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RECOGNITION OF AND ATTITUDES TOWARD, INTIMATE PARTNER
VIOLENCE AMONG SAMPLED UNIVERSITY STUDENTS

BY

SAMANTHA M. WOBSCHELL

A THESIS SUBMITTED

IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

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IN

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MANKATO, MN

MAY 2014

RECOGNITION OF AND ATTITUDES TOWARD, INTIMATE PARTNER
VIOLENCE AMONG SAMPLED UNIVERSITY STUDENTS

Samantha M. Wobschall

This thesis has been examined and approved by the following members of the
student's committee.

Dr. Dawn Larsen- Committee Chair

Dr. Judith Luebke- Committee Member

Dr. Amy Hedman- Committee Member

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Abstract

RECOGNITION OF AND ATTITUDES TOWARD, INTIMATE PARTNER VIOLENCE AMONG SAMPLED UNIVERSITY STUDENTS

By Samantha M. Wobschall, Minnesota State University, Mankato 2014, 61 pages

The purpose of this research was to further explore university students' recognition of instances of intimate partner violence and their attitudes toward this issue. A total of 382 male and female university students from a mid-sized public university participated in the survey. Findings show that 97% of participants were able to accurately identify the scenario that did not depict intimate partner violence, however rates of recognition ranged from 51% to 90% for scenarios that did depict IPV. Through an independent t-test, this research found that there was a significant difference when comparing male and female students' ability to accurately recognize scenarios of intimate partner violence. Female participants were more likely to accurately identify scenarios, compared to male participants. This research found that negative attitudes toward intimate partner violence were common among participants, at least 75% of participants disagreed to all statements that depicted abusive and violent behaviors. Sixty-two percent of participants believed that their specific university had resources available for victims of IPV, however 63% of participants were unable to identify any of those resources.

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Chapter I: Introduction

In the 1970's, partly through the feminist movement, increased awareness and recognition was brought to the issue of violence against women (Mitchell, 2009). During this time the terms "spousal abuse", "wife battery" and other similar descriptions were used to depict this violence. Research revealed that violence was also occurring outside of marital relationships, including individuals who were in dating relationships. The term "domestic violence" was then and still is, widely used to replace the previous terms. Two decades after this recognition the Centers for Disease Control suggested that the term "intimate partner violence" (IPV) be used to help describe these volatile situations more accurately (Saltzman, Fanslow, McMahon, & Shelley, 1999).

"Intimate partner violence includes physical violence, sexual violence, threats of physical or sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner" (Diaz & Hayes, 2012, p. 42). Intimate partners refer to romantic or sexual partners of the same or differing genders. These individuals may or may not be cohabitating. Evidence and past research on IPV have indicated that dating couples are more likely to become violent with one another as opposed to married couples (Narbors & Jasinski, 2009). More specifically, college students are at a heightened level of experiencing IPV (Narbors & Jasinski, 2009). Rates of reported intimate partner violence range from 20% (Arias & Johnson, 1989; Makepeace, 1981) to 50% (Bethke & DeJoy, 1993). However, generally, research finds that approximately 30% of college students will at some point in time be physically assaulted by their partner (Bryant & Spencer, 2003).

Statement of the Problem

IPV has been researched for decades and is shown to be prevalent among university students. “More than one-fifth of the undergraduate dating population are physically abused by their dating partners and an even greater percentage are psychologically abused” (Iconis, 2013, p. 112). In 2007 research was conducted on Minnesota State University, Mankato’s campus by Cassandra Sassenberg. This research found that 32.8% (n=175) of 536 respondents reported involvement in an act of IPV in the previous 12 months. This violence ranged from minor slapping incidents to violent sexual acts. Her survey instrument was based upon a previous survey that had been completed on the same campus in 1985 by Olday, Keating, Wesley, and Bowman. The first study, completed 22 years prior to Sassenberg’s study, found that 24% of respondents reported being involved in IPV incidents in the past year, showing an increase of IPV among students attending the same university.

Not only are IPV rates remaining the same or increasing, research on attitudes toward IPV is underdeveloped. “The potential significance of attitudes toward IPV is highlighted by an extensive literature in health psychology and social psychology in which attitudes are emerging as important in the prediction of actual behaviors, as well as the acceptance of various behaviors” (Fincham, Cui, Braithwaite & Pasley, 2008, p. 267). Also, little research has also been completed on students’ ability to accurately identify abusive relationships scenarios.

Significance of Problem

With evidence indicating IPV rates have increased, more research on this topic is needed. Understanding individuals’ attitudes towards IPV and their abilities to accurately

identify abusive behaviors can lead to improved prevention programming. Identifying attitude differences and increased knowledge on what constitutes abusive behaviors can better direct effective interventions. Knowledge can help health educators, counseling staff and other professionals who work with the university population to improve what is lacking in current interventions aimed at IPV awareness and prevention. There is a great need for interventions at this stage in life because violence that occurs between intimate partners while attending college is likely to continue in future relationships if the violence is not addressed and behaviors do not change (Pirog-Good & Stets, 1989).

Purpose of Research

The purpose of this research was to assess university students' ability to recognize situations of intimate partner violence. The study also focused on the attitudes of sampled Minnesota State University, Mankato students towards IPV and how students perceived the resources on their campus.

Research questions

1. What portion of sampled university students are able to recognize scenarios of intimate partner violence?
2. Do sampled male and female university students differ in their ability to recognize intimate partner violence?
3. What are sampled university students' attitudes toward intimate partner violence?
4. Do sampled university students believe intimate partner violence is a concern on their campus?
5. What do sampled university students perceive to be the rate of intimate partner violence is on their campus?

6. What portion of sampled university students believe their campus has resources for victims of intimate partner violence?

Limitations

1. Participants may choose not to complete the survey because of the sensitive nature of the topic.
2. Survey answers reflect university students' attitudes at a specific point in time.
3. Data collected may not be representative of all university students.
4. Survey instrument may not assess all attitudes or situations involving IPV.
5. Since participation is voluntary, the ultimate sample size may limit the scope of analysis.
6. Because the student body is primarily Caucasian, the sample may not be representative of all ethnic groups.

Delimitations

1. The sample was restricted to university students attending a single university during a single semester.
2. Survey instrument only allowed individuals to select from male or female in the demographic question related to one's gender.
3. Survey instrument used a four point Likert scale, not allowing participants to answer neutral to any of the attitude questions.

