DATING CAFÉ

Dating café ambassadors programme to prevent dating violence in Hong Kong

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DATING IN CHINESE

• Dating and sex are generally not discussed among Chinese families and schools.

• Many Chinese parents considered dating and pre-marital sex as forbidden even in university students (Shen, 2011).
University students are in the emerging adulthood in life-span development, when they are considering dating as a transitions into marriage and mate selection.
DATING VIOLENCE IN HK

• Dating is not necessary sweet and dating violence has been found in Chinese without great attention.

• In the international dating violence study (IDVS) conducted in university students in 32 countries around the world, HK was the median city with prevalence of physical victimization being 25.6% and sexual coercion being 13% (Chan et al., 2008).
TO PREVENT DATING VIOLENCE IN CAMPUS

There was no available intervention for reducing dating violence for Chinese students.
TO PREVENT DATING VIOLENCE IN CAMPUS

• We understand that peers are always the first line informal network when university students have dating problems.

• Therefore, from the social capital perspectives (Coleman, 1988), the collective benefits derived from student ambassador participation and peer support among their network, we are confident to increase dating violence awareness and strengthen the respect and safe campus culture.
TO PREVENT DATING VIOLENCE IN CAMPUS

- School of Nursing, HKU
- Department of Social Work & Social Administration, HKU
- Partnership with the Center of Development and Resources for students (CEDARS), HKU
Datıng Cafè (C.A.F.E.) Ambassadors programme was a 7.5 hours face-to-face training programme developed by the first author and based on Ajzen’s Theory of Planned Behaviour (Ajzen, 1991).

• The programme consisted of 3 weekly sessions with 2.5 hours each.
DATING CAFÉ (C.A.F.E.)

- Compassion
- Assessment
- Referral
- Education
THEORY OF PLANNED BEHAVIOUR

- Attitudes toward the behaviours
- Subjective norms
- Perceived behavioural control

Behavioural intention

Behaviours
## THE CONTENT

<table>
<thead>
<tr>
<th>Training Sessions</th>
<th>Constructs of Theory of Planned Behaviour</th>
<th>Topic focus</th>
</tr>
</thead>
</table>
| **Session 1**     | Attitudes toward the behaviours          | • Definition of dating violence  
                    |                                           | • Types of dating violence  
                    |                                           | • Power and control in dating relationship  
                    |                                           | • Cycle of dating violence  
                    |                                           | • Warning signs of dating violence  
                    |                                           | • Health impact of dating violence |
| **Session 2**     | Subjective norms and perceived behavioural control | • Practical skills of how to early detect abusive dating relationships  
                    |                                           | • The responsibility to help peers in abusive dating relationships |
| **Session 3**     | Perceived behavioural control            | • Breakup violence  
                    |                                           | • Practical skills of how to respond and help the peers safely  
                    |                                           | • How to encourage dating violence survivors to seek help  
                    |                                           | • Make referrals |
AMBASSADOR HOMEWORK

• Two pieces of homework:

i. case-sharing from peers’ dating violence and the expected feelings of abuser, victim and bystander; and

ii. spreading knowledge of dating violence to 10 university students about the myths and facts of dating violence on campus.

Experiential Learning
Dating Café:
Ambassador Programme to Stop Dating Violence

AMBASSADOR CARD

And please like our Facebook page:
Dating Violence
• Four modified audiotaped dating violence stories were used in the sessions for discussions, role playing, and demonstration.

• The stories were modified by the university student volunteers to enhance relevance, appropriateness and acceptability.
• Type of dating violence
• Power and control
• Cycle of violence
Every behavior has an intention.
SLAPPING ON THE STREET

A cheater’s punishment, Chinese style: Faithless boyfriend forced to kneel in the street while furious woman slapped him

Chui accused of taking girl to his flat without girlfriend Chen’s permission
She ordered him to kneel in the street and began slapping him in the face
Girlfriend, 20, arrested for assault after bystanders called the police

By HUGO GYE
PUBLISHED: 10:36 GMT, 8 October 2013 | UPDATED: 12:01 GMT, 8 October 2013

A Chinese woman has been arrested after forcing her boyfriend to kneel in the street and repeatedly slapping him around the face.
The man was accused of cheating on the woman after bringing another girl back to his flat in Hong Kong.

