



Addressing Gender-Based Violence and
Teen Dating Violence through Sport:
The Health Perspective Project

RESEARCH METHODS AND FINDINGS

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This document provides an overview of the research methods and findings for the “Addressing Gender-Based Violence (GBV) and Teen Dating Violence (TDV): The Health Perspective” project. It outlines what we know about teen dating violence, why it is important to develop teen dating resources for sport stakeholders, existing resources and gaps in literature of teen dating violence, and an overview of the eLearning modules being developed to support the findings and provide coaches and sport stakeholders with the tools to understand and respond to GBV and TDV.

TABLE OF CONTENTS

Acknowledgements	3
Overview of the Support through Sport Series.....	4
What Do We Know about Gender-Based Violence (GBV) and Teen Dating Violence (TDV)?	5
Why is it Important to Develop Resources?.....	12
What Resources Currently Exist?.....	23
Overview of Modules	24
Appendix A.....	24
References	28

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OVERVIEW OF THE SUPPORT THROUGH SPORT SERIES

The Support through Sport series is a project funded through the Public Health Agency of Canada that focuses on addressing teen dating violence through sport, and includes the development of educational modules and resources for coaches. These modules and resources strive to assist coaches in understanding, recognizing, and addressing gender-based and teen dating violence and promoting healthy relationships in and through sport, targeting teens aged 11-24 years. Given the well-documented influential roles of coaches on teen development, with the appropriate supports and education, coaches can influence healthy relationships of teens both within and beyond the sport context. The more specific objectives of the project included:

1. **Awareness-Raising:** To document and disseminate information about the prevalence and forms of gender-based and teen dating violence experienced by sport participants.
2. **Understanding Stakeholder Needs:** To assess the educational and support needs of sport coaches in preventing and addressing gender-based and teen dating violence and promoting healthy relationships in and through sport.
3. **Development, Implementation, and Evaluation of Education:** To develop, implement, and evaluate a foundational module as well as three advanced online educational modules for sport coaches. The modules aim to increase the understanding of gender-based and teen dating violence amongst athletes between the ages of 11 and 24 years. Additionally, a complementary educational toolbox, containing exercises and activities, readings and resources for coaches has been developed and has been designed to accompany the online educational modules.
4. **Development, Implementation, and Evaluation of Supports:** To develop, implement, and evaluate advocacy resources targeting the prevention of gender-based and teen dating violence, and promotion of healthy relationships.
5. **Sustainability and Scalability:** To support long-term and wide implementation, all aspects of the intervention programme are placed online in both official languages and disseminated nation-wide via the Coaching Association of Canada.

The project included a review of scholarly literature, an analysis of prevention and intervention efforts, and an evaluation of coaches' and athletes' experience of gender-based violence and teen dating violence within sport. This executive brief provides a summary of the empirical literature that informed the development of this toolbox. The document is broken down into three primary sections:

- What do we know about teen dating violence?
- Why is it important to develop resources for teen dating violence?
- And what currently exists for teen dating resources?

Through the phases of this project, including (1) Development of background literature; (2) Data collection; (3) Analysis of resources; and (4) Task Force advisory meetings, members of the University of Toronto research team and the Coaching Association of Canada developed a Support through Sport series of e-modules. These are complemented with advocacy resources and the online toolbox.

WHAT DO WE KNOW ABOUT GENDER-BASED VIOLENCE (GBV) AND TEEN DATING VIOLENCE (TDV)?

Background Literature

Gender & Biological Sex

Critical for the entire project is a foundational understanding of key terms:

Sex	“A person’s biological and physiological characteristics” (Government of Canada, 2018a, p.1).
Gender	“The roles, behaviours, activities, and attributes that a given society may construct or consider appropriate for the categories of “men” and “women”” (Government of Canada, 2018a, p.1).
Gender expression	“The various ways in which people choose to express their gender identity” (Government of Canada, 2018a, p.1).
Gender identity	“An internal and deeply felt sense of being a man or woman, both or neither” (Government of Canada, 2018a, p.1).

Gender was previously understood with a direct association to biological sex (Watson, 2019). However, the concept has shifted to a fluid understanding in response to stigmatization and societal norms (Levitt, 2019). Within younger generations we are seeing a more open response to the difference between sex and gender, and seeing gender on a spectrum (Schudson et al., 2019; Watson, 2019). This places responsibilities on educators, coaches, parents, caregivers, and other influential mentors in young peoples’ lives to be educated on the evolving complexity and fluidity of gender.

Intersectionality

Intersectionality	The intersection of more than one unique and diverse dimension or lived experience; e.g. a woman that has a disability; which further decreases access to participation and opportunities.
Identity	“We all have multiple identity factors that intersect that help make us who we are” (Government of Canada, 2020, p.1).

Similar to changing norms of gender, it is crucial for the influential mentors in youths’ support systems to understand intersectionality and how some youth may be more at risk; specifically gender and race are dominant areas of intersectional oppression (Carbado et al., 2013).

Violence

Violence	“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation” (World Health Organization, 2002, p.4).
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Violence often carries an emphasis on its physical nature; however, violence does not have to result in harm for it to be considered violence. Potential harm and threat of harm is considered violence as well. Furthermore, violence can result in both potential and actual physical and psychological harm; moreover, the two should be considered as equal symptoms of violence.

Subtypes of Violence:

Sport violence	Direct acts of physical violence contained within or outside the rules of the game that result in injury to persons, animals or property. Harmful or potentially harmful acts conducted in the context of sport that threaten or produce injury or that violate human justices and civil liberties (Young, 2019, p.15).
Interpersonal violence	“Physical violence, sexual violence, stalking, or psychological harm by a current or former partner or spouse” (CDC, 2018, p.1).
Dating violence	Violence between young people in an intimate romantic and/or sexual relationship, who do not have a binding or economic tie (Gracia-Leiva et al., 2019).

Violence is a complex phenomenon which must consider (1) negative effects perceived by the victim, (2) power balance existing, (3) the consequences that ensue, (4) victim’s perception of the normalization of violence, (5) the motivations of the perpetrator (Lindhorst & Tajima, 2008).

Gender-Based Violence (GBV)

Gender-based violence	“Violence that is committed against someone based on their gender identity, gender expression or perceived gender” (Government of Canada, 2018b, p.1).
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Key Points:

- (1) Actual harm and the threat of harm are equally severe, and both are considered gender-based violence;
- (2) GBV, like violence, is not only physical violence;
- (3) The deprivation of freedom to act influences the dynamics of violence;
- (4) Family or relationships are not contexts which exempt GBV from being a public health issue requiring intervention (Russo, 2019).

The roots of GBV can be traced back to the normalization of our society’s gender roles and order (Russo, 2019). It continues to exist often inconspicuously, in the normalized jokes and media, at the expense of girls and women, who are the majority of victims of GBV (Government of Canada, 2018b; Bradbury-Jones et al., 2019; Perreault, 2015) and other marginalized populations (Government of Canada, 2018b).

Forms of Gender-Based Violence

- Physical
- Sexual
- Cyber
- Psychological
- Economic
- Neglect
- Harassment
- Intimate Partner Violence
- Stalking
- Forced abortion
- Sterilization
- Genital mutilation

(Government of Canada, 2018b; Bradbury-Jones et al., 2019; Russo, 2019)

Gender-Based Violence Inside Sport

Gender-based violence exists in sport, although the literature on the topic is still developing empirically. It occurs on both cultural and interpersonal levels (Council of Europe, 2016; Purohit et al., 2015; Toffoletti, 2007); and manifests in the media (Purohit et al., 2015; Toffoletti, 2007), between athletes, or athletes and medical staff (Council of Europe, 2016). Gender-based violence in sport has been underreported, ignored, and unnamed (Mergaert et al., 2016). Naming gender-based violence as an issue in sport is crucial for awareness-building and

prevention (Mergaert et al., 2016). With research revealing athletes feel a stigma surrounding gender-based violence, the importance of gender-based violence being recognized and combatted by coaches and stakeholders in positions of authority in sporting organizations is evident (Falkingham, 2018). Canadian sport organizations exhibit a lack of attention and awareness to gender-based violence in sport with many official websites not including information on gender-based violence.

Prevalence of Gender-Based Violence

Outside of sport women report higher victimization of gender-based violence (Arnold et al., 2008; Perreault, 2015; Rees et al., 2011), and gender-related violence, including sexual assault (Conroy & Cotter, 2017; Statistics Canada, 2019), unwanted sexual behaviour in public spaces (Statistics Canada, 2019), inappropriate sexual behaviour in their workplace (Statistics Canada, 2019), physical assault (Statistics Canada, 2019), and intimate partner violence (Canadian Women’s Foundation, 2016).

Intersectionality plays an influential role in gender-based violence. This is evident in the higher prevalence of gender-based violence related harm in Indigenous women (Government of Canada, 2018b), women of African American decent (Brent-Goodley, 2009), women with disabilities (Burczycka, 2016), and women in the LGBTQ+ community (Burczycka, 2016).

In sport little to no academic literature exists on the prevalence of gender-based violence in North American sport. However, maltreatment literature shows that current and retired Canadian national female athletes report significantly more experiences of harm across every form of maltreatment: psychological abuse, physical abuse, sexual abuse, and neglect (Kerr et al., 2019).

