protected from psychological distress.

Program clarification

A common theme among service providers was the need for clarity and communication regarding the youth program. Some pointed to what they viewed as a lack of marketing or advertising as some students don't know that they can access Victim Services at school and some service providers don't know about all of the services offered. One participant, for example stated "I think you're a very valuable resource... once we figure out what you do." Service providers suggested promoting the program by seeking other "groups of individuals to provide presentations to" and that "connecting inside of a smaller group like a class is important for [youth] to see your face... have more of a presence within the student body rather than just the office."

There appeared to be a wide variance in terms of awareness of the program among service providers and some were able to describe different aspects of the program in detail. A lack of clarity regarding the program was, however, perceived to potentially

deter youth from accessing the program, as noted by one service provider who stated that “for the student not having a clear picture of what it was probably kept him from going to explore it... it was too vague.” It was pointed out by several interviewees that there is a need to clarify and communicate particular aspects of the program for both youth and service providers, including clearly defining when it is appropriate to refer to Victim Services Youth Program as opposed to another referral agency; hours and days when the staff would be available in each location; what the service can and cannot do for youth; and limits and boundaries surrounding contact with staff. Some concerns were expressed regarding youth potentially using the service to avoid class or becoming dependent on staff, and it was noted that having clear boundaries and limits would likely assist with this. Aside from an observation that most programs are not clearly defined by the literature on prevention and intervention programming, my literature review did not identify the importance of clearly communicating the program for the clientele or the referral sources. This, however, was felt, by the service providers, to be of utmost importance.

Stigma

The theme of stigma appeared in several ways. The in-school assistance interviewees all indicated nervousness, fear (including fear of being judged, of being seen going into the Victim Services office, and of repercussions), pride, and reluctance as initial barriers to accessing services. One respondent, however, stated that Victim Services staff “ensured that I knew there wasn’t any shame in me coming for help.” The presence of the in-

school Victim Services offices was discussed as both a positive and a negative. While they may ensure ease of access for youth, concerns expressed included the visibility of office locations which might create privacy issues. The term 'Victim Services' was also perceived by some as related to stigma. For example, one service provider stated that she wondered "are there some kids who you'd want to access the service who wouldn't because of the name... [who] don't want to give up believing they're not a victim." Another service provider added, however, "I was really impressed that [the office] was front and centre... I liked that it was designated space... taking it out of the shadows... normalizing the concept of 'victim'... [as] there's shame with victims... [so] it's in other people's minds that there are victims out there." The literature review does expose stigma as a barrier to youth seeking help, however I did not find any comments on suggested office locations and such.

Social Self-efficacy

Social self-efficacy was identified as a theme during the interviews with the Summer Youth Program participants. Four of the youth in the Summer Youth Program indicated that they felt more confident interacting within the group by the end of the program than they did at the beginning. One participant said "at first I was a little shy because I didn't know the people but then I got to know them more and more." Another stated "it helped me get a feel for social things like that... it made me feel more confident than I was before". The majority of the participants also indicated that the group interactions helped them feel more confident about their social skills. One participant said that she was a

little shaky at the beginning because she didn't really know anyone but that "towards the end... there was mutual respect... [and] I felt more comfortable talking to them at the end." Despite the importance of social self-efficacy in relation to youth seeking support and supporting one another as well as expressing social skills such as assertiveness, the literature review did not uncover any specific mention of it being explored in youth program evaluation. Some authors did discuss changes in youth's social skills and assertiveness but not the particular construct of social self-efficacy, which, theory suggests, promotes the actual use of the skills.

Social Connectedness

Social connectedness appears as a theme throughout the interviews in several ways. First, it was noted that Victim Services Youth Program facilitates community connectedness among services and with youth. For example, one police officer noted that the assistance in connecting with youth in an environment where the young person was more comfortable speaking with them, as well as the connection to another agency, had proved helpful. Another stated that Victim Services were brought in after a tragedy, since "who better to know some of the adult supports" for families of the children affected, and that there was a "sense of the whole community coming together to support [one another]." One service provider pointed out that it is a "collaborative effort" and another added that "from a community member's perspective, it's very comforting... [and a] holistic approach to what's going on."

The option of referring youth to Victim Services staff within the school was identified by service providers as providing youth with another in-school connection that would also be available outside school hours. The experience of referring to Victim Services of Leeds and Grenville's Youth Program was perceived as positive and three service providers stated that they would "absolutely" or "definitely" turn to Victim Services of Leeds and Grenville if they needed assistance for youth in the future. In addition to the direct support provided by Victim Services, the interviews identified that Victim Services staff had connected youth with community resources such as Social Services (Ontario Works), Interval House, the Assault Response and Care Centre, RNJ Youth Services, Legal Aid Ontario, legal services, and addictions counselling. One service provider stated that Victim Services are "a nice hub because they can then be the mediator to the other agencies... that can increase communication... make things smoother for the individual." Indeed, one respondent indicated that the connection to a community partner agency was done quickly, in less than a week. In addition, it was observed that the ongoing support provided by Victim Services staff ensured that the connections were successful.

Social connectedness was also identified as a theme among the Summer Youth Program participant interviews. In terms of community connectedness, one participant stated "I felt more connected because there was a lot of information that I didn't know about the community." Aside from apparently enjoying the social aspect of the Summer Youth Program, several participants identified that they had made friends in the program. One of the participants stated that "one of the participants goes to my school so I get to talk to

her a lot.” Another said “I’m not a very social person but I did come out with a few friends.” One indicated that she felt more connected because she began to interact with the other participants and know them more. In addition to connectedness within the group, the Summer Youth Program appears to have resulted in connectedness between the participants and the agency. The participants all reported positive experiences with the Victim Services staff and all stated that they would turn to Victim Services of Leeds and Grenville if they needed help in the future. For example, one participant stated “they seem to be a very good group of people that I can confide in.”

Although social connectedness is not specifically discussed in the literature review as pertaining to youth programs, it is mentioned as a contributor to resilience and positive outcomes for youth. Prevention and intervention programs that focus specifically on increasing social connectedness for youth, therefore, should be further explored through research.

Increased Knowledge

Increased knowledge is another theme that was identified by both youth and service providers. One of the in-school assistance interviewees mentioned that the most helpful thing about her involvement was the good, useful information that she was sent home with (the kit), which she still has. Half of the Summer Youth Program interviewees identified the learning aspect as their favourite thing about the program: “being able to learn about things that I never really knew” and “learning about things that I could help

my friends [with].” The information that they retained and appreciated the most appears to have been quite varied and one participant even stated that he remembered “all of it... I’ve still got my booklet... I just look through it.” Most of the Summer Youth Program participants indicated increased knowledge regarding abusive relationships, including how to identify them; how to help a friend, including to “just be supportive” as well as “being patient, not always giving advice, and just listen to them”; how to communicate better – for example, one participant stated that she “learned to not be so pushy”; how to recognize a mental illness; and how to take better care of themselves, including “just handling situations in a better way than I normally would” and “to take more time to just myself.” Service providers also reported increased knowledge, including learning about community resources, through their involvement with the Youth Program. A school staff member said that she learned “many tips and strategies... for teaching, for mentoring and for my parenting.” The literature does identify increased knowledge as an outcome of prevention and intervention programs for youth and links increased knowledge to changed behaviours.

Changed Attitudes/Beliefs

Changed attitudes and beliefs, particularly those relating to seeking help, appeared as a theme through the interviews. While all three of the in-school assistance interviewees had experienced fear about meeting with Victim Services staff prior to accessing services, their attitudes and beliefs regarding seeking help have changed. One respondent indicated that she had never really talked to anyone about anything that personal before and she

learned that it would be easier for her to do it again if she ever needed to. Another stated “if I have another problem like that, they’re always there for you to come to them – that’s what their job is.” The third added that “they were the first step to me learning everything really. I wouldn’t be where I am now – sober, getting my goals on track.” All three stated that they would turn to Victim Services if they needed help in the future and one respondent added: “I’ve learned to get over my pride issues. If I need help, I go.”

This is related to the theme of stigma, however it is presented separately as it is important to note that involvement in the youth program changed the respondents’ attitudes towards seeking help. The literature points to adolescents’ typical reluctance to seek help and program elements that might decrease this resistance, however I did not find any discussion about prevention and intervention programs changing participants’ attitudes and beliefs regarding seeking help. This is also related to social self-efficacy and social connectedness and there is a lack of all three of these elements in the literature.

