Forsknings-oversigt ...

En systematisk kortlægning af programmer/metoder til forebyggelse af seksuelle overgreb blandt unge

SYDDANSK UNIVERSITET

DKR
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FORSKNINGSOVERSIGT

En systematisk kortlægning af programmer/metoder
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2. BAGGRUND

Risikoen for at opleve et seksuelt overgreb opstår tidligt i livet. Danske og internationale studier peger på, at op imod hver femte unge pige eller kvinde har oplevet et seksuelt overgreb fra en jævnaldrende (Black et al., 2011; Bramsen, 2012).

Hertil kommer overgrebets ofte massive sociale, personlige og økonomiske omkostninger, som kaster mørke skygger længe efter den krænkende episode (Bramsen, 2012). Vi ved, at første overgreb er en markant risikofaktor for gentagne episoder af overgreb (Humphrey & White, 2000), hvorfor tidlig opsporing og forebyggende interventioner potentielt kan forhindre en uhensigtsmæssig voldsspiral (Bramsen, 2012).

På trods af den markante forekomst findes der aktuelt kun et begrænset antal primære forebyggende indsatser specifikt målrettet danske unge (Bramsen, 2012). De eksisterende indsatser er typisk karakteriseret ved fragmenterede tiltag, der for hovedparten bygger på praksiserfaring og ikke evidensbaseret viden. Disse forhold er forståelige, men samtidig årsag til bekymring. Yderligere er indsatserne ikke systematisk evalueret, og det er således uklart, om de eksisterende indsatser reelt formår at reducere forekomsten af seksuelle overgreb blandt danske unge (Bramsen, 2012).

Vender vi blikket mod udlandet, har man særligt i USA været optaget af at anerkende seksuelle overgreb som et folkesundhedsproblem (Dahlberg & Mercy, 2009). Folkesundhedstilgangen har fokus på den primære forebyggelse, det vil sige forebyggelse af overgrebet *inden* det finder sted.

Aktuelt findes to systematiske litteraturstudier specifikt omhandlende primær forebyggelse af seksuelle overgreb blandt unge og/eller voksne (Anderson & Whiston, 2005; Morrison et al., 2004). Begge studier konkluderer, at effekten af undersøgte undervisningsprogrammer er usikker grundet metodiske problemstillinger.

Der er indtil videre ikke gjort nogen forsøg på at samle den publicerede viden på ungeområdet. Således eksisterer der ingen systematisk kortlægning af forebyggende programmer eller metoder specifikt målrettet seksuelle overgreb blandt unge mennesker i aldersgruppen 12-18 år (Cook-Craig, 2012). Til udvikling og implementering af nye interventioner er det imidlertid centralt at indsatser udspringer af den allerede eksisterende videns- og erfaringsbase, men tilpasses eller justeres i forhold til den pågældende kulturelle kontekst.

Formålet med nærværende forskningsoversigt er derfor at indsamle og kortlægge international viden og erfaringer omkring interventioner til forebyggelse af seksuelle overgreb blandt unge. Resultater herfra skal benyttes til at styrke det faglige felt på området, herunder Det Kriminalpræventive Råds (DKR) videre rådgivning.

3. METODE

Nærværende forskningsoversigt er baseret på opdrag fra TrygFonden og DKR. Oversigten er udarbejdet i regi af Forskningsgruppen Udsatte Børn og Unge, ved Institut for Psykologi, Syddansk Universitet. Med hjælp fra studentermedhjælp Tobias Kaldahl og Anne Katrine Hartmann. Udarbejdelse af oversigten er pågået i perioden fra d. 1.1.2013 – 15.5.2013.

3.1. KRITERIER

Følgende kriterier var bestemmende for, hvilke studier der blev ekskluderet i screeningsprocessen henholdsvis indgik i den endelige forskningsoversigt. Videre fungerede kriterierne som rettesnor til at informere oversigtens søgemetoder, herunder udformning af søgestreng samt valg af benyttede søgedatabaser. Kriterierne er hovedsageligt formuleret af DKR:

Studiet	Studiet er publiceret imellem år 2000-2013
	Studiet er internationalt (udgivet på engelsk, tysk eller skandinavisk)
	Studiet har som formål at undersøge effekten af en intervention rettet imod forebyggelse af seksuelle overgreb
	Studiet omhandler seksuelle overgreb blandt unge
Deltagere	Deltagere med en gennemsnitsalder imellem 12-18 år
Interventioner	Interventionen er målrettet den almene ungegruppe eller ungegruppen i særlig risiko (ikke en klinisk population)
Effekt	Studiet er gennemført med et forskningsdesign, der kan indikere effekt (enten ved brug af pre/post-test måling eller ved brug af kontrolgruppe)
	Studiet undersøger effekten af en intervention på baggrund af primære effektmål (reduceret udøvelse af/udsættelse for seksuelle overgreb) eller sekundære effektmål (holdninger, viden og adfærd mv.)