Assumptions

1. Participants answered survey instrument questions truthfully and to the best of their ability.

2. The research survey provided a reasonably accurate assessment of university students' attitudes toward IPV.
3. The random sample was representative of the university student population.

Definition of terms

- “Intimate partner violence (IPV) is defined as physical, sexual or psychological harm to a person by a current or former partner or spouse. This type of violence can occur among heterosexual and same-sex couples and does not require sexual intimacy” (Centers for Disease Control, 2005, p. 1046). The term dating violence may be used in some sources in place of intimate partner violence, however they hold the same definition for this study.
- The terms “college” and “university” may be used interchangeably to describe the age/group of students who are the focus of this study.

Chapter II: Literature Review

Introduction

Intimate partner violence (IPV) is harm that occurs in intimate relationships. This harm or abuse can be seen in physical or sexual violence, verbal or psychological abuse, and controlling behaviors acted out by a current or past intimate partner. IPV is a serious problem throughout the world, effecting millions of individuals each year (Shorey, Tirone, Nathanson, Handsel, & Rhatigan 2013). Several studies have been completed on rates of IPV among the general population and students attending college. However little research has been conducted on university students' abilities to accurately identify IPV scenarios and their attitudes toward IPV. Student's attitudes and ability to recognize IPV may play a role in the occurrence of IPV on university campuses. The rest of this chapter will review literature focusing on social norms theory, the Power and Control Wheel concept, intimate partner violence specifically among university students, including their ability to recognize IPV, and their attitudes toward IPV.

Social Norms Theory

Social norms help to form the basis as to what behaviors are appropriate and what behaviors are inappropriate (Neighbors et al., 2010). Social norm theory was initially suggested by H. Wesley Perkins and Alan Berkowitz in 1986 to analyze drinking patterns in university students. From their study they determined students regularly overestimated how supportive of permissive drinking behaviors their peers were. They also concluded that this overestimation could help predict how much an individual would likely drink (Berkowitz & Perkins, 1986a). Although the first application on social norms theory was

on drinking patterns, the theory has been used to create interventions to help foster behavior change by encouraging change in several other health-risk behaviors such as: smoking, driving while intoxicated, and driving without a seat belt (Berkowitz, 2003). Regarding violence preliminary studies have shown promise in empowerment of individuals to prevent violence and foster an environment that promotes violence prevention. (Berkowitz, 2005).

“Social norms theory describes situations in which individuals incorrectly perceive the attitudes and/or behaviors of peers and other community members to be different from their own” (Berkowitz, 2003, p. 259). An individual’s idea as to what is “normal” among his or her peers can cause expression or rationalization of unhealthy or “problem” behaviors and inhibition or suppression of healthy behaviors (Berkowitz, 2003). “Social norms theory can also be extended to situations in which individuals refrain from confronting the problem behavior of others because they incorrectly believe the behavior is accepted by their peer group” (Berkowitz, 2003, p. 260). Berkowitz (2003) found that college men tend to underestimate their peers’ willingness to intervene in situations of rape and their concern about risky sexual situations toward women. He also found that male college students overestimated peers’ adherence to ideas that justify rape (Berkowitz, 2003). These misperceptions are formed when individuals observe a minority of individuals indulging in that particular unhealthy behavior and then remember that behavior. Although responsible behaviors are more common they tend to be less visible (Berkowitz, 2003).

Although research on social norms and its connections with IPV perpetration have been less widely researched, recent studies have found a connection to normative

misperceptions of IPV and rates of perpetration (Neighbors et al., 2010). Perpetrators of abuse tend to over-estimate the prevalence of abusive behaviors in relationships (Neighbors et al., 2010). “They tend to justify their abuse based on assumptions of others’ behaviors or general acceptance of violence toward women” (Neighbors et al., 2010, p.371-372).

Power and Control Wheel Concept of Intimate Partner Violence

The Power and Control Wheel, also known as the Duluth Model is widely used throughout the world to help identify characteristics intimate partner violence. This model has been used in all 50 states in the US and 17 countries (Pheifer, 2010). The model has been adapted to fit other populations that suffer from abuse or unfair treatment as well. Historically IPV was considered a ‘personal problem’ where the focus was placed on fixing the relationship; in the Power and Control model the goal is to stop the violence rather than fix the relationship (Pence, 1989).

IPV is defined as a “pattern of coercive control” (Pence, 1989). Perpetrators use power to gain control over their victims through the use of threats of violence or actual acts of violence. The power and control wheel was developed in the early 1980’s in Duluth, MN by Domestic Abuse Intervention Project staff and is used to help illustrate abuse to perpetrators, victims, and the public. This model, helps to show how batterers in abusive relationships gain power and control over their victims. The model was created to help bring communities together to better understand violent relationships and find a solution to end them. The model uses the visual of a wheel “each spoke represents a tool or type of an external social power resource that the batterer can use to exercise their

dominance over their intimate partner, with dominance being a behavior that has the acquisition of power and control as its objective” (Wagers, 2012, p. 30).

This diagram is used to point out a model of the pattern of abuse and violence between individuals. Pence, one of the developers of the Duluth Model, stated that her program “assumes battering is not an individual pathology or mental illness but rather just one part of a system of abusive and violent behaviors to control the victim for the purposes of the abuser” (Pence, 1989, p. 30).



Figure 2.1 Domestic Abuse Intervention Project

Intimate Partner Violence among University Students

Intimate partner violence can occur throughout all ages and stages of life.

Makepeace (1986) completed one of the earliest studies of intimate partner violence pertaining to college students. Findings showed that approximately 20% of students had experienced at least one incident of physical violence while dating. Since Makepeace's (1986) study, college rates of physical assault towards an intimate partner have been reported, ranging from 20% to 50% (Nabors & Jasinski, 2008). Between 5% and 20% of students engage in severe physical assault against an intimate partner (Straus, 2004). These severe acts of violence can include punching, choking, kicking, or attacking their partners with a weapon (Straus, 2004).

Research is beginning to support the gender symmetry theory in that men and women perpetrate intimate partner violence at similar rates (Makepeace, 1986; Straus, 2004). However Makepeace (1986) found that most college women who perpetrated violence in a dating relationship were doing so out of self-defense, more so than men. Men's motives for perpetrating violence toward a significant other were more often reported to be related to intimidating their partner or out of uncontrollable anger (Makepeace, 1986). When women are the perpetrators of intimate partner violence, injuries are often reported to be less severe and occur less often, than when men are perpetrators (Makepeace, 1986).