Changed Behaviours

Changed behaviours was another theme identified through the interviews. Summer Youth Program participants stated that, as a result of their involvement with the program, “I volunteer more” and “I feel like I try and help people a little bit more.” A service provider said “everyday, the listening part of helping I focus on daily rather than trying to fix... [and use] calm and strategies to help.” One in-school assistance respondent stated “I don’t keep everything to myself,” adding that she had to talk to her mother about what

had happened and now she talks to her more. Another observed that she had changed her dating behaviour. The literature reviewed suggested that changed behaviours are indeed an outcome of prevention and intervention programs, and these have included changes in relationship-related behaviours such as communication.

Discussion

The feminist movement of the 1960's coined the term "consciousness raising" which involved groups of people speaking directly about their experiences and identifying and sharing commonalities. Mullaly (2010) points out that "as oppressed persons share their experiences of frustration, unhappiness, anxiety, hurt, and blocked opportunities, they find common patterns of oppression structuring these personal stories" (p. 228). It was through these conversations that the prevalence and dynamics of violence against women became more clearly understood, and the discussion is ongoing. Knowledge and understanding developed through connection and dialogue as Mullaly (2010) explains that "Foucault (1978) has argued that knowledge is produced by discourse and is a social product rather than the articulation of some kind of empirical fact or universal truth" (p. 35). In fact, Mullaly (2010) points to "Noel's (1994) contention that one of the most effective means of oppression has been the reification of social phenomena as 'natural facts'" (p. 35). Research itself is not free from oppressive tendencies, as Mullaly (2010) points out that "the scientific discourse of the nineteenth century gave legitimation to a white, male, bourgeois, body type and and facial features as the norm or hierarchical standard against which all other groups were measured" (p. 67). He adds that "the virtues

of science have also become the virtues of masculinity – detachment, careful measurement and the manipulation of instruments, comprehensive generalizing and reasoning, and authoritative speech supported by evidence” (Mullaly, 2010, p. 50). Thus, research can both reflect and support the dominant ideology,

Randomized controlled trials are considered the gold standard in positivist research, however Mullaly (2010) points out that “the very perspectives and tools and methods [social work] uses to analyze difference and social problems are culturally specific, patriarchal, and rooted in a European perspective” (p. 118). It is interesting to note that the standardized measures that I selected for this study were developed by educated, middle-class men. Although this was not intentional, the use of a randomized controlled trial was, as I felt that this would potentially render the research more ‘scientifically valid’ than using qualitative methods alone. Mullaly (2010) explains that “one response to oppression is for a member of a particular oppressed group to mimic or imitate the behaviours and attitudes that the dominant group displays towards that group in an attempt to gain a slightly more privileged status” (p. 85). The decision to use both quantitative and qualitative methods was conscious, as I felt that, while quantitative research may be more useful in understanding causality, qualitative research may be more effective in uncovering the elements of violence against women that are less known. While the quantitative component of the study may indeed reflect my own internalized oppression, the qualitative element of the study utilizes feminist research

techniques and also exposes aspects of Victim Services of Leeds and Grenville's Youth Program that both support and are reflected in feminist theory.

One major theme that reflects and supports the use of feminist theory in examining Victim Services' Youth Program is that of empowerment. By exploring the common experiences of victims and survivors of violence against women, we can see that many women and girls who have been abused experienced real or subjective helplessness. They may have been unable to physically escape the situation for a variety of reasons, or they may have felt helpless to escape, to prevent the victimization from occurring or recurring, or to cope with or recover from the effects of the trauma. Feminist theory points out that the antidote to helplessness is empowerment, however social learning theory adds that efficacy is important in motivating behaviour. Mullaly (2010) states that "oppression interferes with the development or maintenance of a healthy identity – and a healthy or strong sense of identity would seem to be essential for tackling one's oppression and oppressors" (p. 79). Thus, we can provide opportunities for people to experience empowerment, however they must also, at the same time, experience increased self-efficacy and confidence in their abilities in order to continue engaging in these opportunities.

According to the analysis of the qualitative data, service providers and recipients perceive Victim Services of Leeds and Grenville's Youth Program to provide opportunities for empowerment by making resources and support available. The easy, comfortable, nonjudgmental, and engaging way in which experiences are offered through the Youth

Program encourage helpful interaction and access to information that might not otherwise have been obtained due to barriers such as stigma. This, in itself, is empowering as information promotes choice, and support enables youth to follow through with their choices. At the same time, as adolescents engage with the Youth Program in one capacity or another, they gain a sense of confidence in their ability to interact with Victim Services staff, peers, and community members. According to social learning theory, this increased social self-efficacy will motivate them to continue to interact in ways that they have experienced as effective, including by seeking and providing help. Social connections are at the heart of both feminist and social learning theories, as it is through the sharing of experiences by discussion with or observation of others that we understand and change ourselves. Victimization can lead to disconnection, however recovery cannot be done in isolation. We must have safe relationships within which to talk about and validate our experiences, and it is through our interactions with others that we develop social self-efficacy and a sense of empowerment.

The qualitative component of the study provides some support for Victim Services of Leeds and Grenville's Youth Program and points to some of the challenges relating to the program. The interviewees all indicated some level of fear and reluctance in the initial stage of accessing the program, although they had all been directly connected with Victim Services through other service providers. It also speaks to the strength of the youth, however, that, despite their fear, they had reached out to someone and made disclosures. This is an important step in moving forward following a potentially traumatic

experience, and suggests that it is critical that youth know who they can turn to when they want to make a disclosure, when those people are available, and how to access them. It is therefore important to ensure that support services are clearly defined (including what they can do, when to refer to them as opposed to another service, hours of availability, office locations, and so on) so that young people receive appropriate assistance in a timely manner when they seek it out, with minimal associated psychological distress (for example, having to repeat their stories several times to several different people before finally receiving the appropriate assistance).

The variability in service providers' knowledge about and understanding of Victim Services' Youth Program suggests that there is a need to clearly define and communicate this definition to community partners. In particular, it is crucial that service providers know when to refer to the Youth Program in order that young people receive the appropriate assistance in the most efficient manner possible. The fact that relatively few service providers were identified through this study as having made referrals to the program implies that the program is not well known or clearly defined. The responses suggest that there is value for service providers in being able to refer to the program and consult with the staff. For both police and school staff, it appears that the Youth Program is seen as effectively facilitating connections external to their own organizations and assisting youth in a manner that their organization cannot, as well as reinforcing information that they are providing in a different capacity.

The Victim Services Youth Program appears to have been successful in facilitating connectedness among community service providers, between community resources and youth, and among youth themselves. One of the goals of the in-school assistance component is to provide students with information and help them explore their options and it seems that this element was successful with the interviewees. Another goal is to connect youth with a resource beyond the school system, whether it's Victim Services or another community agency, and this also appears to have been accomplished with these interviewees. The fact that Victim Services already has relationships and referral processes with other community services may also increase the efficiency of the referrals to community partners. It is important to provide follow-up with the awareness that youth may find it "annoying" if they no longer want or need it, suggesting that it is advisable to ensure on a continuing and ongoing basis that youth are receptive to Victim Services support, and that the youth's wishes be respected. In addition, while a prominent office location may make it visible so that it is known to students and they are reminded of its existence, the location of the Victim Services office may be a hindrance to some students who are afraid to be seen in it or entering it. It might be preferable to have prominent signage and a less visible location.

It seems that involvement with Victim Services' Youth Program was associated with changed attitudes and behaviours, particularly those related to giving or seeking help, and increased knowledge, especially relating to community resources. Changed behaviours include use of healthy coping skills, increased self-care, increased volunteerism, and

increased use of effective communication and helping strategies. Some of these factors are also associated with social self-efficacy and/or social connectedness, which suggests that these two variables may have increased. Overall, this component of the study suggests that there may be value in a program such as Victim Services Summer Youth Program in terms of increasing youth's social skills, social self-efficacy, social connectedness, and knowledge, in a format that is fun and engaging for youth. As well, importantly, the youth program may reduce some of the shame and stigma associated with victimization.

Feminist theory points to an additional benefit of conducting qualitative research. Berg (2009) states that "a number of feminist approaches to research in the social sciences seek in interviewing to emphasize the importance of building rapport with the respondents in order to achieve a successful interview outcome" (p. 131). Marlow (2005) agrees that "because women see the world more in terms of relationships and interaction, feminists think that a relationship is formed between the researcher and subject, which results in the formation of a constructed reality between them" (p. 8). For example, I was able, during the interview process, to clarify and add information about what the Youth Program consists of, learn about the roles of the service providers, and discuss issues such as using the term "victim" to shift responsibility to the perpetrator and removing shame and self-blame. Thus, although the number of interviewees was small and may not have been representative of all those who'd had some involvement with Victim Services of Leeds and Grenville's Youth Program, interviewing the participants about their

experiences may have carried the added benefit of reinforcing relationships and mutual learning.