Teen Dating Violence

Teen dating is very common among youth, with 65% of teens having had a recent romantic relationship by the time they were 18 (Connolly & McIsaac, 2009) and represents a critical shift from primary interactions being with family to one’s romantic partner (Furman & Collins, 2009).

Romantic relationships	Includes all romantic experiences between people, regardless of their relationship “status”.
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Dating is a sub type of romantic relationships.

Forms

Psychological teen dating violence	Indirect harm of a partner through socially or emotionally manipulative behaviours (Wincentak et al., 2017).
Physical teen dating violence	A range of potentially harmful physical actions against a partner resulting in actual, threat of, or potential harm (Wincentak et al., 2017).
Sexual teen dating violence	A range of unwanted sexual actions against a partner, resulting in actual, threat of, or potential harm (Wincentak et al., 2017).
Cyber teen dating violence	Teen dating violence perpetrated through online technology forums. An easy and fast form of teen dating violence (Peskin et al., 2017).

Prevalence

Prevalence of teen dating violence varies largely across scientific studies. Psychological teen dating violence remains both the least researched yet shows the highest prevalence (Choi et al., 2016) ranging from 77%-90% (Niolon et al., 2015; Rubio-Garay et al., 2017). Research of psychological teen dating violence suggests a bidirectional pattern, with both partners being victims and perpetrators (Rubio-Garay et al., 2017). Sexual and physical victimization of teen

dating violence changes with the form and age at which victimization is occurring (Jouriles et al., 2017; Wolfe et al., 2001). Self defense may be a factor in girls changing victimization and perpetration rates with age (O’keefe, 1997; Watson et al., 2001). Conflicting evidence exists on teen dating violence in the LGBTQ2S+ community. Teen males who are unsure of their sexuality reported the highest prevalence of sexual and physical teen dating violence victimization, with female sexual minority students reporting the next highest prevalence of teen dating violence (Olsen et al., 2017).

Risk Factors

There are risk factors impacting both the perpetration and victimization of teen dating violence; these include peer and family factors, individual factors, relational factors, and contextual factors.

Perpetration

Peer and family factors:

- Peers participating in risky behaviours (Peskin et al., 2017)
- Peer impact (Garthe et al., 2017)
- Lack of or little social support (Peskin et al., 2017)
- Negative communication amongst family (Peskin et al., 2017)
- Weak connectedness at school (Cleveland et al., 2003)
- Weak connectedness within one’s community (Schnurr & Lohman, 2013)
- Being exposed to violence/conflict at home (Peskin et al., 2017; Reyes et al., 2016)

Perpetration is believed to be linked to victimization, as victims may normalize abusive behaviours and then perpetrate it themselves later on (Cohen et al., 2018)

Individual factors:

- Previous perpetration of teen dating violence (Cohen et al., 2018)
- Poverty and low socioeconomic status (Foshee et al., 2009; Peskin et al., 2017)

Individual risk factors of the perpetration of dating violence

- Low frustration tolerance (Gracia-Leiva et al., 2019)
- Sexism (Gracia-Leiva et al., 2019)
- Alcohol misuse (Gracia-Leiva et al., 2019)
- Female gender (Peskin et al., 2017; Wincentak et al., 2017)
- Depression (Dardis et al., 2015; Foshee et., 2010)
- Childhood violence or delinquency (Temple et al., 2016)

Victimization

Relational factors

- Association with aggressive peer relationships
- Being friends with a victim of physical dating violence (Arriaga & Foshee, 2004)
- All peer influences (Garthe et al., 2017)
- Past child abuse in the family (Dee, 2012; Hérbert et al., 2019)
- Normalization of violent behaviours in the family context (Karlsson et al., 2016)
- Physical bullying victimization (Debnam et al., 2016)

Contextual factors

- Living in a violent neighborhood (Park & Kim, 2018)

- Being homeless and pregnant/having children or a mental illness (Gracia-Leiva et al., 2019)
- Females in areas of greater gender inequality (Gressard et al., 2015)

Individual factors:

- Cigarette smoking (Gracia-Leiva et al., 2019)
- Suicide attempts (Gracia-Leiva et al., 2019)
- Alcohol and drug abuse (Devries et al., 2014; Gracia-Leiva et al., 2019)
- Adolescent pregnancy (Gracia-Leiva et al., 2019; Silverman et al., 2001).
- Sexual minority students (Olsen et al., 2017)

Effects

The effects of the varying forms of teen dating violence remain inconclusive in academic literature (Choi et al., 2016). Minimal research contributing the literature on the effects of teen dating violence, propose effects such as:

- Impact on teens' mental health (Banyard & Cross, 2008; Choi et al., 2016; Temple et al., 2016; Van Ouytsel et al., 2017)
- Hostility (Choi et al., 2016)
- Psychological functioning (Choi et al., 2016)
- Educational outcomes (Banyard & Cross, 2008)
- Suicidal ideations (Olshen et al., 2007; Silverman et al., 2001)
- Emotional responses: guilt and rage (Gracia-Leiva et al., 2019)
- Decreased psychosocial wellbeing (Gracia-Leiva et al., 2019)
- Negatively impacted academic performance (Gracia-Leiva et al., 2019)

In dating violence more broadly, research proposes effects such as:

- Unhealthy sexual behaviours (Howard & Wang, 2003; Van Ouytsel et al., 2017)
- Psychological distress (Jouriles et al., 2009)
- Future IPV (Banyard & Cross, 2008; Jouriles et al., 2009)

Gendered effects exist with female victims:

- Experience more trauma symptoms following violence experiences (Jouriles et al., 2017)
- Low self-esteem (Gracia-Leiva et al., 2019).
- Emotional dependency (Gracia-Leiva et al., 2019).

Perpetration of TDV effects teens' mental health resulting in the potential for health concerns such as depression, anxiety, and hostility (Temple et al., 2016).

Prevention and Intervention Efforts

Successful prevention and intervention programs are crucial for reducing the occurrence of gender-based violence and teen dating violence (Krug et al., 2002). These programs often target addressing laws and consequences for perpetrators of violence, sexual health, the social construction of underlying gender attitudes, norms, and behaviours, healthy versus unhealthy relational dynamics, and bystander empowerment (Crooks et al., 2019).

School Based Prevention and Intervention Programs

The Fourth R

- Targeting elementary and secondary school

- Healthy relationships and violence prevention skills can be taught and learned (Wolfe et al., 2006)

Outcomes of the intervention:

- Decreased physical dating violence was greater in a control group, the intervention program had a greater impact on boys than girls, and the impact was an increase in effective peer resistance skills, and decreased use of violent behaviours (Crooks et al., 2019; Crooks et al., 2011; Foshee et al., 2005; Wolfe et al., 2009).

Safe Dates

- Targeting elementary and secondary school
- Raising awareness what a healthy versus an abusive dating relationship looks like, the causes and consequences of dating abuse, teaching students skills to foster healthy dating relationships and how to respond to abusive dating relationships for themselves (Foshee et al., 1998; Foshee et al., 2005)

Outcomes of the intervention:

- Reduces perpetration of psychological and physical dating violence, reduces physical dating violence victimization, reduces peer violence and reduces weapon carrying
- Most effective prevention approaches for addressing sexual violence perpetration (Crooks et al., 2019; Crooks et al., 2011; DeGue et al., 2014; Foshee et al., 2005)

Green Dot

- Targeting intercollegiate level
- Focus on active bystander behaviour through education and intensive training (Crooks et al., 2019)

Outcome of the intervention:

- Higher self-reported active bystander behaviour, lower rates of violent victimization, and reduced male violence perpetration rates
- Long lasting effects (Coker et al., 2016; Coker et al., 2015)

Bringing in the Bystander

- Targeting intercollegiate level
- Education on safe interventions for violent behaviours (Crooks et al., 2019)

Outcome of the intervention:

- Increase self-reported bystander behaviours and increase confidence for intervening
- Inconsistent results (Banyard et al., 2007; Cares et al., 2015; Moynihan et al., 2015; Moynihan et al., 2010, 2011)

Sport Based Prevention and Intervention Programs

Coaches are in a unique position to help address gender-based violence (Miller et al., 2012) as they have a close relationship with their athletes (Jowett & Cockerill, 2003; Stirling & Kerr, 2009).

Coaching boys into men

- Targeting high-school students
- Focused on gender violence recognition, gender equitable attitudes, bystander and intervention education and abuse perpetration (Miller et al., 2012)

Outcome of the intervention:

- Increase gender-equitable attitudes and fewer negative intervention behaviours (Miller et al., 2012)

Footy Fans against Sexual Assault

- Fan advocacy, demonstrating the importance of using all sport stakeholders
- Bringing awareness of the issue of sexual violence by football players and separate sport and violence

Bystander Phenomenon

Targeting bystanders broadens the approach to a community-level and is important for the prevention and intervention of gender-based violence (Banyard, 2008). Programs have targeted interventions to target bystander efficacy in student-athletes as mentors in violence prevention (Crooks et al., 2019) and has expanded further with the primary goal of encouraging students to speak out and intervene in abusive scenarios (Crooks et al., 2019).