I nærværende forskningsoversigt er definitionen af seksuelt overgreb formuleret ved DKR og dækker over: ”*en række forskellige former for seksuelle overgreb fra at blive seksuelt krænket, få lagt intime billeder på nettet eller at blive tvunget til sex med eller uden brug af vold, og omfatter således alt fra seksuel chikane til forsøg på og gennemført voldtægt*” (Udbudsskrivelse ved DKR, 2012).

3.2. SØGEMETODER

Litteratursøgningsprocessen blev gennemført og dokumenteret på systematisk vis. Indledningsvist udarbejdedes en søgestreng, som havde til formål dels at indfange samtlige tilgængelige studier, dels at indsnævre søgningerne, så de afspejlede kriterierne til oversigten.

Søgestrengen var således opdelt i forskellige kategorier, der talte **overgreb** (rape OR sex* assault* OR sex* victim* OR sex* abuse* OR sex* violen* OR sex* offen* OR sex* predat* OR sex* perpetrat*), **forebyggelse** (prevent* OR intervent* OR program* OR educat* OR reduc*), **effektmåling** (evaluat* OR assess* OR effect* OR measure* OR review* OR meta analy* OR evidenc* OR outcome*), **unge** (adolesc* OR young* OR youth* OR pupil* OR boy* OR girl* OR teen* OR middle school* OR high school* OR student*), samt **publiceringsperiode** (PY=2000 – present).

Den endelige søgestreng, som blev benyttet på tværs af databasesøgningerne, var som følger:

> rape OR sex* assault* OR sex* victim* OR sex* abuse* OR sex* violen* OR sex* offen* OR sex* predat* OR sex* perpetrat* AND prevent* OR intervent* OR program* OR educat* OR reduc* AND evaluat* OR assess* OR effect* OR measure* OR review* OR meta analy* OR evidenc* OR outcome*AND adolesc* OR young* OR youth* OR pupil* OR boy* OR girl* OR teen* OR middle school* OR high school* OR student*AND PY=2000 – present

Følgende internationale databaser blev afsøgt i tidsperioden januar - februar 2013. Databaserne blev udvalgt således, at de dækkede mange fagområder (fx sygepleje, psykologi, medicin, sociologi mv.), indhentede studier fra mange forskellige tidsskrifter, samt var i stand til at identificere Ph.d.-afhandlinger:

- Applied Social Science Index and Abstracts
- Cinahl
- Cochrane
- Embase
- ERIC
- PsychINFO
- PubMED
- Sociological Abstracts

Søgningerne blev lavet i *abstracts (ab), title (ti), keywords (kw)* og/eller *all fields*, i de tilfælde, det ikke var muligt at opdele søgningsfelterne.

Derudover inkluderedes litteratur, som forfatterne var bekendt med i forvejen, men som faldt udenfor ovenstående litteratursøgningsproces. Endelig blev forskningsoversigtens udformning diskuteret med Regents Professor Mary P. Koss, University of Arizona i forbindelse med studiebesøg (januar, 2013). Dr. Koss bidrog til processen med sparring og forslag til relevante interventionsstudier og nøgleaktører på feltet.

3.3. SCREENING

Ovenstående databasesøgninger resulterede i 7918 hits. Screeningsprocessen fulgte derefter tre trin:

1. Gennemgang af abstracts. Tre personer vurderede indledningsvist 3 x 50 abstracts med baggrund i inklusions- og eksklusionskriterier. Efter hver vurdering diskuterede forskningsgruppen eventuelle uoverensstemmelser. Ved tredje vurdering havde de tre personer en tilfredsstillende interrater-pålidelighed (Kappa = .80), hvorefter de 7918 hits blev vurderet for eventuel inklusion.

