Electronic Theses and Dissertations   Theses, Dissertations, and Major Papers

2009

The Influence of Family Violence and Attitudes Toward Help-Seeking on Adolescents' Intent to Seek Help for Intimate Partner Aggression

Kelly Anthony-Brown
University of Windsor

Follow this and additional works at: https://scholar.uwindsor.ca/etd

The Influence of Family Violence and Attitudes Toward Help-Seeking on Adolescents'

Intent to Seek Help for Intimate Partner Aggression

by
Kelly A. Anthony-Brown

A Thesis
Submitted to the Faculty of Graduate Studies
through Psychology
in Partial Fulfillment of the Requirements for
the Degree of Master of Arts at the
University of Windsor

Windsor, Ontario, Canada
2009

Author's Declaration of Originality

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owner(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

ABSTRACT

Adolescents' exposure to interparental violence and adolescents' perceptions of parents'
attitudes towards help-seeking were investigated to determine whether these two factors
have an influence on adolescents' intent to seek help for their own dating violence.
Participants were 234 high school and undergraduate females ranging in age from 16 to
19 years old. Participants completed questionnaires assessing their level of exposure to
violence between their parents as well as perceptions of how parents feel about seeking
help for problems. Adolescents' own attitudes about help seeking, experiences of child
abuse, perceived stigma regarding help-seeking, and severity of dating violence were also
measured. Positive help-seeking attitudes predicted greater intent to seek help among
university females whereas exposure to interparental violence predicted greater intent
among high school females. Findings from this study will add to the understanding of
barriers to seeking help for dating violence in adolescence, and may inform the
development of intervention programs.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

The Influence of Family Violence and Attitudes Toward Help-Seeking on Adolescents'

Intent to Seek Help for Intimate Partner Aggression

Chapter I. Introduction

Overview

Adolescence is a developmental period marked by cultivation of intimate

romantic relationships with peers. Alarmingly, however, results from research with

community samples consistently have shown that 16-47% of teenage and young adult

couples report experiencing at least one incident of physical violence in their

relationships (Andrews, Foster, Capaldi, & Hops, 2000; Keenan-Miller, Hammen,

Brennan, 2007; Marquart et al., 2007; Schnurr & Loman, 2008). Even higher estimates

have been found when verbal aggression and emotional abuse are included (Jaffe,

Sudermann, Reitzel, & Killip, 1992). The literature also indicates that the majority of

adolescents in violent relationships do not seek help (Ashley & Foshee, 2005; Black &

Weisz, 2003; Jackson, 2002). In an attempt to identify and understand potential barriers

to seeking help for dating violence, researchers have examined a variety of help-seeking

correlates in adolescence including demographic characteristics, personality and

psychological traits, resilience, and sociocultural risk factors (Ashley & Foshee; Fallon &

Bowles, 2001; Schonert-Reichl & Muller, 1996; Sheffield, Fiorenza & Sofronoff, 2004).

Although results from previous investigations have emphasized the importance of family

as a source of help, there is limited information on the effects that the family unit has on

the help-seeking process for adolescents. From a social learning theory perspective

(Bandura, 1977), it is reasonable to assume that family may influence adolescent help-

seeking as a result of characteristics and experiences in addition to family functioning.

There is an established link between interparental violence in the family of origin and increased risk for adolescent dating violence in the next generation (Bedi & Goddard, 2007; Foshee et al., 2008; Kinsfogel & Grych, 2004; Stith et al., 2000), but there has been almost no examination of whether interparental violence has an influence on whether adolescents will seek help for dating violence once it occurs. Therefore, the purpose of the present study is to investigate two additional family-of-origin characteristics, specifically family history of partner violence and perceived family attitudes about help-seeking, as possible influences on adolescents' intent to seek help for dating violence.

Adolescent Dating Violence

Some researchers have argued that aggression and abuse within intimate relationships is the most common form of violence in our society (Wolfe, Wekerle, & Scott, 1997) and has an important role in the transmission of abuse across the life span (Wolfe & Fiering, 2000). Dating violence across the lifespan has been defined broadly as any attempt to dominate or control one's romantic partner physically, sexually, or psychologically, resulting in harm (Wekerle & Wolfe, 1999). The relationship context of the definition is critical; the abuse and aggression occur between partners in an intimate, romantic relationship rather than a friendship or a familial relationship. Dating violence has been construed on a continuum of interpersonal coercion ranging from assertions of power, persuasion, and arguments to abuse of power in the form of threats and physical force (Wekerle & Wolfe). Wekerle and Wolfe also make it clear that within this definition, all aggressive and abusive acts cannot justifiably be attributed to the victim or their relationship. That is, the abuse is ascribed to the perpetrator and cannot be blamed on the victim.

Research with adult samples has supported gender differences in victimization and perpetration, such as a higher prevalence of violence perpetrated by men toward women (Wekerle & Wolfe, 1999) and more violence-related injuries sustained by adolescent girls and adult women than males (Browne, 1993; Foshee, 1996). However, there is evidence suggesting that gender differentiation may not be as pronounced during adolescence. Several studies have found that adolescent partners are mutually abusive, taking part in a violent dynamic rather than a clear perpetrator versus victim relationship (Avery-Leaf, Cascardi, O'Leary, & Cano, 1997; Foshee et al., 1983). Williams, Connolly, Pepler, Craig, and Laport (2008) investigated dating aggression in a sample of 261 Canadian high school students and found that the majority of participants reported being involved in bidirectional dating aggression (i.e., being both a perpetrator and a victim). Furthermore, data from the study indicated that this pattern did not differ significantly across multiple dating relationships or by gender. Similarly, results from a study of Russian university students indicated that males and females were equally likely to be both victims and perpetrators of dating violence (Lysova & Douglas, 2008). These results suggest that adolescent dating violence may not yet have taken on an adult-like pattern, making this developmental period an important focus for research and intervention (Martin, 1990; Wekerle & Wolfe).

Dating violence is thought to emerge during mid-adolescence, at approximately 15 to 16 years of age (Bethke & DeJoy, 1993), and occurs in both high school and university samples (Wekerle & Wolfe, 1999; Williams et al., 2008). There is empirical support for an increase in the prevalence of dating violence during young adulthood when longer relationships are formed (e.g., O'Leary, 1999), with estimates ranging from 10-

25% in adolescence (Howard, Wang, & Yan, 2007; Jaffe et al., 1992; Wolfe, Wekerle, Reitzel-Jaffe, & Lefebvre, 1998) increasing on average to 20-48% during university (Neufeld, McNamara, & Ertl, 1999). In a recent study using a nationally representative sample of 3,614 American adolescents ranging in age from 12 to 17 years old, the prevalence of severe dating violence was found to be 1.6% (Wolinsky-Taylor et al., 2008). This estimate is based on responses to single-item questions in which 'severe' dating violence was defined as physical or sexual assault involving deadly weapons, serious injury, and/or forced sexual penetration. Even higher prevalence and incidence estimates have been found when verbal aggression and emotional abuse are included (Jaffe et al., 1992). For example, in a study of dating violence among 522 African American females 14 to 18 years of age, 46.9% experienced both physical and emotional abuse, 34.7% reported verbal abuse only, and 18.4% experienced only physical abuse (Raiford, Wingood, & DiClemente, 2007). Prevalence rates are likely underestimated due to the underreporting of dating violence resulting from a variety of factors including stigma, lack of awareness, and fear. As well, response biases in previous studies are common, with women reporting more instances of dating violence than men (Luthra & Gidycz, 2006; Wekerle & Wolfe).

Previous research has examined many possible risk factors for dating violence victimization including having a history of abuse or maltreatment, which may lead adolescents to lack the skills needed to develop and maintain healthy relationships (Wolfe & Feiring, 2000). Further, adolescents with a history of maltreatment and family instability tend to begin dating at younger ages (Mueller & Silverman, 1989), and this early romantic involvement has been shown to be a risk factor for violence in

relationships (Makepeace, 1987). Other risk factors for dating violence victimization include drug use, recent life stressors, and sad or hopeless feelings (Howard, Wang, Yan, 2007; Raiford et al., 2007; Wolitzky-Taylor et al., 2008). In their 2008 study of dating violence trajectories in a sample of 959 American adolescents, Foshee and her colleagues reported that being a member of a single-parent household was a significant risk factor for involvement in violent dating relationships. Results from this study also indicated that parental education level was a risk factor for dating violence; however, acceptance of dating abuse, exposure to interparental violence, and gender stereotyping significantly mediated this association.

Seeking Help

Seeking help is an adaptive strategy for managing problems and concerns that involves communicating a problem with others for the purpose of obtaining advice, comfort, aid, or support (Boldero & Fallon, 1995). The process of help-seeking for adolescents and adults has been conceptualized as a pathway involving three interrelated stages that focus on an individual's internal, cognitive processes (Liang, Goodman, Tummala-Narra, Weintraub, 2005; Srebnik, Cauce, & Baydar, 1996). In this model, the three stages, which include identifying and defining the problem, deciding to seek help, and the selection of a source of help, are presented as distinct, but nonlinear stages. Each stage informs the others in an ongoing feedback loop such that how an individual defines a problem influences the source of help chosen. This help source, in turn, influences how the problem is defined and whether the individual will choose to seek help again. All stages of the process are influenced by individual, sociocultural, and interpersonal factors. The severity of a situation or event must be strong enough to be considered

problematic, but research shows that identification of a problem is not necessarily sufficient to guarantee that an individual will seek help (Cauce et al., 2002).

With respect to help seeking specifically by adolescents, previous research shows that most adolescents do not seek help for problems even when they cause considerable distress (Boldero & Fallon, 1995; Saunders, Resnik, Hoberman, & Blum, 1994). Although there is limited information on the help-seeking behaviour of adolescents specifically for dating violence, previous studies have shown that the tendency to avoid seeking help extends to aggressive and abusive relationships (Ashley & Foshee, 2005; Black & Weisz, 2003). Jackson, Cram, and Seymore (2000) investigated help seeking for dating violence in a sample of Australian high school seniors and found that the majority of participants did not talk to anyone about their experiences. Specifically, they found that 46% of both genders did not disclose the sexual coercion they experienced in dating relationships. In addition, 55% of the girls and 46% of the boys told no one about physical abuse in their relationships. Results from the 1993 Violence Against Women Survey (VAW) and the 1999 General Social Survey (GSS), two large Canadian population-based telephone surveys, indicated that rates of disclosure to friends and family for dating violence in adolescent and adult women ranged from 43.9 to 66.4 percent (Statistics Canada, 1993, 2000). Data from the 2004 GSS indicated that 47% of women who reported being a victim of partner violence sought help from a formal source (Statistics Canada, 2005).

In order to understand and identify which individuals are more likely to seek help for dating violence, researchers have examined several correlates of help-seeking, including demographic, psychological, and sociocultural characteristics. There is

consistent evidence that males are less likely than females to seek help for both general problems and dating violence specifically (Garland & Zigler, 1994; Romans, Forte, Cohen, Du Mont, & Hyman, 2007). In their study of a group of 221 Canadian high school students, Schonert-Reichel and Muller (1996) found that 85% of non help-seekers were male. Similarly, results from a study with American high school students indicated that significantly more females than males sought help for the violence in their dating relationships; 52% of boys talked to someone about their experience with dating violence compared to 78.1% of girls (Black, Tolman, Callahan, Saunders, & Weisz, 2008). In addition, females have more positive attitudes about seeking help and are more likely to view seeking support from others as the best way to feel better about their problems (Carter, Menna, & Stanhope, 2004; Fallon & Bowles, 1999; Garland & Zigler; Sheffield et al., 2004).

Although results are inconsistent and often contradictory, researchers also have found age effects and developmental trends in adolescent help-seeking behaviour. Results from one study showed that older adolescents and young adults have less positive attitudes regarding help-seeking, and are less likely to seek help than younger adolescents (Garland & Zigler, 1994). In contrast, work done by Wintre, Hicks, McVey, and Fox (1988) with Canadian participants aged 8 to 17 years revealed that seeking help from peers increased with age. Schonert-Reichel and Muller (1996) conducted a study of help-seeking correlates with 13- to 18-year-olds and similarly found that older adolescents were more likely to seek help from formal and informal sources than younger adolescents.

The influence of culture and ethnicity on help-seeking has received much research

attention. Within the adult literature there seems to be consensus that help seeking is a culturally determined behaviour, with cultural values and norms influencing all steps of the help-seeking pathway discussed above (Kuhl, Jarkon-Horlick, & Morrissey, 1997). Although there has been limited empirical investigation, many researchers have discussed the likelihood that ethnic and cultural groups differ on the type and severity of issues perceived to be a problem necessitating assistance (Cauce et al., 2002). For example, Ocampo, Shelley, and Jaycox (2007) investigated help seeking in a sample of Latino teenagers who had experienced dating violence and reported that certain cultural beliefs about gender roles may influence dating violence and help-seeking in racial or ethnic groups. Specifically, they discussed the possibility that gender socialization in Hispanic families may influence males to behave in a controlling or aggressive manner and females to think they should be submissive and self-sacrificing for the sake of the family. To the extent that a woman has been socialized within this context, she may feel she has no recourse against being a victim of intimate partner violence (Ocampo et al.). Even after an issue has been identified as a problem, decisions regarding whether and how to seek help may be influenced by cultural beliefs and norms (Cauce et al.). For example, some Asian cultures believe that one should not dwell on upsetting experiences and thoughts (Cheng, Leong, & Geist, 1993) and that seeking outside help for problems is a source of shame (Cheung & Snowden, 1990). Similarly, some African American communities value using willpower to overcome adversity; thus some teens in this cultural context may be encouraged to persevere through difficult situations and "tough it out" (Broman 1996). Culture and ethnicity also may influence the source of help sought by adolescents. Within North American society, the help-seeking process for ethnic

minorities has been found to occur largely within the family's social network, which may include informal consultants such as extended family members and religious or cultural leaders (Cauce et al.). For example, previous research has shown that Mexican American and African American youth are more likely to talk to immediate and extended family members, whereas European American youth tend to turn to friends when having emotional and social problems (Munsch & Wampler, 1993). It should be noted, however, that several studies have found no cultural differences among the help-seeking behaviour of adolescents (Boldero & Fallon, 1995; Copeland & Hess, 1995), and that there is not yet a clear picture of the influence of culture on the help-seeking process for adolescents (Black et al., 2008; Cauce et al.).

Aside from individual characteristics including gender, culture, and age, the severity of the problem for which adolescents seek help influences their help-seeking process. Several studies with adolescents have shown that individuals experiencing more severe problems seek help more often than those with less severe issues (Boldero & Fallon, 1995). For instance, in their study of adolescents' willingness to seek psychological help, Sheffield et al. (2004) administered questionnaires to 254 Australian high school students examining several promoting and preventing factors. Results indicated that students experiencing more severe problems and higher levels of psychological distress were more likely to seek help than students with less severe experiences. Similarly, work with youth ages 14 to 19 years has shown that adolescents who perceive their problems to be more severe were more likely to seek help than adolescents experiencing problems of less perceived severity (Carter et al., 2004; Hunter, Boyle, & Warden, 2004). In contrast, there is also evidence that experiencing severe

problems is associated with *less* likelihood and willingness to seek help (Sheffield et al.).

Results from a study of college students showed that higher levels of problem severity

were linked with less willingness to seek counselling (Lopez, Melendez, Sauer, Berger, &

Wyssmann, 1998). Despite these mixed findings, it is evident that problem severity has

some influence on the help-seeking behaviour of adolescents. As a result of the likely

impact of problem severity on help-seeking intentions and the possible confounding

effect of this variable, problem severity was measured in the present study.

Consistent with the adult help-seeking literature are results showing that previous

help-seeking experience increases the likelihood that adolescents will seek help again

(Rickwood & Braithwaite, 1994; Vogel, Wade, Wester, Larson, & Hakler, 2007). In their

2001 study, Wilson and Deane found that adolescents' help-seeking behaviour at the time

of the study was positively related to their past successful help-seeking experiences.

Simmering and Sears (2006) examined relationships between adolescents' previous

experiences with seeking help for a family problem and their willingness to engage in

future help-seeking for the same type of problem and found that adolescents were more

willing to speak to someone about the problem if they had already done so in the past.

Similarly, there is evidence that merely knowing someone who has sought help increases

the chance that individuals will seek help themselves. For example, using a sample of

adolescents aged 16 to 19 years, Rickwood and Braithwaite (1994) found that having a

friend or knowing someone who had previously sought psychological help predicted

help-seeking behaviour for general problems.

On the other hand, although there is empirical support that seeking help is an

adaptive coping strategy, there is no guarantee that simply seeking support or help from

someone will be beneficial. Receiving support from others is most beneficial when the source of help provides the recipient with the type of help that he or she needs and/or desires (Cutrona & Russel, 1990). On longitudinal study investigating the impact on mental health of receiving help in a sample of 217 American teens showed that overall, social support is helpful for self-esteem to the extent that there is a match between the needs of the teen and the abilities of the helper (Colarossi & Eccles, 2003). Adolescents who seek support but do not feel helped or understood may view help-seeking as a negative experience and feel their problem is worsened as a result of seeking support. Just as having previous positive experiences with help-seeking may increase the likelihood of seeking help again in the future, having this kind of negative experience with seeking support may discourage teens from future help-seeking.

As discussed above, there is consistent evidence that although seeking help may be an effective coping strategy, many victims of dating violence do not seek help (e.g., Ashley & Foshee, 2005). Despite these findings, there is limited information about barriers to help-seeking in adolescence (Wilson & Deane, 2001) and even less about barriers to help-seeking specifically for dating violence. Nevertheless, several factors have been investigated as possible deterrents for this age group. One of the most frequently cited reasons for failure to seek help for mental health problems is the social stigma associated with disclosing this information (Corrigan, 2004). Results from one study investigating barriers to seeking psychological counselling showed that the stigma associated with seeking help decreased the likelihood that participants would seek mental health services even if the consequences of not doing so were severe (Sibicky & Dovidio, 1986). Results from several studies support the idea that adolescents are often reluctant to

talk to someone about problems in their lives and dating relationships as a result of the embarrassment and awkwardness they would feel in this circumstance and the possibility of negative judgment from the help source (Jackson, 2002; Rickwood, Deane, Wilson, & Ciarrochi, 2005). Furthermore, research on help-seeking for partner abuse in a sample of 306 female Canadian university students revealed that women would often leave out information about their experiences with partner violence when talking to potential helpers (Dunham & Senn, 2000). As a result of the stigma associated with not only disclosing experiences of dating violence, but also seeking help (Vogel et al., 2007), it is likely that adolescents may be reticent to be truthful about these issues. Therefore, perceived stigma felt by participants was measured in the current study.

In addition to sociocultural factors such as stigma, psychological barriers to help-seeking may include having an external locus of control, low self-awareness, and low self-efficacy (Boldero & Fallon, 1995). Adolescents who report believing problems are outside of their control and who believe they are not capable of coping with or improving situations are less likely to seek help for problems (Schonert-Reichl & Muller, 1996). Ciarrochi, Wilson, Dean, and Rickwood (2003) conducted a study of 227 adolescents examining the relationship between emotional competence and help-seeking for a variety of problems. Results indicated that teenagers who were poor at identifying, describing, and managing their emotions reported less intent to seek help for their problems than adolescents with more emotional competence. With respect to self-efficacy, Garland and Zigler (1994) examined a sample of 200 American teens and found a strong positive correlation between self-efficacy and help-seeking behaviour for a variety of emotional and social problems.

In addition to examining correlates of adolescent help-seeking, previous studies have investigated the different sources from which adolescents seek help, specifically formal sources such as psychologists, doctors, and counsellors, as well as informal sources, including friends, parents, and other family members. Generally, empirical evidence suggests that adolescents prefer to seek help from informal rather than formal sources, with friends being the most common informal source approached (Ashley & Foshee, 2005; Boldero & Fallon, 1995; Fallon & Bowles, 1999; Rickwood & Braithwaite, 1994). For example, in their study of 225 adolescent victims of dating violence, Ashley and Foshee found that 93 percent of participants who reported they had sought help had approached an informal source. In addition, previous studies have shown that there is variation within the category of informal help in terms of the sources with which teens prefer to consult. That is, although in general adolescents tend to approach informal rather than formal sources of help, certain types of informal support such as friends seem to be more often selected than other types of informal support. For example, Kuhl et al. (1997) found that adolescents tended to seek help from friends and family rather than other informal sources due to beliefs that these helpers were sufficient to deal with the problem. There is also evidence suggesting that adolescents tend to tailor their choice of help source based on the type of problem they are experiencing (Wintre & Crowley, 1993). Specifically, adolescents preferred to talk to peers about their problems overall; however, there was an interaction between the type of problem, self-worth, and locus of control when choosing a help source. Adolescents with negative self-worth and an external locus of control tended to approach adults for help with impersonal problems, whereas teens with positive self-worth and an internal locus of control preferred to talk to

peers about interpersonal issues (Wintre & Crowley). Although the reason for this relationship is unknown, there is continuing support for the idea that the selection of helpers is based on problem type (Boldero & Fallon; Tinsley, de St. Aubin, & Brown, 1982).

