

## **DATING VIOLENCE PREVENTION PROGRAMS IN COLLEGE STUDENTS: A SYSTEMATIC LITERATURE REVIEW**

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### **Abstract**

This study aims to evaluate the effectiveness of various dating violence prevention programs among college students through a systematic literature review guided by PRISMA. Article searches were conducted using the publish or perish application with three databases, Google Scholar, Scopus, and Semantic Scholar. Seven articles from various databases were qualitatively analyzed to identify intervention approaches, effectiveness, and relevance to higher education settings. Findings indicate that most programs, such as SHARe, DRIVEN, Stepping Up, and SPoRT, adopted a group-based psychoeducational approach that effectively increased awareness, communication skills, and attitudes toward healthy relationships. Media-based interventions such as the STOP Dating Violence Video and visual campaigns such as the Red Flag Campaign also showed positive results in increasing bystander knowledge and efficacy. The SSS program highlighted the importance of social support for survivors. This review recommends the integration of educational, social, and media-based approaches as a comprehensive and contextually relevant prevention strategy for universities in Indonesia.

**Keywords:** dating violence, prevention program, college students

### **Abstrak**

*Penelitian ini bertujuan untuk mengevaluasi efektivitas berbagai program pencegahan kekerasan dalam pacaran di kalangan mahasiswa melalui tinjauan pustaka sistematis yang dipandu oleh PRISMA. Pencarian artikel dilakukan menggunakan aplikasi Publish or Perish dengan tiga basis data, Google Scholar, Scopus, dan Semantic Scholar. Tujuh artikel dari berbagai basis data dianalisis secara kualitatif untuk mengidentifikasi pendekatan intervensi, efektivitas, dan relevansi dengan lingkungan pendidikan tinggi. Temuan menunjukkan bahwa sebagian besar program, seperti SHARe, DRIVEN, Stepping Up, dan SPoRT, mengadopsi pendekatan psikoedukasional berbasis kelompok yang secara efektif meningkatkan kesadaran, keterampilan komunikasi, dan sikap terhadap hubungan yang sehat. Intervensi berbasis media seperti STOP Dating Violence Video dan kampanye visual seperti Red Flag Campaign juga menunjukkan hasil positif dalam meningkatkan pengetahuan dan kemandirian pengamat. Program SSS menyoroti pentingnya dukungan sosial bagi penyintas. Tinjauan ini merekomendasikan integrasi pendekatan berbasis pendidikan, sosial, dan media sebagai strategi pencegahan yang komprehensif dan relevan secara kontekstual untuk universitas di Indonesia.*

**Kata kunci:** kekerasan dalam pacaran, program pencegahan, mahasiswa

## INTRODUCTION

Dating relationships are supposed to be the initial phase in establishing a healthy emotional closeness, but not a few individuals actually experience relationships full of pressure and manipulation, which endangers their physical and psychological well-being. Dating violence (KDP) is a phenomenon that is getting more and more attention among students. Various forms of violence, such as physical, verbal, emotional, sexual, to control-based and digital violence, often occur in dating relationships in the university environment. The occurrence of KDP in students is not influenced by a single factor, but by a combination of individual, family, and social risks that are interrelated (Duval et al., 2020).

Students in general who have low emotion regulation skills and are users of alcohol or drugs have a high level of impulsivity tend to be more vulnerable both as victims and perpetrators of violence. In addition, students who grow up in high-conflict families, childhood experiences of violence can shape patterns of behavior and perceptions about relationships that have the potential to normalize violence in romantic relationships. Not only that, social factors also greatly affect such as the influence of peers, membership in certain social groups, norms and attitudes in the surrounding environment, as well as the type and duration of relationships play a significant role as a risk of dating violence among students (Duval et al., 2020; Fernando et al., 2023; Kaukinen, 2014)

When it comes to dating among college students, unbalanced relationship dynamics are often a trigger for violence. An intense and possessive dating style can contribute to the appearance of violence in relationships. Factors such as emotional and financial dependency often lead victims to choose to persist in unhealthy relationships (Hatu et al., 2024). This style of courtship often creates a cycle of violence that is difficult to break. In many cases, the victim feels trapped in an ambivalent relationship between affection and fear. Cognitive bias is an important factor in explaining why victims often persist in harmful relationships, despite the awareness that the relationship is detrimental to them. Based on the results of the study (Firmansyah et al., 2024) All participants chose to stick with their violent partners because they were affected by the presence of cognitive biases, this made the participants able to tolerate acts of violence committed by their partners. There are five types of cognitive biases identified in participants, including; *framing*, *emotional bias*, *illusion of control*, *association bias*, and *aversion bias (loss aversion & regret aversion)*.