2. Første gennemlæsning. På baggrund af trin 1 blev den inkluderede litteratur indhentet og gennemlæst. Oversigtsartikler- og kapitler blev ekskluderet og noteret til videre gennemsyn. Den øvrige litteratur blev vurderet, og eksklusionskriterier dokumenteret med udgangspunkt i følgende eksklusionsliste. Usikkerheder blev diskuteret i forskningsgruppen.

1	Publicerings år
2	Udgivelse (sprog)
3	Udgivelse (tidsskrift, bog, rapport eller afhandling)
4	Deltagernes alder
5	Primære fokus på forebyggelse
6	Rapporteret effekt af intervention

3. Anden gennemlæsning. På baggrund af trin 2 blev den inkluderede litteratur gennemgået af tre personer for endelig inklusion i forskningsoversigten. Alle uoverensstemmelser blev diskuteret med henvisning til de oprindelige kriterier. Eksklusionskriterier blev dokumenteret på samme vis som ved første gennemlæsning.

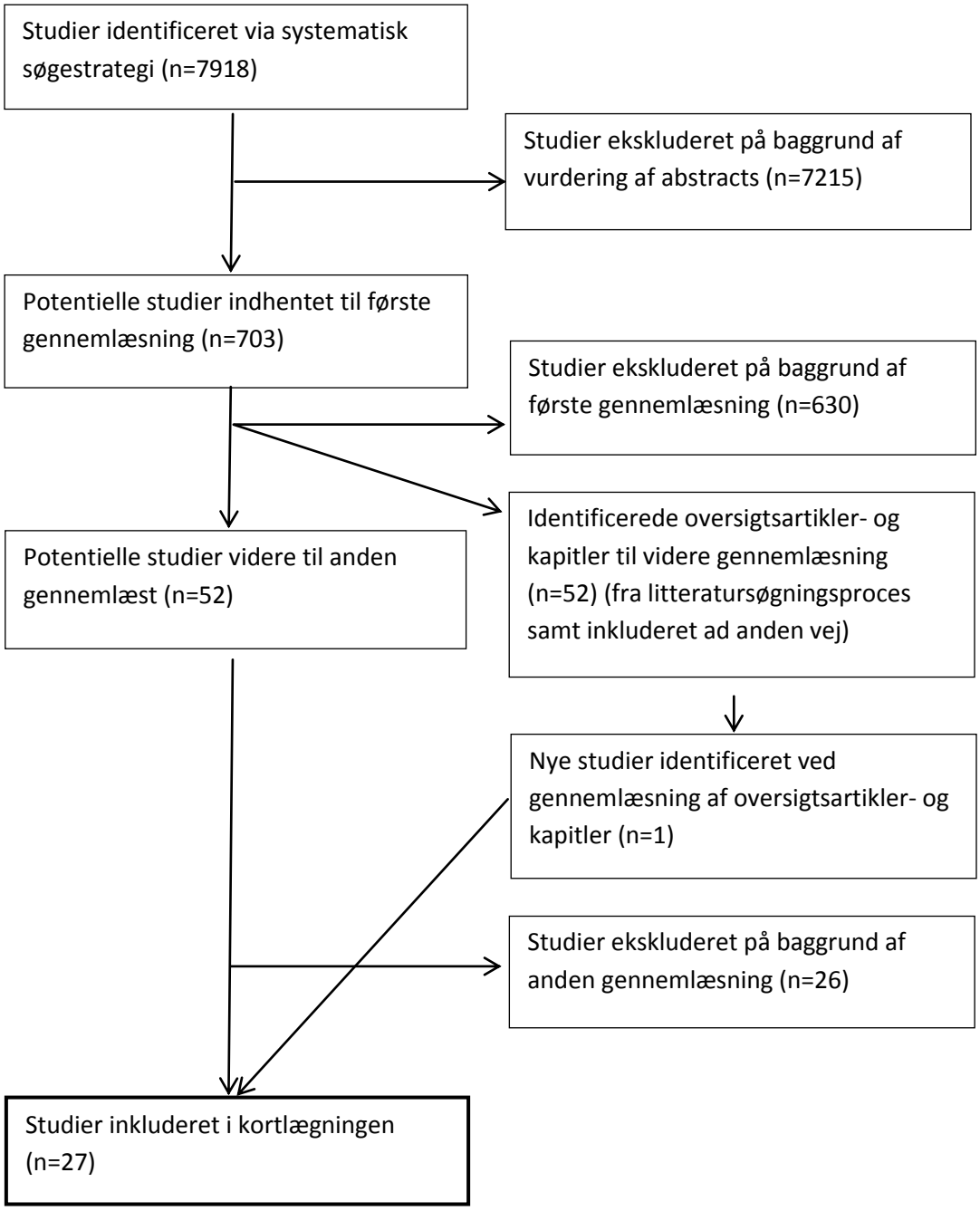
Endelig blev identificerede oversigtsartikler- og kapitler gennemgået med henblik på at opfange studier, der var faldet udenfor den systematiske litteratursøgningsproces.