There are several limitations in the adolescent help-seeking literature reviewed above. First, most studies of adolescent help-seeking investigate general help-seeking for a variety of problems including academic, interpersonal, and emotional difficulties. There is very little research looking at teenagers who are seeking help specifically for dating violence. Second, what little work has been done in this area has often been based on samples from shelters for victims of violence, making it difficult to generalize findings to a community population of adolescents. Third, models of adolescent help-seeking have focused more frequently on formal rather than informal sources of help during the last stage of the help-seeking model (i.e., choosing a help source and engaging in the act of getting help). Examining informal help-seeking more extensively will be beneficial due to the tendency for adolescents to prefer informal sources of help to formal ones (Sheffield et al., 2004). Fourth, despite research on correlates of help-seeking and the role of families as a source of help, there has been little consideration of the family unit as an influence on the help-seeking behaviour of adolescents. Although adolescence is a time of gaining independence from family and transitioning to closeness with peers (Beinstein & Lane, 1991), family likely remains an important social learning force in the lives of adolescents, and as such, may be beneficial to investigate as an influence on help-seeking specifically. One study (Fallon & Bowles, 2001) investigated the relationship between family functioning and help-seeking behaviour but failed to find a significant

relationship. Another study examined the influence of interparental and parent-child violence on teen help-seeking for physical dating violence and found that both types of parent-perpetrated violence decreased help-seeking in adolescents (Silber, 2000). However, the latter study investigated only physical dating violence and did not differentiate between physical and psychological family violence exposure. Fifth, previous research has focused mainly on completed help-seeking behaviour, and there has been little investigation of adolescents' willingness and intentions to seek help (i.e., early steps in the help-seeking pathway). Given that most adolescents do not seek help for dating violence (Ashley & Foshee, 2005), it will be beneficial to obtain more information about their intentions to seek help for this problem and the factors that influence this early step in the help-seeking model.

Intention to Seek Help

Ajzen's Theory of Planned Behaviour (TPB; Ajzen, 2001; Ajzen & Fishbein, 1973) has been used extensively to investigate and predict people's intentions to engage in a variety of behaviours including addictive behaviours, problematic eating, and help-seeking for physical illness. Recently, this theory has also been applied to study individuals' intentions to seek help from mental health services (Vogel & Wester, 2003). According to the TPB model, intentions to engage in a specific behaviour are determined by three interrelated factors: attitudes and beliefs about the behaviour, perceived social norms governing the behaviour, and perceived behavioural control. Attitudes and general feelings about the behaviour are formed through an evaluation of the anticipated outcomes, such as the risks and benefits of engaging in the behaviour. The social norms associated with the behaviour include one's perception of how important others, such as

friends and family, view the behaviour of interest, and what these significant others would do in a similar situation. Behavioural control refers to one's beliefs about his or her ability to perform a given behaviour taking into account helpful and hindering influences.

Attitudes toward help-seeking. Results from several studies have supported the link between attitudes and behavioural intentions. For example, Wilson et al. (2005) conducted a study with 269 Australian students examining the impact of previous mental health care, hopelessness, and attitudes about seeking help on failure to seek help for a psychological problem. Results indicated that attitudes and beliefs about help-seeking fully accounted for the failure to seek mental health help. Similarly, results from a study by Orpinas, Murray, and Kelder (1999) showed a strong relationship between attitudes towards violence and subsequent perpetration of violent acts. In a study examining the coping methods of adult female survivors of intimate partner violence, Mitchell and Hodson (1983) found that participants' intentions to seek help were heavily influenced by their beliefs that this process would be uncomfortable as well as their expectations that helpers would respond negatively and in an unhelpful manner. Moreover, as discussed previously, adolescents who have had positive help-seeking experiences in the past tend to be more willing to seek help again in the future, perhaps due to positive attitudes and expectancies about this behaviour (Simmering & Sears, 2006).

Social norms associated with help-seeking. Numerous studies have investigated how the behaviour and attitudes of friends and family contribute to the social norms that influence the attitudes and behaviour of individuals. Researchers have suggested that the people closest to an individual, such as parents, play an influential role in determining

whether that individual seeks help for distressing problems (Angermeyer, Matschinger, & Riedel-Heller, 2001). For example, as stated earlier, Rickwood and Braithwaite (1994) found that merely knowing someone who has sought help in the past increases the likelihood that an individual will seek help for his or her own problems. Specifically with respect to adolescent help-seeking, social learning theory acknowledges that parent attitudes and modeling provide a strong reference for adolescents (Bandura, 1977; Berlin & Cassidy, 1999). Solomon, Bradshaw, Right, and Cheng (2008) conducted a study of 72 parents and their adolescents who presented to a hospital emergency department for adolescents' violence-related injuries. The researchers examined the relation between parents' and adolescents' attitudes about violence as well as parent-child relationships and found a 67% concordance rate between parent and child attitudes. They also reported that parents' attitudes about violence predicted youth aggressive behaviour even after controlling for youth attitudes. As mentioned earlier, adolescence is marked by the transition from dependence on family to autonomy and closeness with peers, yet family likely remains an important influence in the lives of adolescents (Beinstein & Lane, 1991). Thus, there is evidence that parents' attitudes are related to and may even predict the attitudes and behaviour of their adolescent children. It is possible that this link between attitudes also applies to feelings about seeking help for problems in general and for dating violence specifically.

Perceived control regarding help-seeking. As discussed previously, adolescents' feelings of control over problems influence whether or not they seek help. Specifically, adolescents who report believing problems are outside of their control and who believe they are not capable of coping with or improving situations are less likely to seek help for

problems (Schonert-Reichl & Muller, 1996). Garland and Zigler (1994) conducted a study of approximately 200 middle and high school students to examine help-seeking attitudes and behaviour. Results showed that children and adolescents who believed they were capable of making changes that would improve or eliminate problems in their lives were more likely to seek help. Further, they found that this self-efficacy and perceived control were better predictors of help-seeking than all other variables in the study including, gender, age, and depressive symptomatology.

Exposure to Family Violence

The effect of exposure to interparental violence has received steady research attention since the 1990s. Despite inconsistencies, mixed findings, and methodological limitations in the literature, there has been consistent evidence for a link between being exposed to aggression and violence between parents and negative developmental outcomes (Bedi & Goddard, 2007; Edleson, 1999b; Kitzmann, Gaylord, Holt, & Kenny, 2003). Consistent with the definitions of adolescent dating violence already described, the family violence literature views interparental violence as a spectrum of aggression. Exposure to interparental violence has been defined as being within sight or sound of the violent acts as well as being used as a tool by the perpetrator, and being exposed to the aftermath of violence (Edleson, 1999b). Therefore, exposure may consist of hearing arguments and verbal abuse between parents, being in the same room while a parent is being physically attacked, and even being part of the aftermath, for example, helping a parent with injuries they have sustained or moving to a shelter.

Of the many attempts to estimate the prevalence of childhood exposure to interparental violence, two studies are most frequently cited: Carlson (1984) and Straus

(1992). Carlson estimated that 3.3 million American children are at risk of exposure to interparental violence annually, and Straus (1992) reported that 10 million American adolescents are exposed to family violence every year. More recently, Carlson refined her estimate and indicated that 3.3 million to 17.8 million American children annually are exposed to violence between their parents (Carlson, 2000). Results from a 1993 national phone survey revealed that 32.2% of Canadian women reported that their children had witnessed domestic violence (Thompson, Saltzman, & Johnson, 2003). Data from the 2004 Canadian General Social Survey showed that during 11% of spousal assaults children were also victims of the violent incident (Statistics Canada, 2005). GSS reports also indicated that approximately one third of all victims of spousal violence reported that children saw or heard this violence but were not victims. Data from another study showed that abusive homes were more likely to include children than non-abusive homes (Fantuzzo, Boruch, Beriama, & Atkins, 1997). It is likely, however, that these statistics are underestimations and lacking in validity and accuracy (Edleson et al., 2007). Prevalence rates of family violence included in the literature are frequently imprecise underestimates of the extent to which children are exposed to interparental violence. Estimates are often extrapolated from other surveys not designed to measure children's exposure explicitly, and therefore may misjudge exposure to abusive behaviour including physical, sexual and verbal or psychological violence (Edleson, 1999b; Wolfe, Crooks, Lee, McIntyre-Smith, & Jaffe, 2003). Most research in this area relies on parent reports of children's exposure; there is evidence that children are very aware of what occurs in their families and that parents underestimate the extent to which children are exposed to violence in the home (Jaffe, Wolfe, & Wilson, 1990).

In addition to being exposed to interparental violence, previous research has indicated that these children are often victims of child abuse as well (Appel & Holden, 1998; Bedi & Goddard, 2007; Edleson, 1999a; Edleson, 1999b; Kitzmann et al., 2003; Wolfe et al., 2003). In their review of the literature, Appel and Holden examined the results of 30 studies and found that the median amount of overlap between witnessing family violence and being a victim of child abuse was 41 percent. Similarly, Edleson (1999b) indicated that the majority of relevant studies reported a 30-60% overlap between exposure and child abuse. Although more research is needed in this area, there is some evidence that children exposed to interparental violence were not significantly different on a variety of developmental outcomes than children who were victims of abuse only and children who both witnessed and were victims of abuse (Kitzmann et al.).

There has been extensive investigation of the consequences of exposure to interparental violence and there is some consensus that such exposure is related to and a nonspecific risk factor for a variety of negative outcomes (Sameroff, 2000; Wolfe et al., 2003). Although many individuals exposed to interparental violence do not show significantly worse problems than individuals who were not exposed to family violence (Levendosky & Graham-Bermann, 2001), experiencing violence between parents has been related to posttraumatic symptoms, mood disorders, and externalizing and academic problems (Edleson, 1999b). Levendosky and Graham-Bermann collected information regarding posttraumatic symptoms and externalizing problems in children from mothers who had experienced abuse in the past year. The results indicated that 13% of children in the study qualified for a full diagnosis of Posttraumatic Stress Disorder (PTSD) according to American Psychiatric Association criteria (DSM-IV-TR; 2000) and 42% experienced

subclinical traumatic and arousal symptoms. Furthermore, children with PTSD symptoms had higher levels of internalizing and externalizing behaviour than children without traumatic and arousal symptoms. Exposure to family violence was also related to lower social competence in one study of children and adolescents (Wolfe, Zak, Wilson, & Jaffe, 1986), and has been found to be associated with peer conflict and conduct problems in general (Edleson, 1999b). In their recent meta-analysis and review of 41 studies, Wolfe et al. (2003) reported that children exposed to interparental violence do experience greater social, emotional, and academic problems than children who were not exposed to family violence; however, this effect was small to moderate ($r = .28$).

With respect to the link between exposure to interparental violence and later involvement in violent dating relationships, evidence has been mixed. Several studies have failed to find an association between exposure and subsequent dating violence involvement (Capaldi & Clark, 1998; Carlson, 1990; Fergusson, Boden, & Horwood, 2006; Simons & Johnson, 1998), whereas others have reported at least moderate support for this relationship (Murphy & Blumenthal, 2000; Renner & Slack, 2006). In a community sample of 614 men and 635 women in Vancouver, Kwong, Bartholomew, and Henderson (2003) found a positive correlation between having witnessed violence between parents and being involved in violent romantic relationships in adulthood. Meta-analyses of studies examining the relation between exposure to family violence and being involved in violent marriages (Stith et al., 2000) and violent dating relationships (Fritz, 2003) revealed that the relation is mild to moderate in magnitude. Studies of community samples of young adults have also found support for an association between family-of-

origin aggression exposure and dating violence (Alexander, Moore, & Alexander, 1991; Carlson, 2000; Foo & Margolin, 1995; Riggs & O'Leary 1996).

A possible explanation for these mixed findings is that children's responses to exposure may differ according to a variety of factors (Wolfe et al., 2003), and there is likely a complex relationship between exposure and its possible impacts on development (Edleson, 1999b, 2007). Gender, age, frequency, severity, and chronicity of exposure, as well as children's relationships with their parents, influence the impact of the exposure (Edleson, 2004). Also, children's overall resilience and specific responses to witnessing these violent acts may be different, ranging from being actively involved in de-escalating the situation and distracting family members to distancing and removing themselves from the situation (Wolfe et al., 2003). For example, Edleson et al. (2007) discussed the finding that a child's ability to cope with the situation may moderate the effects of exposure, such that children who are better able to calm themselves after stressful situations reported fewer problems after the experience. Some researchers have suggested that the risk conferred by exposure to family violence, and indeed exposure to other risk factors, is additive (Rossman, Hughes, & Rosenberg, 1999). Thus exposure to interparental violence may have more of an impact on youth who also have a number of other risk factors. Likely children and adolescents are differentially affected depending on the complex combination of both risk and protective factors in their lives; children with fewer, less severe risk factors and more protective influences may be more resilient to the potentially harmful effects of exposure to family violence (Edleson et al., 2007).

Another likely explanation for mixed findings in this area of research relates to limitations in the literature (Wolfe et al., 2003). First, there is a lack of clarity in the

definition and exploration of the exposure construct. Many studies do not measure

frequency, chronicity, and type of exposure or take into account the extent to which

children are involved in interparental violence, making it difficult to get an accurate

picture of the exposure experience. Second, previous research has relied heavily on

shelter populations rather than community samples, thereby limiting the generalizability

of results. Third, many studies do not explicitly measure or compare children who have

only witnessed interparental violence with those who have been direct victims of parental

abuse and those who have been both witnesses and victims of family violence. Although

results are inconsistent in their support of differential outcomes for these groups, it is

beneficial to discriminate between them in research (Edleson, 1999b; Wolfe et al., 2003).

Purpose and Rationale for the Present Study

The present study aimed to extend research investigating family influences on

adolescent help-seeking for dating violence (Fallon & Bowles, 2001) and to improve

upon the limitations in the existing literature discussed previously. Broadly, the purpose

of the present study was to investigate the influence of exposure to interparental violence

and perceived parental attitudes about help-seeking on female adolescents' intent to seek

help for dating violence. A core purpose of the present study was to investigate the family

not merely as a source of help for dating violence as has been done in previous research

(Ashley & Foshee, 2005; Boldero & Fallon, 1995), but also as an influence on whether

female adolescents intend to seek that help at all. Social learning and social cognitive

theory predict that family has an important influence on the attitudes and development of

children and adolescents, and there is a supported link between experiencing family

violence and risk of being involved in violent romantic relationships (e.g., Stith et al.,

2000). According to the Theory of Planned Behaviour (Ajzen & Fishbein, 1973), it is likely that family attitudes and experiences contribute to social norms and will have an effect not only on risk for dating violence, but also on intentions to seek help for that violence. Therefore, the present study aimed to move beyond exploration of how family experiences influence risk for dating violence to investigation of how these factors affect adolescents' intentions and behaviour after the onset of dating violence. For the purpose of this study, the term interparental will encompass any combination of mother, father, step-mother, step-father, common law partners, and dating partners of parents.

The present study incorporated the three-stage model of help-seeking discussed above (Liang et al., 2005), but as most adolescents do not seek help for dating violence (Ashley & Foshee, 2005), the focus was on the decision and intention to seek help rather than completed acts of help-seeking. Also, to narrow the scope of the study and to parallel the tendency of adolescents to seek help from informal sources, only intentions to seek help from friends and family were investigated.

To address limitations of previous research, adolescents' exposure to interparental violence was measured by adolescent self-report rather than parent report. Also, a community sample of high school and university students was used to allow for greater generalizability of results. To increase the clarity of the exposure construct, the present study conceptualized, measured, and analyzed exposure to interparental violence on a continuum of severity. Information also was gathered regarding exposure to different types of interparental and dating violence, including physical and psychological abuse. Although findings are inconsistent regarding the differential outcomes of children exposed only to interparental violence and those who were also victims of child abuse,

the present study measured not only interparental aggression exposure but also child abuse. In order to control for any possible confounding effect of experiencing child abuse in addition to being exposed to family violence, reported history of child abuse was measured in the present study.

Adolescence was selected as the age range of interest for several reasons, including the fact that there has been relatively little research conducted on help-seeking specifically for dating violence in this age group (Ashley & Foshee, 2005). Additionally, adolescence is an important development period in which romantic relationships are first formed and teenagers begin to develop relationship patterns that may continue into adulthood. As such, this is a critical period for investigation into how experiences like dating violence emerge and why help is not sought when the problem begins.

The choice to focus on older adolescents (i.e., 16- to 19-year-olds) for the present study was made for several reasons. As discussed earlier, there is mixed evidence regarding age effects on adolescent help-seeking behaviour, but in general it appears that there is some form of developmental trend in help-seeking across adolescence. Although there is debate over the exact nature of the differences, previous research has shown that younger adolescents may differ from older adolescents in their help-seeking intentions and behaviour (Boldero & Fallon, 1995; Schonert-Reichl & Muller, 1996). Additionally, many younger adolescents do not at first view aggressive and abusive behaviour as destructive and problematic (Wolfe, et al., 2003). In fact, they may confuse acts such as pushing, hitting, and threatening as being signs of affection and caring indicative of a deeper relationship commitment rather than signaling the need to end the relationship (Gray & Foshee, 1997; Henton et al., 1983). It is possible that older adolescents hold

these views less than younger adolescents who have not had as much romantic relationship experience. Thus for these reasons, only older adolescents were the focus of the present study.

Although it is acknowledged that adolescent males are often victims of dating violence, and indeed dating violence in adolescence is frequently mutually abusive (Avery-Leaf, et al., 1997; Foshee, 1996; Henton et al., 1983), only females were included in the present study. This decision was made as a result of evidence that complex interactions exist between gender, age, and a variety of other psychosocial correlates of help-seeking (Fallon & Bowles, 2001; Garland & Zigler, 1994). Therefore, to simplify the study design, males were excluded from the present study. Although it is likely that some participants were both perpetrators and victims of dating violence, in order to limit the scope of the study, only dating violence victimization was examined.

Research Questions and Hypotheses

As indicated above, the Theory of Planned Behaviour posits that one's intention to engage in a behaviour is determined by attitudes and perceived norms about that behaviour (Ajzen, 2001; Ajzen & Fishbein, 1973). Previous research supports the relationship between positive attitudes and perceived norms associated with help-seeking and greater willingness to seek help for the problem (Simmering & Sears, 2006; Wilson et al., 2005). With respect to adolescents specifically, the literature suggests that parents influence the attitudes held and the social norms perceived by their children. Specifically, results from several studies indicate that concordance rates between parent and adolescent attitudes overlap considerably (e.g., Solomon et al., 2008), and that adolescents are more likely to seek help if they know someone who has already done so.

As well, adolescents who witness intimate partner violence modeled by their parents are at increased risk of being involved in a violent dating relationship themselves, perhaps due to this violence becoming part of their perceived norms and attitudes about relationships. Based on these findings, it was anticipated that exposure to interparental violence and the perception of negative attitudes about help-seeking in the family of origin would influence adolescents' intent to seek help for their own experiences with dating violence. The following hypotheses were based on this rationale.

Question 1. Is there a relationship between perceived attitudes of mothers and adolescents' attitudes towards help-seeking?

Hypothesis 1: There will be a positive relationship between perceived attitudes of mothers and adolescents' attitudes towards help-seeking.

Question 2. Is there a relationship between perceived attitudes of fathers and adolescents' attitudes towards help-seeking?

Hypothesis 2: There will be a positive relationship between perceived attitudes of fathers and adolescents' attitudes towards help-seeking.

Question 3. Is there a relationship between adolescents' attitudes about help-seeking and their intentions to seek help for dating violence victimization?

Hypothesis 3: There will be a positive relationship between adolescents' attitudes about help-seeking and their intentions to seek help for dating violence victimization.

Question 4. For adolescents who report not having sought help for dating violence, does an individual's attitude regarding help-seeking predict intent to seek help from family and friends after controlling for problem severity, perceived stigma, and history of child abuse?

Hypothesis 4: After controlling for problem severity, perceived stigma, and child abuse, positive adolescent attitudes regarding help-seeking will significantly predict more intent to seek help from family and friends for adolescents who have not sought help for dating violence in the past.

Question 5. For adolescents who report not having sought help for dating violence, does exposure to interparental violence predict intent to seek help from family and friends after controlling for problem severity, perceived stigma, and history of child abuse?

Hypothesis 5: After controlling for problem severity, perceived stigma, and child abuse, exposure to interparental violence will significantly predict less intent to seek help from family and friends for adolescents who have not sought help for dating violence in the past.

Question 6. For adolescents who report not having sought help for dating violence, does mother's perceived attitude about help-seeking predict intent to seek help from family and friends after controlling for problem severity, perceived stigma, and child abuse?

Hypothesis 6: After controlling for problem severity, perceived stigma, and child abuse, mother's perceived negative attitude about help-seeking will significantly predict less intent to seek help from family and friends for adolescents who report not having sought help for dating violence.

Question 7. For adolescents who have not sought help for dating violence in the past, does father's perceived attitude about help-seeking predict intent to seek from

family and friends after controlling for problem severity, perceived stigma, and child abuse?

Hypothesis 7: After controlling for problem severity, perceived stigma, and child abuse, father's perceived negative attitude about help-seeking will significantly predict less intent to seek help from family and friends for adolescents who report not having sought help for dating violence.

Question 8: For adolescents who have not sought help for dating violence in the past, does having a parent who sought help for partner violence predict intent to seek from family and friends after controlling for problem severity, perceived stigma, and child abuse?