Research by Forke, Myers, Catalozzi and Schwarz (2008) published in ARCH Pediatric Adolescent Medicine Journal found that 44.7% (n=407) of surveyed college students reported experiencing violence in a relationships. Of those surveyed students 27.7% (n=252) experienced emotional violence, 24.9% (n=227) experienced sexual

violence and 20.9% (n=190) experienced physical violence. Of the 910 students surveyed 35% (n=322) reported experiencing violence in a relationship prior to attending college, where as 24.9% (n=227) reported being in a violent relationship while attending college.

Fifth and Pacific Company Inc. (formerly Liz Claiborne Inc.) commissioned Knowledge Networks (2011) to complete a survey on dating violence among college students, of the 508 individuals surveyed 58% (n=294) reported that they wouldn't know how or what to do to help someone who is a victim of dating abuse. Of that same sample 38% (n=193) reported that they didn't know how to receive help on their own campus if they were a victim of dating abuse. In the American College Health Association-National College Health Assessment completed in spring of 2013, 42.7% of respondents reported that they had not receive information on topics of sexual assault/relationship violence prevention. Almost forty percent (39.7%) of those same respondents stated that they would like to receive information on sexual assault and relationship violence prevention.

It is worth noting that rates of IPV reported may differ greatly due to the researcher's collection methods. Certain studies may only focus on one form of IPV and use a very narrow definition, while others may focus on more than one specific type and use a much broader definition. Other factors that affect reported rates can include the time span considered such as, lifelong prevalence versus last 12 months, and reporting of past experiences or only experiences with current partner. Nevertheless, with these high rates of violence among this population it is not surprising that three fourths of college students identify IPV as a major health, social and personal safety concern (Knickrehm & Teske, 2000).

Ability to Recognize Intimate Partner Violence

While attending college students may be experiencing their first intimate relationship. They may not be able to recognize verbal or psychological abuse at the time of the incident. In a 2011 college dating violence and abuse poll collected by Knowledge Networks, it was found that of their respondents who reported being in a violent relationship, 70% were not aware at the time that they were in an abusive relationship. In this same poll, 57% of participants said it is difficult to identify dating abuse.

Female college students who had a history of intimate partner violence believed they were at a heightened risk of becoming a victim again in future relationships (Helweg-Larsen, Harding & Kleinman, 2008). Risk recognition deficits have been found in victims who have experienced a sexual assault in that, they were less like to identify a sexually threatening situation like acquaintance rape, than individuals who had not experienced this trauma (Witte & Kendra, 2010). However there is limited research on physical dating violence and victim's ability to recognize when presented with physically aggressive dating situations. Witte and Kendra (2010) used video vignettes to determine students' abilities to recognize IPV scenarios and how recognition differed between individuals who had reported being in abusive relationships currently or in the past. Their study found that IPV victims agreed less often with the statement "this has gone too far" than those who didn't report being in an abusive relationship. Self-reported victims were also less likely to believe the interaction had gone too far throughout the entire vignette and were less able to recognize subtle forms of abuse (Witte & Kendra, 2010).

"Some researchers have found that risk recognition is more difficult when the perpetrator is known to the victim or they are involved in a romantic relationship, as if

they are misinterpreting threatening cues” (Witte & Kendra, 2010, p. 2202). Individuals who have suffered from a trauma like IPV often misinterpret their partner’s violent or abusive behaviors as a sign of affection or love (Witte & Kendra, 2010). It also may become more difficult for women to notice and interpret these situations as threatening when they may feel comfortable with the individual with whom they are in a relationship (Witte & Kendra, 2010).

Attitudes toward Intimate Partner Violence

Based upon this literature review, to date, little research has been completed on the association of accepting attitudes toward violence in relationships and perpetration of violence in intimate relationships. Roscoe (1985) conducted a study using an open ended instrument and asked female students to list five forms of physical force they believed were acceptable and five situations they believed it was acceptable to use physical force. Out of the 126 female students who were surveyed 70% thought at least one form of violence was acceptable (Roscoe, 1985).

In 2005 the Intimate Partner Violence Attitude Scale (IPVAS) was developed, previous scales had been created to only assess prevalence and severity of IPV (Smith, Thompson, Tomaka, & Buchanan, 2005). The questions on this scale were developed after researchers reviewed previous research that mainly addressed the prevalence and severity of IPV (Smith et al., 2005). “The initial version of the IPVAS, developed by the researchers, contained 30 attitudinal items concerning violent behaviors in intimate partner relationships” (Smith et al., 2005). Modified versions of this scale have been used in other research.

Gender role and gendered violence attitudes have been shown to influence rates of IPV. Stith, Smith, Penn, Ward and Tritt (2004), indicated that there were strong correlations between individual's attitudes and violence perpetration. "Males who endorse both traditional gender role attitudes and attitudes accepting of IPV are more likely to physically assault partners than those endorsing either traditional gender role ideologies or attitudes supportive of IPV alone" (Nabors & Jasinski, 2009, p. 59). Nabors and Jasinski (2009) found that more acceptance of male heterosexual violence and traditional gender-roles had a significant statistical association with higher rates of physical assaults. This, in turn, supports the conclusion that attitudes supportive of both gender violence and gender role stereotypes positively correlate with intimate partner violence perpetration (Nabors & Jasinski, 2009). Research has also found that males are more accepting of violence than females (Ulloa, Jaycox, Marshall, & Collins, 2004). This finding, coupled with Nabors and Janiski's (2009) similar conclusion might help to confirm why males are often associated with the perpetrator roles, rather than the victim.

Summary

Intimate partner violence is a public health concern, continuing to occur at alarming rates on university campuses. The social normative theory is now being used to better understand these rates among this particular population. The power and control wheel has also been used throughout the world to explain the epidemic of intimate partner violence to the perpetrators, victims and the general public. In the past most research has focused on the prevalence of intimate partner violence on university campuses, however research is now being conducted on student's attitudes, their ability to recognize intimate partner violence and resources. Previous studies point out the difficulty individuals have with

recognizing abusive relationships. Past research also indicates that positive attitudes toward IPV and normal male heterosexual stereotypes increases the rates of IPV.