I afsnit 8 er præsenteret en komplet referenceliste med udgangspunkt i første gennemlæsning. Herunder udspecificeres hhv. de studier, der er med i den endelige forskningsoversigt, samtlige

gennemgåede oversigtsartikler- og kapitler, samt en liste over ekskluderede studier med begrundelse herfor.

3.4. FLOWCHART

Nedenfor præsenteres et flowchart af screeningsprocessen, hvor venstre række beskriver forløbet fra gennemgang af abstracts (trin 1) til den endelige pulje af inkluderede studier. Højre side angiver antallet af studier, der blev ekskluderet/inkluderet ved hvert trin i forløbet.



3.5. KODNING

Studier inkluderet i den endelige kortlægning blev kodet ud fra en række karakteristika, der inkluderede deltagere, studiedesign, intervention, resultater og kvalitetsvurdering. Alle studier blev gennemgået af minimum to personer, og uoverensstemmelser blev drøftet og verificeret. Endelig blev resultaterne fra kodningen indtastet i SPSS (version 19) mhp. analyse, og videre benyttet til at udforme genbeskrivelsestabellen.

Det er vigtigt at understrege, at kortlægningen udelukkende gengiver information tilgængelig i de inkluderede publikationer. Bagvedliggende eller uddybende informationer blev ikke søgt indhentet grundet forskningsoversigtens tidsmæssige omfang. Derudover refereres udelukkende resultater, som er meningsfulde i forhold til forskningsoversigtens fokus. Dette betyder, at supplerende resultater ikke nødvendigvis er medtaget i de deskriptive analyser, genbeskrivelsestabel eller effektanalyser.

Følgende gengiver (i oversigtsform) kodningens form og indhold

REFERENCE	Bibliografisk reference, publicerings år, publikationstype
DELTAGERE	Alder, dominerende etnicitet, antal deltagere (interventions- og kontrol gruppe), køn, population, land
STUDIEDESIGN	Studietype, studiedesign, dataindsamling, followup, primære effektmål, sekundære effektmål, dataindsamler
INTERVENTION	Titel på intervention, interventionsformål, interventionsmålgruppe, interventionskontekst, facilitator, interventionsaktiviteter, interventionselementer, interventionsomfang, interventionsperiode, forandringsteori
RESULTATER	Resultater ved primære effektmål, resultater ved sekundære effektmål, studiets hovedresultater
KVALITETSVURDERING	Formål/teori, interventionens udførsel, bias/confounders, validitet/reliabilitet

4. STUDIER I FORSKNINGSOVERSIGTEN

Den endelige forskningsoversigt indeholder 27 originalstudier, der samlet beskriver 26 individuelle interventioner. Af de 27 studier var 85 % (n=23) tidsskriftsartikler og 15 % (n=4) ph.d.-afhandlinger. Følgende afsnit har til hensigt at give et overblik over interventionerne i forskningsoversigten, opdelt i hhv. deltagere, studiedesign, intervention, resultater og kvalitetsvurdering. Samme inddeling går igen i genbeskrivelsestabellen.