Healthy Relationships

It is important to advocate for healthy relationships to assist teens and adults in recognizing positive relationships in their own lives. A healthy relationship includes:

- | | | | |
|-----------------------------------|---|----------------------|-------------------------------------|
| • Respecting boundaries | • Effective communication | • Flexibility | • Demonstrating trust in each other |
| • Encouraging outside friend time | • Participation in various activities of interest | • Offering consent | • A sense of individuality |
| • Trust | • Honest and respectful communication | • Defined boundaries | • Empathy |
| • Affection | | • Patience | • Appreciation |
| | | • Reciprocity | |

(Bonior, 2018; Kids Help Phone, n.d.; New York State government, 2017)

Educational programs (such as *Safe Dates*, *five-session dating violence prevention program*, and *Positive Adolescents Choices Training*) on healthy relationships have been shown to decrease violent tendencies (Adler-Baeder et al., 2007; Foshee et al., 2004; Hammond & Yung, 1991; Josephson & Proulx, 2008; MacGowan, 1997; Wolfe et al., 2003).

Coaches' Role in Fostering Healthy Relationships

The coach-athlete relationship is one of the most important and influential relationship in an athlete's career. Coaches can positively impact the athlete (Côté & Gilbert, 2009; Tredinnick & McMahon, 2019) and can discourage athletes from engaging in unhealthy behaviours (Erickson et al., 2015; Mastroleo et al., 2012). Child maltreatment experts suggest coaches must model appropriate behaviour and educate athletes on the importance of engaging in healthy relationships to ensure that athletes do not normalize and engage in interpersonal violent behaviours. The coaches' role has the potential to:

- Reduce sexual violence within youth relationships (Miller et al., 2013)
- Influence student-athlete to speak up against sexual violence (Tredinnick & McMahon, 2019)
- Influence the intervention and response to cases of peer perpetrated sexual violence or dating (Miller et al., 2012)

Based on this influential role it is essential that coaches are able to access education and training opportunities via the Support Through Sport series to build their awareness, understanding and ability to support sport participants.

Gaps in the Literature

With a plethora of excellent resources available for modeling healthy relationships, gender-based violence and teen dating violence prevention, intervention and support efforts, there remains areas that require further research and efforts.

Gender-Based Violence

(1) Research on the adoption of the new and evolving gender spectrum must be included into educational programs for all mentor roles in youth's lives. (2) Research into the impact of gender in sports, specifically understanding sexual minorities experiences is still to be established. (3) Academic literature must continue focusing its efforts on the growing issue of cyber gender-based violence. (4) Research on gender-based violence in sport must continue to be established, with a large dearth in prevalence research as a starting point to address to build our understanding of the scope of the issue.

Teen Dating Violence

(1) Research must identify and produce consistent and conclusive evidence of risk factors of the perpetration of teen dating violence. (2) Sufficient and conclusive evidence on perpetration and victimization factors of teen dating violence must continue to be gathered. (3) The link between bullying and teen dating violence (Debnam et al., 2016) should be explored further to provide greater understanding of perpetration and victimization factors and how bullying prevention programs could positively inform teen dating violence prevention programs. (4) More research is needed on the influence of intersectionality in teen dating violence. (5) More research on cyber teen-dating violence must be established.

Intervention and Prevention

Although intervention and prevention efforts are promising in both healthy relationship and positive bystander behaviours it is important to not make definitive generalizability claims in the translation to reducing gender-based violence and teen dating violence. Therefore (1) the impacts of education and practicing healthy relationships should continue to be researched and developed in the gender-based violence and teen dating violence contexts. (2) Overall healthy relationship research and positive bystander behaviours would benefit from further attention, with specific attention to psychosocial developmental theory being encouraged. (3) Future research must further explore how coaches can promote healthy relationships among youth athletes and the impacts. Lastly, (4) research must address the dearth in literature on intervention programs in vulnerable population to gender-based violence and teen dating violence.

WHY IS IT IMPORTANT TO DEVELOP RESOURCES?

Quantitative research was conducted through the employment of surveys to explore the importance of developing resources for preventing teen dating violence in and through sport. The survey's objective was two-fold. First, to understand athletes' and coaches' experiences of both teen dating violence and gender-based violence. Second, to utilize the survey data to inform the development of educational modules and highlight stakeholder needs. This parallels the two core research objectives guiding this analysis:

1. To assess the prevalence and forms of gender-based violence and teen dating violence experienced by sport participants
2. To understand stakeholder and athlete needs and the educational support both parties require

Separate surveys were employed for athletes and coaches.

Athlete Survey

- 133 athletes
- Ages 16-24
- Gender: (Female (n= 94, 74%), Male (n = 27, 21.3%), Two-Spirit (n = 1, 0.79%), Cisgender (n = 2, 1.6%), Non-Binary (n = 1, 0.79%), Gender fluid (n = 1, 0.79%), and Gender neutral (n = 1, 0.79%))
- Race (11.5% (n = 14) identified as racialized, 82.8% (n = 101) did not identify as racialized and 5.7% (n = 7) preferred not to disclose)
- Sexual orientation (15.6% (n = 19) of participants self-identified as a LGBTQI2S+ member, and 83.6% (n = 102) did not, and 0.8% (n = 1) preferred not to disclose)
- Indigenous identity (7.4% (n = 9) of participants identified as Indigenous, 91.8% (n = 112) did not identify as Indigenous and 0.8% (n = 1) preferred to not disclose)
- Ability (2.5% (n = 3) responded as being a person with a disability, 96.7% (n = 118) did not identify as being a person with a disability and 0.8% (n = 1) preferred not to disclose)
- Variety of sports (38) at all levels of competition

Objective: (1) gather information on athletes’ experiences of teen dating violence, (2) aim to understand their perception of the coach’s role in preventing and intervening in teen dating violence

Summary: Athletes reported disclosing their relationships to friends, parents and coaches. Results showed that athletes experienced both being victims and perpetrators of teen dating violence and would disclose these experiences to primarily their peers, family and coaches. Of important note, athletes indicated that they felt coaches could play a positive role in the violent event that had occurred in their relationship. Overarching themes of athletes’ comments included:

Individualized relationship of each athlete and coach	Athletes seeking support from their coaches often depended on the type of relationship they had with their coach. Athletes may seek different types of support from their coaches depending on their relationship and comfort level.
Feelings of discomfort speaking to the coach about dating conflicts	Some athletes felt as though the relationship they have with their coach is professional and would feel a level of discomfort speaking about their personal lives with their coaches.
The influence of gender on disclosure	Gender of the coach played a role in whether or not athletes felt comfortable approaching a coach about personal relationship concerns.
Feelings of support when approaching a coach	Athletes felt feelings of support and comfort if they were to approach a coach about instances of teen dating violence.

Results of Athlete Surveys

Dating Experience

Age athletes started dating	11-23 years old. Mean age of 15 (M = 15.72)
Athletes currently in a committed/exclusive relationship	Yes = 45.3% (n = 43) No= 52.6% (n = 50) Uncertain = 2.1% (n = 2)
Where athletes met their partners	School = 44.5% (n = 69) Sport = 30.3% (n = 47) Other = 13.5% (n = 21)

Who Knows About Athletes' Dating Partners?

Athletes' coaches	Knew about dating partner = 38.9% (n = 37) Did not know about dating partner = 23.1% (n = 22) Uncertain = 17.8% (n = 17) Varies = 20% (n = 19)
Athletes' friends	Knew about dating partner = 87.4% (n = 83) Did not know about dating partner = 1.1% (n = 1) Varies = 11.1% (n = 10)
Athletes' parents/guardians	Knew about dating partner = 62.1% (n = 59) Did not know about dating partner = 8.4% (n = 8) Uncertain = 1.1% (n = 1) Varies = 28.4% (n = 27)

Conflicts in Dating Relationship

The following questions were asked, first as experience as a victim (V), followed by experience as a perpetrator (P).

- Checked the other's last phone, text, or social media connection (P = 32.3%; V = 30.1%)
- Hit, slapped, punched, or strangled the other (P = 3.2%; V = 8.6%)
- Taken the other's cell phone or laptop without permission (P = 8.6%; V = 9.6 %)
- Forced the other to touch them sexually or have sex when they did not want to (P = 0%; V = 17.2%)
- Spoken to the other in a violent, hostile, or offensive tone (P = 17.4%; V = 24.7%)
- Brought up something wrong that has happened in the past (P = 55.9%; V = 43%)
- Criticized the other as a person (P = 30.1%; V = 37.6%)
- Pushed the other with force or out of anger (P = 7.4%; V = 11.7%)
- Agreed to have sex to keep peace (P = 3.3%; V = 22.8%)
- Made fun of what the other has said (P = 41.4%; V = 48.9%)
- Has texted the other daily to know whereabouts and who the other person is with (P = 27.7%; V = 41.5%)
- Used the other's password access social network profile without permission (P = 6.4%; V = 7.4%)

Where did the Forms of Violence Occur?