Another very important element of feminist theory is the emphasis on social action. The overarching goal of this research project is to add to the body of literature that looks to the prevention of violence against women. As stated by van de Sande and Schwartz (2011), “just as social work is committed to social justice and social change, that should be the aim of social work research” (p. 1). Thus, the research here is intended to contribute to the work that is being done in offering programs to youth that are designed to help prevent and mediate the effects of dating and sexual violence, harassment, and a host of other concerns, as well as to increase the community’s capacity to increase the resilience of its younger members. While the program itself aims to teach skills to adolescents, the study, through its contribution to the literature, takes a structural approach in that it “seeks to change the social and not the individual who receives, through no fault of their own, the results of defective social arrangements” (Mullaly, 2007, p. 245, cited in van de Sande & Schwartz, 2011, p. 3). By examining the causes and effects of violence against women from a theoretical perspective and reviewing the literature to identify what has been done and what has worked, the aim is to inform policies and programs that may “improve the quality of the relationship between people and their social environment by bringing to bear, changing, or creating social structures” (Middleman & Goldberg, 1974, p. 32, cited in van de Sande & Schwartz, 2011, p. 1).

From a feminist perspective, violence against women and girls (including intimate partner violence and sexual violence – sexual assault and sexual harassment) is both an effect and an instrument of patriarchy. In Canada, where the predominant religious icons and athletes, whom we are taught to worship, and the majority of our most powerful government and business leaders are male, while the media (also controlled by said leaders) provides us with female “role models” based almost exclusively on their Western-defined “attractive” appearance, we most certainly live in a patriarchal society. Although trends are gradually changing somewhat towards gender equality in the home and the public sphere in some ways, women and girls are increasingly objectified, starting with sexualization at younger and younger ages. Pornography of teenage girls is rampant and easily accessible online. Girls’ clothing, costumes, and even toys are increasingly sexualized. Forms of media such as music videos, movies, TV shows, and video games star women and girls who fit certain physical criterion and exclude those who don’t. Over and over again throughout our daily lives, women and girls are defined as sexual objects – objectified, reduced to subhuman. It is this objectification that allows some men to disregard women and girls’ humanity, to forego any degree of empathy for fellow human beings, and to treat them as objects that exist to serve their own purposes. This isn’t necessarily an ongoing pattern but at the moment when a man or boy assaults, sexually assaults, or harasses a woman (keeping in mind that none of these acts involve the victim’s consent), he is treating her as an object – objectifying her – whether or not he is conscious of this.

This is a very difficult and painful concept for many, and cognitive dissonance may prevent some from honestly looking at their behaviour and making changes, however it is an important concept to learn for true change to occur. Objectification and ensuing violence are both tools and consequences of oppression. Patriarchy, in which men are more powerful than women by definition, requires the oppression of women so that it may continue to exist. If men and women are truly equal, it is no longer a patriarchy. Thus, violence against women and girls ensures the continuation of the status quo. When women and girls live in fear of violence, value themselves and other women primarily according to their physical appearance, expend their energies on attracting and maintaining male protection and comfort, and cope with the effects of violence on their earning potential and mental health, they remain oppressed and subordinate. We may pretend that women are not oppressed in Canada and that we are simply acting out natural relations. Mullaly (2010), however, points out that “Gil (1998) shows that relations of domination, subordination, and exploitation within and among human societies were never, nor are they now, normal, natural, and inevitable... Rather, they were and are the result of human choices and actions” (p. 44). We can, therefore, make different choices and actions that lead towards social change. For true social change to occur, we must all learn about ourselves as both oppressors and oppressed and about the forces that guide our lives, so that we can make conscious choices.

Oppression does exist in Canada and we are fooling ourselves if we pretend that it doesn't. It exists in forms including sexism, racism, classism, heterosexism, homophobia,

transphobia, able-ism, age-ism, size-ism, and many more. In what to me was a life-changing book when I first read it several years ago, Anne Bishop (2002) states: “One could argue that Canada is a very advanced example of invisible oppression” (p. 55). She explains that oppression results from a world view that values competition over cooperation, and separateness over connectedness, and that hierarchy leads to exploitation (Bishop, 2002). Bishop (2002) points out that, although we have become separated and disconnected from each other and our environment, “no one oppression can be ended without all ending and this can only happen when we succeed in replacing the assumptions of competition, hierarchy, and separation with cooperation, an understanding that each being has value beyond measure, and the knowledge that we cannot harm anyone or anything without harming ourselves” (p. 19). Mullaly (2010) states that “the ‘personal is political’ analysis is a recognition that the social environment is critical in shaping who we are in terms of our personality and intrapsychic formation and what we are in terms of our personal situation” (p. 238). Thus, while violence against women is experienced on a personal level, “the personal is influenced and shaped by the social, political, economic, and cultural context, and therefore, in order to understand the personal, one must understand the larger context” (Mullaly, 2010, p. 161). Violence against women and girls hurts not only the individual victims of violence but also their children as the effects of unresolved trauma may result in challenges with parenting and may deter the victims from reaching their productive potential. Although it helps to maintain the privileged status of the dominant group, it also negatively impacts society as a whole when men, women, and children suffer the consequences of oppression.

Violence may be experienced as an individual phenomenon, and people, in their quest for order, may believe that it was caused by something the victim did or didn't do, however "as awareness of injustice and oppression grows, oppressed people are less likely to blame themselves for their oppression and are more able to identify the social causes of their negative emotions and experiences" (Mullaly, 2010, p. 225). Mullaly (2010) adds that "these insights in turn help them to develop their analyses of their oppression as well as to build confidence and the capacity for seeking social changes" (p. 225). Although consciousness-raising is done in groups, "a common experience of oppressed persons upon joining a group is to feel overwhelmed and lack the confidence to speak out" (Mullaly, 2010, p. 225). Mullaly (2010) points out that,

Just as there is a good deal of agreement in the literature that consciousness-raising is a critical element in the process of liberation, there is also widespread agreement that becoming part of a group process with other persons who are similarly oppressed is the most effective way for oppressed persons to (1) develop political awareness, (2) self-define a more genuine identity than the one imposed on them by their oppressors, (3) develop the confidence to 'come out' and assert their more authentic identity, and (4) establish solidarity in order to take action against their oppression (p. 228).

Thus, opportunities to connect with others in a safe environment, to build self-efficacy, and to develop an understanding of oppression are necessary both to promote individual healing and social change.

Because of the importance of understanding these dynamics and learning to see how we are all, usually unconsciously, both oppressed and oppressors, so that we can correct our own behaviours and rather learn to act as allies for one another, this is a component that should be added to the curricula of both the in-class instruction and volunteer training. It can and should be taught in a way that includes all forms of oppression, rather than singling out any one particular form, to avoid putting anyone on the defensive and therefore alienating them from the learning process before it begins. Describing the concept of oppression, who it serves, and how it is maintained can be done by eliciting common stereotypes or stereotypical traits (for example, blondes are dumb) and examining the ways in which we mistreat those who don't conform to the status quo or fit inside the socially prescribed "box". It is also helpful to utilize exercises that illustrate how separateness is socially created based on specific traits, and how this maintains an "us" versus "them" mentality, making it easier for us to hurt one another without feeling the hurt ourselves – the root of sexual objectification.

According to feminist theory, it is the sharing of experiences that reduces isolation, raises consciousness, and creates understanding and healing. Bishop (2002) states:

When emotions are released, they can be seen and shared, and others who have experienced the same feelings can offer support. This can begin the process of collective healing as well, for the first step is to discover that we are not alone, not imagining it, not to blame, and there is no reason for shame (p. 66).

She adds that “consciousness and healing are necessary in the process of learning liberation” (Bishop, 2002, p. 96). By hearing and validating the experiences of the youth who come to or are referred to them for help, Victim Services Youth Program staff are able to promote consciousness at the individual level. They may normalize the emotions of the youth, suggest practices such as journal writing, and help to connect them with counselling, all of which may promote individual healing. According to Bishop (2002), however, “collective consciousness comes through discussion, group study, collective action, and group reflection” (p. 97). In the Summer Youth Program, we not only did not ask about youth’s experiences with violence and victimization, we cautioned them against discussing their personal experiences within the group during the informed consent process. The reason for this was that we would not be able to control what was said outside the group by the other participants and we especially did not want the participants to be harmed by their participation in the program. We did, however, advise that they could discuss their experiences with Victim Services staff or someone that they trust.