Chapter III: Methods

Introduction

This chapter will outline the research design, instrumentation, participant selection, data collection, and data analysis of this research. The purpose of this study is to further examine sampled university students' abilities to accurately identify scenarios of IPV and their attitudes toward intimate partner violence. This research will also examine sampled university students' abilities to identify IPV interventions and services already in place at their particular university.

Description of the Research Design

This study was implemented using non-experimental, quantitative research methods to obtain information pertaining to intimate partner violence among sampled university students. A cross-sectional survey was created to determine sampled university students' abilities to accurately identify scenarios of intimate partner violence, their attitudes toward IPV and their ability to identify resources for victims of IPV on their campus. Sampled undergraduate students at a mid-sized university in South Central Minnesota were asked to complete a 25-item survey in order to answer the following research questions:

1. What portion of sampled university students are able to recognize scenarios of intimate partner violence?
2. Do sampled male and female university students differ in their ability to recognize intimate partner violence?
3. What are sampled university students' attitudes toward intimate partner violence?

4. Do sampled university students believe intimate partner violence is a concern on their campus?
5. What do sampled university students perceive to be the rate of intimate partner violence is on their campus?
6. What portion of sampled university students believe their campus has resources for victims of intimate partner violence?

Instrumentation

A 25-item survey, Intimate Partner Violence Recognition and Attitude Survey, related to intimate partner violence was developed for use in this study (Appendix A). Five scenarios were created by the researcher and 11 questions were taken from the Intimate Partner Violence Attitude Scale (IPVAS) (Smith, Thompson, Tomaka, & Buchanan, 2005) (Appendix A). The researcher gained permission to use a portion of the IPVAS through its publisher (Appendix C). The researcher developed survey was given to a panel of experts (n=5) working in the field of women's rights, health education and counseling to verify the face and content validity of the survey instrument. Changes were made to the survey instrument as suggested from the panel of experts. A pilot study was also conducted on a group of students fitting the same characteristics of the sample population to test for validity (n=48). An additional answer option (not sure) was added to question thirteen on the Intimate Partner Violence Recognition and Attitude Survey, due to a suggestion made by pilot study participants.

The survey instrument consisted of 4 sections. The first section tested the participant's ability to recognize situations of IPV. Five scenarios were given and participants were asked to answer (yes or no) if IPV occurred.

The second section of the survey consisted of questions relating to the participant's attitudes toward intimate partner violence. This section consisted of 11 questions from the IPVAS. The students were asked to answer the questions using a four-point Likert scale (strongly agree to strongly disagree).

The third section asked questions pertaining to participants' own campus. Survey questions asked the participant to answer questions on resources for victims of IPV available and on perceptions of rates of intimate partner violence among their peers at their university.

The fourth section was designated to collect demographic data about participants, including gender, age, year in school, ethnicity and their current relationship status.

Participant Selection

Prior to the collection of any data the Institutional Review Board (IRB) at Minnesota State University, Mankato approved the study (Appendix D). Three hundred and eighty two students participated. The researcher reviewed the 2014 spring semester schedule and found classes consisting of 25 students or more throughout different academic disciplines. The researcher then contacted those instructors asking permission to distribute the survey to students during scheduled class time. Surveys were collected in three health 101 classes, two sociology 101 classes, two health 210 classes, two health 311 classes, and one gender and women's studies 120 class.

The participants were required to be of legal age of consent (18 years or older). The participants received a copy of the consent form (Appendix E) to keep for their records. The participants did not receive any incentives for completing the survey. This survey was administered in paper form during regularly scheduled class time.

Data Collection

The researcher read the consent form and every participant was given a copy to keep for their records. This consent statement contained information on the purpose of this study, potential risks, and the participants' rights regarding their voluntary participation in the study. A pilot test was completed (n=48) on February 25, 2014 in a health 101 class. Students were given the survey and consent form in paper form during regularly scheduled class time. The students were asked to complete the survey and write down any comments or questions they may have for all questions on the survey. Data was collected between February 26, 2014 and March 6, 2014.

Data Analysis

The findings were analyzed quantitatively using a cross-sectional analysis of the survey. Data was entered into an SPSS spreadsheet for analysis. An independent sample T-test was used to compare genders in their ability to recognize if intimate partner violence occurred in each scenario. Cronbach alpha was used to determine internal consistency and reliability for the modified version of the IPVAS that was used for the final survey instrument. A cronbach alpha score of 0.81 was calculated.

Chapter IV: Findings and Discussion

The purpose of this study was to measure university students' ability to recognize intimate partner violence, determine what their attitudes are towards IPV and their perceptions of IPV on their campus. A 25-item survey was developed including five scenarios and eleven questions from the existing Intimate Partner Violence Attitude Scale. Four other questions were asked pertaining to perceived rates of IPV on participants' campus, as well as available resources for victims of IPV. This chapter reports findings from the quantitative analysis of data by answering each research question.

Demographic Results

Of the 382 students surveyed, 39.6 % (n=151) were male, and 60.4% (n=230) were female. Eighty percent (n=230) of participants were Caucasian. Seventy four percent (n=280) of participants were between the ages of eighteen and twenty. Seventy two percent (n=271) of participants were either freshman or sophomores in college. Relationship status was fairly even, 48% (n=179) reported being single, while 48% (n=181) reported being in a relationship.

Table 4.1
Demographic of Participants'

Variable	%	n
Race		
Caucasian	80.4	304
African American	7.9	30
Hispanic	1.6	6
Asian/Pacific Islander	5.0	19
Native American/American	.3	1
Indian/Alaskan Native		
Biracial/Multicultural	2.1	8
Other	2.6	10
Gender		
Male	39.6	151
Female	60.4	230
Age		
18	19.9	76
19	30.2	115
20	23.4	89
21	10.0	38
22	7.9	30
23+	8.7	33

Variable	%	n
Student Status		
Freshman	41.5	156
Sophomore	30.6	115
Junior	17.6	66
Senior	10.1	38
Graduate Student	0.3	1
Relationship Status		
Single	47.6	179
In a Relationship	48.1	181
Married	1.9	7
Divorced	0	0
Widowed	0	0
Other	2.4	9
N=382		

Findings by Research Question

Question 1: What portion of sampled university students are able to recognize scenarios of intimate partner violence?