Sport = 3.7%, (n = 5)	Home = 38.1%, (n = 51)
School = 18.7%, (n = 25)	Online = 16.4% (n = 22)

Not applicable = 18.6% (n = 25)

Figure 1 Individuals to whom athletes disclose their dating conflicts

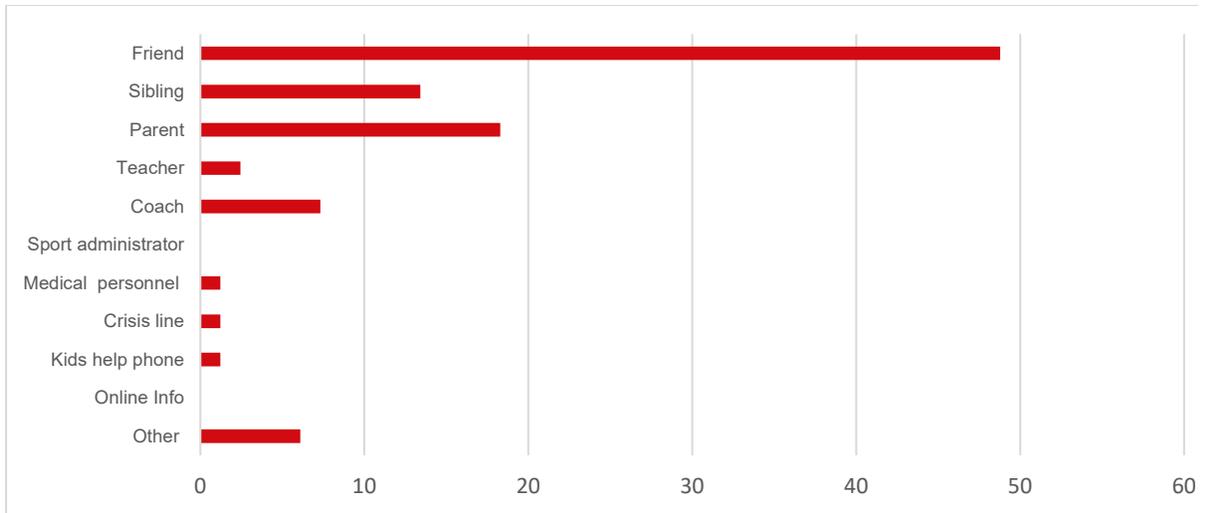
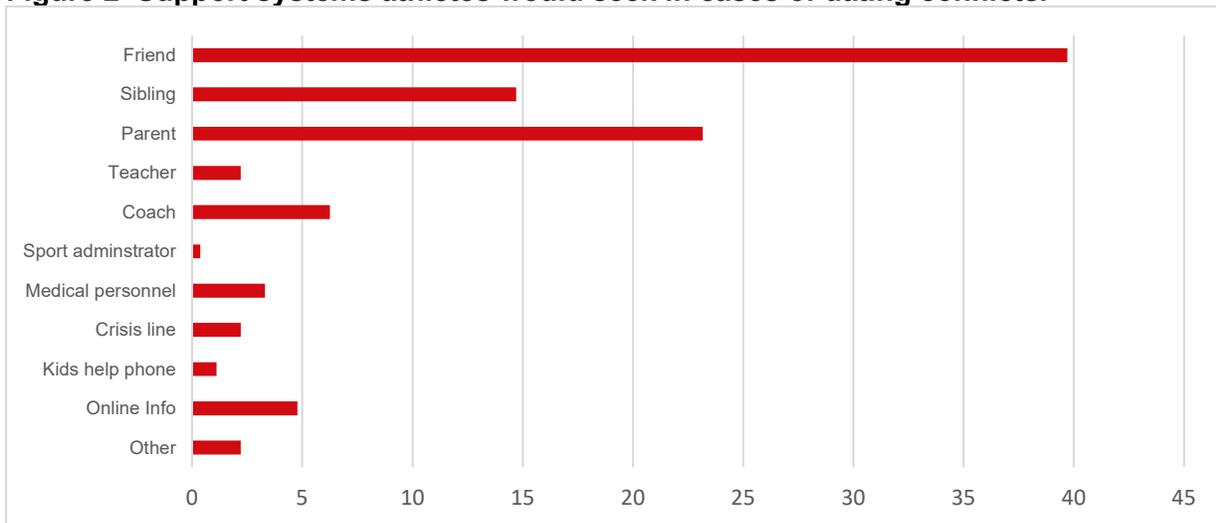


Figure 2 Support systems athletes would seek in cases of dating conflicts.



Athletes who Have a Safe Place in and out of Sport

Safe place in sport = 44.6% (n = 54)	Do not have a safe place in sport = 33.1% (n = 40)
Safe place outside sport = 76% (n = 92)	Do not have a safe place outside of sport = 5% (n = 7)

Figure 3 Athletes' knowledge of teen dating violence

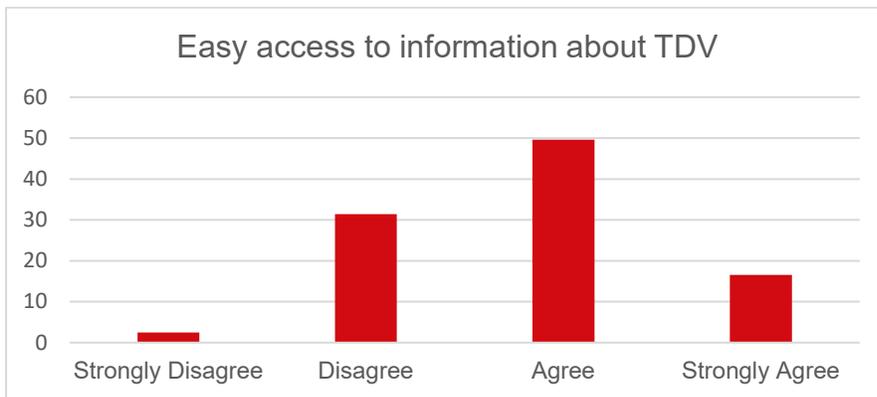
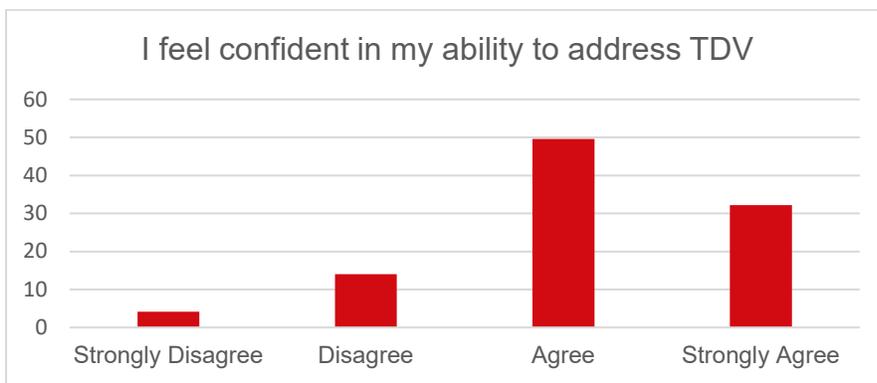
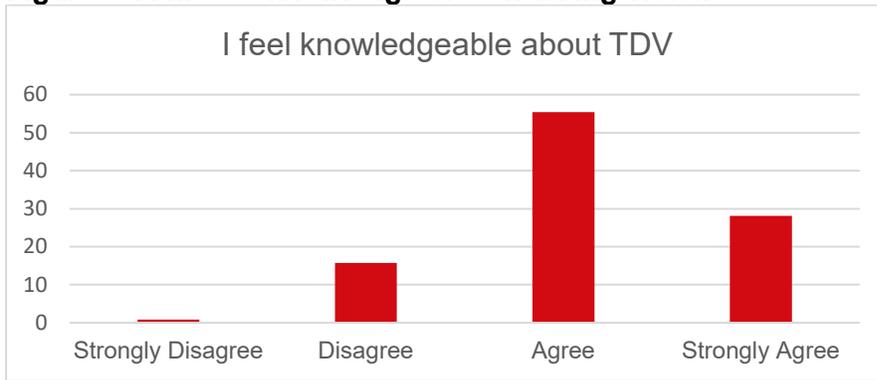


Figure 4 Athletes' responses to coaches playing a listening role if the athlete experienced dating conflicts.

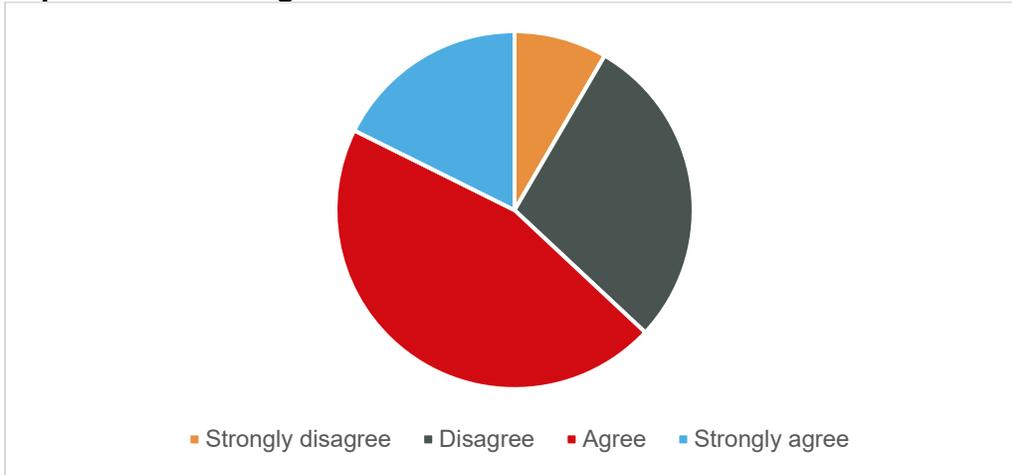


Figure 5 Athletes' responses to coaches playing a supporting role if the athlete experience dating conflicts.