Providing opportunities for all youth to connect with one another, with healthy adult role models, and with their communities may increase their social connectedness and social self-efficacy. In this study, we did not ask the youth about their experiences of victimization. Had we done so, it might have been interesting to match the subjects according to their experiences of victimization and/or perceived traumatic impact to explore whether self-efficacy and self-connectedness would change more in those who

had a high degree of victimization/trauma than those who didn't. Perhaps a forum in which youth were encouraged to discuss and share their experiences of victimization with one another would have increased their social connectedness and/or social self-efficacy significantly. Bishop (2002) points out that "in both individual and collective healing, speaking out is vital" (p. 97). Healing, she explains, "requires emotional expression with trusted people in deliberate settings such as therapy or through informal gatherings, self-expression, or the arts" (Bishop, 2002, p. 97). The Summer Youth Program may have had a whole different impact if the youth were encouraged to discuss their experiences of oppression throughout the art activities. Adding the discussion about oppression to the curriculum and creating a safe space in which to personalize it might assist with healing, both individually and collectively, by reducing shame and isolation and increasing genuine understanding. Bishop (2002) points out that "it is the courageous act of breaking out of secrecy, privacy, and shame to contact others suffering similar pain that eventually leads to an understanding of the root causes" (p. 97). Bishop (2002) adds that both individual and collective healing are necessary as "without individual healing, a person might destroy the groups she or he joins; without group healing, individual healing reinforces the private isolation that is the basis for 'divide and conquer'" (p. 98). Although there is some mention in the literature of support groups for youth who have experienced victimization, there are no such groups in Leeds and Grenville and this may be a need in order for true healing to occur.

While there is an action component in the volunteer program for youth, as through the training for youth ambassadors of sort, without any instruction regarding oppression, there is a focus on individual gain and individual support without doing much towards social change. Certainly knowing how to recognize victimization and the mental health difficulties that may be a contributing cause or result, how to seek or provide help, and how to maintain mental health, are steps in the right direction, but social action directed at creating structural change must include an exploration of the ways in which we all contribute to and experience oppression. Bishop (2002) states that liberation “begins with breaking the silence, ending the shame, and sharing our concerns and feelings” (p. 100). Victim Services staff can tell youth that they’re not alone, however, without sharing their experiences with other youth, they may continue to feel isolated and ashamed. Bishop (2002) adds that “healing requires taking action to save others from experiencing what you experienced” (p. 100). Training youth to be ambassadors and volunteers for the Victim Services Youth Program may be helpful towards this end, however a peer support component and the promotion of youth-led presentations and social action initiatives may increase social connectedness and social self-efficacy, particularly in youth who have suffered the effects of victimization.

Van de Sande and Schwartz (2011) state that an important aspect of anti-oppressive practice is that of building allies in the structural change process. An important element of Victim Services’ Youth Program is that it depends on and promotes alliances between community partners. In particular, Mullaly (2010) points out that a way “to contribute to

social transformation is to create, develop, and/or support alternative social service organizations that serve and are operated by members of particular oppressed groups” (p. 260). Victim Services’ Youth Program adds to the prevention and intervention work being done by community partners including Girls Incorporated of Upper Canada, the Assault Response and Care Centre, and Leeds and Grenville Interval House, among others. The research partners involved in this study all have a stake in the prevention of violence against women and girls. The Women’s College Hospital, the funder of the project, aims to address challenges to women’s health; the School of Social Work at Carleton University aims to create and support structural changes to reduce or eliminate oppression; Victim Services of Leeds and Grenville staff and volunteers intervene far too often in experiences of victimization and are committed to the ultimate goal of prevention; I have experienced violence against women on a personal level and want to ensure that my daughters don’t have to live with the fear of victimization. Taking a wider look at the organizational partners, one can see that they are all funded, at least in part, by the tax dollars of the ordinary citizen, thus the community has a stake as well. Not only does violence against women cost our society exorbitant amounts of money, it hurts us all by detracting resources from other possibilities towards societal growth and enhancement. By working to prevent violence against women, we will be enhancing the opportunities for our children to enjoy healthy, equal relationships in which they feel good about themselves and one another, and to live happily free from the fear of violence.

Several government of Ontario documents appear to support youth programming to prevent violence against women and crime in general and to encourage positive youth development and resilience. These include:

- The Ministry of Citizenship and Immigration Domestic Violence Action Plan for Ontario (2004). This document encourages partnerships “between and among governments, advocacy groups, corporations, charitable foundations, community organizations, educational institutions, neighbours, friends and families, and others to improve public understanding and to help change attitudes and behaviours that lead to violence against women”(Ministry of Citizenship and Immigration, 2004, p. 6). The document adds that “information about healthy relationships, the warning signs of domestic violence and where to go for help will target youth and the adults who influence them” (Ministry of Citizenship and Immigration, 2004, p. 12).
- Ontario’s Youth Action Plan (Hoskins & Meilleur, 2012), which states that “we all have a responsibility to ensure that youth have access to the right supports and the right opportunities so they can make positive choices and reach their full potential” (Hoskins & Meilleur, 2012, p. 1), adding that “too many kids in our province do not have access to the necessary supports, services and opportunities to succeed” (Hoskins & Meilleur, 2012, p.1). The document expands that “we must increase support for evidence-based, impactful initiatives that provide

opportunities to youth and that strengthen community capacity” (Hoskins & Meilleur, 2012, p. 2).

- The publication *Crime Prevention in Ontario: A Framework for Action* (Ontario Association of Chiefs of Police, 2012), which states that “the most effective method of reducing crime in a community is preventing it from happening in the first place... crime prevention methods are an effective, cost-saving measure that improves quality of life for all” (p. 2). The document explains that “Crime Prevention through Social Development (CPSD)... involves long-term, sustainable, multi-agency, integrated actions that deal with the risk factors and divert people from the path of crime, and build protective factors that may mitigate those risks” (Ontario Association of Chiefs of Police, 2012, p. 11). It adds that “crime places a large financial burden on Ontarians... [and that] studies confirm that a dollar invested now in crime prevention and early intervention avoids seven dollars spent on incarceration, victim services and other associated costs in the future” (Ontario Association of Chiefs of Police, 2012, p. 12-13). Not only this, but, as the document points out “the public is highly supportive of prevention” (Ontario Association of Chiefs of Police, 2012, p. 14). Finally, the document adds that “intervening at critical points in a child’s life ensures that they are offered positive opportunities to lead safe and productive lives into adulthood” (Ontario Association of Chiefs of Police, 2012, p. 27).

Thus, there appears to be government and therefore social support for programs such as Victim Services of Leeds and Grenville's Youth Program and there is a need to ensure reliable funding based on these stated priorities.

iii. Limitations

There were several limitations to both the quantitative and qualitative elements of the study and we will begin by reviewing the former.

The mean scores on the pre- and post-tests were calculated based on the responses provided, however there were two participants who, for unknown reasons, failed to provide one response each. On the Social Connectedness post-test, one Test group respondent failed to provide a response to question 14, skewing the total and therefore the average in a negative direction. On the Social Connectedness pre-test, one respondent in the Waitlist group failed to provide a response to question 12, also skewing the total and the average in a negative direction. This likely wasn't significant though. In fact, the number of participants made any kind of meaningful significance highly unlikely from the start. The initial proposal was for 15-20 participants per group, however time limitations resulted in lower numbers than was desired.

It is important to note that, even when results are not statistically significant, another consideration may be clinically significance. Jacobson, Roberts, Berns and McGlinchey (1999) point out that statistical comparisons "provide little or no information regarding the variability in treatment response from person to person... (such as) the proportion of

participants who have improved or recovered as a result of treatment” (p. 300). In addition, “standard statistical comparisons between groups seldom determine the practical importance of the treatment effects” (Jacobson et al., 1999, p. 300). Jacobson et al. (1999) explain that “clinical significance is routinely defined as returning to normal functioning... (while statistical significance refers to) what could reasonably be attributed to chance or measurement error” (p. 300). Clinical analysis, however, is beyond the scope of this study.

The youth who participated in the test group may also have had changes in attitudes, feelings, beliefs and behaviour that were not measured. Other variables that I had considered measuring included those related to self-esteem, empathy, problem-solving skills, coping skills, and communication skills. Perhaps an examination of those variables may have yielded different results. In addition, it is possible that the standardized measures did not adequately measure the social connectedness and/or social self-efficacy of the youth. The instruments selected for this study were chosen because they did not have a cost attached, were targeted to grades 8 to 12, included information regarding sufficient reliability, and the Social Self-Efficacy Questionnaire (Muris, 2001) did not require permission of the author. Permission of the author of the Social Connectedness Scale (Lee & Robbins, 1995) was obtained from Richard M. Lee at the University of Minnesota. One concern is that the language of the instruments was sometimes difficult for the youth to understand – for example, few of them knew what the word “quarrel” means and it had to be defined for them. Lee and Robbins (2001) point out that their

original Social Connectedness Scale (the one used in the current study) has psychometric limitations, including the fact that all eight items “are written in a negative direction... that may elicit a response bias from respondents... [and that it] fails to capture the full experience of connectedness because of the absence of positively worded items” (p. 311). Their study using the revised scale, however, was conducted with college students and does not have proven reliability, as far as I could find, with adolescents, therefore I used their original scale. This speaks to the importance of using the right instrument for the population and outcome under study.