Hypothesis 8: After controlling for problem severity, perceived stigma, and child abuse, having a parent who has sought help for partner violence will significantly predict more intent to seek help from family and friends for adolescents who report not having sought help for dating violence.

Question 9. Are there differences in exposure to interparental violence and parental attitudes about help-seeking between adolescents who have sought help for dating violence and those who have not sought help?

Hypothesis 9: Adolescents who have not sought help for dating violence will report more exposure to interparental violence and more negative parental attitudes about help-seeking than adolescents who have sought help for dating violence.

Chapter II. Method

Participants and Recruitment

A total of 234 females ranging in age from 16 to 19 years old completed the survey. Participants were recruited from the Windsor-Essex Catholic District School Board (WECDSB) as well as from the undergraduate psychology subject pool at the University of Windsor.

High School Sample

After receiving approval from the University of Windsor Research Ethics Board (REB), approval was sought and obtained from the WECDSB. Participation of schools within the board was at the discretion of individual principals. Four schools were chosen at random and principals at each were contacted and invited to take part in the study. Of the four schools approached to participate, two consented and two declined. Differences between the two consenting schools could not be examined as there were not enough participants from one of the schools to conduct statistical tests. The initial study protocol approved by the WECDSB superintendent did not include obtaining parental consent. The university REB does not require parental consent for participants over 15 years of age; therefore, parental consent was not part of the original study design. After completing data collection at one high school, we were informed that WECDSB policy does indeed require parental consent for all students under 18 years of age. Verbal permission to use the data already collected was obtained from the WECDSB superintendent. A parental consent package was submitted to and approved by the university REB. The parental consent package, including a cover letter from the principal, an information letter, and the consent form, was distributed to students at the

second high school (Appendices A1, A2, and A3). Students with parental consent were then given information letters inviting them to participate and give informed consent (Appendices B1 and B2). As a result of this miscommunication and subsequent change to study procedure, students from one high school participated without parental consent and students from the other high school obtained parental consent before participating.

Females between the ages of 16 and 19 years were eligible to participate in the study. A total of 86 high school students completed the survey. However, 11 of these adolescents had mostly incomplete data or reported having never been in a romantic dating relationship; thus their responses were excluded from the analyses. The final high school sample consisted of 75 predominantly Caucasian (88.0%) females ranging in age from 16 to 18 years ($M = 16.67$, $SD = 0.60$). Most participants reported being heterosexual ($n = 73$), followed by homosexual ($n = 1$) and bisexual ($n = 1$). Forty-four percent of participants reported currently being in a romantic dating relationship and 56% indicated they were currently single but were in a dating relationship within the past 12 months. When asked to identify the person about whom they were thinking when answering questions about their "mother," 97.3% of participants reported thinking about their biological mother and 2.7% reported thinking about their step-mother. The majority of participants identified "father" as being their biological father (93.3%), with 1.3% identifying each of the following three categories: step-father, mother's ex-boyfriend, and mother's ex-husband; 2.7% did not specify who they viewed as their "father." Further demographic information is presented in Table 1.

University Sample

      Approval was sought and obtained from the REB and participants were recruited through the psychology participant pool. Students were able to view a brief study description online that outlined eligibility criteria and invited students to sign up for the study via the participant pool website (Appendix C1). Once students signed up electronically for the study they were provided with a username and password to access the survey website where they viewed an online information letter and were invited to give informed consent (Appendices C2 and C3). Females between the ages of 16 and 19 were eligible to participate in the study if they endorsed being in a past or current romantic relationship. A total of 148 individuals completed the survey; however the responses of 28 participants were excluded from analyses. Of the 28 excluded from analyses, 22 were not in the appropriate age range and/or were not female, four reported never having been in a romantic dating relationship, and two had mostly incomplete data. The final university sample consisted of 120 predominantly Caucasian (64.2%) females ranging in age from 17 to 19 years ($M = 18.63$, $SD = 0.56$). Similar to the high school sample, most university participants reported being heterosexual ($n = 117$), with two students self-identifying as homosexual and one as bisexual. Forty-five percent of participants reported currently being in a romantic dating relationship and 55% indicated they were currently single but had been in a dating relationship within the past 12 months. The majority of participants identified their "mother" as being their biological mother (98.3%) and the remaining 1.7% reported thinking about their step-mother when answering study questions. With respect to identifying a "father" figure, 91.7% indicated they were thinking about their biological father, 6.7% chose step-father, and 1.6%

selected their mother's boyfriend. Further demographic information is presented in Table

1.

Table 1
Demographic Characteristics

Variable		High School Sample %	University Sample %
Age	16 year olds	25.3	0
	17 year olds	62.7	0.8
	18 year olds	12.0	38.7
	19 year olds	0	60.5
Grade	Grade 11	46.7	0
	Grade 12	53.3	0
	University	0	100
Sexual Orientation	Heterosexual	97.4	97.5
	Homosexual	1.3	1.7
	Bisexual	1.3	0.8
Current Dating Relationship	Yes	44.0	45.8
	No (Yes within previous year)	56.0	54.2
Ethnicity	White	88.0	64.9
	Chinese	0	1.7
	South Asian	0	6.7
	Black	0	10.8
	Filipino	1.3	1.7
	Latin American	0	1.7
	Southeast Asian	0	1.7
	Arab	1.3	6.7
	West Asian	0	0.8
	Other	9.4	3.3
Maternal Education Level	Elementary School	0	1.6
	Some High School	2.6	5.8
	Completed High School	10.7	20.8
	Some College/Tech School	9.3	10.0
	Completed College/Tech School	22.7	21.7
	Some University	6.7	6.7
	Completed University	24.0	19.2
	> 4 years University	24.0	11.7
	Other	0	2.5

Table 1 Con't
Demographic Characteristics

Variable		High School Sample %	University Sample %
Paternal Education Level	Elementary School	0	1.7
	Some High School	0	5.8
	Completed High School	22.7	23.3
	Some College/Tech School	14.7	10.8
	Completed College/Tech School	13.3	15.8
	Some University	5.3	4.2
	Completed University	22.7	21.7
	> 4 years University	20.0	11.7
	Other	1.3	5.0
Mother	Biological Mother	97.3	98.3
	Step-Mother	2.7	1.7
Father	Biological Father	93.4	91.7
	Step-Father	1.3	6.7
	Mother's Boyfriend	2.7	1.6
	Mother's Ex-Boyfriend	1.3	0
	Mother's Ex-husband	1.3	0

Differences Between the High School and University Samples

Because participants were recruited from two populations (i.e., high school and university student populations), several *t* tests and χ^2 analyses were conducted to examine preexisting differences between the two sample groups. As was expected, the university sample was significantly older ($M = 18.63$, $SD = 0.56$) than the high school sample ($M = 16.87$, $SD = 0.60$), $t(192) = -20.65$, $p < .001$. There were no significant differences between levels of physical, emotional, sexual, or relational aggression reported by the two groups. However, there were significant differences in the total amount of dating violence reported by the two samples, $t(192) = 3.419$, $p < .001$, such that high school participants reported more dating violence ($M = 33.96$, $SD = 8.8$) than university participants ($M = 30.00$, $SD = 7.16$). Also, high school participants perceived their

mothers to hold significantly less positive attitudes about help seeking ($M = 31.25$, $SD =$ 5.49) than university participants ($M = 37.16$, $SD = 7.03$), $t(191) = -6.15$, $p < .001$. University females reported having significantly more exposure to interparental violence ($M = 150.98$, $SD = 312.24$) than high school females ($M = 48.7$, $SD = 57.44$), $t(190) = -2.77$, $p < .001$. There were no significant differences between the two samples on sexual orientation, current dating status, perceived stigma, reported child abuse, willingness to seek help, perceptions of fathers' attitudes, and intent to seek help. Means, standard deviations, and test statistics are presented in Table 2. As a result of the significant differences between the two samples on several variables, data from each group were analyzed and reported separately to eliminate the possibility that results were due to these pre-existing differences rather than the variables of interest.

Table 2.

Statistical Differences Between High School and University Samples

Variable		High School M (SD)	University M (SD)	Test Statistic (df)	p
Age		16.87 (0.60)	18.63 (0.60)	-20.65 (192)	.00
Current Dating Status		-	-	0.63 (1)	.43
CADRI	Threatening	1.13 (0.23)	1.11 (0.32)	0.55 (192)	.58
	Physical	1.02 (0.09)	1.02 (0.12)	-.37 (191)	.71
	Emotional	1.83 (0.64)	1.71 (0.55)	1.38 (192)	.17
	Sexual	1.12 (0.32)	1.25 (0.45)	-1.06 (192)	.32
	Relational	1.12 (0.44)	1.13 (0.49)	1.00 (192)	.32
	Total	33.96 (8.80)	30.00 (7.16)	3.12 (192)	.00
Stigma		23.26 (4.95)	22.61 (7.15)	.69 (190)	.49
FOO	Child Abuse	14.01 (5.85)	13.75 (4.11)	.36 (192)	.72
	Interparental Exposure	10.90 (4.11)	11.15 (3.90)	-.42 (192)	.68
CTS2	Psychological	38.62 (36.52)	51.76 (66.48)	-1.56 (190)	.12
	Physical	8.98 (24.75)	66.94 (169.62)	-2.92 (190)	.00
	Injury	1.36 (7.30)	32.27 (86.70)	-3.06 (190)	.00
	Total	48.97 (57.44)	150.98 (312.24)	-2.77 (190)	.00
Adolescent Help Seeking Attitudes		38.64 (6.26)	38.38 (7.23)	.25 (188)	.80
Perceived Maternal Attitudes		31.25 (5.49)	37.16 (7.04)	-6.15 (191)	.00
Perceived Father Attitudes		31.46 (5.6)	30.45 (9.34)	0.94 (191)	.34
Total Intent to Seek Help		7.77 (5.30)	6.49 (4.83)	1.27 (140)	.20
Previous Help Sought		-	-	0.43 (1)	.51

Measures

Demographic Characteristics

Participants were asked to record demographic information including date of birth, age, school grade, ethnicity, sexual orientation, relationship status, family status and composition, current members of their household, parental level of education, and parental employment status (Appendix E). Demographic characteristics are reported in Table 1.

Exposure to Family IPV

As 'mother' and 'father' could refer to many different people in an individual's life, participants were first asked to select from a list the people about whom they were thinking when answering questions about their mother and father. Choices included biological, foster, and step-parents, parents' partners, and ex-partners. Results from these questions are presented in Table 1. Participants' experiences of interparental violence in their family were assessed by two measures: the Revised Conflict Tactics Scales (CTS2; Straus, Hamby, McCoy, & Sugarman, 1996) and the interparental violence subscale of the Family of Origin Scale (FOO; Rosenbaum & O'Leary, 1981; Appendix F). The FOO was included in the study primarily to obtain a measure of child abuse experiences; questions regarding exposure to interparental violence were only used in order to obtain information regarding convergent validity of the IPV exposure construct. The CTS2 and the FOO were significantly correlated within the total study sample ($r = .22$, $p < .01$, two-tailed) and within each sample group. Significant two-tailed Pearson's coefficients of $r = .70$ and $r = .22$ were obtained for the high school and university samples, respectively ($p < .05$). Due to the convergent validity of these two family IPV measures, only data from the CTS2 were used in analyses for the sake of parsimony. The prevalence of exposure to interparental violence in the present sample as measured by the CTS2 is reported in Table 3.

Revised Conflict Tactics Scales. A modified version of the CTS2 was used to measure adolescents' experiences of IPV within their family of origin. The CTS2 is a 79-item self-report measure assessing the actions a family member might take during conflict with another member. Scale items assess negotiation, psychological aggression,

physical violence, sexual coercion, and injury resulting from conflict. Respondents are presented with statements such as, "I shouted or yelled at my partner" and asked to rate how often the behaviour occurred within the past year. Frequency ratings are on an 8-point scale ranging from *0 = This has never happened* to *6 = More than 20 times in the past year* and *7 = Not in the past year, but it did happen before*. Ratings of 7 were not used to calculate exposure ratings. The measure yielded exposure ratings for psychological abuse, physical violence, and physical injury as well as a total exposure score. Higher scores on all scales indicate more frequent and severe exposure to interparental violence.

Using guidelines provided by Straus et al. (1996), the CTS2 was modified to assess violence between the parents of adolescents first by changing the questionnaire instructions to refer to interparental behaviour rather than behaviour with one's partner. That is, the directions were changed from "No matter how well a couple gets along" to "No matter how well one's parents get along." Also, the wording of individual questions was changed to reflect adolescents' perceptions by replacing "I" and "My partner" to "My mother" and "My father." The sexual coercion subscale was eliminated as was an item on the psychological aggression subscale which refers to accusing a partner of being a poor lover. Lastly, the referent time period was altered from behaviours the participant observed within the past year to behaviours that occurred while growing up. Frequency rating choices were changed from *1 = once in the past year*, to *1 = once in the past*.

The CTS2 was chosen because it includes items concerning psychological and physical aggression as well as assessing behaviours ranging from minor to severe violence. The revised version of the scale was chosen over the widely-used original

Conflict Tactics Scales (Straus, 1979) due to its improved format, operationalization of severity, and inclusion of new subscales. In most preliminary studies of its psychometric properties, the CTS2 has been shown to have good internal consistency (reliability approximations ranged from .42 to .92) as well as construct and discriminant validity (Straus et al., 1996). In the present study within the high school sample, a Cronbach's alpha of .69 was calculated for the psychological tactics scale, an alpha of .81 for the physical tactics scale, and .69 for the injury scale. Within the university sample, Cronbach's alphas were .94 for the psychological tactics scale, .99 for the physical tactics scale, and .99 for the injury scale. Internal consistency estimates for all measures in the present study are reported in Table 4.

Family of Origin Scale. Participants' experiences of family IPV were also assessed using the interparental subscale of the FOO, a 6-item self-report questionnaire. Respondents were asked to rate the frequency of behaviours such as, "Did your father insult or swear at your mother?" and "Did your mother hit your father?" on a 5-point scale ranging from 1 = *never* to 5 = *very often*. The subscale includes mother-to-father and father-to–mother violence versions of all questions. In the present study, a Cronbach's alpha of .81 was calculated for this subscale of the FOO within the high school sample and .78 within the university sample.

The parent-to-child aggression subscale of the FOO was included in the study to assess participants' experiences of child abuse while growing up. This subscale is a 10-item self-report questionnaire similar to the interparental aggression subscale. Participants were asked to rate the frequency of various behaviours including, "Were you insulted or sworn at by your father?" and "Were you hit with an object by your mother?"

on a 5-point scale ranging from 1 = *never* to 5 = *very often*. As with the interparental

subscale, questions regarding both mother-perpetrated and father-perpetrated abuse are

included in the scale. Lower scores reflect experiencing little or no abuse while growing

up whereas higher scores reflect having a history of more severe and frequent

experiences of child abuse. In the present study, a Cronbach's alpha of .90 was calculated

for this subscale within the high school sample and .78 in the university sample. Data

from this subscale were intended to be used in regression analyses to control for the

possible confounding effect of child abuse experiences in analyses of the relationships

between family IPV and help-seeking. In both the high school and university samples,

correlations between child abuse and intent to seek help were weak and nonsignificant

(high school r = .21; university r = .17). As a result, child abuse was not included in the

final regression models as a control variable. [1]

Two additional items were added to the FOO to assess whether participants'

parent(s) have sought help for their experience with IPV. Specifically, participants were

asked, "If you indicated any of the experiences above HAVE occurred between your

parents, did your mother seek help from anyone for these experiences?" and, "If you

indicated any of the experiences above HAVE occurred between your parents, did your

father seek help from anyone for these experiences?" The response choices for this

question were *yes*, *no*, *I don't know*, and *other, please explain* followed by space for an

open-ended response.

---

[1] Regression analyses were conducted both with and without child abuse as a control
variable. Inclusion of the child abuse variable did not have an effect on R^2, changes in R^2
between blocks in the model, or regression weights of other variables. The child abuse
variable did not make a significant unique contribution to prediction in any model.

Family Attitudes Towards Help-Seeking

A modified version of the Willingness to Seek Help Questionnaire (WSHQ) developed by Cohen (1999) was used to measure adolescents' perceptions of their parents' overall attitudes about seeking help (Appendices G and H). This 25-item self-report questionnaire requires respondents to rate the extent to which they relate to statements such as, "At the funeral of a loved one I would do all I could to appear strong and not show any weakness" and "If I ever have difficulty seeing, I will try to arrange my life so no one will notice." Response choices range from 0 = *do not identify with statement at all* to 3 = *identify completely with statement*. The scale has a Cronbach's alpha coefficient of .85, high discriminant validity with measures of social desirability (r = .02) and good convergent validity with other measures of help-seeking (r = .34; Cohen).

The WSHQ was modified first by eliminating items which were not applicable to or inappropriate for adolescents' perceptions of their parents due to content related to marital and sexual problems. The following item numbers were eliminated: 2, 3, 7, 8, 11, 12, 20, and 21. Second, the wording of the remaining questions was altered to reflect participants' perceptions of each parent's willingness to seek help rather than participants' own willingness. For example, "At the funeral of a loved one, I would do all that I could to appear strong and not show any weakness" was changed to "At the funeral of a loved one, my mother would do all that she could to appear strong and not show any weakness." This resulted in two 18-item modified versions of the WSHQ, one for perceptions of mothers and one for perceptions of fathers. Participants were asked to fill out both the mother and father versions. Thus participants had separate total scores for

each parent, with lower scores indicating a perception of the parent as being less

accepting of seeking help for problems, whereas a higher score reflected a perception that

the parent had more positive, accepting feelings about help-seeking. In the present study

a Cronbach's alpha of .47 was calculated for the mother WSHQ in the high school

sample and .75 in the university sample. Cronbach's alphas of .55 and .85 were

calculated for the father WSHQ in the high school and university samples, respectively.

In the high school sample, internal consistencies of both the mother and father WSHQ

were much lower than expected based on studies using this measure (Cohen, 1999). It is

possible that this low reliability was due in part to the modifications made to the measure

for the purpose of assessing perceptions of parental attitudes; decreasing the number of

items in a questionnaire, as was done in the present study, tends to decrease the reliability

of a measure. Also, it may be that perceptions of others' attitudes are not easily or validly

measured by the WSHQ scale. Low internal consistencies in the high school sample may

also have been due to adolescents' capacity to consistently assess the perspectives of

others. As a result of the weak internal consistency of the mother and father WSHQ in the

high school sample, these two variables were excluded from multiple regression analyses

(MRA) for the sake of parsimony and in order to reduce the potential effects of

measurement error on the assumptions of MRA. Additionally, correlations between

perceived parental attitudes and participants' own attitudes reported below should be

interpreted with extreme caution. In the university sample, although internal consistencies

of the mother and father WSHQ scales were adequate (mother $r = .75$; father $r = .85$),

correlations with the intent to seek help outcome variable were almost zero (mother $r = -.01$; father $r = .03$). Thus, perceptions of parental attitudes were excluded from MRA in

the university sample as well. Unfortunately, the consequence of having excluded these variables from analysis is that the hypotheses regarding the influence of perceived family attitudes on adolescents' intent to seek help could not be tested using data from the present study (Hypotheses 6 and 7).

Adolescent Dating Violence Victimization

Participants' own experiences of relationship aggression and violence were assessed using the Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe et al, 2001; Appendix I). The CADRI is a 35-item self-report questionnaire that measures different forms of abusive behaviour, including physical abuse, threatening, sexual abuse, and verbal or emotional abuse that may occur in adolescent romantic relationships. Respondents were asked to rate on a 4-point scale how often behaviours have occurred with their current or ex-partner within the past year. Response choices range from 0 = *never* to 3 = *often: this has happened 6 times or more*. Examples of questionnaire items include, "During a conflict or argument with my boyfriend in the past year…he insulted me with put downs" and "During a conflict or argument with my boyfriend in the past year…he slapped me or pulled my hair." The CADRI includes perpetrator and victim subscales; however, only the victim subscale items were used in the present study. Lower scores reflect less severe and less frequent dating violence victimization and higher scores represent more severe and frequent levels of dating violence victimization. For example, a participant with a CADRI score of 100 was assumed to be experiencing a more severe dating violence problem than a participant with a CADRI score of 5.

Due to an experimenter error, a portion of the university sample (49 out of 120 participants) filled out a version of the CADRI where items 31-35 were omitted. Reliability coefficients were calculated for both groups and comparable Cronbach's alphas were obtained. Several t tests were conducted to assess whether there were differences in amount of dating violence reported by the two groups. The group who completed the truncated CADRI reported significantly less total dating violence ($M =$ 26.40, $SD = 4.80$) than the group assessed using the full CADRI ($M = 28.73$, $SD = 8.01$), $t(118) = 1.82$, $p < .05$. However, there were no significant differences in the prevalence of type of dating violence the two groups reported. Prevalence of dating violence is reported in Table 3. To ascertain whether the omission of the 5 CADRI items was likely having undue influence on the total amount of dating violence reported, an abbreviated CADRI score omitting items 31-35 was computed for each participant. A t test was conducted using this abbreviated score and revealed that there was a significant difference between the total amount of dating violence reported by the two groups regardless of responses on the omitted items. Therefore, all university participants were analyzed as one group using the full version of the CADRI despite this error in the measure.