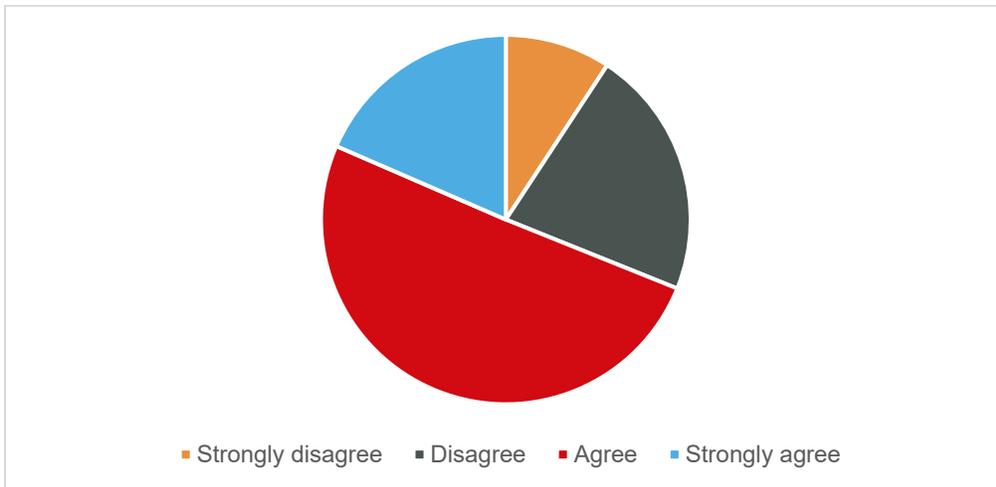
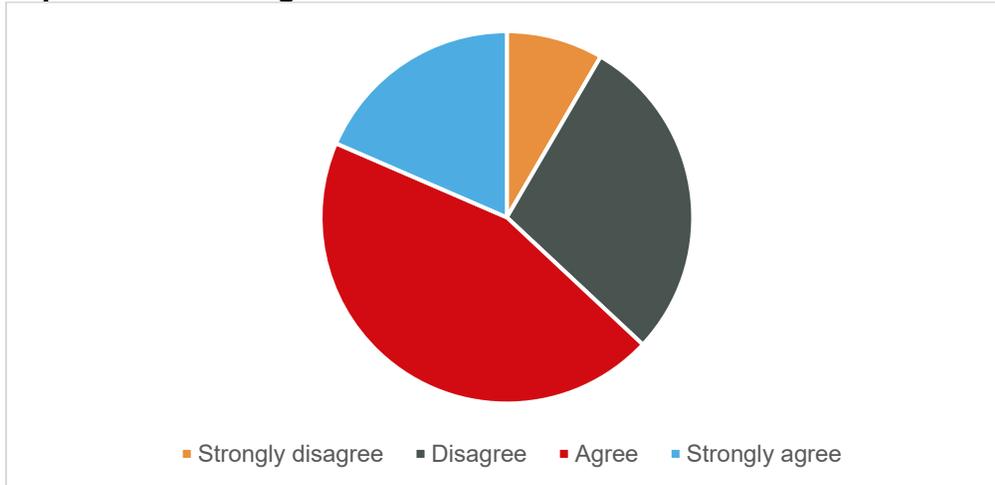


Figure 6 Athletes’ responses to coaches playing an educating role if the athlete experienced dating conflicts.



Coach Survey

- 182 coaches
- Ages 18-75
- Gender (46%.1 (n = 89) identified as female, 48.2% (n = 93) identified as male, 1% (n = 2) identified as two-spirited, 1% (n = 2) identified as cisgender, and a combined 2% (n = 4) identified as non-binary, genderqueer, gender fluid or gender neutral. 1.6% (n = 3) preferred not to disclose)
- Races (5.5% (n = 10) identified as racialized, 92.8% (n = 167) did not identify as racialized and 1.7% (n = 3) preferred not to disclose)
- Indigenous identities (4.4% (n = 8) identified as Indigenous, 93.9% did not identify as Indigenous and 1.7% (n = 3) preferred not to disclose)
- Sexual orientation (11.5% (n = 21) identified as being a member of the LGBTQI2S+ community, 86.3% (n = 157) did not and 2.2% (n = 4) preferred not to disclose)
- Ability (7.2% (n = 13) identified as yes, 91.7% (n = 166) identified as no and 1.1% (n = 2) preferred not to disclose)
- Variety of sports (43) at all levels of competition

Objective: (1) understand coaches’ knowledge of athletes’ experiences of conflict in romantic relationships, (2) understand coaches’ perception of their role as a coach in relating to the intervention and prevention of teen dating violence among their athletes, and (3) highlight the needs of coaches with respect to helping to prevent and address teen dating violence in their athletes.

Summary: Overall, results showed that coaches were neutral on their positionality of being involved in their athletes’ dating experiences. Coaches remarked that they are sometimes aware of their athletes’ relationships. Positively, coaches remarked feeling confident and knowledgeable in addressing conflicts, however highlighted the lack of resources to aid them in doing so. Similar to athletes, coaches recognized their position in being able to listen, support, provide awareness and educate athletes on teen dating violence. Levels of concern for coach’s athlete’s engagement in different forms of violence varied. When becoming aware of teen dating violence situations coaches would seek support from other sport stakeholders in positions of authority for information and support. Barriers coaches identified for supporting athletes were:

- (1) understanding their role as a coach (2) the intersectionality of the coach and athlete (3) fear of negative judgement and (4) the uncertainty of policies, procedures and resources available.