Finally, there were some problems with sampling. First, I had initially hoped to advertise through posters placed in schools throughout Leeds and Grenville, however, because the study was able to proceed later than expected, and there was a need to begin the program as quickly as possible if all five weeks were to be completed in the summer, I was not able to do so. Instead, almost all of the participants were recruited via their parents who had seen the advertisement on facebook or had received an email. This suggests that most of the youth participants had parents who had actively encouraged them to participate in the study, or at the very least suggested it to them. Youth who had agreed to participate in such a program may already have been likely to tend less towards isolation and therefore to feel socially connected. One can imagine that a young person who lacks social self-efficacy and withdraws from social connectedness would be less likely to agree to participate in a group program with strangers. This may speak to the importance of

offering such programming within schools so that all youth can participate rather than only those who seek out opportunities or whose parents seek them out.

The major limitation of the qualitative study is the small sample size, which reduces the likelihood that the experiences are representative, however this is less important when experiences are being explored rather than measured per se. The sample itself, due to its small size, may be unrepresentative of both the population of youth in Leeds and Grenville and elsewhere. The population of Leeds and Grenville is largely Caucasian and Christian, and this homogeneity of population and sample is likely to have produced different results than might have been found within a more diverse community. Another sampling problem that may have resulted in an unrepresentative sample consists of the possibility that those who had negative experiences with the program failed to respond to my interview requests. Additionally, the fact that I work for Victim Services, and that I identified this fact when obtaining consent for the interviews, may have biased the responses. For example, respondents may have tended towards sharing their positive rather than their negative experiences, believing that I was more interested in hearing the positive ones.

iv. Conclusion

The current study adds to the literature on violence against women and prevention and intervention programs for youth, while exploring the connections between youth programming, violence against women and girls, social self-efficacy and social connectedness, which I did not find in the literature. While the results of the quantitative study did not demonstrate that participation in Victim Services of Leeds and Grenville's Youth Program is associated with changes in self-efficacy or social connectedness, it contributes to the literature nevertheless. Weisz and Black (2009) state that "published outcome-focused empirical evaluations rarely describe the content of the programs in detail and almost never identify the most effective aspects of these programs" (*Limitations of Prevention Programming Research in General*", paragraph 5). Further, Weisz and Black (2009) point out that "Schewe (2002) notes that journals rarely publish studies with negative outcomes. This is unfortunate, since even unsuccessful programs may reveal important issues" (*Strengths and Limitations of Evaluations*", paragraph 7). While further research regarding the ability of a 5-session once weekly program to change youth's sense of social self-efficacy and social connectedness is indicated, the qualitative evaluation of Victim Services of Leeds and Grenville's Youth Program suggests that it is meeting its objectives, utilizes best practices, and is a valuable resource in assisting communities to meet the needs of their young people.

Victim Services of Leeds and Grenville's Youth Program is one promising intervention that meets all of the criteria described in the literature review, including the

recommendation for school-community collaboration. Staff are specially trained to provide nonjudgmental, confidential, support and information, and the agency is well-connected to other community resources which facilitates referrals and connections with the broader environment. With the Ontario government's stated priorities in mind, along with the recognized needs of Ontario's youth, it is hoped that Victim Services of Leeds and Grenville's innovative Youth Program, based on all of the principles of effective programming, will secure ongoing consistent and sufficient funding to enable it to continue providing much-needed services to youth.

v. *Recommendations*

The following recommendations are based on the results of the qualitative study and a feminist analysis of the Youth Program:

1. To clearly define and communicate important aspects of the Youth Program to youth and service providers. This could be done through a flyer which contains information including the office hours and location, contact information (as well as boundaries – for example, response may be during business hours only), what the program consists of, what it can provide, and when to refer. Short presentations containing this same information should also be provided to all students and school staff at the host schools at the beginning of each school year.
2. To ensure that some degree of privacy is available to youth who access the Victim Services in-school services. This could be done by, when possible, ensuring that

others cannot see into the office (for example, using window coverings), and providing alternative options, such as posting ways to contact Victim Services that don't involve dropping into the office during times when other students will be in the hallways (for example, posting cell phone numbers and email addresses of staff, while also pointing out that these are not emergency numbers and may only receive a response during business hours).

3. To continue to be cognizant of providing appropriate follow-up (for example, ensuring on an ongoing basis that it is still wanted) with youth and service providers (for example, checking in after presentations to provide brief reminders of the services should anyone experience psychological distress after exposure to sensitive materials in the hallways or in the classroom).
4. To continue to work towards reducing stigma associated with seeking help by visibly interacting with students and staff in a relaxed and comfortable manner whenever possible (for example, during presentations and schools events, in the hallways, at lunch, etc) and by providing exposure to stigma-reducing materials (for example, through posters and presentations).
5. Add to the curricula for both the volunteer training and the in-class instruction an explanation of oppression and activities to support the youth in exploring and understanding how we are all both oppressed and oppressors.
6. Add a staff-supervised peer support component to the Youth Program or encourage community partners to develop and provide this element.

7. Add and increase opportunities for youth-led presentations and other social action components, particularly those that focus on creating awareness about oppression.

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Appendix A. Victim Services of Leeds and Grenville's Summer Youth Program Curriculum

Week 1:

- **Group Rules**
- **Victim Services Youth Program *Policy and Procedure Manual***
- **Victim Services Youth Program *Training Manual***
- **Victim Services Link Crew Presentation: *Communication/Helping Others***
- **Handouts:**
 - *How to Listen So You Can Help*
 - *Guidelines for Effective Communication*
 - *Blocks to Effective Communication*
- **Discussion**
- **Lunch, snacks and activities**

Week 2:

- **Victim Services Link Crew Presentation: *Abuse***
- **Victim Services of Leeds and Grenville Presentation: *Healthy Relationships and Dating Violence***
- **Handouts:**
 - *The Relationship Spectrum*
 - *Traits of an Abusive Partner*
 - *Why Do People Stay in Abusive Relationships?*
 - *What Should I Look for in a Boy/Girlfriend?*
 - *LGBTQ Abusive Relationships*
 - *Help a Friend*
- **Discussion**
- **Lunch, snacks and activities**
- **Presentation on job skills from Career Services**

Week 3:

- **Victim Services Link Crew Presentation: *Mental Health Part 1 – Defense Mechanisms***
- **Discussion**
- **Lunch, snacks and activities**

- **Presentation on volunteering from the Employment and Education Centre**

Week 4:

- **Victim Services Link Crew Presentation: *Mental Health Part II – Conditions and Disorders***
- **Discussion**
- **Lunch, snacks and activities**
- **Presentation on living in a women's shelter from Interval House**

Week 5:

- **Handouts:**
 - *Life/work balance self-test: What's Draining You?*
 - *Signs and Symptoms*
 - *Self Care Inventory*
- **Discussion**
- **Lunch, snacks and activities**
- **Cake and celebration**

Appendix B. Questionnaire

Please answer the following questions according to the directions. Try to answer all of the questions as the answer first occurs to you, keeping in mind that there is no wrong answer.

Muris (2001) Social Self-efficacy Scale

Circle the answer that best shows how well you can do each of the following things.

- | | | |
|---|---------------|-----------|
| 1. How well can you express your opinions when your classmates disagree with you? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 2. How well can you become friends with other youth? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 3. How well can you have a chat with an unfamiliar person? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 4. How well can you work in harmony with your classmates? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 5. How well can you tell other youth that they are doing something that you don't like? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 6. How well can you tell a funny event to a group of youth? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 7. How well do you succeed in staying friends with other youth? | Not very well | Very well |
| | 1 2 3 | 4 5 |
| 8. How well do you succeed in preventing quarrels with other youth? | Not very well | Very well |
| | 1 2 3 | 4 5 |

Social Connectedness Scale (Lee & Robbins, 1995)

Circle the answer that shows how much you agree or disagree with each of the following statements.