Table 3

Reported Prevalence of Dating and Family Violence

Measure	High School (%)	University (%)
CADRI Threatening	41.3	20.8
CADRI Physical	5.3	5.0
CADRI Emotional	90.2	93.3
CADRI Sexual	36.0	38.3
CADRI Relational	25.3	9.2
FOO Child Abuse Total	76.0	73.1
Beaten by Mother (FOO)	6.7	11.8
Beaten by Father (FOO)	10.7	6.7
Physical Parent IPV	38.7	40.0
Psychological Parent IPV	93.3	89.2

Internal consistency reliability estimates for the CADRI total abuse scales were

greater than .83 across a range of high school grades and test-retest reliability across a

two-week period was acceptable ($r = .75$; Wolfe et al., 2001). In the present study, the

Cronbach's alpha for the total CADRI score was .86 in the high school sample and .81 in

the university sample. Within the high school sample, internal consistency estimates for

the subscales ranged from .34 to .87; in the university sample, alphas ranged from .21 to

.84. Although reliability estimates for some CADRI subscales were low in the present

study, these values were comparable to those found in other studies using this measure

(Wolfe et al.). Also, inspection of the CADRI revealed that many subscales, particularly

those assessing more severe aggressive acts, had very low prevalence rates. It is possible

that low alpha coefficients for these subscales are the result of items with extremely low

prevalence rates because they are positively skewed and thus have low correlations with

other items on the scale (Straus, Hamby, & Warren, 2003). As a result, internal

consistency estimates for the CADRI subscales in the present study may be inaccurate

because some of the aggressive acts being measured were absent or nearly absent. Only

the total CADRI scores, which had good reliability, were used in descriptive analyses. In both the high school and university samples, problem severity as measured by the CADRI was almost completely uncorrelated with the outcome variable, intent to seek help (high school $r = .06$; university $r = .02$). As a result, problem severity was not included in the regression model as a control variable.

Participants' Attitudes Toward Seeking Help

The Willingness to Seek Help Questionnaire developed by Cohen (1999) also was used to measure participants' overall attitudes about seeking help and how willing they are to engage in help-seeking behaviour in general (Appendix J). Lower scores indicate less positive feelings about seeking help for problems and higher scores indicate more willingness to engage in help-seeking behaviour. The Cronbach's alphas for this measure in the present study were .68 in the high school sample and .76 in the university sample.

Perceived Stigma

In previous research investigating help seeking barriers, one of the most frequently cited reasons for failure to seek help for mental health problems is the social stigma associated with disclosing this information (Corrigan, 2004). It is possible that participants in the present study may feel this stigma also, and as a result, their responses may be confounded with their desire to appear to be in a healthy dating relationship. In order to assess for any stigma that may have inhibited participants from answering study questions in an open and honest fashion, participants also completed a modified version of the Self-Stigma of Seeking Help Scale (SSOSH; Vogel, Wade, & Haak, 2006; Appendix K). The SSOSH is a 10-item self-report in which participants were asked to rate their agreement with statements using a 5-point Likert-type scale ranging from 1 =

strongly disagree to 5 = *strongly agree*. Scale items include statement such as, "I would feel worse about myself if I could not solve my own problems" and reverse-keyed items such as, "My self-esteem would increase if I talked to a therapist." Higher scores indicate a greater concern that seeking help would negatively affect one's self-worth, self-confidence and overall satisfaction with oneself as a person. That is, higher scores reflect more perceived stigma associated with reporting personal problems like dating violence victimization. Internal consistency coefficients for the SSOSH range from .89 to .91 and the scale has been shown to have good test-retest reliability as well as good discriminant and convergent validity with other measures. In addition, scores on the SSOSH significantly predict help-seeking attitudes above and beyond respondents' sex and perceived benefits and risks of seeking help (Vogel, Wade, & Haak). In the present study, a Cronbach's alpha of .75 was calculated for this measure in the high school sample and .90 in the university sample.

The SSOSH was modified for the present study to reflect help-seeking from informal sources rather than from psychological professionals. Specifically, references to formal sources of help in the wording of questions were removed or changed to refer to friends or family members. For example, "It would make me feel inferior to ask a therapist for help" was changed to "It would make me feel inferior to ask a friend or family member for help." Scores from this measure were to be entered into the analyses as a covariate to control for the possible confounding effects of this stigma; however, this perceived stigma variable was significantly negatively correlated with participants' attitudes about seeking help ($r = -.43$, $p < .01$ in the high school sample; $r = -.38$, $p < .01$ in the university sample). In addition, mean stigma scores for high school and university

participants suggested that these adolescents perceived neither undue stigma and fear about seeking help for personal problems nor complete comfort with doing so. Thus, to avoid problems with multicollinearity and to increase the overall power of the statistical tests (i.e., by decreasing the number of predictors in the model), data from the SSOSH measure were not included in the principal data analyses.

Intent to Seek Help

Previous help-seeking experience. To assess whether participants have already sought help for their experiences with dating violence prior to participation in the study, two additional question items were included in the questionnaire package. Participants were asked to answer *yes* or *no* to the statement: "Have you ever asked anyone what you should do about the aggression and violence in your relationship?". For participants who answered *yes* to this question, they then responded to the follow-up question: "If yes, who did you talk to about the problem?" Participants were asked to answer this question by filling out a checklist of possible help sources similar to that used by Ashley and Foshee (2005) including both formal and informal sources of help. Although formal sources of help were included in the checklist, the focus of the present study was on informal sources only.

Future intent. To assess intentions to seek help in the future, participants were asked to respond to several questions adapted from Ajzen (2006). Questions include, "I intend to talk to someone about the violence in my relationship in the next 6 months," "I will try to talk to someone about the violence in my relationship in the next 6 months," "I plan to talk to someone about the violence in my relationship in the next 6 months." All questions were rated on a 6-point Likert-type scale ranging from 1 = *extremely unlikely* to

7 = *extremely likely*. Scores from the three questions were added together to create the composite measure of intent used in analyses. Lower scores indicated little or no intention to seek help in the following six months and higher scores indicated greater intention and commitment to seeking help during the time period. Many participants in each sample did not answer the three intent questions regardless of whether their responses indicated they were experiencing dating violence victimization. Therefore, participants who did not answer these intent questions were excluded from the regression analysis as they did not have scores on the outcome measure. The scores from the three items were correlated to obtain a measure of internal consistency reliability. Pearson correlation coefficients for the three items ranged from .93 to .99. Scores from the three items were then added together to create a composite score of intention used in the final analyses. A Cronbach's alpha of .98 was calculated for the overall intention composite score in both the high school and university samples.

Table 4

Internal Consistency Reliability Estimates

| | Cronbach's α | |
Measure	High School	University
Control Variables		
Problem Severity (CADRI total)	.86	.81
CADRI Threatening	.51	.21
CADRI Physical	.39	a
CADRI Emotional	.86	.84
CADRI Sexual	.48	.72
CADRI Relational	.79	.75
Perceived Stigma (SSOSH)	.75	.90
Child Abuse (FOO)	.90	.78
Predictor Variables		
Interparental Exposure (CTS2 total)		.98
CTS2 Psychological	.69	.94
CTS2 Physical	.81	.99
CTS2 Injury	.69	.99
Interparental Exposure (FOO)[b]	.81	.78
Participant Attitudes (WSHQ)	.68	.76
Perceived Mothers' Attitudes (modified WSHQ)	.45	.75
Perceived Fathers' Attitudes (modified WSHQ)	.55	.85
Outcome Variable		
Total Intent to Seek Help	.98	.98

[a]Not enough variance to calculate α. [b]Not used in data analysis.

Procedure

High School Participants

Grade 11 and 12 students over 15 years of age were invited to gather in a classroom where they were given study questionnaire packages to complete. The survey took approximately 20 to 35 minutes to complete, after which students rejoined their regularly scheduled classes. In order to protect participants' anonymity, questionnaire packages were identified with participant numbers only and were sealed in an envelope by the participant before being handed to the researcher. Also, consent forms were collected and stored in an envelope separate from survey responses. The order of

measures within the packages was randomized across all participants. All questionnaire packages contained a letter for participants to take home thanking them for their time and fully debriefing them on the purpose and details of the study. Also on this letter was a list of local community resources for victims of partner aggression and violence. Participants also were given a separate form on which they could give consent to be entered into a draw for a gift certificate to Future Shop valued at 100 dollars. Participants who wished to be included in the draw were asked to provide their email address and phone number on the form, which was sealed in a separate envelope and submitted to the researcher. The draw took place at a later date after all high school participants had completed the study. The winner was contacted via email and given instructions on where to pick up her gift certificate.

University Participants

Students were provided with information online via the psychology participant pool website about the study and invited to participate. Those wishing to participate signed up for the study using the participant pool website and were then provided with a link to the study website. Once at the study URL, participants viewed an electronic information letter describing the study, which they were advised to print for their records. On the information page was a link reading "Click to Participate," which, once selected, directed students to a consent page. Participants were required to read the consent page and click an "I agree" button before being linked to the questionnaire screen. The order of measures was randomized across participants. After completing the online questionnaires, participants were required to click a "Submit" button that opened a page thanking them for their time and fully debriefing them on the details of the study. Also on

this page was a list of community and university resources for victims of aggressive and violent dating relationships, which they were encouraged to print for their records. At the bottom of this page was a link reading "Safely exit Study" which listed instructions for exiting the survey page and clearing the web browser history to protect participant confidentiality. To further protect participant confidentiality, all electronically submitted surveys were held in a secure third party server before they were downloaded onto a secure computer in a locked lab in the university psychology department. Participants were compensated for their time with course credit; therefore, at the bottom of the debriefing page was a link reading "Click Here to Receive Bonus Points," which directed participants to an online form where they entered their name, student number, and email address in order to be assigned the bonus point. Students were informed in the study information and consent forms that their participant would only be truly anonymous if they did not enter their name to receive bonus points. They were made aware that if they wished to receive bonus points all personal information would be kept confidential and not linked with their survey responses in any way. The only identifying information associated with survey responses was a participant ID and the date and time of study submission. All electronically submitted personal information was held in a secure third party server in a separate file from actual survey responses. All data files were password protected and accessed only by researchers involved in the present study.

Analyses

Question 1, Question 2, and Question 3

Two-tailed Pearson correlations were used to assess whether there was a relationship between adolescents' own attitudes towards help-seeking and a) adolescents'

perceived attitudes of mothers' attitudes towards help-seeking; b) adolescents' perceived attitudes of fathers' help-seeking attitudes; and c) adolescents' reported intent to seek help in the future. Due to the number of comparisons, α was set at .01. The variables examined in each correlation included:

1) adolescents' attitudes about seeking help; perceived mothers' attitudes
2) adolescents' attitudes about seeking help; perceived fathers' attitudes
3) adolescents' attitudes about seeking help; intent to seek help

Question 4 and Question 5

Two multiple regression analyses (one in each sample) were conducted to assess a) whether adolescents' own attitudes about help-seeking predict their intent to seek help for dating violence victimization; and b) whether exposure to interparental violence predicts adolescents' intent to seek help. The following variables were included in the analyses:

Predictor Variables: Adolescent Attitudes; Interparental Exposure

Outcome Variable: Intent to Seek Help

Chapter III. Results

Preliminary Analyses

Prior to conducting the analyses, the data file was examined to ensure data were accurate and complete. Response frequencies and minimum and maximum values were investigated to ensure that values were within the appropriate ranges for each variable. Data were examined for adherence to the statistical assumptions of multiple regression analysis (MRA). An examination of standardized residuals, DFFITs, leverage values, Mahalanobis and Cook's distances, and scatterplots revealed no outliers on x or y, nor any influential observations (i.e., multivariate outliers) that may have altered the values of R^2. Examination of residual plots revealed no violations to the assumptions of linearity, homoscedasticity, or independence of errors. Although several predictor variables were significantly correlated with each other, an investigation of correlation matrices and collinearity diagnostics revealed no problems with multicollinearity among predictors. Correlations between all variables are presented in Tables 5 and 6. Residual and P-P plots were examined to assess normality. The Interparental Exposure and Intent to Seek Help variables were significantly positively skewed, which was not surprising given their relatively low base rate in the population. Multiple regression analysis is relatively robust to mild departures in normality when sample sizes are large (i.e., greater than 100; Stevens, 2007; Tabachnick & Fidell, 2007); however, both samples in the present study were very small, particularly the high school sample ($n = 31$). Furthermore, it is recommended that sample sizes include at least 15 observations per predictor and even more when correlations between predictors and outcome variables are low as in the present study (Stevens; Tabachnick & Fidell). Taken together, the small sample sizes,

non-normality of variables, and very small predictor-outcome correlations in the present study are a threat to the assumptions of multiple regression analysis. As a result, a bootstrapping method of resampling was used in the analysis to attempt to compensate for these weaknesses (n = 100). Bootstrapping is recommended when it is not certain that the distribution from which a sample is taken is normal and the sample size is relatively small, as in the present study (Dalgliesh, 1994; Efron, 1988; Fearon, 2003). It is important to note that although confidence intervals produced via bootstrapping are more conservative than other resampling techniques, estimated statistics based on bootstrapping tend to be biased in an upward direction (Dalgliesh; Fearon). Results from multiple regression analysis with bootstrap estimates are included below. Means and standard deviations were obtained for all variables and are presented above in Table 2.

Table 5

Bivariate Correlations Between Variables – High School Sample

	1	2	3	4	5	6	7	8
1. Problem Severity	1	.14	.16	-.11	.23	.11	-.06	.06
2. Perceived Stigma		1	.12	-.43**	.07	-.05	-.36**	.23
3. Child Abuse			1	-.07	.34**	.18	-.14	.21
4. Participant Attitudes				1	-.17	-.09	.07	.10
5. Interparental Exposure					1	-.24*	.08	.62**
6. Perceived Mothers' Attitudes						1	.39**	.09
7. Perceived Fathers' Attitudes							1	-.34
8. Intent								1

*$p < .05$. **$p < .01$.

Table 6

Bivariate Correlations for Variables – University Sample

	1	2	3	4	5	6	7	8
1. Problem Severity	1	.16	.09	.03	-.14	.09	-.13	.02
2. Perceived Stigma		1	.07	-.38**	.17	-.02	-.14	-.13
3. Child Abuse			1	-.24*	.21*	-.16	-.18	.17
4. Participant Attitudes				1	-.09	.34**	.34**	.13
5. Interparental Exposure					1	-.13	-.05	.14
6. Perceived Mothers' Attitudes						1	.18	-.01
7. Perceived Fathers' Attitudes							1	.03
8. Intent								1

*p < .05. **p < .01

Principle Analyses

Relationships Between Adolescent and Perceived Mother and Father Attitudes

To test the hypotheses that there would be a positive relationship between
adolescents' attitudes towards help-seeking and perceived attitudes of fathers and
mothers (Hypotheses 1 and 2), two bivariate correlations were calculated within each
sample. Specifically, Pearson coefficients were calculated for the relationship between
adolescents' attitudes and perceived attitudes of mothers as well as between adolescents'
attitudes and perceived attitudes of fathers. These results are presented in Tables 5 and 6.
Within the university sample ($n = 120$), as predicted, adolescents' attitudes about seeking
help were significantly positively correlated with perceived mothers' attitudes ($r = .53$, $p
< .001$) and perceived fathers' attitudes ($r = .33$, $p < .001$). In contrast, correlations within

the high school sample ($n = 75$) were very weak and nonsignificant. This was the case for both perceptions of mothers' attitudes ($r = -.09$, $p = .46$) and perceived fathers' attitudes ($r = .07$, $p = .52$). Also, in both the high school and university samples, perceptions of mothers' and fathers' help-seeking attitudes were positively correlated at $r = .35$ and $r = .18$ for the two samples, respectively. Only in the high school sample did the correlation between perceived mother and father attitudes reach statistical significance ($p < .01$). These results suggest that university females viewed their parents as having similar attitudes to themselves, whereas high school females' perceptions of their parents' attitudes were almost entirely unrelated to their own attitudes. These results were likely affected, at least in part, by the extremely low internal consistency reliabilities of the mothers' and fathers' attitude measures in the high school samples, and should therefore be interpreted with caution.

Relationship Between Adolescent Attitudes and Intent to Seek Help

To test Hypothesis 3, bivariate correlations were calculated within each sample to assess whether there was a positive relationship between adolescents' attitudes about help-seeking and their reported intent to seek help for dating violence. These results are presented in Tables 5 and 6. Within both the high school and university sample, correlations between adolescents' help-seeking attitudes and reported intent to seek help for dating violence were very weak and nonsignificant. Specifically, high school females' attitudes were slightly positively correlated with intent ($r = .10$, $p = .59$), as were university females' attitudes ($r = .13$, $p = .12$), suggesting that females' general attitudes about seeking help for problems, as measured by the WSHQ, were unrelated to their reported intent to seek help for dating violence.

Influence of Exposure to Interparental Violence and Adolescent Attitudes on Intent

Multiple regression analyses (MRA) using bootstrap estimates were conducted in each sample to test the hypothesis that exposure to family violence and adolescents' attitudes regarding help-seeking would predict adolescents' intent to seek help (Hypotheses 4 and 5). The order of predictors in the regression model was informed by theory; as there is theoretical support for the link between attitudes and intentions to engage in a behaviour (Ajzen, 2001; Ajzen & Fishbein, 1973), adolescents' own attitudes about seeking help were entered into the regression first followed by exposure to interparental violence. Within each sample, MRA was conducted with the full sample and again using a bootstrap procedure. Results from the bootstrap regression analysis are presented in Tables 7 and 8.

High school sample. As discussed above, with a few exceptions correlations between predictor variables and intent were weak and did not reach statistical significance. Intent to seek help was correlated with exposure to interparental violence (r = .62, p < .01). Results indicated that although the overall prediction model did not account for a large amount of the variance in help-seeking intent, the overall fit of the model was significant, R^2 = .40, p < .05. Therefore, this linear combination of variables was significantly better at predicting intent than merely the mean of help-seeking intent. Adolescents' attitudes did not make a significant contribution to prediction (β = .11) and accounted for only 1% of the unique variance in help-seeking intent, whereas exposure to interparental violence was a significant predictor of intent (β = .60, p < .05), accounting for 39% of the unique variance in intent. Consistent with these results, exposure to interparental violence had a large, significant correlation with the predicted outcome (r =

.97) and adolescent attitudes did not correlate significantly with the predicted outcome (r = .07). It is important to note, however, that these estimated structure coefficients may be inflated as a result of using a bootstrapping procedure. These results suggest that adolescents with more exposure to violence between parents were predicted to have greater intent to seek help for dating violence victimization.

Table 7

Prediction of Help-Seeking Intent – High School Sample

Variable	b	β	95% CI	sr^2	Structure Coefficient
Constant	1.51	.10			
Adolescent Attitudes	.10	.11	-0.12, 0.33	.01	.07
Interparental Exposure	.04	.60*	0.14, 0.75	.39*	.97*
R^2		.40*	0.06, 0.62		

*$p < .05$

University sample. Predictor variables were only slightly correlated with intent and all failed to reach statistical significance. Similar to results from the high school sample, bootstrap MRA results indicated that the overall fit of the prediction model was significant, R^2 = .06 even though the model accounted for a very small amount of variance in help-seeking intent. In contrast to high school results, exposure to family violence did not make a significant contribution to prediction (β = .08) and accounted for only 1% of the unique variance in help-seeking intent. In contrast, adolescent attitudes were a significant predictor (β = .21, $p < .05$), although this variable accounted for only 3% of the unique variance in intent. Consistent with these findings, adolescent attitudes were perfectly correlated with the predicted outcome (r = 1.0), whereas exposure to family violence was not significantly correlated with the predicted outcome (r = .10), suggesting that attitudes carry almost all the predictive weight in the overall model. Again, these structure coefficients may be inflated due to the use of bootstrapping in the

data analysis. Thus, university adolescents who have more positive attitudes about seeking help were predicted to have greater intent to seek help for dating violence victimization. Overall, these results suggested that intent to seek help in high school adolescents was more influenced by exposure to interparental violence than adolescents' attitudes, whereas in university adolescents the relative influences of these factors was reversed.

Table 8

Prediction of Help-Seeking Intent – University Sample

Variable	b	β	95% CI	sr^2	Structure Coefficient
Constant	1.51	.10			
Adolescent Attitudes	.14	.21*	.09, .29	.03	1.0*
Interparental Exposure	.00	.08	-.05, .18	.01	.10
R^2		.06*	.02, .13		

*$p < .05$

Influence of Parent Help-Seeking on Adolescent Intent

Only three participants in the high school sample and four participants in the university sample reported that at least one of their parents had sought help for intimate partner violence. As a result, there was not a large enough sample size to run analyses on this group to investigate the potential influence of parental help-seeking on adolescent help-seeking (Hypothesis 8).

Differences Between Adolescents Who Have and Have Not Previously Sought Help

Only five individuals in the high school sample and six in the university sample reported having already sought help for being a victim of dating violence. These numbers were insufficient to run analyses to investigate the hypothesized influences of exposure to

interparental violence and perceived parental attitudes on adolescents' intent to seek help

(Hypothesis 9).