Results of Coach Survey

Coaches' awareness of athletes' dating experiences

Figure 7 Coaches should be aware of their athletes' dating experiences

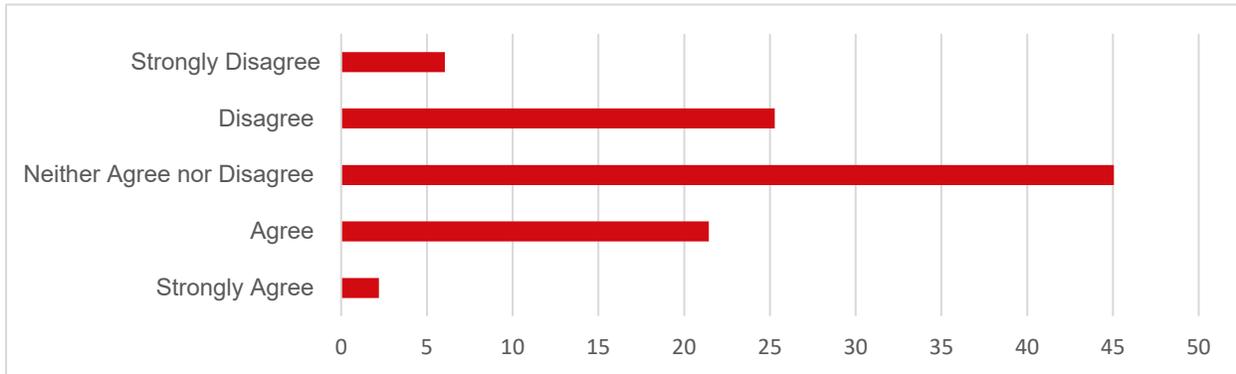


Figure 8 Coaches' awareness of their athletes dating experiences

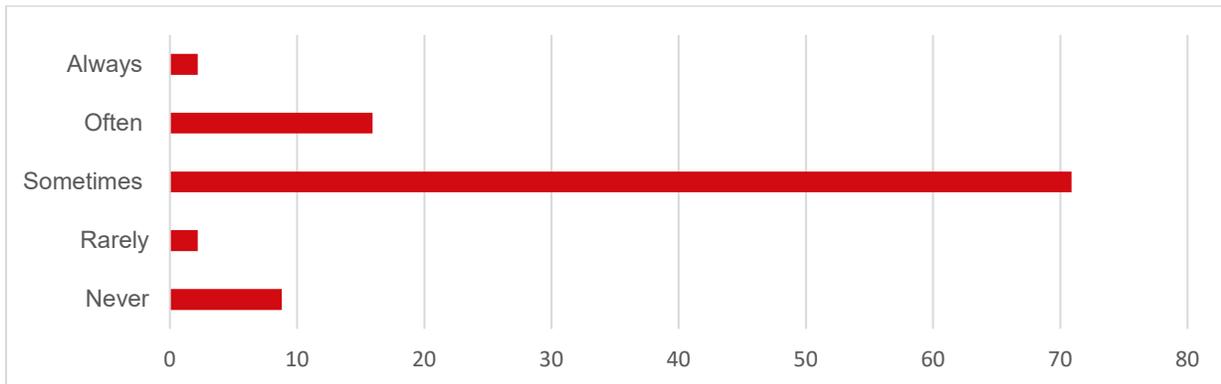
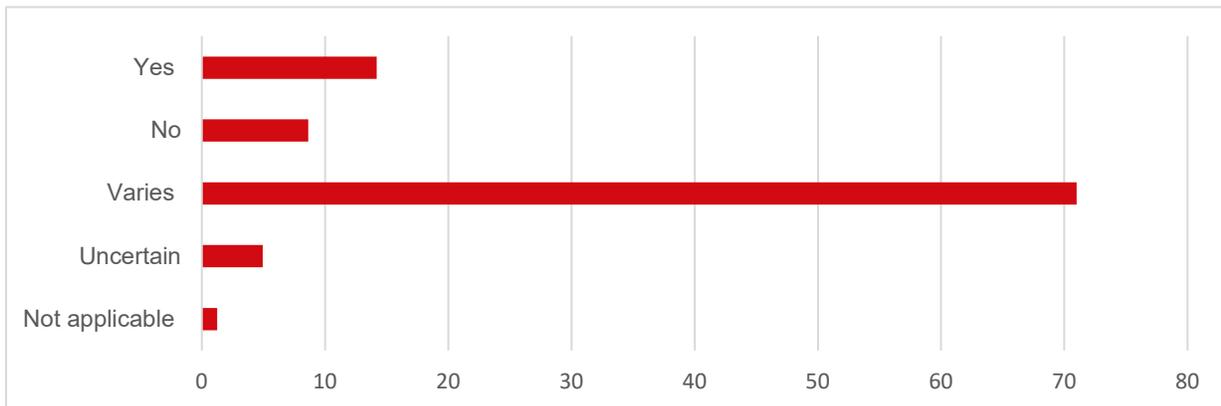


Figure 9 Coaches knowing the dating partner of their athletes



The above results demonstrate the existence of a level of uncertainty about the coach’s role in athletes’ dating experiences.

Coaches’ knowledge

Figure 10 Coach feels knowledgeable on the topic of conflict in dating relationships

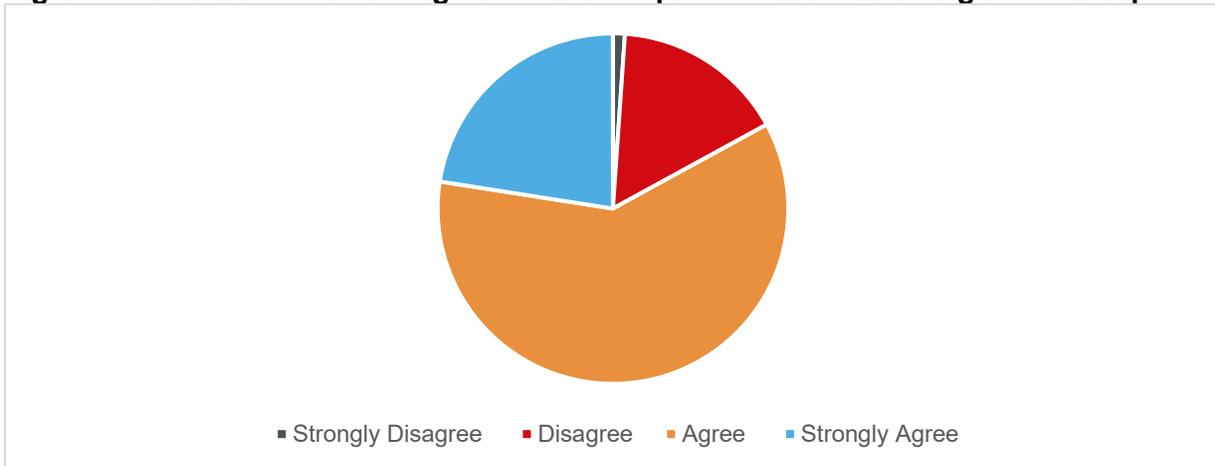


Figure 11 Coach feels confident in ability to address conflict in dating relationship

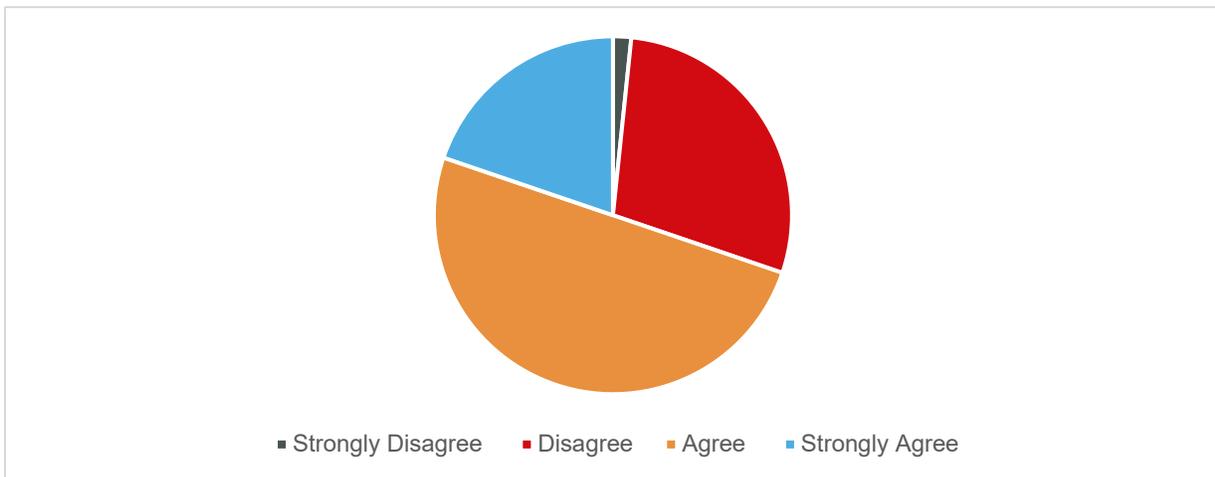
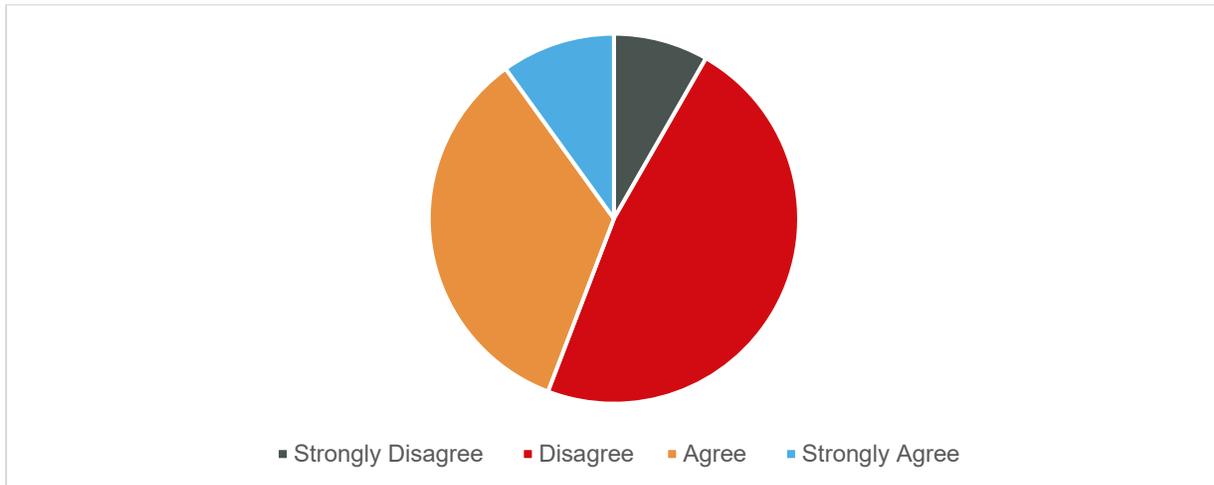