- | | | | |
|--|----------------|-----------|-------------------|
| 9. I feel disconnected from the world around me. | Strongly Agree | | Strongly Disagree |
| | 1 | 2 3 4 | 5 6 |

10. Even around people I know, I don't feel that I really belong.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree
11. I feel so distant from people.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree
12. I have no sense of togetherness with my peers.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree
13. I don't feel related to anyone.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree
14. I catch myself losing all sense of connectedness with society.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree
15. Even among my friends, there is no sense of brother/sisterhood.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree
16. I don't feel that I participate with anyone or any group.	Strongly Agree	1	2	3	4	5	6	Strongly Disagree

Appendix C. In-School Assistance Interview

1. At your first meeting with them, how did you feel about approaching or being approached by Victim Services of Leeds and Grenville staff and/or volunteers? Please explain.
2. What, if anything, stopped you (or almost stopped you) from reaching out for help?
3. Did you feel that you were supported by Victim Services of Leeds and Grenville staff and/or volunteers? Please explain.
4. Did you feel that you were judged by Victim Services of Leeds and Grenville staff and/or volunteers? Please explain.
5. What was most helpful to you about your involvement with Victim Services of Leeds and Grenville?
6. What was least helpful to you about your involvement with Victim Services of Leeds and Grenville?
7. What did you like most about your involvement with Victim Services of Leeds and Grenville?
8. What did you like least about your involvement with Victim Services of Leeds and Grenville?
9. Do you think there's anything that should have been done differently?
10. Did Victim Services of Leeds and Grenville connect you with any other services (for example, counselling, police, etc)?
11. Did you learn anything through your involvement with Victim Services of Leeds and Grenville? Please explain.
12. Do you do anything differently as a result of your involvement with Victim Services of Leeds and Grenville? Please explain.
13. Would you turn to Victim Services of Leeds and Grenville if you needed help in the future?

14. Is there anything else that you would like to add about your experience with Victim Services of Leeds and Grenville?

Appendix D. Service Providers Interview

1. Can you tell me what Victim Services of Leeds and Grenville's Youth Program consists of?
2. Have you referred any youth to Victim Services Youth Program? Why or why not?
3. Based on your involvement with Victim Services Youth Program, what did you find helpful or useful?
4. Based on your involvement with Victim Services Youth Program, what did you find not helpful or useful?
5. Can you tell me about any positive or negative interactions with Victim Services Youth Program staff?
6. Based on your interactions with Victim Services staff, do you feel that they handled the situation appropriately? Is there anything that should have been done differently?
7. What do you think might be helpful to youth regarding any involvement they might have with the Youth Program?
8. What do you think might be problematic for youth regarding any involvement they might have with the Youth Program?
9. Have you participated in or observed the Youth Program presentations? If so, what stood out most for you?
10. Do you think there's anything that should be done differently?
11. If you referred any youth to Victim Services of Leeds and Grenville, did the staff connect the youth with any other services that you know of?
12. Did you learn anything through your involvement with the Youth Program? Please explain.
13. Do you do anything differently as a result of your involvement with the Youth Program? Please explain.
14. Would you turn to Victim Services of Leeds and Grenville if you needed assistance for youth in the future?

15. Is there anything else that you would like to add about your experience with Victim Services of Leeds and Grenville's Youth Program?

Appendix E. Summer Youth Program Participants Interview

1. Thinking back to Victim Services of Leeds and Grenville's Summer Youth Program that you participated in last summer, what was your favourite thing about the program?
2. What was your least favourite thing?
3. Did you feel that the staff were easy to talk to? Please explain.
4. Did you feel that you were judged by Victim Services of Leeds and Grenville staff? Please explain.
5. What information do you remember most about the Summer Youth Program presentations?
6. What was your favourite presentation?
7. What did you think about the crafts?
8. How comfortable were you with the other group participants? Is there anything that could have been done that would have helped you to feel more comfortable?
9. Did you feel more or less confident interacting within the group by the end of the program than you did at the beginning? Please explain.
10. Did the group interactions help you feel more or less confident about your social skills? Please explain.
11. Did you feel more or less connected to people and the community by the end of the program than you did at the beginning? Please explain.
12. Did you learn anything that would help you to recognize an abusive relationship? Please explain.
13. Did you learn anything that would help you to help a friend? Please explain.
14. Did you learn anything that would help you to recognize a mental illness? Please explain.

15. Did you learn anything that would help you to take better care of yourself? Please explain.
16. Did you learn anything that would help you to communicate better? Please explain.
17. Do you do anything differently as a result of your involvement with the Summer Youth Program? Please explain.
18. Do you think there's anything that should have been done differently in the Summer Youth Program?
19. Did Victim Services of Leeds and Grenville connect you with any other services (for example, another volunteer group, etc)?
20. Would you turn to Victim Services of Leeds and Grenville if you needed help in the future?
21. Is there anything else that you would like to add about your experience with Victim Services of Leeds and Grenville?

Appendix G. In-school Assistance Interview and Summer Youth Program Consent**Carleton
UNIVERSITY****Title of Research Project: An evaluation of Victim Services of Leeds and Grenville's Youth Program****Date of ethics clearance: April 28, 2014****Ethics clearance for data collection expires: May 31, 2015**

Dear Mr./Ms.,

You are invited to participate in a study that will evaluate Victim Services of Leeds and Grenville's Youth Program. The study will be conducted by Master of Social Work student, Julie Shaw, under the supervision of Professor Adje Van de Sande at Carleton University, and Victim Services of Leeds and Grenville's Executive Director, Sonya Jodoin. The intent of this letter is to inform you of the purpose, procedures, benefits, risks, participation, privacy and use of data so that you can decide whether or not you want to participate in the study.

Purpose

You have been invited to participate in the study because you were identified as being a resident of Leeds and Grenville who is between the ages of 12 and 18. The study will help Victim Services of Leeds and Grenville to evaluate their new Youth Program, which was implemented in the spring of 2012 and includes three components: A volunteer program, classroom instruction, and an in-school supportive information and referral process. The research study aims to assess whether or not the Youth Program is impacting attitudes and behaviours that have been associated with risk of perpetrating or experiencing sexual violence, dating violence, stalking/harassment, and online bullying.

Procedure

If you choose to participate in this study, you may be invited to participate in 5 weekly group meetings, which will take place on Wednesdays in July and August, from 11:30am to 3:00pm. If you are assigned to this group, you will be expected to attend every meeting for the time allotted, and you will not be permitted to leave the group during the course of the meeting. You will receive instruction on topics including recognizing and understanding sexual violence, dating violence stalking/harassment, and online bullying; mental health and coping; and communication, including the Youth Volunteer Program training. You will also enjoy a pizza lunch, snacks, crafts and other activities at each group meeting, and will have the opportunity to participate in community volunteer activities, such as Brockville's annual Pride parade. If you are not assigned to the group, you may be assigned to the waitlist and you would be welcome to participate in the Youth Program at the next available opportunity if you are still interested at that time. If you miss more than one group meeting, you will be dismissed from the Program and will be welcome to participate at the next available opportunity if you are still interested at that time.

If you choose to participate in this part of the project, you will be expected to complete a questionnaire today and after the completion of the Program.

Alternately, you may be invited to complete an interview which is intended to learn about students' experiences with Victim Services of Leeds and Grenville's Youth Program.

Benefits

If you attend all 5 weeks of the program, you will receive a \$100 honorarium. If you miss one of the 5 weekly meetings, you will receive a \$50 gift card instead of the \$100 honorarium. If you are assigned to the wait list or if you complete an interview, you will receive a \$20 gift card. All participants will also receive a letter from Victim Services of Leeds and Grenville stating that you have completed "X" number of volunteer hours towards your high school requirement.

You will learn valuable skills that may assist you in your relationships and may increase your employability. You may also develop new relationships and/or strengthen existing ones. You will also be contributing to the evaluation of Victim Services of Leeds and Grenville's Youth Program, helping us assess the effectiveness of the program towards its stated goals and objectives, and assisting us in identifying any changes that should be made.

Risks

You may feel discomfort if you discuss any personal or sensitive information. Comments or information shared during the group meetings, private interviews, or in completing the questionnaires have the potential to be upsetting. You may also be concerned with loss of privacy because other participants may be your friends and/or acquaintances. The researcher and facilitators hope to limit the possibility of feeling uncomfortable in the group. At the beginning of the Program, the facilitators will create ground rules with the group for the meetings, including the importance of respect and confidentiality. If you feel discomfort as a result of the group meetings or private interviews and would like to seek support, you can discuss it with the facilitators, the student researcher, the research supervisor, or the Executive Director, or you can call the Kids Help Phone.