http://inews.mingpao.com/htm/INews/20131005/gb61559w.htm
5 STEPS MODEL

1. Listen, reassure and explore problem

2. Provide relevant, specific and targeted information

3. Explore coping responses

4. Discuss social support

5. Discuss and explore further needs
CERTIFICATION OF ATTENDANCE

Certificate of Attendance

This is to certify that

has attended

Dating Café: Stop Dating Violence Ambassador Programme

held on October 3 and 10, 2013 at The University of Hong Kong

Programme Instructor (Dr. Janet Y. H. Wong)  Date

10 October 2013
## Study Outcomes

<table>
<thead>
<tr>
<th>Study outcomes</th>
<th>Measurement Tools</th>
<th>Reference</th>
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</thead>
<tbody>
<tr>
<td>Behavioural intention</td>
<td>Bystander Behavioural Scale</td>
<td>Banyard &amp; Moynihan, 2011</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Acceptance of General Dating Violence Scale</td>
<td>Foshee et al, 1996</td>
</tr>
<tr>
<td>Subjective norm</td>
<td>Subjective Norm Scale</td>
<td>Amar, 2009</td>
</tr>
<tr>
<td>Perceived behavioural control</td>
<td>Perceived Behavioural Control Scale</td>
<td>Ajzen &amp; Madden, 1986</td>
</tr>
<tr>
<td>Feasibility of the programme</td>
<td>Participant satisfaction questionnaire</td>
<td></td>
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</table>
PROCEDURES

• Ethical approval of this study was obtained from the university of Hong Kong/Hospital Authority Hong Kong west cluster joint institutional review board (UW 13-489).

• Voluntary and anonymous participation

• To ensure anonymity and confidentiality, the participants were asked to create his/her own “pseudo-code” consisting of a favourite fruit and last 4 digits of the university student number. The participants were asked to use the same pseudo-code for the post-test questionnaire.
### PARTICIPANTS CHARACTERISTICS

<table>
<thead>
<tr>
<th></th>
<th>n (%)</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (years)</td>
<td></td>
<td>22 (3.2)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2 (12.5)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>14 (87.5)</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>8 (50.0)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>4 (25.0)</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1 (6.3 )</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>3 (18.8)</td>
<td></td>
</tr>
<tr>
<td>Dating status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>2 (12.5)</td>
<td></td>
</tr>
<tr>
<td>In a relationship</td>
<td>8 (50.0)</td>
<td></td>
</tr>
<tr>
<td>Dated in the past</td>
<td>6 (37.5)</td>
<td></td>
</tr>
<tr>
<td>Duration of current/last dating relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>2 (12.5)</td>
<td></td>
</tr>
<tr>
<td>More than 1 week to 6 months</td>
<td>2 (12.5)</td>
<td></td>
</tr>
<tr>
<td>More than 6 months to 1 year</td>
<td>2 (12.5)</td>
<td></td>
</tr>
<tr>
<td>More than 1 year to 3 years</td>
<td>7 (43.8)</td>
<td></td>
</tr>
<tr>
<td>More than 3 years</td>
<td>3 (18.8)</td>
<td></td>
</tr>
<tr>
<td>History of dating violence in the past year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological abuse</td>
<td>3 (18.8)</td>
<td></td>
</tr>
<tr>
<td>Physical violence</td>
<td>2 (12.5)</td>
<td></td>
</tr>
<tr>
<td>Friends with history of dating violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>6 (37.5)</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10 (62.5)</td>
<td></td>
</tr>
</tbody>
</table>
RESULTS

Pre- and Post-intervention Study Outcomes

- Bystander Behaviour Scale
- Acceptance of General Dating Violence Scale
- Subjective Norm
- Perceived Behavioural Control Scale

Mean Score

- Pre-intervention
- Post-intervention
Unmeasurable outcomes
Unmeasurable outcomes

Qualitative study also helps in evaluating and modifying the programme.
DATING CAFÉ AMBASSADORS
LESSON LEARNED

• Feasible to conduct ambassador training to reduce dating violence in university campus

• Need to engage students for programme development and participant recruitment

• Provide a relaxing environment with dimmed light and musical background

• Effective catalyst for leaving abusive relationship: Responding the needs of the peer according to the stage of dating
REFERENCES