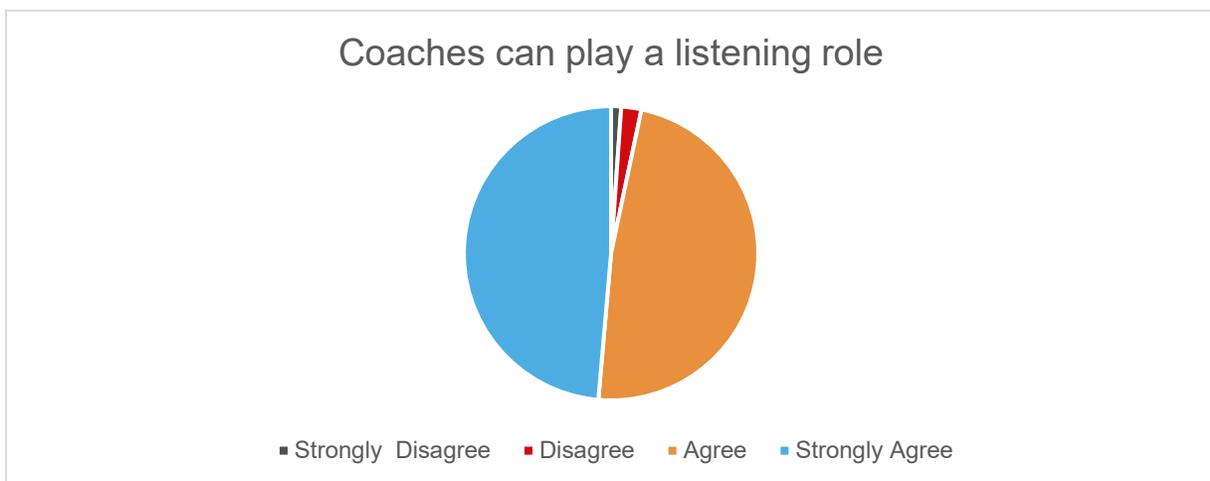
Figure 12 Coach feels they have access to information and resources about conflicts i relationship



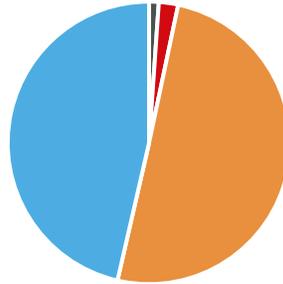
Confidence in ability to address conflicts

The majority of coaches feel confident in their ability to address conflict in dating relationships (predominantly agreed = 50%, strongly agreed = 19.8%), the remaining coaches disagreed (28.6%) and strongly disagreed (1.6%). Regardless of a positive confidence interval, majority of coaches felt they did not have access to information and resources with 47.5% and 8.3% disagreeing and strongly disagreeing on the statement that they had access to information and resources. Over a third of coaches 34.3% and 9.9% contrarily agreed and strongly agreed to the statement. When asked if they knew where to report their concerns: 3.9% strongly disagreed, 22.1% disagreed, 39.8% agreed and 34.3% strongly agreed. The graph below depicts participant responses.

Figure 13 Coaches' Role

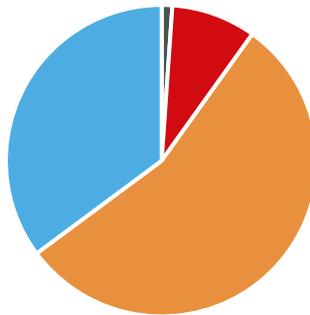


Coaches can play a supporting role



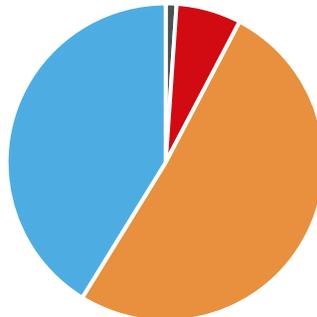
■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

Coach can provide awareness



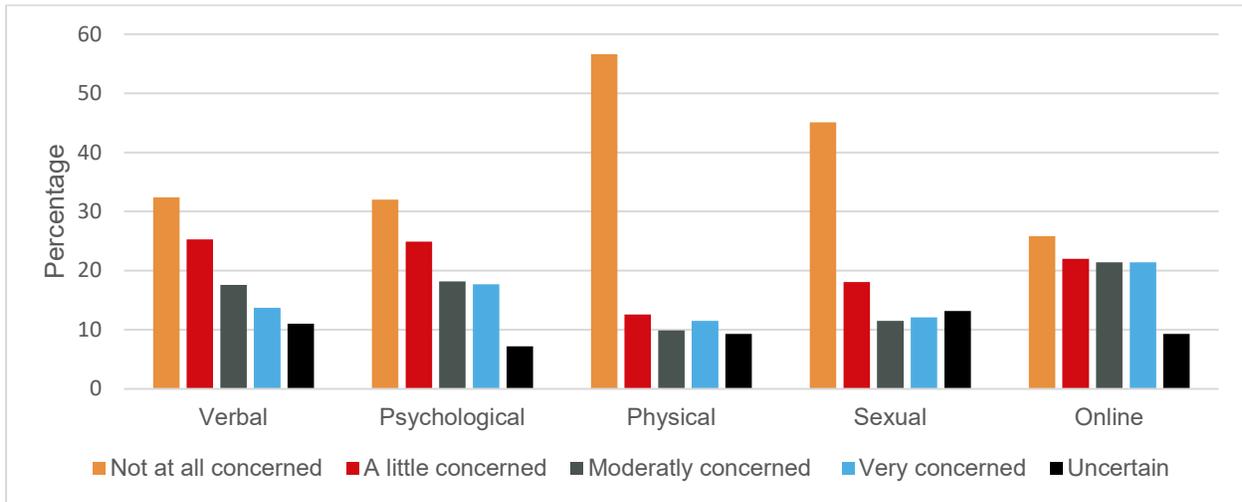
■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

Coach can play a teaching role



■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

Figure 14 Coaches’ responses to level of concern of teen dating violence in their athle



Disclosure and Reporting

In the case of becoming aware of an athlete experiencing conflict in a dating relationship, the coaches reported turning to other coaches (16.5%), sport administrators (18%), and parents (18.2%). With secondary options being medical personnel, online information, and crisis line.

Coaches with a safe space to get advice about supporting athletes’ experiences of teen dating violence that is confidential and supportive

Safe place in sport = 41.8% (n = 76)	Do not have a safe place in sport = 20.3% (n = 37)
Safe place outside sport = 76.4% (n = 139)	Do not have a safe place outside of sport = 5.5% (n = 10)

What Resources Currently Exist?

A large array of excellent resources are available for the education, intervention and prevention of gender-based violence and teen dating violence. While research has explored teen dating violence in high schools and middle schools, there has yet to be the development of a tool to combat this issue in sport. It’s been hypothesized and illustrated by this project’s survey data that this can potentially play a central part in the prevention of teen dating violence. A thorough content analysis was conducted to understand what work had previously been done regarding gender-based violence and teen dating violence resource development. The objectives were to: (1) develop a foundational understanding of existing resources and topics covered in resources; (2) identify gaps in current resources; and (3) inform toolbox and module development. After a careful and thorough screening measure of 100 resources, a list of nearly 70 were identified to meet the inclusion criteria and be used in the analysis. Once coding was completed for each of the nearly 70 resources, findings were categorized into 5 main themes: (1) demographic information, (2) content, (3) evidence of research grounding, (4) presentation of material, and (5) teaching materials.

Resource Demographics:

Types of Resource (n=)	Country/Region of Origin (n=)	Target Audience (n=)	Gender Focus (n=)
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<ul style="list-style-type: none"> ● Handbook (18) ● Toolkit (19) ● Research/Report (8) ● Websites (29) ● Lesson Plans (3) ● Webinars (2) 	<ul style="list-style-type: none"> ● Canada (15) ● USA (39) ● International (25) 	<ul style="list-style-type: none"> ● Teen/Youth (25) ● Not Specified (33) ● Organizations/Activists (8) ● Sport Stakeholders (2) ● Athletes (2) ● Teachers (2) ● Men (7) 	<ul style="list-style-type: none"> ● All/Not Specified (5) ● Women (16) ● Men (10)
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To see the list of resources, please reference Appendix A.

Where is the Gap?

While recognizing that there is an abundance of gender-based violence and teen dating violence resources targeting teens and youth, there are areas in which more research and focus is needed:

- (1) There lacks a specific tool for sport and coaches
- (2) There is a lack of empirical research grounding, specifically informing many resources

Recommendations include:

- (1) Multiple formats be included in the module and toolbox development
- (2) Additional training be provided to enhance coach education on the complex topics of gender-based violence and teen dating violence
- (3) Coaches need to have access to additional resources to enhance their learning or address an issue when one arises

OVERVIEW OF MODULES

As a result of extensive background literature, content analysis of existing resources, and data collection and analysis of coach and athlete surveys, one foundational module and three advanced modules were developed.

The foundational module, Understanding Teen Dating Violence, provides an understanding of teen dating violence and addressing teen dating violence in youth sport. The three advanced modules were created to provide additional educational sources for coaches to learn more about applied recommendations and strategies to model healthy relationships, be a helpful bystander, and prevent gender-based violence through the promotion of an inclusive sporting environment.