4.1. DESKRIPTIVE DATA

4.1.1. DELTAGERE

Antallet af deltagere på tværs af interventionerne varierede fra 59 til 2540 deltagere (median=313). Deltagernes gennemsnitsalder var 15,25 år (beregnet på baggrund af data fra 13 studier, idet de resterende ikke oplyste en gennemsnitsalder). Aldersintervallet spændte fra 10-24 år (n=15). Deltagerne i interventionerne havde varierende etnicitet, hvor 30 % af interventionerne opgav *white* som dominerende etnicitet*,* 15 % *black,* 5 % *latin*, og 50 % af interventionerne rapporterede blandet etnicitet. Interventionerne var primært udviklet og afprøvet i USA (n=18), men også andre kontinenter var repræsenteret. Tre interventioner var fra Afrika, 1 var fra Canada, 1 var fra Asien, 1 var fra Europa, og 1 var fra Mellemøsten. Alle studier anvendte deltagere fra normalpopulationer. Interventionerne var således ikke målrettet elever med særlige behov.

4.1.2. STUDIEDESIGN

Alle inkluderede studier anvendte kvantitative metoder, mens et enkelt også inddrog kvalitative metoder. Ved elleve af interventionerne anvendtes et randomiseret kontrolleret design, tre benyttede en sammenligningsgruppe og tolv anvendte et pre/post-test design. Elleve inkluderede, udover postinterventions data, en eller flere op følgende målinger (betegnet 'followup'). Followup målingerne varierede tidsmæssigt med en spændvidde fra 1 måned til 48 måneder (median=6 mdr.). Endelig blev data ved 11 af interventionerne indsamlet af en forsker, ved to interventioner indsamlet af underviser/praktiker, ved tre interventioner i kombination forsker/praktiker, mens der ved fire interventioner benyttedes en anden form for dataindsamling (fx computer).

4.1.3 INTERVENTION

23 af interventionerne var rettet imod både drenge og piger, hvor tre interventioner udelukkende adresserede henholdsvis piger (n=2) og drenge (n=1). I alle tilfælde foregik interventionen på en skole (i et enkelt studie var dette uoplyst). Interventionen blev i de fleste tilfælde faciliteret af lærere (n=6) eller eksterne konsulenter (n=14). Yderligere blev nogle af interventionerne faciliteret af jævnaldrende/ældre studerende (n=3), samt af forsker (n=4).

Interventionsaktiviteter var primært klasseundervisning (n=23) og diskussion (n=21). Yderligere anvendtes multimedie (n=14) og adfærdstræning/rollespil (n=12).

Interventionernes indhold (interventionselementer) varierede betragteligt, og langt de fleste interventioner inkluderede multiple elementer. Elementerne fordelte sig således: information/viden (n=24), normer/holdninger (n=23), identificering af vold (n=17), socialisering (n=15), risikoadfærd (n= 4), forebyggelsesfærdigheder (n=11), kønsroller/kønsdiskriminering (n=9), ansvar (n= 9), kommunikation (n= 8), konflikthåndtering (n=4), og empati (n=1).

Interventionernes tidsmæssige omfang varierede i betydelig grad. Således var længden på interventionerne (n=15) imellem 45 minutter og 12,5 timer (median=4 timer). Ved knap halvdelen af interventionerne (n=11) oplystes ikke interventionstid i timer eller minutter. Interventionsperioden varierede ligeledes betragteligt, fra 1 til 120 dage (median=31,5 dage; n=16).

Elleve af interventionerne var udviklet på baggrund af en forandringsteori eller forandringsmodel, hvilket må anses som en styrke. Eksempler på teorigrundlag var *Social Norms Theory, Social Learning Theory* mv. (se genbeskrivelsestabel).

4.1.4. RESULTATER

Der indgik kun primære effektmål i en mindre del af interventionerne (n=5). Derimod havde langt størstedelen af undersøgelserne inkluderet sekundære effektmål (n=25), herunder effektmål omhandlende holdninger/normer (n=20), viden (n=14), adfærd/adfærdsintentioner (n=6), konflikthåndtering (n=2), empati (n=1), kommunikation (n=1) og blandet (n=4).

Interventionernes effekt er opgjort som effektstørrelser. Disse præsenteres i genbeskrivelsestabellen og behandles i analyseafsnittet

4.1.5. KVALITETSVURDERING

I den samlede vurdering af interventionernes forskningsmæssige kvalitet havde 23 % (n=6) lav kvalitet, 27 % (n=7) lav/medium kvalitet, 27 % (n=7) medium kvalitet, og 23 % (n=6) medium/høj kvalitet.