There is also a chance that you may require or be offered the assistance of Victim Services of Leeds and Grenville staff in the future, including the group facilitators, Sarah Elliott and Amber MacDonald, the student researcher, Julie Shaw, or the Executive Director, Sonya Jodoin. You can decline services, ask for a referral to another organization, or request another staff member or volunteer if you feel uncomfortable. It is important for you to know that Victim Services staff will not judge you or your circumstances and that we will be happy to help you if ever the need arises.

Voluntary Participation

Participation in the study is voluntary. You do not have to answer any questions on the questionnaires or in the interview that make you feel uncomfortable. You may leave the study at any time before August 7, 2014 and will not have to explain why you have changed your mind.

Privacy

Due to the nature of the group meetings, we cannot fully protect confidentiality or privacy for the information you share in the meetings. We cannot guarantee that other participants will not disclose information learned during the meetings.

There are some limits to what we can keep private. If you tell us or we have reason to believe that you are being harmed or may be harmed by your parent(s)/guardian(s), by someone else, or by yourself, we may need to tell someone (the Children's Aid Society, your parent(s)/guardian(s), the person at risk, and/or the police). If you tell us or we have

reason to believe that you are going to harm someone, we may need to tell that person, his/her parent(s)/guardian(s), the Children's Aid Society, and/or the police.

The student researcher will be aware of your responses to the interview or questionnaire but no one else will know which responses you gave. After the student researcher has gathered the necessary information, she will remove your name from the interview or questionnaire so that no one will know who gave which response. The student researcher, the thesis supervisor, and the Executive Director will have access to the research data. The questionnaires will be stored in a locked box and electronic data will be stored on an encrypted flash drive.

The final report will not include your name. There will be no identifying information included about the interviewees or the wait list participants. If you are in group one, however, there will be occasional photographs and videos taken during the group meetings and community volunteer activities. The photos and/or videos may be included in the final reports, the student thesis, and a 3-5 minute video summary of the project, to be provided to Women's College Hospital as a condition of funding. The video may also be used by Victim Services of Leeds and Grenville and the student researcher to inform others of the results of the study. Photographs may be used on Victim Services' website and facebook page.

Use of Data

Findings will be shared with research supervisors, students, Women's College Hospital, Victim Services of Leeds and Grenville, and other community and provincial organizations. The final report will be available to participants and will be on Victim Services of Leeds and Grenville's website and facebook page. After the data analysis is completed, all identifying information will be removed from questionnaires and interviews and the remaining data will become the property of Victim Services of Leeds and Grenville.

Questions

If you have any questions, please contact the student researcher, thesis supervisor, or Executive Director. The study has been approved by the Carleton University Research Ethics Board. You may confirm the ethical approval of this study or raise concerns you may have by contacting the University Research Ethics Board. Contact information for the student researcher, thesis supervisor, Executive Director, and the Research Ethics Board is listed below.

Consent Section

The research team wants to ensure that you have fully understood the risks, benefits and procedures of the study as outlined in this form. We want you to feel comfortable that all of your questions about the study have been answered to your satisfaction. You will give consent to participate in this study by signing the form below.

Additional Contact Information

Julie Shaw, MSW student researcher
julieshaw@cmail.carleton.ca
613-802-9210

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619 Dunton Tower
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Ottawa, ON, K1S 5B6
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613-520-2600 extension 3542

Sonya Jodoin, Executive Director
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P.O. Box 1268
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sonya@vslg.ca
613-341-7700

Professor Andy Adler, Chair
Professor Louise Heslop, Vice-Chair
Research Ethics Board
Carleton University
1325 Dunton Tower
1125 Colonel By Drive
Ottawa, ON, K1S 5B6
ethics@carleton.ca
613-520-2517

If you understand the conditions in this form and agree to participate in the study, please sign below.

Signature of Participant: _____ Date: _____

Signature of Parent: _____ Date: _____

Signature of Researcher: _____ Date: _____

Source: Christine Howey, Elizabeth Whyte and Mike Garbutt, Recruitment document, student research project, Carleton University, 2011, in van de Sande, A., and Schwartz, K. (2011). *Research for Social Justice*. Nova Scotia: Fernwood Publishing, pp. 155-158.

Appendix H. Media Consent

I, _____ hereby grant permission to Victim Services of Leeds & Grenville (VSLG) and any other persons authorized by Victim Services to take and produce photographs, film, sound recordings and any other audio and / or visual reproductions of me. Formats may include, but not limited to: television, radio, print and internet (web).

- ✓ I consent to these photographs, images or sound recordings being used for:
 - Advertising, public relations or communications purposes related to VSLG
 - Educational materials developed (i.e. pamphlets, brochures, videos) by VSLG
 - Victim Services monitored online or social media sites such as Facebook, Twitter, YouTube, blogs etc.

Date: _____ (print name)
 _____ (witness) _____ (signature of participant or legal guardian)

Please read carefully.

By signing this consent form you are agreeing to allow Victim Services of Leeds & Grenville to:

- Take and use photographs, video, film and / or audio of you.
- Use this information for publicity, promotions and campaigns for Victim Services and on the VSLG website and social media networks; As a result, this information may be seen throughout the world.
- Authorize any images or video footage taken of you, in whole or part, individually or in conjunction with other images and video footage, to be displayed on the Centre's website and other official channels, to be used for media purposes including promotional presentations, marketing campaigns and social media.

You are waiving rights to privacy and compensation.

Victim Services of Leeds & Grenville shall be the sole owner of such materials and information including copyrights throughout the world.

If you wish for Victim Services to stop using or limit your information please contact the Executive Director at 613-341-7700. We will remove the images / video from our website, social media channels and other materials. Please note, however, that once your information, video(s) or photo(s) is shared in print publication(s), on website(s) or social media, it becomes public knowledge and will no longer be protected. It may still be visible on the internet even after Victim Services has removed it from its own channels.

Appendix I. Service Provider Interview Consent



Carleton
UNIVERSITY



Title of Research Project: An evaluation of Victim Services of Leeds and Grenville's Youth Program

Date of ethics clearance: April 28, 2014

Ethics clearance for data collection expires: May 31, 2015

Dear Mr./Ms.,

You are invited to participate in a study that will evaluate Victim Services of Leeds and Grenville's Youth Program. The study will be conducted by Master of Social Work student, Julie Shaw, under the supervision of Professor Adje Van de Sande at Carleton University, and Victim Services of Leeds and Grenville's Executive Director, Sonya Jodoin. The intent of this letter is to inform you of the purpose, procedures, benefits, risks, participation, privacy and use of data so that you can decide whether or not you want to participate in the study.

Purpose

You have been invited to participate in an interview because you have had some involvement with Victim Services of Leeds and Grenville's Youth Program. The study will help Victim Services of Leeds and Grenville to evaluate their new Youth Program, which was implemented in the spring of 2012. The research study aims to assess whether or not the Youth Program is impacting attitudes and behaviours that have been associated with risk of perpetrating or experiencing sexual violence, dating violence, stalking/harassment, and online bullying.

Procedure

If you choose to participate in an interview, you will be asked a series of 15 questions by Julie Shaw. This will be a private interview in order to keep your answers private. The questions will ask you about your experiences with Victim Services of Leeds and Grenville's Youth Program and any suggestions you may have.

Benefits

By participating in an interview, you will be contributing to the evaluation of Victim Services of Leeds and Grenville's Youth Program, helping us assess the effectiveness of the program towards its stated goals and objectives, and assisting us in identifying any changes that should be made.

Risks

You may feel discomfort if you discuss any personal or sensitive information. Comments or information shared during the private interview have the potential to be upsetting. You may also be concerned with loss of privacy and it is important that you understand the limits to confidentiality as listed in the "Privacy" section below. If you feel discomfort as a result of the private interview and would like to seek support, you can discuss it with the student researcher, the research supervisor, or the Executive Director.

There is also a chance that you may require or be offered the assistance of Victim Services of Leeds and Grenville staff in the future, including the student researcher, Julie Shaw, or the Executive Director, Sonya Jodoin. You can decline services, ask for a referral to another organization, or request another staff member or volunteer if you feel uncomfortable. It is important for you to know that Victim Services staff will not judge you or your circumstances and that we will be happy to help you if ever the need arises.

Voluntary Participation

Participation in the study is voluntary. You do not have to answer any questions in the interview that make you feel uncomfortable. You may leave the study at any time before February 15, 2015 and will not have to explain why you have changed your mind.

Privacy

There are some limits to what we can keep private. If you tell us or we have reason to believe that a child under the age of sixteen is being harmed or may be harmed by their parent(s)/guardian(s), by someone else, or by yourself, we may need to tell someone (the Children's Aid Society, the parent(s)/guardian(s), the person at risk, and/or the police). If

you tell us or we have reason to believe that you are going to harm someone, we may need to tell that person, his/her parent(s)/guardian(s), the Children's Aid Society, and/or the police.