The importance of dating violence prevention programs in the university environment cannot be underestimated. Given that students are an age group that is forming their interpersonal relationship patterns, early intervention and appropriate education are needed to prevent the occurrence of KDP. Prevention programs have proven effective in increasing students' knowledge of what constitutes dating violence, including less visible forms such as psychological, emotional, and economic violence and helping to change attitudes that may encourage the normalization of this violence (Wong et al., 2023). The

dating violence prevention program not only serves as a means of education, but also as a preventive effort that can form a safer and more supportive campus culture.

Although the urgency of preventing violence in dating has been widely recognized, the implementation of prevention programs in higher education in Indonesia is still limited and uneven. Many college institutions do not yet have a structured curriculum or activities that explicitly address healthy relationships, interpersonal communication skills, and the identification and handling of violence in romantic relationships. In fact, evidence-based prevention programs (*evidence-based*) has been shown to influence behavior change and reduce the prevalence of dating violence in various international contexts (Jouriles et al., 2019; Miller et al., 2012)

A literature review on the effectiveness of dating violence prevention programs among students is important to identify the most relevant and applicable intervention strategies in higher education, especially in Indonesia. This research is expected to contribute to the development of campus-based prevention programs that are not only informative, but also transformative in forming healthy, equal, and violence-free interpersonal relationships. Thus, this study aims to analyze various interventions or programs to prevent violence in dating and evaluate their effectiveness based on the findings of previous research.

## METHOD

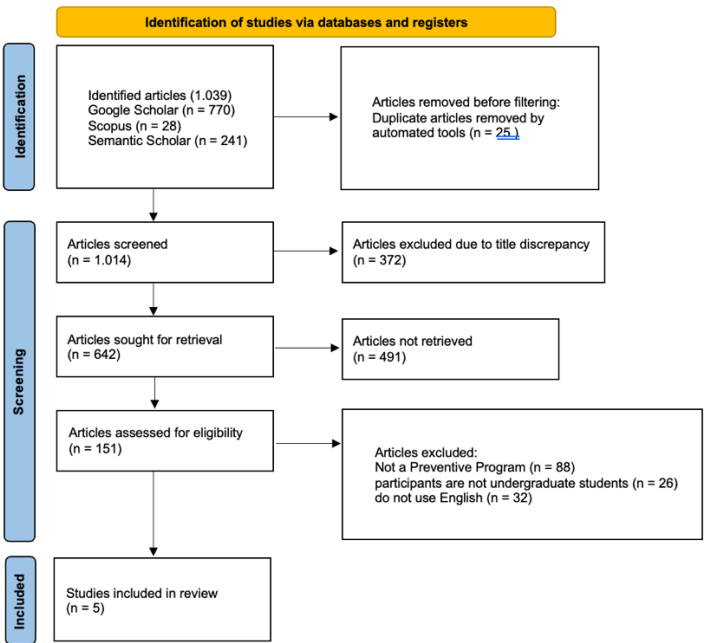
This study uses the *Systematic Literature Review* (SLR) is research that is conducted by collecting, identifying, reviewing, evaluating, and interpreting all related research on a particular topic focus. This SLR study uses the PRISMA guidelines (*Preferred Reporting Items for Systematic reviews and Meta-Analyses*). PRISMA is a series of evidence-based minimum evidence-based tests that aim to help authors report on a wide range of systematic reviews and meta-analyses that assess benefits (January, 2024). This method is carried out systematically by following the correct research stages or protocols, which include the following steps: (1) defining topics and criteria, (2) determining sources of information, (3) selecting relevant literature, (4) collecting articles, and (5) analyzing articles.

The researcher conducted an article search on the topic of violence prevention programs in dating. In this study, the researcher determined four main criteria in choosing an article. The first criterion in the selection of articles is that the publication must be within the last five years (2020–2025), in order to ensure the relevance of the content and the suitability of the empirical data presented with current research needs. The second criterion is that the program being analyzed must be a form of preventive/preventive intervention that is systematically designed. The third criterion is that the participants of the program are students, so that the program being studied is relevant and in accordance with the educational context at the university level. And the fourth criterion is that the article must use English discuss.