Participants were asked to read five scenarios and indicate, by selecting yes or no, which scenarios depicted intimate partner violence (survey questions 1-5). Frequency statistics were calculated for questions one through five from the Intimate Partner Violence Recognition and Attitude Survey. Of the three hundred and eighty one participants who responded to these five questions the mean score was 3.66 (SD=1.19). For scenario one 65.4% (n=250) accurately identified that IPV took place. For scenario two 51% (n=195) accurately identified that IPV took place. For scenario three 97.1% (n=371) accurately identified that IPV did not take place. For scenario four 89.8% (n=343) accurately identified that IPV took place. For the final scenario, scenario five, 62.2% (n=237) accurately identified that IPV took place (table 4.2, Appendix H).

Question 2: Do sampled male and female university students differ in their ability to recognize intimate partner violence?

An independent t-test was calculated for questions one through five on the Intimate Partner Violence Recognition and Attitude Survey. There was a significant difference in male participants' abilities to accurately identify scenarios of IPV compared to female participants. $t(301.45)=-3.42, p<.05$.

Table 4.2

Sampled University Students Responses to Intimate Partner Violence Scenario Questions

Item	Males	Females	All
	%(n)	%(n)	%(n)
Scenario 1			
*Yes	62.9(95)	67.4(155)	65.4(250)
No	37.1(56)	32.6(75)	34.6(132)
Scenario 2			
*Yes	41.1(62)	57.8(133)	51.0(195)
No	58.9(89)	42.2(97)	49.0(187)
Scenario 3			
Yes	2.6(4)	2.6(6)	2.6(10)
*No	97.3(146)	97.4(224)	97.1(371)
Scenario 4			
*Yes	84.8(128)	93.0(214)	89.8(343)
No	15.2(23)	7.0(16)	10.2(39)
Scenario 5			
*Yes	53.0(80)	68.1(156)	62.0(237)
No	47.0(71)	31.9(73)	37.7(144)
*Correct answer			

Questions 3: What are sampled university students' attitudes toward intimate partner violence?

Frequency data was calculated for questions one through eleven in section two of the Intimate Partner Violence Recognition and Attitude Survey. Participants were asked to respond on a four point Likert scale, ranging from strongly agree to strongly disagree, for each statement. At least 75% of participants disagreed to all statements. All statements had a range of 1 to 4, meaning someone answered strongly agree to strongly disagree for all statements posed except statement 4; no one strongly agreed with the statement "During a heated argument it is okay for me to say something that will hurt my partner on purpose". Two statements had higher rates of participants agreeing to them, than the other nine. "I think my partner should give me a detailed account of what he or she did during the day" had 18.6% agreeing, and "It is okay for me to tell my partner not to talk to someone of the opposite sex" had 22% of participants agreeing. All other statements had less than 14% of participants that agreed to the statement.

Table 4.3

Sampled University Students Attitudes toward Intimate Partner Violence

Item	*SA	A	D	SD	Missing
	%(n)	%(n)	%(n)	%(n)	%(n)
Threatening a partner is okay as long as I don't hurt him or her:	0.5(2)	0.8(3)	33.0(126)	65.7(251)	0.0(0)
During a heated argument, it is okay for me to bring up something from my partner's past to hurt him or her:	0.3(1)	4.5(17)	52.9(202)	41.9(160)	0.5(2)
As long as my partner doesn't hurt me, threats are excused:	0.3(1)	3.4(13)	45.0(172)	51.0(195)	0.3(1)

Note:

*SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

	*SA	A	D	SD	Missing
	%(n)	%(n)	%(n)	%(n)	%(n)
During a heated argument, it is okay for me to say something to hurt my partner on purpose:	0.0(0)	5.2(20)	51.6(197)	42.9(164)	0.3(1)
I don't mind my partner doing something just to make me jealous:	0.8(3)	8.1(31)	44.8(171)	46.3(177)	0.0(0)
It is no big deal if my partner insults me in front of others:	0.3(1)	4.7(18)	29.3(112)	65.7(251)	0.0(0)
It is okay for me to blame my partner when I do bad things:	0.3(1)	1.8(7)	38.2(146)	59.7(228)	0.0(0)

Note:

*SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

	*SA	A	D	SD	Missing
	%(n)	%(n)	%(n)	%(n)	%(n)
It is okay for me to accept blame for my partner doing bad things:	0.3(1)	7.9(30)	44.2(169)	47.1(180)	0.5(2)
I think my partner should give me a detailed account of what he or she did during the day:	0.3(1)	18.6(71)	57.3(219)	23.3(89)	0.5(2)
It is okay for me to tell my partner not to talk to someone of the opposite sex:	1.6(6)	22.0(84)	50.5(193)	25.9(99)	0.0(0)

Note:

*SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

	*SA	A	D	SD	Missing
	%(n)	%(n)	%(n)	%(n)	%(n)
I would be flattered if my partner told me not to talk to someone of the opposite sex:	0.3(1)	13.4(51)	55.0(210)	31.2(119)	0.3(1)

Note:

*SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Question 4: Do sampled university students believe intimate partner violence is a concern on their campus?

Participants were asked to identify if they believed intimate partner violence was a problem on their campus (using a likert scale, strongly agree to strongly disagree). Of the 379 participants that responded to this question (question 12) 8.7% (n=33) strongly agreed, 49.9% (n=189) agreed, 38% (n=144) disagreed, 3.4% (n=13) strongly disagreed. Participants were also asked to identify what they believed the rate of intimate partner violence was on their campus.

Question 5: What do sampled university students perceive to be the rate of intimate partner violence is on their campus?

Of the 380 participants who answered this question (question 15) 86% (n=327) believed the prevalence of IPV on their campus was between 1-50%. Fifty-three percent of participants indicated that they believed the prevalence of IPV was between 21 and 50%,

Table 4.4

Sampled University Students Perceived Prevalence of Intimate Partner Violence on Their Campus

Item	%	n
1-10%	10	38
11-20%	22.9	87
21-30%	25.5	97
31-40%	17.1	65
41-50%	10.5	40
51-60%	7.4	28
61-70%	3.4	13
71-80%	1.8	7
81-90%	0.5	2
91-100%	0.8	3

Question 6: What portion of sampled university students believe their campus has resources for victims of intimate partner violence?