Chapter IV. Discussion

Summary of Results

The present study investigated the prevalence of adolescent dating violence victimization among females and their intentions to seek help for this violence. The study also examined the relationship between perceived parental attitudes about getting help for problems and adolescents' own attitudes about help-seeking. Lastly, the study investigated the influence of exposure to interparental violence and adolescent attitudes on adolescents' intent to seek help for dating violence victimization.

Adolescent Dating Violence

Consistent with prevalence estimates from previous studies of adolescent dating violence (Ashley & Foshee, 2005; Wolfe et al., 2001), most participants in the high school and university samples reported experiencing at least some kind of dating violence victimization. There were no significant differences in the modal types of dating violence reported by the two groups, with high school and university females reporting experiencing emotional victimization the most (92.0% and 93.3%, respectively) and physical victimization the least (5.3% and 5.0%, respectively). With respect to overall levels of dating violence, university females reported experiencing significantly more victimization than high school females. It is possible that as a result of being older, university females had had more opportunity for victimization to occur. The present study did not include questions about number of past partners and cumulative time spent dating; therefore, future research should address this possibility. Although the university sample was comprised of significantly older females, the differences in prevalence of overall dating violence may not necessarily be due to age alone as the high school and

university samples were different in a number of other ways. For example, although the differences did not reach statistical significance, the university sample included more ethnic diversity and a wider range of parental education levels.

Attitudes and Willingness to Seek Help

    Adolescent attitudes. Also consistent with previous research, investigation of adolescents' attitudes regarding seeking help for life problems revealed relative unwillingness to seek help in both the high school and university sample. Participants' responses indicated that although they were not categorically opposed to seeking help, they were generally unwilling to do so. Furthermore, the majority of participants in both groups reported that they have not sought help for dating violence in the past, which is consistent with literature showing that most adolescents do not seek help for life difficulties in general and dating violence in particular (Ashley & Foshee, 2005; Boldero & Fallon, 1995). As expected, participant willingness to seek help was significantly negatively related to the amount of stigma they felt was associated with getting help for general difficulties in life. For both high school and university adolescents, less willingness to seek help was associated with feeling more stigma and fear attached to help-seeking behaviours; if an individual feels there are negative connotations to seeking help for problems and is afraid of talking to someone about various issues, then it makes intuitive sense that they would also be unwilling to follow through and seek help from someone. Furthermore, the majority of participants in the study, both high school and university females, had not sought help for their experiences with dating violence. This finding is not surprising given their overall unwillingness to seek help for general

problems and is consistent with reports from previous studies that found that adolescents tend to not seek help for problems (Ashley & Foshee; Foshee et al., 2008).

Perception of mothers' and fathers' attitudes. Results indicated that, overall, high school and university females believed their parents to be slightly unwilling to seek help for general life problems. Whereas high school participants held similar views about mothers' and fathers' attitudes, university participants felt that their mothers were significantly more willing to seek help than their fathers. What was assessed in this present study was not how willing parents actually were to seek help, but the general perception of their attitudes by their adolescent daughters. Regardless of whether participants were accurate judges of their parents' true feelings, it could be argued that what is important is adolescents' perceptions of their parents' feelings. If an individual perceives her parents to believe seeking help for problems is inadvisable and a sign of weakness, then this will likely become part of the adolescent's social norm about help seeking behaviour (Ajzen & Fishbein, 1973). The key focus of the present study was the effect of perceived parental attitudes on adolescent social norms and intent, not on how accurate participants would be in judging their parents' attitudes or what parents' actual feelings were. It should be noted, however, that these results are based on data from measures with very low internal consistency reliability in the present sample. To the extent that perception of parental attitudes was not measured with reliability, the interpretations made here may not be entirely valid and should be considered with caution.

Concordance between adolescent and perceived parental attitudes. As hypothesized, in the university sample, there was a moderate, but statistically significant

positive relationship between adolescents' help-seeking attitudes and their perceptions of both mother and father attitudes. For this sample of females, the more willing they were to seek help for general problems, the more willing they believed their mothers and fathers to be also. This is consistent with previous work demonstrating at least moderate concordance between adolescent and parental attitudes (Solomon et al., 2008). In contrast, among high school participants, there was almost no relationship between their own attitudes and perceived parental attitudes for either mothers or fathers. In fact, the relationship between high school females' own attitudes and their perceptions of their mothers' attitudes was very slightly negative, such that the more willing adolescents were to seek help the less willing they believed their mothers to be. Thus regardless of the overall willingness of parents to seek help, as perceived by adolescents, there was virtually no relationship between these perceptions and females' own attitudes within the high school sample. Again, these data are from measures with unacceptably low internal consistency reliability in the present study and as such should be interpreted with caution. It is possible that perceptions of parental attitudes, particularly in the high school sample where reliabilities were lowest, were not assessed with validity and were not, in fact, as unrelated with adolescents' attitudes as these data would suggest. If this almost complete lack of relationship in the high school sample is valid, this finding is contrary to the hypotheses of the present study and may be explained in a number of ways. It is possible that younger adolescents are still in the process of forming opinions about seeking help and as a result, their attitudes are less solidified compared to university students who may have more life experience and more well-defined attitudes. It is also possible that females in high school are still transitioning from dependence on family to autonomy and are

actively trying to distance themselves from their parents' attitudes and beliefs whereas university students may be farther along in this transition and have assimilated their parents views into their own. Additionally, adolescents' ability to appreciate the perspectives of others increases with age, thus, it is possible that older adolescents assess the attitudes of their parents differently, and perhaps more accurately, than younger adolescents. Interestingly, there were no significant differences in the attitudes of high school and university females, so it is not likely that absolute differences in participants' attitudes were driving these results.

Intent to Seek Help

Consistent with previous research and the general unwillingness of teens in the present study to seek help for problems, both high school and university participants had very little intent to seek help for their experiences with dating violence victimization. As outlined in the Theory of Planned Behaviour (Ajzen & Fishbein, 1973), it makes theoretical and intuitive sense that the more negative one's attitude is regarding help-seeking, the lower his or her intentions will be to engage in this behaviour in the future. Interestingly, however, many participants in the current study did not answer the questions regarding their future intent to seek help. Only 31 out of 75 high school females and 112 out of 120 university females answered the intent questions, even though most would be categorized as being a victim of dating violence according to their scores on the CADRI measure. There are several possible explanations and implications of this finding. It is possible that the CADRI did not take into account the context of their dating behaviours and the group that did not answer the intent questions were not actually victims of dating violence according to the definition of the present study. Therefore,

these teens may not have legitimately had any violence for which they could think about seeking help. Another possible and perhaps more likely explanation is that the teens in the present study did not view their dating relationships to be violent and abusive. Therefore, regardless of their scores on the CADRI, they did not see themselves as being victims, thus when faced with questions asking them if they intend to seek help for the violence in their relationships, they may have felt the questions were not applicable. The results suggest that even if teens are objectively deemed to be victims of dating violence, many do not see themselves as such and therefore will have no intention to seek help for a problem they do not believe they have. This finding is further evidence for the role that problem definition plays in the help-seeking process for teens; investigating the influence of attitudes and exposure to interparental violence on help-seeking intent may be inappropriate or premature in samples of adolescents who have not defined their dating experiences as abusive and/or problematic. It will be important in future research to address the role of problem definition in the help-seeking process for adolescents involved in violent dating relationships. Assessing teens' definitions and judgments of dating violence will provide a richer, more comprehensive picture of adolescent help-seeking and barriers to this process.

Help-seeing intent and child abuse. In the present study, teens' experiences with being a victim of child abuse did not significantly predict intent to seek help for dating violence victimization. Also, although having a history of child maltreatment was positively correlated with help-seeking intent, this relationship did not reach statistical significance. Despite not having statistical significance in the present study, this finding may have clinical significance and real-world implications. Specifically, these results

suggest that with respect to help-seeking for dating violence victimization, it is exposure to violence between parents rather than experiencing maltreatment as a child that influences help-seeking in adolescence. Many previous studies have examined the impact of family violence in general and have failed to differentiate between children who have been both victims of child maltreatment and had interparental violence exposure, and children who have only experienced one type of family violence (Edleson, 1999b). However, results suggest that not all types of family violence are related to or even have an impact on help-seeking for dating violence victimization; exposure to interparental violence, not a history of child maltreatment, was the driving force behind the relationship in the present study. It is possible that suffering abuse as a child plays a part in the intergenerational transmission of violence in areas other than intimate partner violence. Perhaps having a model of violent intimate relationships provided by parents influences intent to seek help for dating violence victimization whereas being the victim of child maltreatment, and thus having a model of violent parent-child interactions, corresponds to how people act in future relationships with children in the next generation. These findings lend further support to the belief that it is beneficial to discriminate between victims of different types of family violence (i.e., interparental violence and child maltreatment) in future research as they may be related to different outcomes and help-seeking processes (Wolfe et al., 2003).

Influence of Adolescent Attitudes and Exposure to Interparental Violence

As hypothesized, adolescent attitudes regarding help-seeking were positively related to intent to seek help for dating violence victimization; however, in both the high school and university samples the correlations were extremely small. These weak

relationships were unexpected and may be due, in part, to the restricted range of the intent variable as most participants reported having little or no intention to seek help in the future. In spite of the meager correlation between attitudes and intent, attitudes did significantly predict help-seeking intentions in the university sample, whereas exposure to interparental violence had little influence on intent in the present sample of university adolescents. With respect to the relationship between attitudes and intentions, these findings were consistent with the hypotheses of the present study as well as previous research, which has shown that adolescents who have more favourable attitudes about seeking help tend to be more likely to do so than teens who hold less positive attitudes (Simmering & Sears, 2006; Wilson et al., 2005).

The opposite pattern of influences on intent was found in the high school sample, where exposure to interparental violence rather than adolescent attitudes significantly predicted intent. In terms of the influence of exposure to interparental violence, these results were opposite to the hypothesized direction as well as previous research, which has shown that exposure to violence is related to *less* intent to seek help (Silber, 2000). Specifically, contrary to Social Learning Theory (Bandura, 1977) and the Theory of Planned Behaviour (Ajzen & Fishbein, 1973), greater exposure to interparental violence in the present study was related to *more* intent to seek help. However, the present study did not assess the aftermath and effects of this interparental violence on the family. Thus, it is possible that for this group of adolescents, intimate partner violence did not come to be viewed as typical or acceptable, but rather as a negative experience with undesirable consequences. As a result, these adolescents might have been especially motivated to avoid such negative experiences in their own romantic relationships. Regardless, it is

encouraging that at least for this unique group of females, having a parental model of relationship violence was associated with increased rather than decreased intent to seek help.

In both groups of adolescents, but particularly the university sample, the overall prediction model did not account for a large portion of the variance in help-seeking intent. Although this finding may seem to be evidence against the Theory of Planned Behaviour (TpB; Ajzen & Fishbein, 1973), several other explanations support other interpretations of these results. For example, although the variables included in the present study are grounded in TpB, they by no means fully characterize the model proposed by this theory. They are necessary to an empirical validation of the TpB model, but are not sufficient to prove or disprove the theory as a whole. In fact, variables representing the third element in the TpB model, perceived control of the behaviour of interest, were not included in the present study at all. Furthermore, given the complexity of the help-seeking pathway and behavioural intentions, there are doubtless many more factors that account for the variation in help-seeking intent, including problem definition, locus of control, perceived availability of helpers and resources, culture, and previous experience with help-seeking in general. Therefore, the relatively weak predictive value of the model tested here suggests that there are other factors influencing the help-seeking process that were not captured by the variables in the present study. As a result, future research on help-seeking for dating violence victimization in adolescent females should aim to include more variables and test the TpB model more comprehensively.

Overall, these results suggested that for female high school adolescents, being exposed to violence between parents predicted greater intent to seek help for dating

violence victimization whereas for university adolescents, it was present attitudes about help-seeking that predict greater intent to seek help. Taken as a whole, this pattern of findings was unexpected and inconsistent with the hypotheses of the current study as well as previous research on the relationship between attitudes and intentions. Hypotheses regarding the influence of attitudes were supported in the high school but not the university sample whereas hypotheses regarding the impact of exposure to interparental violence were supported in the university but not the high school sample. This is particularly unexpected given that university adolescents reported being exposed to significantly more interparental violence than their high school counterparts, and yet attitudes rather than family violence exposure was a significant predictor for this group. Although this overall pattern of results was unexpected, it is possible that influences on the help-seeking process for dating violence victimization in high school females are legitimately different than those for university females. Family influences such as exposure to violence between parents may be stronger for younger teens who are still in high school and living with their parents, whereas one's own attitudes about help-seeking may be more salient for older adolescents attending university. These older teens may have become more autonomous and differentiated from their families of origin and their own beliefs may exert more influence on their help-seeking intentions than experiences they had while growing up. To the extent that influences on the help-seeking process of high school and university victims of dating violence differ, education and intervention strategies will need to be tailored to the needs of specific age and/or student groups. Given the unique and inconsistent pattern of findings in the present study, it will be important for future research to continue to examine differences between high school and

university females as well as to replicate these results in larger more diverse adolescent samples. Further research addressing the limitations discussed below will also help to strengthen the conclusions drawn based on the results from the present samples.

Limitations and Directions for Future Research

There are several limitations of the present study that may effect the generalization and interpretation of the results. First, the relatively small sample size likely contributed to a reduction in the power necessary to detect the effects of the predictors, particularly in the high school sample. Because the base rate of help-seeking in adolescent samples tends to be very low (Ashley & Foshee, 2005; Black et al., 2008), the number of adolescents within the study sample who answered questions about their help-seeking intentions was also quite small. Although bootstrapping was used to help compensate for the small sample size, more data should be collected to help increase the number of adolescents eligible for inclusion in data analysis, and in turn, statistical power to detect effects of family factors on adolescent help-seeking intent. In particular, it would be useful to obtain a larger sample of high school participants than was available for the present study.

A second limitation of the present study was the restricted generalizability of the results due to a number of factors. Only females were included in the sample; therefore, it is inappropriate to make inferences about the help-seeking intentions of male adolescents based on the results of the present study. There is consistent evidence that males are less likely than females to seek help for problems in life and that complex interactions exist between gender and a variety of help-seeking correlates, thus the help-seeking process for males may be quite different than for females (Fallon & Bowles, 2001; Garland & Zigler,

1994). It would be interesting to address these potential differences in future research. Examining the help-seeking intentions of both males and females may provide more information about the help-seeking process for adolescents in general and about differences between genders specifically. Given that males tend to seek help less often than females it would logically follow that there would be some difference in the way males and females move through the help-seeking pathway. There could also be differences in the influences on this help-seeking pathway for males and females.

There was also little ethnic diversity in the samples, with most participants reporting being Caucasian. Particularly in the high school sample, there was almost no ethnic diversity, making it inappropriate to generalize results to adolescent females with diverse ethnic and cultural backgrounds. Given the probable influence of culture and ethnicity on help-seeking (Kuhl et al., 1997), it may be especially unwise to generalize the results of the present study to adolescents of other ethnic and cultural backgrounds. Future research should aim to obtain a more ethnically and culturally diverse sample and explicitly investigate the potential influence of these background characteristics on help-seeking for dating violence specifically.

Study results also have limited generalizability to younger adolescent females and those who have either dropped out of high school or have not continued on to post-secondary education. Because the sample included only older adolescents ages 16 to 19, findings from the present study may not apply to younger adolescents who are experiencing dating violence victimization. Evidence from previous studies has been mixed regarding developmental trends in adolescent help-seeking, but in general, it appears there is some effect of age on help-seeking and perceptions of dating violence

(Boldero & Fallon, 1995; Schonert-Reichl & Muller, 1996). As a result, findings from the present study should not be used to explain the help-seeking behaviour and intentions of younger teens (i.e., below 16 years of age). Similarly, as the sample of the present study was comprised of high school and university students, results may not generalize to samples of adolescent females who are not attending high school or university. It would be helpful for future research to investigate help-seeking for dating violence in younger adolescents in order to obtain more information about possible developmental differences and how age may affect the help-seeking process for adolescents. It is possible that perceptions of parent attitudes have variable influence on females' intentions and own attitudes across adolescence as they work to gain autonomy and independence from family.

The last possible influence on the generalizability of the results is the fact that only dating violence victimization was investigated in the present study. The present study did not measure whether participants were in mutually aggressive relationships, and as such, results do not allow for comparisons between mutually abusive and victim-only groups. As a result, it may not be appropriate to generalize study findings to samples where dating violence is mutually abusive. Future research could address this issue, which would contribute to a more comprehensive understanding of the complexity of seeking help for dating violence in adolescence when romantic partners are frequently victims and perpetrators at the same time (Avery-Leaf et al., 1997).

A third overall limitation of the present study was the way help-seeking intent was measured. Wording of the three help-seeking intent questions was phrased in a way that implied awareness of dating violence, for example, "I plan to talk to someone about

the violence in my relationship in the next 6 months." Adolescents may not have viewed their relationship experiences as abusive or violent regardless of whether they were deemed to be dating violence victims based on their CADRI scores. Participants for whom this was the case may not have answered these questions, believing that the questions did not apply to their situation, or may have rated very low intentions to seek help. It is reasonable to assume that participants would have little or no intention to seek help for a problem they do not believe they have. By phrasing questions in this manner and failing to measure participants' perceptions and acceptance of dating violence (i.e., the problem definition step in the help-seeking pathway), data from the present study may not have effectively described the help-seeking process and intentions of adolescents. Future research in this area should include measures of dating violence acceptance and how the violent and aggressive behaviours occurring in adolescent relationships are perceived by the victim. It would also be interesting for future research to incorporate Prochaska and DiClemente's Transtheoretical Theory (1982) and to investigate whether intent to seek help for dating violence is also influenced by an individual's progression through stages of change. This may provide a richer picture of help-seeking intentions and build on results grounded in the three-stage help-seeking pathway discussed earlier (Srebnik et al., 1996).

Related to this measurement issue was a fourth limitation regarding the context in which adolescent dating violence occurred. Dating violence, as measured by the CADRI, assessed discrete behaviours reflecting aggression, abuse, and violence in relationships but did not assess the context in which these behaviours occurred. Although instructions in the measure state clearly and repeatedly, "During a conflict or argument with my

boyfriend/girlfriend in the past year," it is possible that participants endorsed experiencing these behaviours but the circumstances in which they occurred do not, in fact, constitute dating violence. One study found that adolescents may confuse acts such as pushing, hitting, and threatening as being playful signs of affection and caring rather than relationship violence that would be considered problematic (Henton et al., 1983). To the extent that participants were endorsing events that occurred outside the context of relationship conflict and tension, for example during play or affection, the assessment of dating violence in the current study may not have been an accurate measure of this phenomenon. Additionally, reliability estimates of the CADRI subscales in the present study were quite low, suggesting further that the validity of dating violence measurement might be weaker than expected. Although CADRI reliability scores were comparable to those found in previous studies using the CADRI (Wolfe et al., 2001), low reliability of this measure may still be considered a limitation to the present study. Future research may benefit from assessing the context in which violence dating behaviours occur or using multiple measures, for example the CADRI and CTS2, to examine convergent validity of the dating violence construct in adolescence.

Lastly, more prospective research is needed to help eliminate possible measurement problems inherent in retrospective reports. The present study relied on retrospective reports of experiences growing up and dating experiences over the previous year. It would be beneficial to conduct a prospective study to follow adolescents across time and ascertain whether they follow through on intentions and seek help in the future. This type of study would also provide information about developmental trends in help-seeking and the prevalence and stability of dating violence across adolescence. Together,

this information could be used to gain a more comprehensive understanding of the complex array of factors that influence whether adolescents seek help for dating violence. With this understanding, we can develop strategies to promote healthy dating relationships as well as plan education and intervention programs to aid teens in addressing the violence in their relationships and hopefully attenuate the cycle of intimate partner violence in families. The findings from this study are a beginning contribution to our understanding of the factors influencing the help-seeking process for adolescent victims of dating violence, and should be used to help promote help-seeking among teens.

References

Ajzen, I. (2001). Nature and operation of attitudes. *Annual Review of Psychology, 52*, 27–58.

Ajzen, I. (2006). *Constructing a TpB questionnaire: Conceptual and methodological considerations*. Retrieved May 9, 2008, from http://people.umass.edu/aizen/tpb.html

Ajzen, I., & Fishbein, M. (1973). Attitudinal and normative variables as predictors of specific behaviors. *Journal of Personality and Social Psychology, 27*, 41-57.

Alexander, P. C., Moore, S., & Alexander, E. R., III. (1991). What is transmitted in the intergenerational transmission of violence? *Journal of Marriage and the Family, 53*(3), 657–668.

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders* (Revised 4th ed.). Washington, DC: Author.

Andrews, J. A., Foster, S. L., Capaldi, D., & Hops, H. (2000). Adolescent and female predictors of physical aggression, communication, and satisfaction in young couples: A prospective analysis. *Journal of Consulting and Clinical Psychology, 68*, 195–208.

Angermeyer, M. C., Matschinger, H., & Riedel-Heller, S. G. (1999). Whom to ask for help in case of mental disorder? Preferences of the lay public. *Social Psychiatry and Psychiatric Epidemiology, 34,* 202–210.