Modsat de mere faktuelle oplysninger i nærværende deskriptive afsnit er kvalitetsvurderingen baseret på koderens vurdering af studiets forskningsmæssige kvalitet. Altså, i hvilken grad resultater er fremkommen på baggrund af en given intervention versus som følge af tilfældigheder eller ikke-relaterede faktorer. Herunder vurderes bl.a. stringens i interventionslevering, udvælgelse af deltagere til studiet, håndtering af forstyrrende faktorer (confounders), kvalitet af måleinstrumenter, antal deltagere og endelig resultaternes overordnede pålidelighed.

4.2. GENBESKRIVELSE

Genbeskrivelsestabellen har til formål at give et overblik på interventionsniveau, og er struktureret med udgangspunkt i deltagere, design, effektmål, intervention, resultater og kvalitetsvurdering. Det fremgår endvidere af tabellen hvilke studier, der dækker over hvilke interventioner.

Det skal understreges, at forskningsoversigten udelukkende bygger på tilgængelige originalstudier, hvorfor der bør tages højde for en vis selektionseffekt. Der er således ikke inkluderet upubliceret arbejde, der erfaringsmæssigt har karakter af nul- eller negative fund (*file drawer problem*).

Udover information, baseret på kodningsarkene, præsenteres ligeledes effektstørrelser for henholdsvis primære- og sekundære effektmål. Med henblik på effektvurdering og sammenligning af inkluderede studier er interventionseffekten i genbeskrivelsestabellen opgjort i effektstørrelse (*ES*) i form af Cohen´s *d,* idet der skelnes imellem en lille, moderat og stor effekt.

I studier, der inddrager interventions- og kontrolgruppe, er effektstørrelserne udregnet ved brug af henholdsvis post intervention og followup data, mens pre- og postinterventionsdata er benyttet i studier uden kontrolgruppe. Så vidt muligt er der anvendt deskriptive data fra relevante effektmål (typisk gennemsnitsscore, standard afvigelse og populationsstørrelse). Såfremt deskriptive data ikke fremgik af de inddragede studier, er interventionernes effekt så vidt muligt estimeret på baggrund af resultater fra statistiske tests (typisk variansanalyse/regressionsanalyse).

Oversigt over effektstørrelser:

Effektstørrelse (*ES*)	*d*	% varians
lille	.2	1
moderat	.5	6
stor	.8	16

Genbeskrivelsestabellen er præsenteret i følgende afsnit.

4.3. GENBESKRIVELSESTABEL

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Black, Weisz, & Jayasundara (2012).	$N_{baseline}$ = 525 N_{int} = 396 N_{kon} = 129 Gn.alder: - Aldersinterval: Grade 6 – 9 [vurderet 11 - 16 år] Drenge: 44% Afrika	SG Baseline; PI	**Primære**: - **Sekundære:** Holdninger/normer a. Aggression in Dating Situations (AADS)*	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: The Dating Violence Prevention Project Curriculum Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer · Risikoadfærd · Konflikthåndtering · Socialisering · Kommunikation · Ansvar Omfang/periode: 8 timer over 70 - 84 dage Forandringsteori: -	**Samlet effekt:** PI: Lille - Stor effekt **Primære**: - **Sekundære**: Holdninger/normer a. PI *d* =.82 (samme køn ♂) PI *d* =.23 (samme køn ♀) PI *d* =. 86 (blandet køn ♂) PI *d* =.29 (blandet køn ♀)	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Slep, Cascardi, Avery-Leaf, & O'Leary (2001), revideret version

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Clinton-Sherrod, Morgan-Lopez, Gibbs, Hawkins, Hart, Ball, Irvin, & Littler (2009)	$N_{baseline}$ = 1182 Gn.alder: - Aldersinterval: Grade 6 - 12 [vurderet: 11 - 19 år] Drenge: 54 % USA	Pre-post test Baseline; PI	**Primære**: - **Sekundære**: Holdninger/normer a. Sexual harassment and personal boundaries* b. Positive dating relationship norms* Adfærdsintentioner a. Sexual coercion*	**Formål**: Identificere hvorledes forskelle imellem implementerings- og deltager faktorer øver indflydelse på variable relateret til seksuelle overgreb. Intervention (kombination): · Expect Respect Program · Men of strength club · The students upholding respect and gender equity · Teen exchange program Målgruppe: Begge køn Kontekst: - Aktiviteter: · Undervisning · Diskussion Elementer i intervention: · Information/viden · Holdninger/normer/myter Omfang/periode: - Forandringsteori: -	**Samlet effekt:** PI: Ingen effekt **Primære**: - **Sekundære**: Holdninger/normer a. PI *d* =.11 b. PI *d* =.07 Adfærdsintentioner a. PI *d* =.14	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