Participants were asked to answer two questions pertaining to availability of resources on their campus (question 13 and 14), if they believed there were resources to address the issue of intimate partner violence. Of the 380 participants who answered this question 12.0% (n=46) strongly agreed, 50.3% (n=192) agreed, 4.2% (n=16) disagreed, 0.5% (n=2) strongly disagreed and 32.5% (n=124) were not sure. Question 14 on the Intimate Partner Violence Recognition and Attitude Survey asked participants to identify those resources, 63.1% (n=241) of participants left this question blank. Of the 141 participants who wrote an answer to this question, 30 were able to identify more than one resource. Of the resources indicated, counseling, the women's center and campus security were named the most. Fifty-nine participants wrote down the women's center, fifty-seven wrote down counseling or therapist and twenty-five wrote down campus security. Other resources that were named included: police (n=3), health services (n=8), LGBT (n=4), and hotlines (n=3).

Summary

The focus of this study was to identify university student's attitudes toward IPV and their ability to recognize scenarios of intimate partner violence. Secondly, this study investigated how male and female students differed in their ability to accurately identify scenarios of IPV. Finally, this study examined sample students' perception of percentage of students on their campus involved in intimate partner violence and their ability to identify resources that were available on their campus. Three hundred and eighty two students from undergraduate classes with 25 or more students participated in this study.

A statistically significant difference was found between male and female participants' ability to accurately identify scenarios of intimate partner violence. Females were able to identify all the scenarios more accurately compared to male participants. However males and females were almost identical in their ability to accurately identify the scenario in which IPV did not take place (scenario 3). Ninety-seven percent of both male and female participants answered this question correctly in stating that IPV did not take place.

Participants of this research had relatively negative attitudes toward IPV. All means for questions 1-11 in section two of the Intimate Partner Violence Recognition and Attitude survey demonstrated that the majority of participants disagreed with the statements.

Fifty percent of participants believed that intimate partner violence was an issue on their campus and 50.5% believed that their campus had resources available for victims of IPV. However, 32.5% of participants were not sure if their campus had resources and 63.1% of participants were unable to identify, by name, any of those resources. Fifty-three of participants stated that the rate of IPV occurring among their peers' was between 20-50%.

Chapter V: Summary, Conclusion, and Recommendations

Summary

Prevalence rates of intimate partner violence on university campuses has been well researched and documented. However students' attitudes toward intimate partner violence and their ability to recognize intimate partner violence scenarios has not been widely investigated. More research needs to be conducted in order to understand why rates of IPV have remained significantly high among those individuals attending college, between 20-50% (Nabors & Jasinski, 2008).

Recognizing situations of intimate partner violence can be difficult and becomes more complex due to the normalization and acceptance of violence within our society. Research has shown that males are more accepting of violence than females (Ulloa, Jaycox, Marshall, & Collins, 2004). This study found there was a significant difference between male and female participants' ability to accurately recognize scenarios of intimate partner violence. Females were more likely to accurately identify scenarios that depicted abusive behaviors were. However in the scenario in which intimate partner violence was not depicting, male and female participants had almost identical rates in identifying the healthy relationship accurately.

Fifty percent of participants indicated that their campus has resources available to victims of intimate partner violence. However, 32.5% (n=124) of participants stated that they weren't sure if their campus had resources for victims of IPV. Knowledge Networks (2011) had fairly similar findings. Of their participants, 38% were unable to identify resources on their campus.

Conclusion

In this study 97% of participants were able to recognize the scenario where IPV had not taken place, but incorrectly identified certain scenarios where it had. It was not surprising to see that students struggled to recognize intimate partner violence when control was the main abuse that was occurring, rather than a threat or actual act of physical violence. Perhaps if scenarios depicted physical abuse or verbal abuse, such as name calling, acts that most individuals associate with violence, participants would have been able to identify IPV scenarios more accurately. It may appear as if control in relationships has become somewhat normalized. Three participants wrote comments on the surveys near the scenario questions stating “it’s a bad relationship but not abusive”. These comments indicate that there is a disconnect between abuse, a pattern of behaviors, and what a healthy relationship looks like.

The scenario that seemed to give participants the most trouble dealt with a male individual telling his female partner what she could and could not wear. For this scenario 51% of participants accurately identified this as IPV, more male participants incorrectly answered (58%) this question than males that accurately identified it (41%). This may be due to the view of male privilege, male partners are able to have control over their significant other without it being viewed as wrong or abusive.

The normalization of control within intimate relationships is shown in not only some of the scenarios and the number of participants who were able to accurately identify those but also some of the attitude questions. On the attitude scale the two questions that were most commonly agreed with were “I think my partner should give me a detailed account of what he or she did during the day”, 18.6% (n=71) agreed and “It is okay for

me to tell my partner not to talk to someone of the opposite sex”, 22% (n=84) agreed.

Both depicting situations where control is exhibited.

A majority of participants (75% or more) showed negative attitudes, by indicating “disagree” for all questions, toward intimate partner violence in this research. However there were some participants who were agreeing and even strongly agreeing to almost all the statements; showing accepting attitudes toward behaviors that would be considered abusive or violent. This researcher was surprised by some of the rates of those who agreed to statements in this section of the survey.

This researcher was also surprised that some participants would select high percentages to indicate the prevalence of IPV occurring within their peers but would also indicate that IPV was not an issue within this same population. This finding made the researcher question whether this is due to a lack of connection for those individuals between the two questions or due to the normalization of violence in intimate partner relationships. Another surprising finding of this research was the difference in ability to recognize scenarios of IPV in males compared to females. Females were more likely to accurately identify scenarios in which IPV occurred compared to male participants.

Fifty-two percent of participants indicated that their university had adequate resources pertaining to intimate partner violence, however few were able to accurately identify what those resources are. Of the 382 participants 241 did not answer the question asking them to list resources available. Fifty-nine participants wrote down the women’s center, fifty-seven wrote down counseling or therapist and twenty-five wrote down campus security. Other resources that were named included: police (n=3), health services (n=8), LGBT (n=4), and hotlines (n=3).

Future Recommendations

Recommendations for health education specialist

The presence of intimate partner violence is still significantly high on university campuses. This study showed that students were not able to accurately identify less obvious signs of intimate partner violence, such as control and psychological violence. Educating students on what constitutes violence within intimate relationships will help them identify and acknowledge this concept; possibly helping to prevent violence from occurring in intimate relationships. Education on this topic may also help victims of intimate partner violence correctly label their experiences. Communicating with students about what a healthy relationship looks like may have an impact on their attitudes toward the use of violence in intimate relationships.