Appel, A. E., & Holden, G. W. (1998). The co-occurence of spouse and physical child abuse: A review and appraisal. *Journal of Family Psychology, 12*, 578-599.

Ashley, O. S., & Foshee, V. A. (2005). Adolescent help-seeking for dating violence: Prevalence, sociodemographic correlates, and sources of help. *Journal of Adolescent Health 36*, 25–31.

Avery-Leaf, S., Cascardi, M., O'Leary, K. D., & Cano, A. (1997). Efficacy of a dating violence prevention program on attitudes justifying aggression. *Journal of Adolescent Health, 21*, 11-17.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Bedi, G., & Goddard, C. (2007). Intimate partner violence: What are the impacts on children? *Australian Psychologist, 42*, 66–77.

Beinstein, M. J., & Lane, M. (1991). Relations between young adults and their parents. *Journal of Adolescence, 14*, 179-194.

Berlin, L. J., & Cassidy, J. (1999). Relations among relations. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment theory research and clinical applications* (pp. 688-712). New York: Guilford.

Bethke, T. M., & DeJoy, D. M. (1993). An experimental study of factors influencing the acceptability of dating violence. *Journal of Interpersonal Violence, 8*, 36-51.

Black, B. M., Tolman, R. M., Callahan, M., Saunders, D. G., & Weisz, A. N. (2008). When will adolescents tell someone about dating violence victimization? *Violence Against Women, 14*, 741-758.

Black, B. M., & Weisz, A. N. (2003). Dating violence help-seeking behaviors of African American middle schoolers. *Violence Against Women, 9*, 187-206.

Boldero, J., & Fallon, B. (1995). Adolescent help-seeking: What do they get help for and from whom? *Journal of Adolescence, 18*, 193-209.

Broman, C. L. (1996). Coping with personal problems. In H. W. Neighbors & J. S. Jackson (Eds.), *Mental health in Black America* (pp. 117-129). Thousand Oaks, CA: Sage.

Browne, A. (1993). Violence against women by male partners: Prevalence, outcomes, and policy implications. *American Psychologist, 38*, 1077-1087.

Capaldi, D. M., & Clark, S. (1998). Prospective family predictors of aggression toward female partners for at-risk young men. *Developmental Psychology, 34*, 1175–1188.

Carlson, B. E. (1984). Children's observations of interparental violence. In A. R. Roberts (Ed.), *Battered women and their families* (pp. 147-167). New York: Springer.

Carlson, B.E. (2000). Children exposed to intimate partner violence: Research findings and implications for intervention. *Trauma, Violence, and Abuse, 1*(4), 321-342.

Carter, A. E., Menna, R., & Stanhope, L. (2004, March). *Help-seeking among adolescents: How are symptomatology, attachment and demographic characteristics related?* Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.

Cauce, A. M., Domanech-Rodriguez, M., Paradise, M., Cochran, B. N., Munyi, S., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking: A focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology, 70*, 44-55.

Cheng, D., Leong, F. T., & Geist, R. (1993). Cultural differences in psychological distress between Asian and Caucasian American college students. *Journal of Multicultural Counseling and Development, 21*, 182-190.

Cheung, F. K., & Snowden, L. R. (1990). Community mental health and ethnic minority populations. *Community Mental Health Journal, 26*, 277-291.

Ciarrochi, J. V., Wilson, C. J., Deane, F. P., & Rickwood, D. J. (2003). Do difficulties with emotions inhibit help-seeking in adolescence? The role of age and emotional competence in predicting help-seeking intentions. *Counselling Psychology Quarterly, 16*, 103-120.

Cohen, B.Z. (1999). Measuring the willingness to seek help. *Journal of Social Service Research, 26*, 67-82.

Colarossi, L. G., & Eccles, J. S. (2003). Differential effects of support providers on adolescents' mental health. *Social Work Research, 27*, 19-30.

Copeland, E. P., & Hess, R. S. (1995). Differences in young adolescents' coping strategies based on ethnicity and gender. *Journal of Early Adolescence, 15*, 203-219.

Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist, 59,* 614-625.

Cutrona, C. E., & Russell, D. (1990). Type of social support and specific stress: Toward a theory of optimal matching. In I. G. Sarason, B. R. Sarason, & G. R. Pierce (Eds.), *Social support: An interactional view* (pp. 319-366). New York: Wiley.

Dalgleish, L. I. Discriminant analysis: Statistical inference using the jackknife and bootstrap procedures. *Psychological Bulletin, 116*, 498-508.

Dunham, K., & Senn, C. Y. (2000). Minimizing negative experiences: Women's disclosure of partner abuse. *Journal of Interpersonal Violence, 15*, 251-261.

Edleson, J. L. (1999a). Children's witnessing of adult domestic violence. *Journal of Interpersonal Violence 14*(8), 839-870.

Edleson, J. L. (1999b). The overlap between child maltreatment and woman battering. *Violence Against Women, 5(2)*, 134-154.

Edleson, J. L., Ellerton, A. L., Seagren, E. A., Kirchberg, S. L., Schmidt, S. O., Ambrose, S. O., & Ambrose, A. T. (2007). Assessing child exposure to adult domestic violence. *Children and Youth Services Review*, *29*, 961-971.

Edleson, J. L. (2004). Should childhood exposure to adult domestic violence be defined as child maltreatment under the law? In P. G. Jaffe, L. L. Baker, & A. Cunningham (Eds.), *Ending domestic violence in the lives of children and parents: Promising practices for safety, healing, and prevention* (pp. 8-29). New York: Guilford Press.

Efron, B. (1988). Bootstrap confidence intervals: Good or bad? *Psychological Bulletin, 104*, 293-296.

Fallon, B. J., & Bowles, T. V. P. (2001). Family functioning and adolescent help-seeking behavior. *Family Relations, 50*, 239-245.

Fantuzzo, J., Boruch, R., Beriama, A., & Atkins, M. (1997). Domestic violence and children: Prevalence and risk in five major U.S. cities. *Journal of the American Academy of Child & Adolescent Psychiatry*, *36*, 116–122.

Fergusson, D. M., Boden, J. M., & Horwood, L. J. (2006). Examining the intergenerational transmission of violence in a New Zealand birth cohort. *Child Abuse and Neglect, 30*, 89-108.

Foo, L., & Margolin, G. (1995). A multivariate investigation of dating aggression. *Journal of Family Violence, 10*, 351–377.

Foshee, V. A. (1996). Gender differences in adolescent dating abuse prevalence, types, and injuries. *Health Education Research, 11*, 275-286.

Foshee, V. A., Karriker-Jaffe, K. J., Reyes, H. L. M., Ennett, S. T., Suchindran, C., Bauman, K. E., & Benefield, T. S. (2008). What accounts for demographic differences in trajectories of adolescent dating violence? An examination of intrapersonal and contextual mediators. *Journal of Adolescent Health, 42*, 596-604.

Fritz, P. A. T. (2003, July). *Relation between family-of-origin aggression and dating aggression: A meta-analytic review.* Poster presented at the International Family Violence Research Conference, Portsmouth, NH.

Garland, A. F., & Zigler, E. F. (1994). Psychological correlates of help-seeking attitudes among children and adolescents. *American Journal of Orthopsychiatry, 64*, 586-593.

Gray, H. M., & Foshee, V. (1997). Adolescent dating violence: Differences between one-sided and mutually violent profiles. *Journal of Interpersonal Violence, 12*, 126–141.

Henton, J., Cate, R., Koval, J., Lloyd, S., & Christopher, S. (1983). Romance and violence in dating relationships. *Journal of Family Issues, 4*, 467-482.

Howard, D. E., Wang, M. Q., Yan, F. (2007). Psychosocial factors associated with reports of physical dating violence among U. S. adolescent families. *Adolescence, 42*, 311-323.

Hunter, S. C., Boyle, J. M. E., & Warden, D. (2004). Help seeking amongst child and adolescent victims of peer-aggression and bullying: The influence of school-stage,

gender, victimization, appraisal, and emotion. *British Journal of Educational Psychology, 74*, 375-390.

Jackson, S. (2002). Abuse in dating relationships: Young people's accounts of disclosure, non-disclosure, help-seeking, and prevention education. *New Zealand Journal of Psychology, 31*, 79-86.

Jackson, S. M., Cram, F., & Seymour, F. W. (2000). Violence and sexual coercion in high school students' dating relationships. *Journal of Family Violence, 15*, 23-36.

Jaffe, P. G., Sudermann, M., Reitzel, D., & Killip, S. M. (1992). An evaluation of a secondary school primary prevention program on violence in intimate relationships. *Violence and Victims, 7*, 129-146.

Jaffe, P., Wolfe, D., & Wilson, S. (1990). *Children of battered women*. Newbury Park, CA: Sage.

Keenan-Miller, D. Hammen, C., & Brennan, P. (2007). Adolescent psychosocial risk factors for severe intimate partner violence in young adulthood. *Journal of Consulting and Clinical Psychology, 75*, 456-463.

Kinsfogel, K. M. & Grych, J. H. (2004). Interparental conflict and adolescent dating relationships: Integrating cognitive, emotional, and peer influences. *Journal of Family Psychology, 18*, 505-515.

Kitzmann, K. M., Gaylord, N. K., Holt, A. R., & Kenny, E. D. (2003). Child witnesses to domestic violence: A meta-analytic review. *Journal of Consulting and Clinical Psychology, 71*, 339 –352.

Kuhl, J., Jarkon-Horlick, L., & Morrissey, R. F. (1997). Measuring barriers to help-seeking behavior in adolescents. *Journal of Youth and Adolescence, 26*, 637-650.

Kwong, M. J., Bartholomew, K., Henderson, A. J. Z., & Trinke, S. J. (2003). The intergenerational transmission of relationship violence. *Journal of Family Psychology, 17*, 288-301.

Levendosky, A. A., & Graham-Bermann, S. A. (2001). Parenting in battered women: The effects of domestic violence on women and their children. *Journal of Family Violence, 16*, 171-192.

Liang, B., Goodman, L., Tummala-Narra, P., & Weintraub, S. (2005). A theoretical framework for understanding help-seeking processes among survivors of intimate partner violence. *American Journal of Community Psychology, 36*, 71-84.

Lopez, F. G., Melendez, M. C., Sauer, E. M., Berger, E., & Wyssmann, J. (1998). Internal working models, self-reported problems, and help-seeking attitudes among college students. *Journal of Counselling Psychology, 45*, 79-83.

Luthra, R. & Gidycz, C. A. (2006). Dating violence among college men and women: Evaluation of a theoretical model. *Journal of Interpersonal Violence, 21*, 717-731.

Lysova, A. V. & Douglas, E. M. (2008). Intimate partner violence among male and female Russian university students. *Journal of Interpersonal Violence, 23*, 1579-1599.

Makepeace, J. (1987). Social factor and victim offender differences in courtship violence. *Family Relations, 36*, 87–91.

Martin, B. (1990). The transmission of relationship difficulties from one generation to the next. *Journal of Youth and Adolescence, 19*, 181–199.

Marquart, B. S., Nannini, D. K., Edwards, R. W., Stanley, L. R., & Wayman, J. C. (2007). Prevalence of dating violence and victimization: Regional and gender differences. *Adolescence, 24*, 645-657.

Mitchell, R. E., & Hodson, C. A. (1983). Coping with domestic violence: Social support and psychological health among battered women. *American Journal of Community Psychology, 11*, 629–654.

Mueller, E., & Silverman, N. (1989). Peer relations in maltreated children. In D. Cicchetti & V. Carlson (Eds.), *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect* (pp. 529–578). Cambridge: Cambridge University Press.

Munsch, J., & Wampler, R. A. (1993). Ethnic differences in early adolescents' coping with school stress. *American Journal of Orthopsychiatry, 63*, 633-646.

Murphy, C. M., & Blumenthal, D. R. (2000). The mediating influence of interpersonal problems on the intergenerational transmission of relationship aggression. *Personal Relationships, 7*, 203-218.

Neufeld, J., McNamara, J. R., & Ertl, M. (1999). Incidence and prevalence of dating partner abuse and its relationship to dating practices. *Journal of Interpersonal Violence, 14*, 125-137.

Ocampo, B. W., Shelley, G. A., & Jaycox, L. H. (2007). Latino teens talk about help seeking and help giving in relation to dating violence. *Violence Against Women, 13*, 172-189.

O'Leary, K. D. (1999). Developmental and affective issues in assessing and treating partner aggression. *Clinical Psychology: Science and Practice, 6*, 400–414.

Orpinas, P., Murray, N., & Kelder, S. (1999). Parental influences on students' aggressive behaviors and weapon carrying. *Health Education and Behavior, 26*, 774-787.

Prochaska, J. O. & DiClemente, C. C. (1982). Transtheoretical therapy: Towards a more integrative model of change. *Psychotherapy, Theory, Research, & Practice, 19*, 176-288.

Raiford, J. L., Wingood, G. M., & DiClemente, R. J. (2007). Prevalence, incidence, and predictors or dating violence: A longitudinal study of African American female adolescents. *Journal of Women's Health, 16*, 822-832.

Rickwood, D. J., & Braithwaite, V. A. (1994). Social-psychological factors affecting help-seeking for emotional problems. *Social Science and Medicine, 39*, 563-572.

Rickwood, D., Deane, F. P., Wilson, C. J., & Ciarrochi, J. (2005). Young people's help-seeking for mental health problems. *Australian e-Journal of the Advancement of Mental Health, 4(3)*, 1-34.

Riggs, D. S., & O'Leary, K. D. (1996). Aggression between heterosexual dating partners. *Journal of Interpersonal Violence, 11*, 519–540.

Renner, L. M., & Slack, K. S. (2006). Examining the intergenerational transmission of violence in a New Zealand birth cohort. *Child Abuse and Neglect, 30*, 599-617.

Romans, S., Forte, T., Cohen, M. M., Du Mont, J., & Hyman, I. (2007). Who is most at risk for intimate partner violence? A Canadian population-based study. *Journal of Interpersonal Violence, 22*, 1495-1514.

Rosenbaum, A., & O'Leary, K. D. (1981). Marital violence: Characteristics of abusive couples. *Journal of Consulting and Clinical Psychology, 49*, 63-71.

Rossman, B. B. R., Hughes, H. M., & Rosenberg, M. S. (2000). *Children and interparental violence: The impact of exposure*. Philadelphia: Taylor and Francis.

Sameroff, A. J. (2000). Developmental systems and psychopathology. *Development and Psychopathology, 12*, 297–312.

Saunders, S. M., Resnick, M. D., Hoberman, H. M., & Blum, R. W. (1994). Formal help seeking behavior of adolescents identifying themselves as having mental health problems. *Journal of the American Academy of Child and Adolescent Psychiatry, 33*, 718–728.

Schnurr, M. P., & Lohman, B.J. (2008). How much does school matter? An examination of adolescent dating violence perpetration. *Journal of Youth and Adolescence, 37*, 266–283.

Schonert-Reichl, K. A., & Muller, J. R. (1996). Correlates of help-seeking in adolescence. *Journal of Youth and Adolescence, 25*, 705-731.

Sheffield, J. A., Fiorenza, E., & Sofronoff, K. (2004). Adolescents' willingness to seek psychological help: promoting and preventing factors. *Journal of Youth and Adolescence, 33*, 495–507.

Sibicky, M., & Dovidio, J. F. (1986). Stigma of psychological therapy: Stereotypes, interpersonal reactions, and the self-fulfilling prophecy. *Journal of Counseling Psychology, 33*, 148-154.

Silber, O. (2000). Adolescent help-seeking for dating violence and the influence of parents. *Dissertation Abstracts International, 62*, 8-B. (UMI No. 3022331)

Simmering, M. G., & Sears, H. A. (2006, June). *Adolescents' previous response to problems and their willingness to seek help from peers and from parents*. Poster presented at the 67th annual meeting of the Canadian Psychological Association, Calgary, AB.

Simons, R. L., & Johnson, C. (1998). An examination of competing explanations for the intergenerational transmission of domestic violence. In *International handbook of multigenerational legacies of trauma*. *The Plenum series on stress and coping*. New York, NY, USA: Plenum Press.

Solomon, B. S., Bradshaw, C. P., Wright, J., & Cheng, T. L. (2008). Youth and parental attitudes toward fighting. *Journal of Interpersonal Violence, 23*, 544-560.

Srebnik, D., Cauce, A. M., & Baydar, N. (1996). Help-seeking pathways for children and adolescents. *Journal of Emotional and Behavioural Disorders, 4*, 210-220.

Statistics Canada. (2005). *Family Violence in Canada: A statistical profile*. 2005. 85-224-XIE. Ottawa: Author.

Statistics Canada. (2000). *The 1999 General Social Survey*. *Cycle 13 Victimization*. 12M0013GPE. Ottawa: Author.

Statistics Canada. (1993).*Violence Against Women Survey*. 11-001E. Ottawa: Author.

Straus, M. A. (1979). Measuring intrafamily conflict and violence: The Conflict Tactics Scales. *Journal of Marriage and the Family, 41*, 75-88.

Straus, M. A. (1992). Children as witnesses to marital violence: A risk factor for lifelong problems among a nationally representative sample of American men and women. *Report of the Twenty-Third Ross Roundtable*. Columbus, OH: Ross Laboratories.

Straus, M. A., Hamby, S. L., Boney-McCoy, S., & Sugarman, D. B. (1996). The Revised Conflict Tactics Scales (CTS2): Development and preliminary psychometric data. *Journal of Family Issues, 17*, 283-316.

Straus, M. A., Hamby, S. L., & Warren, W. L. (2003) *The Conflict Tactics Scales Handbook*. Los Angeles, CA: Western Psychological Services.

Stevens, J. P. (2007). *Intermediate statistics: A modern approach* (3rd edition). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Stith, S. M., Rosen, K. H., Middleton, K. A., Busch, A. L., Lundeberg, K., & Carlton, R. P. (2000). The intergenerational transmission of spouse abuse: A meta-analysis. *Journal of Marriage and Family, 62*, 640-654.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics* (5th edition). Boston, MA: Allyn-Bacon/Pearson Education.

Thompson, M. P., Saltzman, L. E., & Johnson, H. (2003). A comparison of risk factors for intimate partner violence-related injury across two national surveys on violence against women. *Violence Against Women, 9*, 438-457.

Tinsley, H. E. A., de St. Aubin, T. M., & Brown, M. T. (1982). College students' help-seeking preferences. *Journal of Counseling Psychology, 29,* 523–533.

Vogel, D. L., Wade, N. G., & Haak, S. (2006). Measuring the self-stigma associated with seeking psychological help. *Journal of Counselling Psychology, 53*, 325–337.

Vogel, D. L., Wade, N. G., Wester, S. R., Larson, L., & Hakler, A. H. (2007). Seeking help from a mental health professional: The influence of one's social network. *Journal of Clinical Psychology, 63*, 233–245.

Vogel, D. L., & Wester, S. R. (2003). To seek help or not to seek help: The risks of self-disclosure. *Journal of Counseling Psychology, 50*, 351–361.

Wekerle, C., & Wolfe, D. A. (1999). Dating violence in mid-adolescence: Theory, significance, and emerging prevention initiatives. *Clinical Psychology Review, 19*, 435–456.

Williams, T. S., Connolly, J., Pepler, D., Craig, W., & Laporte, L. (2008). Risk models of dating aggression across different adolescent relationships: A developmental psychology approach. *Journal of Counseling and Clinical Psychology, 76*, 622-632.

Wilson, C. J., & Deane, F. P. (2001). Adolescent opinions about reducing help seeking barriers and increasing engagement. *Journal of Educational and Psychological Consultation, 12*, 345–364.

Wilson, C. J., Deane, F. P., & Ciarrochi, J. (2005). Can hopelessness and adolescents' beliefs and attitudes about seeking help account for help negation? *Journal of Clinical Psychology, 61*, 1525–1539.

Wintre, M. G., & Crowley, J. M. (1993). The adolescent self-concept: A functional determinant of consultant preference. *Journal of Youth and Adolescence, 22*, 369-383.

Wintre, M. G., Hicks, R., McVey, G., & Fox, J. (1988). Age and sex differences in choice of consultant for various types of problems. *Child Development, 59*, 1046-1055.

Wolfe, D. A., Crooks, C. V., Lee, V., McInytre-Smith, A., & Jaffe, P. G. (2003). The effects of children's exposure to domestic violence: A meta-analysis and critique. *Clinical Child and Family Psychology Review, 6*, 171-187.

Wolfe, D. A., & Feiring, C. (2000). Dating violence through the lens of adolescent relationships. *Child Maltreatment, 5*, 360-363.

Wolfe, D. A., Scott, K., Reitzel-Jaffe, D., Wekerle, C., Grasley, C., & Straatman, A.-L. (2001). Development and validation of the Conflict in Adolescent Dating Relationships Inventory. *Psychological Assessment, 13*, 277-293.

Wolfe, D. A., Wekerle, C., Reitzel-Jaffe, D., & Lefebvre, L. (1998). Factors associated with abusive relationships among maltreated and non-maltreated youth. *Development and Psychopathology, 10*, 61–86.

Wolfe, D. A., Wekerle, C., & Scott, K. (1997). *Alternatives to violence: Empowering youth to promote healthy relationships*. Thousand Oaks, CA: Sage.