Article search uses *the publish or perish* application with Google Scholar, Scopus and Semantic Scholar databases. To search for related articles, researchers used English

keywords. The keyword is "Dating Violence Prevention Programs". Article search using keywords in English aims to obtain articles that are researched by international researchers. Based on the results of the search using the *publish or perish* application, 1,039 articles were found from three data bases, namely Google Scholar (770), Scopus (28) and Semantic Scholar (241). The next step is to save the selected articles into the mendeley application which functions to detect potential duplication of data in the articles that have been collected. The final examination results were 1,014 articles. After a review of the titles, abstracts, and 4 criteria determined, as many as 1,007 articles were eliminated because they did not meet the criteria for topic relevance, respondent characteristics, language use, and suitability of the research objectives. Thus, the analysis was continued on 7 articles that met all these criteria. The flow of article selection is according to the PRISMA steps, which are described in Figure 1.

Gambar 1. *The PRISMA Flow Diagram for Article Selection*



The analysis of the article is carried out in three stages. The first stage begins by reading the entire content of the article to understand the context, objectives, and results conveyed by each author. In the second stage, the researcher extracts the data and summarizes it in the form of a table containing information about the author's name, research objectives, methods used, participant characteristics, data collection techniques, and main findings from each study. The third stage is the process of in-depth analysis of the data that has been summarized, to evaluate various preventive programs for violence in dating. This analysis allows researchers to identify similarities and differences in approaches, effectiveness, and relevance of programs to the context of university students in Indonesia. The results of the evaluation are discussed in more detail in the results and discussion section.

# RESULTS AND DISCUSSION

## RESULT

Based on the results of the analysis of eight articles, it was found that the prevention program for violence in dating has an important role in increasing student awareness, knowledge, and attitudes towards violence in relationships. Each program has a diverse approach, ranging from workshop-based education, social campaigns, to psychology-based interventions. A summary of the contents of each article is presented in the form of a table.

**Table 1.** Article Summary

RESEARCHER S	PURPOSE	METHOD	SAMPLE	DATA COLLECTI ON TECHNIQU ES	RESULT
(WEBERMANN ET AL., 2020)	To test the effectiveness of the Skills for Healthy Adult Relationships (SHARe) program in preventing intimate relationship violence (IPV) among students by improving communication skills, reducing negative communication, increasing positive attitudes towards relationships, and strengthening self-regulation in interpersonal contexts	Controlled trials with initial randomization and certain adjustments to participant allocation.	62 students	<ul style="list-style-type: none"><li>• Communication Skills Test (CST)</li><li>• Conflict Tactics Scale-2 (CTS-2)</li><li>• Instruments measure positive/negative communication and violence experienced or perpetrated</li></ul>	The Skills for Healthy Adult Relationships (SHARe) program is effective in increasing confidence in managing conflict and reducing negative communication. Although there was no significant increase in positive communication due to the ceiling effect, a three-month evaluation

					showed a decrease in psychological violence, with the control group being 1.5 times higher than the SHARE group.
(TERRAZAS-CARRILLO ET AL., 2021)	develop and test the effectiveness of a culture-based group psychoeducational program, namely DRIVEN (Dating Relationships Involving Violence End Now), to prevent dating violence in Latino students and reduce violent attitudes and behaviors by challenging gender norms such as machismo and marianismo.	Pre- and post-test design without control groups (non-experimental design) to evaluate changes after DRIVEN intervention	110 orang Latino	<ul style="list-style-type: none"> <li>• Contr ol Tactics Scale-2 (CTS-2)</li> <li>• Inter personal Competence Questionnaire (ICQ)</li> <li>• Gene ral Help-Seeking Questionnaire (GHSQ)</li> <li>• Inter vention Fidelity Checklist to monitor the suitability of intervention implementation with DRIVEN manual</li> </ul>	The DRIVEN program showed positive results mainly in male participants, with changes in attitudes towards violence in dating and aspects of marianismo or virtuosity ( $\approx$ effect of 0.19 size). In female participants, there was a decrease in violent behavior in dating ( $\approx$ size effect of 0.12), decreased support for

					<p>machismo, and increased assertive communication skills. The program has proven to be culturally relevant for Latino students, despite challenges such as a 35% drop-out rate caused by the dynamics of campus life.</p>
<p>(CARTER-SNELL &amp; WARTHE, 2023)</p>	<p>This program aims to improve students' knowledge, attitudes, and behavioral intentions related to healthy and unhealthy relationships and develop skills as an effective spectator in preventing such violence.</p>	<p>Longitudinal studies with measurements before, immediately after, and about six months after the intervention.</p>	<p>Postsecondary students at Canadian universities.</p>	<ul style="list-style-type: none"> <li>• Self-Survey</li> <li>• Dating Relationship Scale (DRS)</li> <li>• KAB BI (Knowledge, Attitudes, Behaviours, and Behavioural Intent)</li> </ul>	<p>The "Stepping Up" program has been shown to be effective in improving students' knowledge, attitudes, and behavioral intentions related to relationship violence. The average knowledge score increased by 16.75</p>