APPENDIX A

GBV & TDV Resources:

Handbook for Coordinating Gender-based Violence Interventions in Humanitarian Settings	https://gbvaor.net/sites/default/files/2019-07/Handbook%20for%20Coordinating%20GBV%20in%20Emergencies_fin.pdf
What You Need to Know About Dating Violence. A Teen's Handbook.	https://vawnet.org/material/what-you-need-know-about-dating-violence-teens-handbook
Connect with Respect: Preventing GBV in Schools	https://unesdoc.unesco.org/ark:/48223/pf0000243252

A Parent's Guide to Teen Dating Violence: 10 Questions to Start the Conversation	https://www.breakthecycle.org/sites/default/files/hanbook_parents_of_teen_0.pdf
A Future without Gender-Based Violence: Building Newcomers' Resilience through Community Education: A Toolkit for Service Providers	https://ocasi.org/sites/default/files/ocasi-gbv-toolkit-english-online.pdf
Stop SV: A Technical Package to Prevent Sexual Violence	https://www.cdc.gov/violenceprevention/pdf/SV-Prevention-Technical-Package.pdf
Teen Dating Abuse: 2018 Resource Guide (Children's Safety Network)	https://www.childrenssafetynetwork.org/sites/childrenssafetynetwork.org/files/Teen%20Dating%20Abuse%20Resource%20Guide%202018.pdf
Healthy Relationships: Preventing Teen Dating Violence (Canadian Women's Foundation)	https://www.canadianwomen.org/wp-content/uploads/2017/09/PDF-VP-Resources-CWF-Healthy-Relationships-FULL-REPORT-April-29-2011.pdf
Dating Matters: Strategies to Promote Healthy Teen Relationships (CDC)	https://www.cdc.gov/violenceprevention/pdf/DMpromotionalbrochure-508.pdf
Dating Matters (Website)	https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/about.html
Love and Respect: Preventing Teen Dating Violence	https://www.salto-youth.net/downloads/toolbox_tool_download-file-1643/Prevention%20of%20Teen%20Dating%20Violence%20Handbook.pdf
Melrose Teen Dating Abuse Policy and Implementation Guide	https://www.maav.org/site/wp-content/uploads/TeenDatingAbusePolicyandImplementationGuide.pdf
Violence Against Women and Girls	https://www.kpu.ca/sites/default/files/downloads/Violence Against Women and Girls Handbook24037.pdf
There's a Difference Between Love and Obsession	http://www.ctcadv.org/files/6815/4903/2406/TDVTToolkit1.18.pdf
Healthy Youth Dating Relationships	https://www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention/educators/healthy-youth-dating-relationships
Teen Dating Violence Interventions and Resources	https://schoolsocialwork.net/teen-dating-violence-resources/
Harassment and Abuse in Sport	https://www.olympic.org/sha
Sport + GBV	https://guides.womenwin.org/gbv/sport-gbv
Study on Gender-Based Violence in Sport	https://ec.europa.eu/sport/sites/sport/files/gender-based-violence-sport-study-2016_en.pdf
How to Talk to Teens about Dating Violence	https://www.futureswithoutviolence.org/talk-teens-teen-dating-violence/
Gender-Based Violence Knowledge Centre	https://cfc-swc.gc.ca/violence/knowledge-connaissance/index-en.html
Dating Violence Prevention	https://youth.gov/youth-topics/teen-dating-violence

Engaging Youth to Achieve Gender Equity	https://promundoglobal.org/wp-content/uploads/2015/01/Program-HMD-Toolkit-for-Action.pdf
That's Not Cool	https://thatsnotcool.com/
Teen Dating Violence	https://www.teendvmonth.org/
Break the Cycle	https://www.breakthecycle.org/
2019 Teen Dating Violence Awareness Month Toolkit	https://www.loveisrespect.org/wp-content/uploads/2019/01/Huddle-Up-Print.pdf
Gender Matters: A Manual on Addressing Gender-Based Violence Affecting Young People	http://www.eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf
Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action	https://gbvguidelines.org/wp/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines-lo-res.pdf
16 Days of Activism Against GBV Toolkit	https://graduatewomen.org/wp-content/uploads/2019/11/2019-16-Days-of-Activism-Against-Gender-Based-Violence-Toolkit-FINAL.pdf
Gender-Based Violence	https://www.unfpa.org/sites/default/files/pub-pdf/cap-6.pdf
How to Make an Impact on Gender Equality in Sport: All You Need to Know	https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2
accountABILITY Toolkit: U.N. Standards on GBV Against Women and Girls with Disabilities	https://womenenabled.org/atk/Women%20Enabled%20International%20accountABILITY%20toolkit%20-%20UN%20Standards%20on%20Gender%20Based%20Violence%20against%20Women%20and%20Girls%20with%20Disabilities%20-%20ENGLISH%20-%20FINAL.pdf
Sexual Violence Prevention: An Athletics Toolkit for a Healthy and Safe Culture	https://www.ncaa.org/sites/default/files/SSI_Sexual-Violence-Prevention-Tool-Kit_20161117.pdf
More Than Just a Bystander	http://endingviolence.org/wp-content/uploads/2014/03/EVA-BMTAB-Prevention-Program-Web.pdf
Stop Sexual Violence: A Sexual Violence Bystander Intervention Toolkit	https://www.health.ny.gov/publications/2040
Engaging Bystanders in Sexual Violence	https://www.nsvrc.org/sites/default/files/Publications_NSVRC-Booklets_Engaging-Bystanders-in-Sexual-Violence-Prevention.pdf
White Ribbon	https://www.whiteribbon.ca/publications.html
NSVRC: Bystander Intervention	https://www.nsvrc.org/bystander-intervention-resources
A Review of Evidence for Bystander Intervention to Prevent Sexual and Domestic Violence in Universities	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/515634/Evidence_review_bystander_intervention_to_prevent_sexual_and_domestic_violence_in_universities_11April2016.pdf
Engaging Men and Youth to Prevent Violence Against Women	http://engagingmen.futureswithoutviolence.org/

Engaging Men as Allies in Domestic Violence Prevention	https://www.fatherhood.gov/toolkit/work/addressing-domestic-violence/engaging-men
Engaging Men and Boys to Reduce and Prevent Gender-Based Violence	https://www.whiteribbon.ca/uploads/1/1/3/2/113222347/wrc_sw_c_issuebrief.pdf
Engaging Men and Boys in Domestic Violence Prevention	https://preventdomesticviolence.ca/sites/default/files/research-files/Promising%20Approaches%20to%20Engage%20Men%20and%20Boys_0.pdf
Compass: A Guide for Men	https://preventipv.org/sites/default/files/NRCDV_PreventIPV-CompassAGuideForMen-2014.pdf
Engaging Men & Youth – Training Materials & Exercises	http://engagingmen.futureswithoutviolence.org/campaign-materials/training-curricula-exercises/
Ohio Mens Action Network: Engaging Men & Boys	https://www.odvn.org/engaging-men-and-boys/
New York State Coalition against Domestic Violence	https://www.nyscadv.org/what-we-do/prevention-toolkit/engaging-men-boys.html
A Call to Men	http://www.acalltomen.org/homepagefeatures-all/2016/3/8/tonyportertedtalk
Working with Men and Boys to End Violence Against Women and Girls	https://www.usaid.gov/sites/default/files/documents/1865/Men_VAW_report_Feb2015_Final.pdf
Locker Room Talk	https://lockerroomtalk.se/
USA Hockey Safe Sport Program Handbook	https://assets.ngin.com/attachments/document/0102/5713/USA_Hockey_SafeSport_Program_Handbook.pdf
Man Up Against Violence	https://manupagainstviolence.ca/
USA Wrestling Safe Sport Program Handbook	http://content.themat.com/USAWrestlingSafeSportHandbook.pdf
Let's Talk about Intersectionality and Gender-Based Violence	http://www.chalkcircle.org/chalkaboutit/2017/12/4/lets-talk-about-intersectionality-and-gender-based-violence
SAAM: Ending Sexual Violence: An Intersectional Approach	https://www.calcasa.org/wp-content/uploads/2017/03/SAAM-2017-reduced-size-edited.pdf
Intersectionality Toolkit	http://briguglio.asgi.it/immigrazione-e-asilo/2015/marzo/toolkit-intersezionalita'.pdf
Toolkit to Incorporate Intersectionality into Local Policies	http://igualtatsconnect.cat/wp-content/uploads/2019/06/Publicacion-Igualtats-Connect-ENG-1.pdf
Toolkit for Intersectional Movement Building	https://www.youngfoe.ie/assets/files/pdf/toolkit_for_intersectional_movement_building.pdf
Introduction to Peer Relations	https://www.mcgill.ca/connectionslab/files/connectionslab/peer_relationships_1.pdf
There's Nothing Better Than a Good Friend	https://www.peelregion.ca/health/commhlth/bodyimg/change-s-in-me/lessons/pdf/LessonSeven.pdf
Figuring Out Friendships: A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum	https://advocatesforyouth.org/wp-content/uploads/3rscurric/documents/4-Lesson-2-3Rs-FiguringOutFriendships.pdf

What Makes a Great Relationship?	http://www.nysyouth.net/relationships/great/
Promoting Healthy Dating Relationships	https://childhealthpolicy.ca/wp-content/uploads/2013/01/RQ-1-13-Winter.pdf
Teenage Dating and Romantic Relationships Risks	https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/dating/teenage-dating/index.html
Healthy Youth Relationships	https://redcrosselearning.ca/HYR.php?_ga=2.125667466.164825029.1574812911-1588456816.1574812911
Teen Relationship Violence and Wellbeing among LGBTQ+ Youth	https://www.csmh.uwo.ca/docs/hrpp/knowledge_summary/teen-relationships-violence-and-wellbeing-among-lgbtq-youth.pdf
LGBTQ Issues in Teen Dating Violence	https://www.legalmomentum.org/sites/default/files/reports/LGBTQ%20Fact%20Sheet%20Final.pdf

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