Wolfe, D. A., Zak, L., Wilson, S., & Jaffe, P. (1986). Child witnesses to violence between parents: Critical issues in behavioural and social adjustment. *Journal of Abnormal Child Psychology, 14*, 95-104.

Wolitzky-Taylor, K. B., Ruggiero, K. J., Danielson, C. K., Resnick, H. S., Hanson, R. F., Smith, D. W., Saunders, B. E., & Kilpatrick, D. G. (2008). Prevalnce and correlates of dating violence in a national sample of adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry, 47*, 755-76

Appendix A1
Template Letter for High School Principals

Dear Parents/Guardians,

Enclosed you will find information about a research study that will be conducted with grade 11 and 12 students at our school. The focus of the study is to provide a better understanding of why dating aggression is so prevalent in teenagers' dating relationships and why they don't seek help. Surveys of high school students report that as many as 35% - 45% of students experience some form of aggression in their dating relationships. More importantly, teen dating aggression has been found to be associated with increased risk for such health and mental health problems as depression, anxiety, risky sexual behaviours, unhealthy weight control behaviours, and suicide. We therefore feel that it is important to obtain a better understanding of this problem so that prevention and intervention programs can be developed to help teens build healthy relationships. We are thus in support of this research, and encourage you to allow your teenager to take part in this research study.

Please feel free to contact me (enter phone number) here at the school or the project director, Dr. Patti Timmons Fritz (519-253-3000 ext. 3707), at the University of Windsor, if you have any questions or would like further information about the research study.

Sincerely,

Principal

Appendix A2
Parent Information Letter

University
of Windsor

Dear Parent or Guardian:

We are writing to request permission for your teenager to participate in a research study about teen dating relationships. We know that the relationships that individuals develop in the teenage years impact the types of relationships that they form in later life. In addition, these early relationships have been found to influence individuals' level of psychological adjustment as well as their perceptions of themselves. Our ultimate goal is therefore to identify ways that we can help young people to have successful relationships through gaining a better understanding of their early dating experiences.

The details of the study are discussed in the enclosed consent form, as is information about your teenager's rights as a research participant. Briefly, your teenager's participation in this study will require her to complete a series of questionnaires (that will take about 30 minutes to fill out) about her dating relationships, thoughts and feelings about talking to others when problems arise in her life, and her experiencing growing up, including incidents of conflict in the family. Participation in the study will allow your teenager, if she chooses, to be entered into a raffle for $100 Future Shop gift card.

Please read the enclosed consent form and discuss the study with your teenager. If you agree to allow your teenager to participate in the study, you will need to sign the enclosed consent form and have her bring it to the survey session. Please keep a copy of the consent form for your records. If you wish to receive a copy of the questions that we will ask your teen if she participates in the study, please call (519-253-3000 ext. 3707) or email (anthonyk@uwindsor.ca) Kelly Anthony-Brown.

If you have any questions or would like more information about the study, please feel free to call Kelly Anthony-Brown or Dr. Patti Timmons Fritz (519-253-3000 ext. 3707). We would be happy to discuss the study with you.

Thank you in advance for your time and consideration.

Sincerely,

Kelly Anthony-Brown
MA Candidate, Clinical Psychology

Enclosures

Appendix A3
Parent Consent Form

University
of Windsor

CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Understanding Feelings About Getting Help for Dating Conflict

Your teenager is being asked to be in a research study conducted by Kelly Anthony-Brown and Dr. Patti Timmons Fritz from the Psychology Department at the University of Windsor. The Research Ethics Board (REB) at the University of Windsor and your teenager's School Board and Principal have all given permission for this research study to take place.

If you have any questions or concerns about the research, please feel to call or email Kelly Anthony-Brown at anthonyk@uwindsor.ca or Dr. Patti Timmons Fritz at (519) 253-3000 ext. 3707 or pfritz@uwindsor.ca.

PURPOSE OF THE STUDY

The purpose of the study is to investigate teenagers' romantic dating relationship experiences, including conflict that might occur in these relationships, and how teenagers feel about talking to other people about these relationships and experiences. We know that having good relationships is important for young people and that future relationships can be greatly affected by early experiences. The ultimate goal of our research is to identify ways that we can help young people to have successful relationships. All students in grades 11 and 12 over age 15 years at your school who have a current or past dating partner will be asked to participate in this research.

PROCEDURES

In order for your teenager to volunteer to be in this study:
  (1) **You** will need to sign the parent consent form.
  (2) **Your teenager** will:
       a. Provide consent by signing a consent form;
       b. Fill out a packet of questionnaires that will ask about her current and past dating relationships, thoughts and feelings about talking to other people about conflict in her romantic relationships, and her experiences growing up, including incidences of conflict in the family. (Time length: about 30 minutes);

The research study will be conducted at your teenager's school during regular school day hours.

POTENTIAL RISKS AND DISCOMFORTS

This study does not have any major risks, except that your teenager may have some negative feelings (e.g., anxiety, sadness, embarrassment) in response to some of the things that she will be asked to think and talk about. However, your teenager does not have to answer any questions that she does not want to answer.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Information obtained from this study will add to our general knowledge about what allows young people to have good relationships. Such information could be used to help develop prevention and treatment programs aimed at helping teens build healthy relationships. In addition, some people report that they learn something about themselves in the process.

PAYMENT FOR PARTICIPATION

If she wishes, your teenager will be entered in a raffle for a $100 Future Shop gift card.

CONFIDENTIALITY

The following steps will be taken in an effort to keep your teenager's personal information confidential in this study:
  (1) Your teenager's questionnaire package will not have any identifying information on it, but will instead be coded with a number;
  (2) Your teenager's data will be stored in a secured, limited access location;
  (3) Only researchers directly involved with the study will have access to your teenager's information;
  (4) Your teenager's identity will not be revealed in any publication or presentation of the results of this research.
  (5) Parents will be asked to agree not to request their teenager's data (to keep your teenager's information confidential).

However, confidentiality cannot be guaranteed; your teenager's personal information may be disclosed if required by law. This means that there may be rare situations that require us to release personal information about your teenager (for instance, in cases in which a judge requires such release in a lawsuit; if your teenager tells us of her intent to harm herself or someone else; and behaviours consistent with child abuse). In accordance with the American Psychological Association, your teenager's data will be kept for 5 years.

PARTICIPATION AND WITHDRAWAL

You do not have to allow your teenager to be in this study if you do not want her to be. You have the right to change your mind and to remove your teenager from the study at any time without giving any reason and without penalty. Any new information that may make you change your mind about allowing your teenager to participate in this study will be given to you. You do not waive any of your or your teenager's rights by signing this form. You do, however, waive your right to access your teenager's data (to maintain your teenager's confidentiality). You will get a copy of this permission form to keep.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

When this research study is finished, we will write a summary of the study results that you can access through the following website: www.uwindsor.ca.reb. (You will need to click on "Study Results: Participants/Visitors"). It is anticipated that results will be posted by October 2009.

SUBSEQUENT USE OF DATA

Your teenager's data may be used in subsequent studies.

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent for your teenager to be in this study at any time and her participation will be discontinued without penalty. If you have questions about your teenager's rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

I understand the information provided for the study "Understanding Feelings About Getting Help for Dating Conflict" as described herein. My questions have been answered to my satisfaction, and I agree to allow my teenager to participate in this study. I have been given a copy of this form.

_____
Name of Parent or Guardian (Please print)

_____   _____
                                                                                         __
Signature of Parent or Guardian   Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

_____   _____
                                                                                       ___
Signature of Investigator   Date

Appendix B1
High School Information Letter

Understanding Feelings About Getting Help for Dating Conflict

My name is Kelly Anthony-Brown and I am a graduate student from the Department of Psychology at the University of Windsor. I am looking for female high school students who are interested in participating in a research study.

The purpose of this study is to find out more about what makes teenagers more likely to talk to someone when they are having problems in their romantic relationships. We want to find out more about how experiences growing up affect whether teens get support for their dating problems. Information gathered from this study will be used for my Master's thesis research, under the supervision of Dr. Patti Fritz, a professor from the Department of Psychology.

If you decide you would like to take part in this study, you will be asked to fill out a survey about your experiences growing up, what your parents think about asking for help, how you feel about getting help for problems, and difficulties in your dating relationships. Your participation in this study is completely voluntary. **Your answers will remain confidential and will not affect your grades.** Your answers will only be released as summaries grouped with other people's responses. Completing the entire survey should take you between 30 and 45 minutes. At the end of the survey there will be a question asking if you would like your answers to be included in the study. If you do not want be a part of the study, check the "No" box. If you do want to be a part of the study, check the "Yes" box. If you check the "No" box we will destroy your survey booklet.

If you have any questions or concerns about this research, or would like any extra information, please feel free to contact me through email at anthonyk@uwindsor.ca. You may also contact my research supervisor, Dr. Patti Fritz, through email (pfritz@uwindsor.ca) or by telephone (519-253-3000, ext. 3707).

Your participation is greatly appreciated. Thank you! Please keep this page for your records.

Kelly Anthony-Brown
MA Candidate
Department of Psychology

Appendix B2
High School Consent Form

CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: **Understanding Feelings about Getting Help for Dating Conflict: High School Sample**

You are asked to take part in a research study conducted by Kelly Anthony-Brown, a graduate student from the Department of Psychology at the University of Windsor. Information gathered from this study will be used as part of her Master's thesis. This research will be supervised by Dr. Patti Fritz, a professor from the Department of Psychology.

If you have any questions or concerns about this research, or would like any extra information, please feel free to contact me through email at anthonyk@uwindsor.ca. You may also contact my research supervisor, Dr. Patti Fritz, through email (pfritz@uwindsor.ca) or by telephone (519-253-3000, ext. 3707).

PURPOSE OF THE STUDY

The purpose of this study is to find out more about what makes teenagers more likely to talk to someone when they are having problems in their romantic relationships. We want to find out more about how experiences growing up affect whether teens get support for their dating problems.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

- read through this information form and decide whether you would like to take part in this study
- read the consent form on the next page and sign the form
- fill out a survey about your experiences growing up, what your parents think about asking for help, how you feel about getting help for problems, and difficulties in your dating relationships
- answer the questions as openly and honestly as possible
- this survey will take about 30-40 minutes to complete

POTENTIAL RISKS AND DISCOMFORTS

There is a possibility that you may feel a little uncomfortable or embarrassed about some of the questions you will read in the survey. Some of the questions are of a very personal nature, including some questions about your parents' relationship and violence you may have experienced from the person you are dating or used to date. Taking part in this study is completely voluntary. You do not have to answer any questions that make you feel uncomfortable or embarrassed and you can stop the survey at any time. Also, because of the personal nature of this research topic, you may experience negative emotions about something you may have experienced in the past or are currently going through. A list of resources and sources of help in the community will be provided to all people taking part in this study. Please contact any of these sources if you would like to talk more about any of your experiences.

Teen Health Centre (THC)
519-253-8481
www.teenhealthcentre.com

Essex Youth Centre
519-776-9000

Kids Help Phone

1-800-668-6868

Sexual Assault Crisis Centre of Essex County (24 hours)
519-253-9667

Amherstburg Community Services
519-736-5471

Maryvale Adolescent & Family Services
519-258-0484

Distress Centre Line Windsor / Essex
519-256-5000

Windsor-Essex Youth Line
519-973-7671

Community Crisis Centre of Windsor-Essex County
519-973-4411 ext. 3277

Sexual Assault / Domestic Violence & Safekids Care Center
519-255-2234

24 Hour Crisis Line
519-973-443

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Although you will not gain any personal benefit from being in this study, your participation will help us learn more about some of the things that make adolescents uncomfortable about talking to someone about their dating problems. We want to learn more about how teenagers feel about these experiences so that we can better understand their point of view.

PAYMENT FOR PARTICIPATION

Students who take part in this research study will not receive payment. But if you choose, your name will be entered into a draw to win a gift certificate to the Future Shop valued at $100. Once you complete the study, or once you chose to exit the study, you will be given a sheet where you can enter your email if you would like to be included in the draw. Your contact information with NOT be linked to your survey responses in any way. After data has been collected from all students in the study, I will notify the winner of the draw via email with instructions on how we will get the gift certificate to you. You may also choose to not participate in the draw.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. All of the information that you fill out in the survey will be kept private and anonymous and will only be accessed by researchers directly involved with the study. You will not be asked to give any identifying information on the survey and your responses on the survey will be identified by a code number, not by your name. Your answers cannot be matched to your identity or location and will be released only as summaries groups with other people's responses. Once the surveys have been handed in, your responses will not be attached to your name. All your surveys will be kept in a locked cabinet at the University of Windsor. If you would like to be entered into the draw for the gift certificate, your email address will be handed in separately from your surveys and stored in a secure place. Your contact information will not be used for anything but the draw.Once the draw is over all your contact information will be destroyed.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don=t want to answer and still remain in the study.   The investigator may withdraw you from this research if circumstances arise which warrant doing so. You will still be allowed to be in the gift certificate draw even if you do not answer all the survey questions.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

When this research study is finished, we will write a summary of the study results that you can access through the University of Windsor REB website (http://www.uwindsor.ca/reb) in the Fall of 2009.

SUBSEQUENT USE OF DATA

The data from this study may be used in future research.

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

I understand the information provided for the study **Understanding Feelings About Getting Help for Dating Conflict** as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____
Name of Subject

_____   _____
Signature of Subject   Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

_____   _____
Signature of Investigator   Date

Revised February 2008

Appendix C1
Psychology Participant Pool Study Description (online)

Title: Understanding Feelings About Getting Help for Dating Conflict

Description: The purpose of this study is to find out more about what makes teenagers more likely to talk to someone when they are having problems in their romantic relationships. We want to find out more about how experiences growing up affect whether teens get support for their dating problems.

Duration: 30-45 minutes

Points: 1

Testing Dates: This study is conducted online and can be completed at any time.

Restrictions: You are eligible to participate in this study if:
- You are a **female** between the ages of 16 and 19 years old and you are currently in a romantic relationship
- You are a **female** between the ages of 16 and 19 years old and you were in a romantic relationship in the past year

Research Contact Information:

      Kelly Anthony-Brown, graduate student, anthonyk@uwindsor.ca
      Dr. Patti Fritz, supervisor, pfritz@uwindsor.ca

University of Windsor Appendix C2
University Information Letter

Understanding Feelings About Getting Help for Dating Conflict

My name is Kelly Anthony-Brown and I am a graduate student from the Department of Psychology at the University of Windsor. I am looking for female high school students who are interested in participating in a research study.

You can participate if:
- You are a **female** between the ages of 16 and 19 years old and you are currently in a romantic relationship
- You are a **female** between the ages of 16 and 19 years old and you were in a romantic relationship in the past year

The purpose of this study is to find out more about what makes teenagers more likely to talk to someone when they are having problems in their romantic relationships. We want to find out more about how experiences growing up affect whether teens get support for their dating problems. Information gathered from this study will be used for my Master's thesis research, under the supervision of Dr. Patti Fritz, a professor from the Department of Psychology.

If you decide you would like to take part in this study, you will be asked to fill out a survey about your experiences growing up, what your parents think about asking for help, how you feel about getting help for problems, and difficulties in your dating relationships. Your participation in this study is completely voluntary. **Your answers will remain confidential and will not affect your grades or your standing at the University of Windsor.** Your answers will only be released as summaries grouped with other people's responses. Completing the entire survey should take you between 30 and 45 minutes.

If you have any questions or concerns about this research, or would like any extra information, please feel free to contact me through email at anthonyk@uwindsor.ca. You may also contact my research supervisor, Dr. Patti Fritz, through email (pfritz@uwindsor.ca) or by telephone (519-253-3000, ext. 3707).

Your participation is greatly appreciated. Thank you! Please print this letter for your records.

Kelly Anthony-Brown
MA Candidate
Department of Psychology
University of Windsor

Appendix C3
University Consent Form

CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: **Understanding Feelings about Getting Help for Dating Conflict: University Student Sample**

You are asked to participate in an online research study conducted by Kelly Anthony-Brown, a graduate student from the Department of Psychology at the University of Windsor. Information gathered from this study will be used as part of Kelly's Master's thesis. This research will be supervised by Dr. Patti Fritz, a professor from the Department of Psychology. The Research Ethics Board (REB) at the University of Windsor has given permission for this research study to take place.

If you have any questions or concerns about this research, or would like any additional information, please feel free to contact me through email at anthonyk@uwindsor.ca. You are also welcome to contact my research supervisor, Dr. Patti Fritz, through email (pfritz@uwindsor.ca) or by telephone (519-253-3000, ext. 3707).

PURPOSE OF THE STUDY

The purpose of this study is to find out more about what makes adolescents more likely to talk to someone when they are having problems in their romantic relationships. We want to find out more about how experiences growing up affect whether adolescents get support for their dating problems.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

First, please read through this consent form and decide whether you would like to take part in this study. To begin the study please do the following:

1) Click the "I Agree" button at the bottom of this page. By clicking the "I Agree" button, you have provided your consent to participate.

2) Please follow the instructions for completing the survey questions, which will be found at the beginning of each survey section.

You will be asked to fill out a survey about your experiences growing up, what your parents think about asking for help, how you feel about getting help for problems, and difficulties in your dating relationships. Please answer the questions as openly and honestly as possible. Once the completed survey has been electronically submitted, your responses will be will be automatically sent to the researchers over the Internet after your email address, your name, and identifying information are removed. This survey may be completed in any location and will take about 30-40 minutes to complete.

POTENTIAL RISKS AND DISCOMFORTS

There is a possibility that you may feel a little uncomfortable or embarrassed about some of the questions you will read in the survey. Some of the questions are of a very personal nature, including some questions about your parents' relationship and violence you have experienced from the person you are dating or used to date. Taking part in this study is completely voluntary. You do not have to answer any questions that make you feel uncomfortable or embarrassed and you can stop the survey at any time. Also, because of the personal nature of this research topic, you may experience negative emotions about something you may have experienced in the past or are currently going through. A list of resources and sources of help in the

community will be provided to all people taking part in this study. Please contact any of these sources if you would like to talk more about any of your experiences.

Teen Health Centre (THC)
519-253-8481
www.teenhealthcentre.com

Essex Youth Centre
519-776-9000

Kids Help Phone
1-800-668-6868

Sexual Assault Crisis Centre of Essex County (24 hours)
519-253-9667

Amherstburg Community Services
519-736-5471

Maryvale Adolescent & Family Services

519-258-0484

Windsor-Essex Youth Line
519-973-7671

Sexual Assault / Domestic Violence & Safekids Care Center
519-255-2234

Distress Centre Line Windsor / Essex
519-256-5000

Community Crisis Centre of Windsor-Essex County
519-973-4411 ext. 3277

24 Hour Crisis Line
519-973-4435

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Although you will not gain any personal benefit from being in this study, your participation will help us learn more about some of the things that make adolescents uncomfortable about talking to someone about their dating problems. We want to learn more about how teenagers feel about these experiences so that we can better understand their point of view.

PAYMENT FOR PARTICIPATION

If you are enrolled in a psychology course that offers bonus credit points for participating in psychology studies, you will receive **1 bonus credit point** for completing this online survey. In order to receive your bonus credit you will be asked to click the "Click here to receive bonus points" button on the debriefing page. If you click this button your name and student number will be downloaded to a separate file and you will receive your points. Your responses on the survey will not be linked with your name but if you click to receive bonus marks you will no longer be anonymous – the experimenter will know that you participated in the study. If at any time you choose to stop participating and/or withdraw your responses you will still be directed to the debriefing form and given the option of clicking to receive your bonus points.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. All of the information that you fill out in the survey will be kept private and anonymous and will only be accessed by researchers directly involved with the study. You will not be asked to give any identifying information on the survey and your responses on the survey will be identified by a code number, not by your name. Your answers cannot be matched to your identity or location and will be released only as summaries groups with other people's responses. Once the surveys have been submitted, your responses will not be attached to your name. Information about the computer and internet service provider you are using will not be collected. Your survey responses are entered into a non-identifiable data file with other people's responses. This data file will be downloaded onto a password-protected computer accessed only by researchers in this study.

Your participation in the study will be anonymous unless you would like to receive bonus points for participation. At the end of the study you will be asked to click a button "Click here to receive bonus points." If you click this button your name and student number will be downloaded into a separate file from your responses and the researchers will assign your points. Only the researchers will have access to this file. Your answers on the survey are downloaded into a separate file and will never be associated with your identifying information. If you wish to remain completely anonymous, do not click to receive bonus marks.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don=t want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. You will still receive course credit even if you choose not to answer certain questions or choose to exit the survey at any time. You can withdraw your survey at any time before the end of the survey by exiting the study or by closing your web browser window or by clicking on the "Withdraw Data" button at the bottom of each page. Once you have submitted your survey, however, it is no longer possible to withdraw your data.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

When this research study is finished, we will write a summary of the study results that you can access through the University of Windsor REB website (http://www.uwindsor.ca/reb) in the Fall of 2009.

SUBSEQUENT USE OF DATA

The data from this study may be used in future research.

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

By clicking on the button labelled "I agree and wish to continue", I understand the information written above for the study **Understanding Feelings about Getting Help for Dating Conflict**. My questions have been answered to my satisfaction, and I agree to participate in this study. I am encouraged to print this form for my records.