					points from a total of 65, and there was a change in positive attitudes towards healthy relationships. The program remains effective even though the participants are increasingly diverse in terms of ethnicity and gender identity.
(HERMAN ET AL., 2023)	To examine the effectiveness of an updated and developed online intervention program through an animated video format to improve students' knowledge of witnessing behavior in dating violence	Design of a randomized controlled trial with three conditions: video intervention, an information website about dating violence, and a control group	120 college students in the video intervention group, 93 in the information website group, and 122 in the control group	Pretest and Posttest surveys that measure participants' knowledge of appropriate interventions in dating violence situations.	Participants who watched the STOP Dating Violence intervention video had the highest knowledge of the role of witnessing dating violence compared to other groups. This animated video is effective as an affordable and easy-



					to-disseminate educational tool, especially during the COVID-19 pandemic.
(JAFJE ET AL., 2023)	The SPoRT program is designed as a four-session prevention intervention that combines psychoeducation, social skills, mindfulness, and other techniques to encourage healthy relationships and reduce violence in relationships as well as sexually risky behaviors among student-athletes.	(mixed-methods) which includes quantitative surveys and focus groups, qualitative analysis using the consensual qualitative research (CQR) approach,	30 student-athletes from Division III, consisting of 12 men and 18 women.	• Quantitative survey using the Conservation Satisfaction Questionnaire (CSQ)	The SPoRT program, which consists of four intervention sessions with psychoeducation, social skills, mindfulness, and other techniques, is considered feasible and acceptable to Division III student-athletes. As many as 63% of participants rated this program as "special" and recommended it. The program is considered relevant, providing essential

					skills and knowledge about healthy relationships, relationship violence, and sexual risk. Participant feedback suggested the need for time, duration, and content adjustments to improve program effectiveness.
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**(CARLYLE ET AL., 2020)**

Develop and evaluate the effectiveness of RFCs as a primary prevention program to reduce sexual violence and dating violence on college campuses	Posttest evaluation study with naturally occurring exposure groups.	Freshmen around 18 years old (range 18–28)	<ul style="list-style-type: none"> <li>• Online survey conducted through the Qualtrics platform</li> <li>• List of Message Presentations and RFC Activities</li> <li>• Bystander Efficacy Scale</li> </ul>	Participants who were exposed to RFC messages and activities showed a higher level of efficacy in behaving as an intervening audience, compared to unexposed participants. Participants who viewed or attended the RFC
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					message significantly showed an improvement in the efficacy of the intervention.
(EDWARDS ET AL., 2022)	Testing the effectiveness of the Supporting Survivors and Self (SSS) program in increasing positive social reactions and decreasing negative social reactions to the disclosure of sexual and intimate partner violence among college students	Evaluation pilot study with quasi-experimental design. Participants were divided into treatment and control groups, following a baseline survey and a follow-up six months later.	1,268 college students from medium-sized universities in New England, United States.	Online surveys were conducted online at baseline and after six months (follow-up). The survey included questions about the experience of disclosure, social reactions given and received, and the characteristics of disclosure. Social Reactions Questionnaire (SRQ) Instrument	The SSS program increases participants' intention to give a positive social reaction to the disclosure of violent experiences. However, the real change in social behavior was not significant. These programs are more effective for certain subgroups such as young college students, men, non-White racial groups, and sexual minorities. Further development is needed to

	make this intervention more effective in general
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Most of the programs analyzed, such as SHARe, DRIVEN, and Stepping Up, use a group-based psychoeducational approach (Carter-Snell & Warthe, 2023; Terrazas-Carrillo et al., 2021; Webermann et al., 2020). This approach is effective in increasing participants' awareness of dating violence and teaching essential skills for conflict management and healthy communication. The SHARe and DRIVEN programs, in particular, have been shown to reduce psychological aggression, change participants' attitudes toward toxic gender norms, and improve participants' skills in dealing with violence. This shows that group-based programs allow participants to share experiences, strengthen empathy, and build social support, all of which play a role in preventing violence in relationships.

One of the interesting findings of the SPoRT program is its relevance to student groups that have strong team dynamics, such as student athletes. An evaluation of the program showed that 63% of participants rated the program as "special" and were ready to recommend it to their peers (Jaffe et al., 2023). This suggests that a group-based approach that involves teamwork and shared learning can have a positive impact on reducing dating violence. The SPoRT program not only equips participants with knowledge about relationship violence, but also introduces the importance of effective communication and emotional awareness in building healthy relationships.