Most universities currently have programming to help combat this issue and some universities have interventions in place to try and prevent intimate partner violence. However, sampled students seem to be unaware of these programs and efforts. Advertising these services and displaying this information where all students have access is important. It is important to continue to discuss these resources, not only addressing them during orientations and domestic violence awareness month but throughout the year.

Recommendations for future research

This researcher was surprised that only a little over fifty percent of the participants were able to accurately identify scenarios where intimate partner violence was taking place. More research needs to be completed on this topic. In future research, more scenarios should be given that include different types of intimate partner violence

rather than only psychological abuse and control. It was also surprising that there was a statistically significant difference by gender for ability to accurately recognize scenarios of IPV. More research should be conducted about this finding. Research for both attitudes toward intimate partner violence and ambiguity of situations that would be defined as intimate partner violence are both important paths to explore. Further research will enable the implementation of prevention programs and adequate education.

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Appendix A

Intimate Partner Violence Recognition and Attitude Survey

Intimate Partner Violence Recognition and Attitude Survey

Section 1: Intimate Partner Violence Scenarios

In the following scenarios please indicate whether the individual was a victim of intimate partner violence. Please only check one box.

- **Intimate partner violence** is defined as physical, sexual, or psychological harm to a person by a current or former partner or spouse.

	Yes	No
Jeffery and Stacy have been dating for 1 year. Stacy has a tendency to be very jealous and possessive. If Stacy is at work Jeffery is not supposed to have friends at their apartment. Jeffery has to ask Stacy if he can go out with friends. If he goes out without asking her, she often times ignores his text and phone calls.		
Tammy and Ben have been dating one another for 4 months. Tammy often times worries what Ben's reaction will be to the outfits she chooses to wear. Ben has told Tammy to change before they go out on several occasions.		
Steven and John have had an on again, off again relationship for the past 2 years. When they are together they believe that they should have equal say in the decisions they make. Often times they will not agree, but will come to a compromise.		
James and Stephanie have been married for 3 months. James has a history of fighting, losing his temper quickly and often time's brags about how many fights he has "won". While dating he had never hit Stephanie or been physically violent towards her. After a friend's birthday party, where drinks were consumed, James becomes angry at Stephanie for "flirting" with his friend. When they arrive home James raises his hand to Stephanie and says she deserves to be slapped, however never actually slaps her.		
Jessica is routinely late to class. Her boyfriend Tanner says he will give her rides to campus but is late on a consistent basis. Jessica suggest getting to campus another way, but Tanner apologizes and says it won't happen again. When Jessica states it's an issue Tanner suggest she stop going to school so they can spend more time together. Tanner says her degree isn't as important as their relationship right now.		

Section 2: Attitudes

Please indicate your level of agreement to the statements by checking one response per question.

1. Threatening a partner is okay as long as I don't hurt him or her:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
2. During a heated argument, it is okay for me to bring up something from my partner's past to hurt him or her:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
3. As long as my partner doesn't hurt me, threats are excused:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
4. During a heated argument, it is okay for me to say something to hurt my partner on purpose:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
5. I don't mind my partner doing something just to make me jealous:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
6. It is no big deal if my partner insults me in front of others:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
7. It is okay for me to blame my partner when I do bad things:
 - Strongly agree
 - Agree

- Disagree
 - Strongly disagree
8. It is okay for me to accept blame for my partner doing bad things
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
9. I think my partner should give me a detailed account of what he or she did during the day:
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
10. It is okay for me to tell my partner not to talk to someone of the opposite sex:
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
11. I would be flattered if my partner told me not to talk to someone of the opposite sex:
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

Section 3: Intimate Partner Violence on our campus

Please indicate your level of agreement to the statements by checking one box below the question.

12. Intimate partner violence is an issue on this campus:
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
13. This campus has resources available to help victims of intimate partner violence:
- Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not Sure

14. List any resources available for victims of intimate partner violence that you know of at Minnesota State University, Mankato:

- _____

15. What do you believe is the current rate of intimate partner violence on this campus?

- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

Section 4: Demographic Information

Please check the one box that best describes you per question.

Gender:

- Male
- Female

Age:

- 18
- 19
- 20
- 21
- 22
- 23+

Race:

- Caucasian/White
- African American
- Hispanic
- Asian/Pacific Islander
- Native American/American Indian/Alaskan Native
- Biracial/Multicultural

Other _____

Student Status:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student

Relationship status:

- Single
- In a relationship
- Married
- Divorced
- Widowed
- Other _____

Thank you for taking the time to participate in my survey!

Appendix B

Intimate Partner Violence Recognition and Attitude Survey Scenario Key

Intimate Partner Violence Recognition and Attitude Survey

Section 1: Intimate Partner Violence Scenarios

In the following scenarios please indicate whether the individual was a victim of intimate partner violence. Please only check one box.

- **Intimate partner violence** is defined as physical, sexual, or psychological harm to a person by a current or former partner or spouse.

	Yes	No
Jeffery and Stacy have been dating for 1 year. Stacy has a tendency to be very jealous and possessive. If Stacy is at work Jeffery is not supposed to have friends at their apartment. Jeffery has to ask Stacy if he can go out with friends. If he goes out without asking her, she often times ignores his text and phone calls.	X	
Tammy and Ben have been dating one another for 4 months. Tammy often times worries what Ben's reaction will be to the outfits she chooses to wear. Ben has told Tammy to change before they go out on several occasions.	X	
Steven and John have had an on again, off again relationship for the past 2 years. When they are together they believe that they should have equal say in the decisions they make. Often times they will not agree, but will come to a compromise.		X
James and Stephanie have been married for 3 months. James has a history of fighting, losing his temper quickly and often time's brags about how many fights he has "won". While dating he had never hit Stephanie or been physically violent towards her. After a friend's birthday party, where drinks were consumed, James becomes angry at Stephanie for "flirting" with his friend. When they arrive home James raises his hand to Stephanie and says she deserves to be slapped, however never actually slaps her.	X	
Jessica is routinely late to class. Her boyfriend Tanner says he will give her rides to campus but is late on a consistent basis. Jessica suggest getting to campus another way, but Tanner apologizes and says it won't happen again. When Jessica states it's an issue Tanner suggest she stop going to school so they can spend more time together. Tanner says her degree isn't as important as their relationship right now.	X	