_____
Name of Subject

_____   _____
Signature of Subject   Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

_____   _____
Signature of Investigator   Date

Appendix D
Debriefing Form for All Participants

Thank you for participating. We are interested in studying teenagers' feelings about talking to someone about conflict and violence in their romantic relationships. We are focusing on people's experiences growing up, mothers' and fathers' feelings about getting help for problems, as well as teens' own feelings about getting help for problems..

We hope that this research study will give us a better understanding of what you go through when you have conflict in your relationship and are thinking about talking to someone about it. Thank you for helping us find out more about this topic.

Please do not hesitate to contact me (anthonyk@uwindsor.ca) or my supervisor (pfritz@uwindsor.ca) if you have any questions or concerns about this study.

Once the study is finished, you will be able to view a report on the study results on the University of Windsor website: http://www.uwindsor.ca/reb

Thank you for your participation!

Sometimes when teenagers have questions or problems they may not know who to talk to or where to get help. Here is a list of services that are available in your area. If you, a friend, or a family member have questions, would like someone to talk to, or need help with a problem, one of these resources may be able to help

Teen Health Centre (THC)
519-253-8481
www.teenhealthcentre.com

Essex Youth Centre
519-776-9000

Kids Help Phone
1-800-668-6868

Sexual Assault Crisis Centre of Essex County (24 hours)
519-253-9667

Amherstburg Community Services
519-736-5471

Maryvale Adolescent & Family Services
519-258-0484
Windsor-Essex Youth Line
519-973-7671

Sexual Assault / Domestic Violence & Safekids Care Center
519-255-2234

Distress Centre Line Windsor / Essex
519-256-5000

Community Crisis Centre of Windsor-Essex County
519-973-4411 ext. 3277

24 Hour Crisis Line
519-973-4435

Appendix E
Demographic Questionnaire

Survey Questions

1. When is your birthday? Please give the date, month, and year (example, April 1, 1990).

    My birthday is _____.

2. How old are you?

    I am _____ years old.

3. What grade are you in?

    ☐   Grade 11
    ☐   Grade 12
    ☐   University

4. What is your gender?

    ☐   Female
    ☐   Male

5. Which race or ethnicity do you identify with the most?

    ☐   White
    ☐   Chinese
    ☐   South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
    ☐   Black
    ☐   Filipino
    ☐   Latin American
    ☐   Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
    ☐   Arab
    ☐   West Asian (e.g., Afghan, Iranian, etc.)
    ☐   Japanese
    ☐   Korean
    ☐   Aboriginal
    ☐   Other (please specify): _____

6. What sexual orientation do you most identify with?

    ☐   Heterosexual
    ☐   Homosexual
    ☐   Bisexual

7. Are you currently in a dating relationship?

    ☐   Yes
    ☐   No

8. Are your parents?

    ☐   Married
    ☐   Divorced
    ☐   Separated
    ☐   Only father is remarried

☐   Only mother is remarried
☐   Both parents are remarried
☐   Never Married

9. With whom did you live when you were growing up? (please circle **one**):

☐   My mother and father
☐   My mother and stepfather
☐   My father and stepmother
☐   My mother only
☐   My father only
☐   My mother half of the time and my father half of the time
☐   Someone other than a parent (e.g., a grandparent, relative, or friend)
☐   On my own
☐   Other (please specify)

10. With whom do you live right now? (please circle **one**):

☐   My mother and father
☐   My mother and stepfather
☐   My father and stepmother
☐   My mother only
☐   My father only
☐   My mother half of the time and my father half of the time
☐   Someone other than a parent (e.g., a grandparent, relative, or friend)
☐   On my own
☐   Other (please specify) _____

11. What is your mother/stepmother's level of education (circle **one** for the person you live with most of the time):

☐   Elementary school
☐   Some high school (e.g., Grade 9 and 10)
☐   Graduated from high school
☐   Some community college or technical school
☐   Graduated from community college or technical school
☐   Some university
☐   Graduated from university
☐   More than four years of university
☐   Other (please specify) _____

12. Is your mother/stepmother employed right now?

☐   Yes
☐   No

13. If yes, what job does she do (e.g., nurse): _____

14. What is your father/stepfather's level of education (circle **one** for the person you live with most of the time):

☐   Elementary school
☐   Some high school (e.g., Grade 9 and 10)
☐   Graduated from high school
☐   Some community college or technical school
☐   Graduated from community college or technical school
☐   Some university
☐   Graduated from university
☐   More than four years of university
☐   Other (please specify) _____

15. Is your father/stepfather employed right now?

☐   Yes
☐   No

16. If yes, what job does he do (e.g., nurse): _____

17. What are initials of your name? _____

Appendix F
Family of Origin Scale

Please use the following scale to indicate how frequently each event below occurred when there were

conflicts or disagreements in your family **when you were growing up**.

1 = Never
2 = Seldom
3 = Sometimes
4 = Often
5 = Very Often

1.	Were you insulted or sworn at by your mother?	1	2	3	4	5
2.	Were you hit by your mother?	1	2	3	4	5
3.	Were you hit with an object by your mother?	1	2	3	4	5
4.	Were you beaten by your mother?	1	2	3	4	5
5.	Did you ever have cuts or bruises from your mother?	1	2	3	4	5
6.	Were you insulted or sworn at by your father?	1	2	3	4	5
7.	Were you hit by your father?	1	2	3	4	5
8.	Were you hit with an object by your father?	1	2	3	4	5
9.	Were you beaten by your father?	1	2	3	4	5
10.	Did you ever have cuts and bruises from your father?	1	2	3	4	5
11.	Did you see your parents argue with each other?	1	2	3	4	5
12.	Did your father insult or swear at your mother?	1	2	3	4	5
13.	Did your father hit your mother?	1	2	3	4	5
14.	Did your father beat your mother?	1	2	3	4	5
15.	Did your mother insult or swear at your father?	1	2	3	4	5
16.	Did your mother hit your father?	1	2	3	4	5
17.	Did your mother beat your father?	1	2	3	4	5

18. If you indicated any of the experiences above HAVE occurred between your parents, did your mother

    seek help from anyone for these experiences?

    ❐   Yes

    ❐   No

    ❐   I Don't Know

    ❐   Other (please explain) _____

19. If you indicated any of the experiences above HAVE occurred between your parents, did your father

    seek help from anyone for these experiences?

    ❐   Yes

    ❐   No

    ❐   I Don't Know

    ❐   Other (please explain) _____

Appendix G
Willingness to Seek Help Questionnaire – Mother Version

Think about how your **MOTHER** would act in each situation and do your best to indicate how much you agree that she would do what each statement describes.

3 = agree completely with statement

2 = agree with statement

1 = do not agree with statement

0 = do not agree with statement at all

1. If my mother were afraid of heights, she would try to conceal this from us.

    3   2   1   0

2. If, for whatever reason, my mother were to have prolonged difficulty walking, she would do whatever possible to avoid asking help from anyone.

    3   2   1   0

3. When something breaks down in our home, my mother usually persists in trying to fix it herself, even when it is difficult and she is wasting time and money.

    3   2   1   0

4. If my mother were suddenly afraid to go out in the street, she would believe she could overcome it without help from anyone else.

    3   2   1   0

5. If my mother ever had difficulty seeing, she would try to arrange her life so no one will notice.

    3   2   1   0

6. If my mother were to lose control and hurt me or my siblings in a moment of anger, she would need to make sure that no one would know about it.

    3   2   1   0

7. My mother believes that a time of mourning for a loved one would be a time when she would need other people.

    3   2   1   0

8. If both my mother's legs were to be broken in an accident, she would prefer to stay home for a few months rather than be pushed around in a wheelchair.

    3   2   1   0

9. My mother thinks that some problems are so distressing that they cannot be managed alone.

$$3 \qquad 2 \qquad 1 \qquad 0$$

3 = agree completely with statement

2 = agree with statement

1 = do not agree with statement

0 = do not agree with statement at all

10. If my mother were to develop an irrational fear of the dark and she were concerned that it might affect me or my siblings, she would seek out a person who could help her overcome her fear.

$$3 \qquad 2 \qquad 1 \qquad 0$$

11. At the funeral of a loved one, my mother would do all she could do appear strong and not show any weakness.

$$3 \qquad 2 \qquad 1 \qquad 0$$

12. If my mother had a chronic illness, such as diabetes, she would seek out per- sons who could offer her guidance in addition to the medical treatment.

$$3 \qquad 2 \qquad 1 \qquad 0$$

13. If a member of my family were to become mentally ill, my mother would hope for contact with an expert who could advise her in how she might be of help.

$$3 \qquad 2 \qquad 1 \qquad 0$$

14. If my mother thought she had a problem of excessive drinking, she would feel she could discuss it with persons who might be able to help her.

$$3 \qquad 2 \qquad 1 \qquad 0$$

15. During a period of bereavement for a loved one, my mother would allow friends and relatives to take over some of the tasks for which she is usually responsible.

$$3 \qquad 2 \qquad 1 \qquad 0$$

16. Becoming addicted to drugs is the kind of situation that would cause my mother to place her fate in the hands of an expert.

$$3 \qquad 2 \qquad 1 \qquad 0$$

17. If, in the course of medical treatment for a physical ailment, my mother were to experience serious anxiety, she would ask the doctor to treat the anxiety.

$$3 \qquad 2 \qquad 1 \qquad 0$$

18. If my mother is ever depressed, she would seek out the appropriate person to tell about it.

3   2   1   0

Appendix H
Willingness to Seek Help Questionnaire – Father Version

Think about how your **FATHER** would act in each situation and do your best to indicate how much you agree that he would do what each statement describes.

3 = agree completely with statement

2 = agree with statement

1 = do not agree with statement

0 = do not agree with statement at all

1. If my father were afraid of heights, he would try to conceal this from us.

| 3 | 2 | 1 | 0 |

2. If, for whatever reason, my father were to have prolonged difficulty walking, he would do whatever possible to avoid asking help from anyone.

| 3 | 2 | 1 | 0 |

3. When something breaks down in our home, my father usually persists in trying to fix it himself, even when it is difficult and he is wasting time and money.

| 3 | 2 | 1 | 0 |

4. If my father were suddenly afraid to go out in the street, he would believe he could overcome it without help from anyone else.

| 3 | 2 | 1 | 0 |

5. If my father ever had difficulty seeing, he would try to arrange his life so no one would notice.

| 3 | 2 | 1 | 0 |

6. If my father were to lose control and hurt me or my siblings in a moment of anger, he would need to make sure that no one would know about it.

| 3 | 2 | 1 | 0 |

7. My father believes that a time of mourning for a loved one would be a time when he would need other people.

| 3 | 2 | 1 | 0 |

8. If both my father's legs were to be broken in an accident, he would prefer to stay home for a few months rather than be pushed around in a wheelchair.

| 3 | 2 | 1 | 0 |

9. My father thinks that some problems are so distressing that they cannot be managed alone.

	3	2	1	0

3 = agree completely with statement

2 = agree with statement

1 = do not agree with statement

0 = do not agree with statement at all

10. If my father were to develop an irrational fear of the dark and he were concerned that it might affect me or my siblings, he would seek out a person who could help him overcome his fear.

	3	2	1	0

11. At the funeral of a loved one, my father would do all he could do appear strong and not show any weakness.

	3	2	1	0

12. If my father had a chronic illness, such as diabetes, he would seek out persons who could offer him guidance in addition to the medical treatment.

	3	2	1	0

13. If a member of my family were to become mentally ill, my father would hope for contact with an expert who could advise him in how he might be of help.

	3	2	1	0

14. If my father thought he had a problem of excessive drinking, he would feel he could discuss it with persons who might be able to help him.

	3	2	1	0

15. During a period of bereavement for a loved one, my father would allow friends and relatives to take over some of the tasks for which he is usually responsible.

	3	2	1	0

16. Becoming addicted to drugs is the kind of situation that would cause my father to place his fate in the hands of an expert.

	3	2	1	0

17. If, in the course of medical treatment for a physical ailment, my father were to experience serious anxiety, he would ask the doctor to treat the anxiety.

	3	2	1	0

18. If my father is ever depressed, he would seek out the appropriate person to tell about it.

          3   2   1   0

Appendix I
Conflict in Adolescent Dating Relationships Inventory

Please check the statement that best applies to you:

☐ I have not begun dating

☐ I have begun dating and/or had a boyfriend/girlfriend

The next few pages ask you to answer questions thinking about the person you are dating right now or someone you were recently dating. Please check which person you will be thinking of when you answer these questions:

☐ the person I am dating right now

☐ a person I recently dated (within the past 3 months)

☐ a person I dated within the past year

The following questions ask you about things that may have happened to you with your boyfriend/girlfriend while you were having an argument. Check the box that is your best estimate of how often these things have happened with your current or ex-boyfriend/ex-girlfriend in the past year. Please remember that all answers are confidential. As a guide use the following scale:

Never: this has never happened in your relationship

Seldom: this has happened only 1-2 times in your relationship

Sometimes: this has happened about 3-5 times in your relationship

Often: this has happened 6 times or more in your relationship

During a conflict or argument with my boyfriend/girlfriend in the past year:

	Never	Seldom	Sometimes	Often
1. He/She gave reasons for his/her side of the argument	☐	☐	☐	☐
2. He/She touched me sexually when I didn't want him/her to	☐	☐	☐	☐
3. He/she tried to turn my friends against me	☐	☐	☐	☐
4. He/She did something to make me feel jealous	☐	☐	☐	☐
5. He/She destroyed or threatened to destroy something I valued	☐	☐	☐	☐
6. He/She told me that he was partly to blame	☐	☐	☐	☐
7. He/She brought up something bad that I had done in the past	☐	☐	☐	☐

8. He/She threw something at me ☐ ☐ ☐ ☐

9. He/She said things just to make me angry ☐ ☐ ☐ ☐

10. He/She gave me reasons why he/she thought I was wrong ☐ ☐ ☐ ☐

Never: this has never happened in your relationship

Seldom: this has happened only 1-2 times in your relationship

Sometimes: this has happened about 3-5 times in your relationship

Often: this has happened 6 times or more in your relationship

During a conflict or argument with my boyfriend/girlfriend in the past year:

	Never	Seldom	Sometimes

Often

11. He/She agreed that I was partly right	☐	☐	☐	☐
12. He/She spoke to me in a hostile or mean tone of voice	☐	☐	☐	☐
13. He/She forced me to have sex when I didn't want to	☐	☐	☐	☐
14. He/She offered a solution that they thought would make us both happy	☐	☐	☐	☐
15. He/She threatened me in an attempt to have sex with me	☐	☐	☐	☐
16. He/She put off talking until we calmed down	☐	☐	☐	☐
17. He/She insulted me with put-downs	☐	☐	☐	☐
18. He/She discussed the issue calmly	☐	☐	☐	☐
19. He/She kissed me when I didn't want him/her to	☐	☐	☐	☐
20. He/She said things to my friends about me to turn them against me	☐	☐	☐	☐

During a conflict or argument with my boyfriend/girlfriend in the past year:

21. He/She ridiculed or made fun of me in front of others	☐	☐	☐	☐
22. He/She told me how upset he was	☐	☐	☐	☐
23. He/She kept track of who I was with and where I was	☐	☐	☐	☐
24. He/She blamed me for the problem	☐	☐	☐	☐
25. He/She kicked, hit or punched me	☐	☐	☐	☐

During a conflict or argument with my boyfriend/girlfriend in the past year:

26. He/She left the room to cool down ☐ ☐ ☐ ☐

27. He/She gave in, just to avoid conflict ☐ ☐ ☐ ☐

28. He/She accused me of flirting with another guy/girl ☐ ☐ ☐ ☐

29. He/She deliberately tried to frighten me ☐ ☐ ☐ ☐

Never: this has never happened in your relationship

Seldom: this has happened only 1-2 times in your relationship

Sometimes: this has happened about 3-5 times in your relationship

Often: this has happened 6 times or more in your relationship

During a conflict or argument with my boyfriend/girlfriend in the past year:

	Never	Seldom	Sometimes	Often
30. He/She slapped me or pulled my hair	☐	☐	☐	☐
31. He/She threatened to hurt me	☐	☐	☐	☐
32. He/She threatened to end the relationship	☐	☐	☐	☐
33. He/She threatened to hit me or throw something at me	☐	☐	☐	☐
34. He/She pushed, shoved, or shook me	☐	☐	☐	☐
35. He/She spread rumours about me	☐	☐	☐	☐

Appendix J
Willingness to Seek Help Questionnaire – Adolescent Version
Think about how YOU would act in each situation and do your best to indicate how much you agree with

each statement.

      3 = agree completely with statement

      2 = agree with statement

      1 = do not agree with statement

      0 = do not agree with statement at all

1. If I were afraid of heights, I would try to conceal this from people.

      3   2   1   0

2. If, for whatever reason, I were to have prolonged difficulty walking, I would do whatever possible to avoid

asking help from anyone.

      3   2   1   0

3. When something breaks down in our home, I usually persists in trying to fix it myself, even when it is

difficult and I am wasting time and money.

      3   2   1   0

4. If I were suddenly afraid to go out in the street, I would believe I could overcome it without help from

anyone else.

      3   2   1   0

5. If I ever had difficulty seeing, I would try to arrange my life so no one would notice.

      3   2   1   0

6. If I were to lose control and hurt someone in a moment of anger, I would need to make sure that no one

knew about it.

      3   2   1   0

7. I believe that a time of mourning for a loved one would be a time when I would need other people.

      3   2   1   0

8. If both my legs were to be broken in an accident, I would prefer to stay home for a few months rather than

be pushed around in a wheelchair.

      3   2   1   0

9. I think that some problems are so distressing that they cannot be managed alone.

      3   2   1   0

3 = agree completely with statement

2 = agree with statement

1 = do not agree with statement

0 = do not agree with statement at all

10. If I were to develop an irrational fear of the dark and I were concerned that it might affect other people, I would seek out a person who could help me overcome my fear.

| 3 | 2 | 1 | 0 |

11. At the funeral of a loved one, I would do all I could do appear strong and not show any weakness.

| 3 | 2 | 1 | 0 |

12. If I had a chronic illness, such as diabetes, I would seek out persons who could offer me guidance in addition to the medical treatment.

| 3 | 2 | 1 | 0 |

13. If a member of my family were to become mentally ill, I would hope for contact with an expert who could advise me in how I might be of help.

| 3 | 2 | 1 | 0 |

14. If I thought I had a problem of excessive drinking, I would feel I could discuss it with persons who might be able to help me.

| 3 | 2 | 1 | 0 |

15. During a period of bereavement for a loved one, I would allow friends and relatives to take over some of the tasks for which I am usually responsible.

| 3 | 2 | 1 | 0 |

16. Becoming addicted to drugs is the kind of situation that would cause me to place my fate in the hands of an expert.

| 3 | 2 | 1 | 0 |

17. If, in the course of medical treatment for a physical ailment, I were to experience serious anxiety, I would ask the doctor to treat the anxiety.

| 3 | 2 | 1 | 0 |

18. If I am ever depressed, I would seek out the appropriate person to tell about it.

| 3 | 2 | 1 | 0 |

Appendix K
Self-Stigma of Seeking Help Questionnaire and Intent Questions

1. I would feel inadequate if I went to a friend or family member for psychological help

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

2. My self-confidence would NOT be threatened if I sought help from someone

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

3. Seeking help from a friend or family member would make me feel less intelligent

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

4. My self-esteem would increase if I talked to a friend or family member

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

5. My view of myself would not change just because I made the choice to talk to a friend or family member

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

6. It would make me feel inferior to ask a friend or family member for help

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

7. I would feel okay about myself if I made the choice to seek someone's help

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

8. If I went to talk to someone, I would be less satisfied with myself

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

9. My self-confidence would remain the same if I sought help for a problem I could not solve

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

10. I would feel worse about myself if I could not solve my own problems

Strongly Disagree   Disagree   Agree & Disagree Equally   Agree   Strongly Agree

Have you ever asked anyone what you should do about the violence in your dating relationship?

❒ Yes

❒ No

If yes, who did you talk to about the problem?

❒ a teacher

❒ a friend

❒ a brother or sister

❒ my mother

❒ my father

❒ a school counsellor

❒ a school nurse

❒ a social worker

❒ a lawyer

❒ a police officer

❒ someone on a telephone hot-line

❒ a therapist or counsellor outside of school

❒ someone at the health unit

❒ someone at the hospital

❒ a religious leader

❒ a type of person not listed above (please specify) _____

I **intend** to talk to someone about the violence in my relationship in the next 6 months
Extremely Unlikely   Somewhat Unlikely   Unlikely   Likely   Somewhat Likely   Extremely Likely

I **will try** to talk to someone about the violence in my relationship in the next 6 months
Extremely Unlikely   Somewhat Unlikely   Unlikely   Likely   Somewhat Likely   Extremely Likely

I **plan** to talk to someone about the violence in my relationship in the next 6 months
Extremely Unlikely   Somewhat Unlikely   Unlikely   Likely   Somewhat Likely   Extremely Likely

VITA AUCTORIS

Kelly Anthony-Brown was born in 1982 in London, Ontario, Canada. She graduated from Queen's University in 2005 with a B.A. (Honours) Psychology. She is currently a candidate for the Master of Arts degree in Child Clinical Psychology at the University of Windsor and hopes to graduate in October 2009.