In addition to group-based and psychoeducational approaches, media-based approaches also have a significant impact. STOP Dating Violence Video shows that educational video-based interventions can effectively increase students' awareness of the signs of unhealthy relationships and the importance of seeking help (Herman et al., 2023). Although long-term changes in attitudes or behaviors have not been seen comprehensively, the increase in students' knowledge and understanding after watching the video shows the effectiveness of media-based approaches to raising awareness in a short period of time.

On the other hand, the Red Flag Campaign (RFC) uses visual campaigns and public social messages to raise awareness about the signs of dating violence and encourage active participation as a bystander (Carlyle et al., 2020). This program has succeeded in increasing the efficacy level of student intervention, namely the confidence to act when witnessing dating violence. This visual campaign has proven effective in encouraging attitude change among college students, who are increasingly ready to intervene if they see signs of violence in relationships.

The Supporting Survivors and Self (SSS) program adds an important dimension to the prevention of dating violence with a focus on social reactions to the disclosure of violence. The program aims to improve the social support provided to survivors of

violence, by strengthening the support that comes from friends and colleagues (Edwards et al., 2022). By increasing understanding of how to positively support survivors, SSS can create a safer and more supportive environment in college. The program shows that positive social support can reduce the psychological impact of violence and help survivors in the recovery process.

## **DISCUSSION**

The various dating violence prevention programs that have been analyzed show a strong tendency to use a group-based psychoeducational approach. Programs such as SHARe, DRIVEN, Stepping Up, and SPoRT facilitate safe spaces for students to understand the dynamics of violence in relationships, practice healthy communication skills, and build empathy through hands-on interaction. This approach not only educates, but also strengthens the social bonds between participants which is an important element in the prevention of violence. In particular, the SPoRT program has shown high effectiveness in the context of groups with strong team dynamics, such as student-athletes, where teamwork-based interventions and collective learning are able to deepen understanding of healthy relationships.

On the other hand, there are programs that prioritize educational media as a tool to convey prevention messages. STOP Dating Violence Video is an example of how short but information-dense visual media can increase students' knowledge about the signs of an unhealthy relationship and the importance of seeking help. While not as intensive as the face-to-face approach in terms of long-term attitude formation, it is effective in reaching a wider audience in a short period of time. Meanwhile, the Red Flag Campaign (RFC) presents a public visual campaign strategy that emphasizes the role of students as active bystanders. This approach not only raises awareness, but also fosters the courage to act when witnessing violence in other people's relationships.

In addition, no less important is the Supporting Survivors and Self (SSS) program, which directs a focus on how the social environment responds to the disclosure of violence from survivors. The program emphasizes the importance of emotional support from peers, as positive social reactions can significantly help survivors' recovery processes. In this context, SSS fills an important gap in the prevention approach, which is not only preventing violence from occurring, but also preparing the community to be a safe place for victims.

If placed in the context of university students in Indonesia, these programs have high relevance. The strong collective culture among Indonesian students makes group-based approaches such as SHARe and DRIVEN very effective. Open discussions in groups allow students not only to understand the issue of violence, but also to learn from each other's experiences. On the other hand, media approaches such as educational videos and visual campaigns are very suitable to be integrated with the high digital consumption patterns of Indonesian students, allowing for the dissemination of information widely and quickly.

However, to ensure effectiveness, each program needs to be adapted to the local culture, including cultural, religious, and organizational norms of the campus. Strengthening aspects of social support, healthy relationship literacy, and emotion regulation skills are important components that can form a comprehensive prevention program. Thus, it can be said that the most appropriate approach to the prevention of dating violence in Indonesian universities is an integrated approach combining direct education, the use of visual media, social empowerment, and cultural adaptation that is in accordance with the dynamics of local students.

## CONCLUSION

This literature review shows that the prevention of dating violence in higher education is effectively carried out through group-based psychoeducational approaches, educational media, and strengthening social support. Programs such as SHARe, DRIVEN, Stepping Up, and SPoRT have been proven to increase awareness, communication skills, and healthy attitudes in relationships. SPoRT is particularly relevant for groups with team dynamics, such as student-athletes. Media-based programs and visual campaigns, such as the STOP Dating Violence Video and the Red Flag Campaign, are effective in increasing knowledge and preparedness as bystanders. Meanwhile, SSS emphasized the importance of a supportive environment for victims.

If adapted to the Indonesian university environment, the group-based approach is very much in harmony with the collective culture of students, while digital media is a strategic means in spreading prevention messages. Therefore, efforts to prevent dating violence in higher education need to combine direct education, media approaches, strengthening social support, and cultural adjustment to create a safe, healthy, and supportive campus environment for all students

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