Appendix C

Permission to Use Intimate Partner Violence Attitude Scale



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Title: Development of the Intimate Partner Violence Attitude Scales (IPVAS) With a Predominantly Mexican American College Sample:

Author: Brenda A. Smith, Sharon Thompson, Joe Tomaka, Amy C. Buchanan

Publication: Hispanic Journal of Behavioral Sciences

Publisher: SAGE Publications

Date: 11/01/2005

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Appendix D

Institutional Review Board Letter of Approval



February 25, 2014

Dear Dawn Larsen:

Re: IRB Proposal entitled "[575571-3] Recognition of and Attitudes Toward, Intimate Partner Violence Among Sampled University Students"

Review Level: Level [I]

Your IRB Proposal has been approved as of February 25, 2014. On behalf of the Minnesota State University, Mankato IRB, I wish you success with your study. Remember that you must seek approval for any changes in your study, its design, funding source, consent process, or any part of the study that may affect participants in the study. Should any of the participants in your study suffer a research-related injury or other harmful outcome, you are required to report them to

When you complete your data collection or should you discontinue your study, you must notify the IRB. Please include your log number with any correspondence with the IRB.

This approval is considered final when the full IRB approves the monthly decisions and active log. The IRB reserves the right to review each study as part of its continuing review process. Continuing reviews are usually scheduled. However, under some conditions the IRB may choose not to announce a continuing review. If you have any questions, feel free to contact me at irb@mnsu.edu or 507-389-5102.

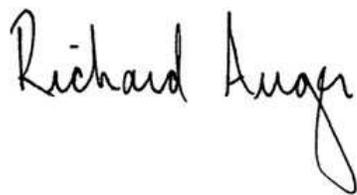
The Principal Investigator (PI) is responsible for maintaining signed consent forms in a secure location at MSU for 3 years. If the PI leaves MSU before the end of the 3-year timeline, he/she is responsible for following "Consent Form Maintenance" procedures posted online. Cordially,

A handwritten signature in black ink that reads "Mary Hadley".

Mary Hadley, Ph.D.
IRB Coordinator

A handwritten signature in black ink that reads "Sarah Sifers".

Sarah Sifers, Ph.D.
IRB Co-Chair

A handwritten signature in black ink that reads "Richard Auger". The signature is written in a cursive style with a large, looping 'A' at the end.

Richard Auger, Ph.D.
IRB Co-Chair

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Minnesota State University, Mankato IRB's records.

Appendix E

Consent to Participate in Study

Consent to Participate in Study

Dear Student,

I am a graduate student at Minnesota State University, Mankato currently working on my thesis which is titled, "Recognition of and Attitudes toward, Intimate Partner Violence Among Sampled University Students". This research will attempt to identify Minnesota State University, Mankato undergraduate students' ability to recognize scenarios of intimate partner violence and their attitudes toward intimate partner violence. This survey assesses your ability to recognize situations involving intimate partner violence and your attitudes toward intimate partner violence. The information you provide will be kept confidential. You will not record your name anywhere on this survey, so information will be anonymous. It can be viewed only by authorized research staff members: Samantha Wobschall (myself); and Dr. Dawn Larsen, thesis advisor. The survey takes about 10 minutes to complete.

Please read the following consent form:

This research will be supervised by Dr. Dawn Larsen. I understand that I can contact Dr. Larsen at 507-389-2113 or by email at m-dawn.larsen@mnsu.edu about any concerns I have about this project. I understand that I also may contact the Minnesota State University, Mankato Institutional Review Board Administrator, Dr. Barry Ries, at 507-389-2321, or by email at barry.ries@mnsu.edu with any questions about research with human participants at Minnesota State University, Mankato.

I understand that participation in this project is voluntary and I have the right to stop at any time. By completing this questionnaire, I agree to participate in this study and state that I am at least 18 years of age.

I understand that none of my answers will be released and no names will be recorded. I understand that participating in this research has minimal risks, that is, the probability of harm or discomfort anticipated in the research are not greater than those encountered in daily life. I understand that participating in this study will help the researchers better understand selected university students ability to recognize intimate partner violence scenarios and attitudes toward intimate partner violence. My decision whether or not to participate in this research will not affect my relationship to Minnesota State University, Mankato, nor will a refusal to participate involve a penalty or loss of benefits. I understand I may discontinue participation any time before data collection is complete without penalty or loss of benefits.

Please keep this copy of this consent form for your records.

Sincerely,

Samantha Wobschall samantha.wobschall@mnsu.edu

IRBNet id number: 575571

Appendix F

Professional Resource List for Intimate Partner Violence

Professional Resources for Intimate Partner Violence

On Campus Resources

Violence Awareness & Response Program.....	(507)389-5127
218 Centennial Student Union	
Women’s Center.....	(507)389-6146
218 Centennial Student Union	
Campus Security.....	(507)389-2111
222 Wiecking Center	
Counseling Center.....	(507)389-1455
245 Centennial Student Union	
Disability Services.....	(507)389-2825
132 Memorial Library	
Lesbian, Gay, Bisexual, Transgender Center.....	(507)389-5131
173 Centennial Student Union	
Affirmative Action.....	(507)389-2986
112 Armstrong Hall	
Student Conduct Office.....	(507)389-2121
228 Wigley Administration	
Student Health Services.....	(507)389-6276
21 Carkoski Commons	

Off Campus

Mankato Department of Public Safety.....	911 or (507)387-8791
Committee Against Domestic Abuse (CADA).....	(800)477-0466
100 Stadium Court	Crisis Line
Mayo Clinic Health System in Mankato Emergency Room.....	(507)385-2610
1025 Marsh Street	
Planned Parenthood.....	(507)387-5581
310 Belle Ave	
Sexual Assault Resource Team (SART).....	(507)385-4720
1025 Marsh Street	

National Safety Hotlines

Domestic Violence.....	1(800)799-SAFE
24-hour safeline	(7233)
Rape, Abuse & Incest National Network.....	1(800)656-HOPE
24-hour safeline	(4673)
MN Domestic Abuse.....	1(866)223-1111
Men's DV Project.....	1(800)832-1901
Men's Domestic Abuse.....	1(866)389-6367
Stalking	1(866)689-HELP
	(4357)