The student researcher will be aware of your responses to the interview but no one else will know which responses you gave. Your name will not be on the interview transcript and no one will know who gave which response. The student researcher, the thesis supervisor, and the Executive Director will have access to the research data. The interview transcripts will be stored in a locked box and electronic data will be stored on an encrypted flash drive.

The final report will not include your name. There will be no identifying information included about the interviewees.

Use of Data

Findings will be shared with research supervisors, students, Women's College Hospital, Victim Services of Leeds and Grenville, and other community and provincial organizations. The final report will be available to participants and will be on Victim Services of Leeds and Grenville's website and facebook page. After the data analysis is completed, data will become the property of Victim Services of Leeds and Grenville.

Questions

If you have any questions, please contact the student researcher, thesis supervisor, or Executive Director. The study has been approved by the Carleton University Research Ethics Board. You may confirm the ethical approval of this study or raise concerns you may have by contacting the University Research Ethics Board. Contact information for the student researcher, thesis supervisor, Executive Director, and the Research Ethics Board is listed below.

Consent Section

The research team wants to ensure that you have fully understood the risks, benefits and procedures of the study as outlined in this form. We want you to feel comfortable that all of your questions about the study have been answered to your satisfaction. You will give consent to participate in this study by signing the form below.

Additional Contact Information

Julie Shaw, MSW student researcher
julieshaw@cmail.carleton.ca

613-802-9210

Professor Adje Van de Sande, thesis supervisor
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Sonya Jodoin, Executive Director
Victim Services of Leeds and Grenville
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Professor Andy Adler, Chair
Professor Louise Heslop, Vice-Chair
Research Ethics Board
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1325 Dunton Tower
1125 Colonel By Drive
Ottawa, ON, K1S 5B6
ethics@carleton.ca
613-520-2517

If you understand the conditions in this form and agree to participate in the study, please sign below.

Signature of Participant: _____ Date: _____

Signature of Parent: _____ Date: _____

Signature of Researcher: _____ Date: _____

Source: Christine Howey, Elizabeth Whyte and Mike Garbutt, Recruitment document, student research project, Carleton University, 2011, in van de Sande, A., and Schwartz, K. (2011). *Research for Social Justice*. Nova Scotia: Fernwood Publishing, pp. 155-158.

Appendix J. Summer Youth Program Interview Consent



Carleton
UNIVERSITY



Title of Research Project: An evaluation of Victim Services of Leeds and Grenville's Youth Program

Date of ethics clearance: April 28, 2014

Ethics clearance for data collection expires: May 31, 2015

Dear Mr./Ms.,

You are invited to participate in a study that will evaluate Victim Services of Leeds and Grenville's Youth Program. The study will be conducted by Master of Social Work student, Julie Shaw, under the supervision of Professor Adje Van de Sande at Carleton University, and Victim Services of Leeds and Grenville's Executive Director, Sonya Jodoin. The intent of this letter is to inform you of the purpose, procedures, benefits, risks, participation, privacy and use of data so that you can decide whether or not you want to participate in the study.

Purpose

You have been invited to participate in an interview because you were among the eight participants in Victim Services of Leeds and Grenville's Summer Youth Program which took place in July and August of 2014. The study will help Victim Services of Leeds and Grenville to evaluate their new Youth Program, which was implemented in the spring of 2012 and includes three components: A volunteer program, classroom instruction, and an in-school supportive information and referral process. The research study aims to assess whether or not the Youth Program is impacting attitudes and behaviours that have been associated with risk of perpetrating or experiencing sexual violence, dating violence, stalking/harassment, and online bullying.

Procedure

If you choose to participate in an interview, you will be asked a series of 20 questions by Julie Shaw. This will be a private interview in order to keep your answers private. The questions will ask you about your experiences with Victim Services of Leeds and Grenville's Youth Program and any long term effects that may have taken place.

Benefits

By participating in an interview, you will be contributing to the evaluation of Victim Services of Leeds and Grenville's Youth Program, helping us assess the effectiveness of the program towards its stated goals and objectives, and assisting us in identifying any changes that should be made.

Risks

You may feel discomfort if you discuss any personal or sensitive information. Comments or information shared during the private interview have the potential to be upsetting. You may also be concerned with loss of privacy and it is important that you understand the limits to confidentiality as listed in the "Privacy" section below. If you feel discomfort as a result of the private interview and would like to seek support, you can discuss it with the student researcher, the research supervisor, or the Executive Director, or you can call the Kids Help Phone.

There is also a chance that you may require or be offered the assistance of Victim Services of Leeds and Grenville staff in the future, including the student researcher, Julie Shaw, or the Executive Director, Sonya Jodoin. You can decline services, ask for a referral to another organization, or request another staff member or volunteer if you feel uncomfortable. It is important for you to know that Victim Services staff will not judge you or your circumstances and that we will be happy to help you if ever the need arises.

Voluntary Participation

Participation in the study is voluntary. You do not have to answer any questions in the interview that make you feel uncomfortable. You may leave the study at any time before February 15, 2015 and will not have to explain why you have changed your mind.

Privacy

There are some limits to what we can keep private. If you tell us or we have reason to believe that you are being harmed or may be harmed by your parent(s)/guardian(s), by someone else, or by yourself, we may need to tell someone (the Children's Aid Society,

your parent(s)/guardian(s), the person at risk, and/or the police). If you tell us or we have reason to believe that you are going to harm someone, we may need to tell that person, his/her parent(s)/guardian(s), the Children's Aid Society, and/or the police.

The student researcher will be aware of your responses to the interview but no one else will know which responses you gave. Your name will not be on the interview transcript and no one will know who gave which response. The student researcher, the thesis supervisor, and the Executive Director will have access to the research data. The interview transcripts will be stored in a locked box and electronic data will be stored on an encrypted flash drive.

The final report will not include your name. There will be no identifying information included about the interviewees. As previously discussed and consented to, there will be photographs and a video associated with the report.

Use of Data

Findings will be shared with research supervisors, students, Women's College Hospital, Victim Services of Leeds and Grenville, and other community and provincial organizations. The final report will be available to participants and will be on Victim Services of Leeds and Grenville's website and facebook page. After the data analysis is completed, data will become the property of Victim Services of Leeds and Grenville.

Questions

If you have any questions, please contact the student researcher, thesis supervisor, or Executive Director. The study has been approved by the Carleton University Research Ethics Board. You may confirm the ethical approval of this study or raise concerns you may have by contacting the University Research Ethics Board. Contact information for the student researcher, thesis supervisor, Executive Director, and the Research Ethics Board is listed below.

Consent Section

The research team wants to ensure that you have fully understood the risks, benefits and procedures of the study as outlined in this form. We want you to feel comfortable that all of your questions about the study have been answered to your satisfaction. You will give consent to participate in this study by signing the form below.

Additional Contact Information

Julie Shaw, MSW student researcher

julieshaw@cmail.carleton.ca
613-802-9210

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Professor Andy Adler, Chair
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1325 Dunton Tower
1125 Colonel By Drive
Ottawa, ON, K1S 5B6
ethics@carleton.ca
613-520-2517

If you understand the conditions in this form and agree to participate in the study, please sign below.

Signature of Participant: _____ Date: _____

Signature of Parent: _____ Date: _____

Signature of Researcher: _____ Date: _____

Source: Christine Howey, Elizabeth Whyte and Mike Garbutt, Recruitment document, student research project, Carleton University, 2011, in van de Sande, A., and Schwartz, K. (2011). *Research for Social Justice*. Nova Scotia: Fernwood Publishing, pp. 155-158.

Appendix K. Quantitative Results

Table 4. Social Self-efficacy Group Statistics

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
SE Scores	1.00	8	32.8750	4.76408	1.68436
	2.00	8	28.7500	6.51920	2.30489

Table 5. Social Self-efficacy Independent Samples Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.597	.227	1.445	14	.170	4.12500	2.85474	-1.99781	10.24781
Equal variances not assumed			1.445	12.817	.172	4.12500	2.85474	-2.05124	10.30124

Table 6. Social Connectedness Group Statistics

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
SC Scores	1.00	8	43.1250	4.42194	1.56339
	2.00	8	35.6250	7.24938	2.56304

Table 7. Social Connectedness Independent Samples Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.578	.131	2.498	14	.026	7.50000	3.00223	1.06085	13.93915
Equal variances not assumed			2.498	11.576	.029	7.50000	3.00223	.93200	14.06800