*Alle mål udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
DeGannes (2009)	$N_{baseline}$ = 59 Gn.alder: 13,5 år Aldersinterval: 12 – 17 år Drenge: 47,3 % USA	Pre-post test Baseline; PI	**Primære**: - **Sekundære**: Viden a. The SCREAM Measure of Acquaintance Rape Knowledge* Holdninger/normer a. Rape Myth Acceptance Scale**	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: Project Awareness Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie Elementer i intervention: · Information/viden · Holdninger/normer/myter · Risikoadfærd/anden adfærd · Socialisering Omfang/periode: 8 sessioner over 56 dage Forandringsteori: Social Learning Theory	**Samlet effekt:** PI: Lille effekt **Primære: -** **Sekundære**: Viden a. PI *d* =.35 Holdninger/normer a. PI *d* =.41	Lav/Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* (SMARK; Duggan, 1998), **(RMAS; Burt, 1980)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Fay, & Medway (2006)	$N_{baseline}$ = 145 N_{int} = 76 N_{kon} = 78 Gn.alder: - Aldersinterval: 15 - 16 år Drenge: 44 % USA	RCT Baseline; PI; FU (5 - 7 mdr.)	**Primære: -** **Sekundære:** Holdninger/normer a. Rape myth acceptance scale* b. Acquaintance rape** c. Attitudes toward dating violence***	**Formål**: Reducere accept af voldtægtsmyter- og dating vold Intervention: The Parrot Program**** Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Diskussion · Multimedie · Adfærdstræning/rollespil · Hjemmeopgave Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Risikoadfærd/anden adfærd · Socialisering · Kommunikation Omfang/periode: 2 timer over to dage Forandringsteori: -	**Samlet effekt**: PI: Lille effekt FU: Resultat uklart **Primære: -** **Sekundære:** Holdninger/normer a. PI *d* =.47 b. PI IMAB ES ($p < 05$, på 5 ud af 9 items) c. PI IMAB ES (ns)	Medium/Høj

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant; IMAB ES = ikke muligt at beregne effekstørrelser

* (Burt, 1980), revideret version, ** Udviklet til studiet, *** (Follingstad et al., 1999), revideret version, **** (Parrot, 1991)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
#1 Foshee, Bauman, Greene, Koch, Linder, & MacDougall (2000 *#2* Foshee, Bauman, Ennett, Linder, Benefield, & Suchindran (2004) *#3* Foshee, Bauman, Ennett, Suchindran, Benefield, & Linder (2005)	#1: $N_{baeline}$ = 1886 N_{int} = 943 N_{kon} = 943 #2: $N_{baseline}$ = 124 $N_{baseline\ (+\ booster)}$ = 135 N_{kon} = 201 #3: $N_{baseline}$ = 1566 N_{int} = 636 N_{kon} = 930 Gn.alder: 13,9 år Aldersinterval: 12 – 17 år Drenge: 41 – 49 % USA	RCT #1 Baseline; FU (12 mdr.) #2 FU (48 mdr.)/ FU (48 mdr. + Booster) #3 FU (1 mdr., 12. mdr., 24 mdr., 36 mdr.)	**Primære**: a. Psychological abuse perpetration* b. Moderate physical violence perpetration* c. Severe physical violence perpetration* d. Sexual violence perpetration* e. Psychological abuse victimization* f. Moderate physical violence victimization* g. Severe physical violence victimization* h. Sexual violence victimization* **Sekundære**: -	**Formål**: Forebygge psykologisk, fysisk og seksuel dating vold Intervention: Safe Dates** Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie · Adfærdstræning/rollespil · Informationskampagne Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Risikoadfærd/anden adfærd · Forebyggelsesfærdigheder · Konflikthåndtering · Ansvar · Booster (#2) Omfang/periode: 10 x 45 minutter; teaterforestilling; plakatkonkurrence (+ booster ved #2) Forandringsteori: -	**Samlet effekt:** FU(1 mdr.): Ingen effekt FU(12 mdr.): Ingen effekt FU(24 mdr.): Ingen effekt FU(36 mdr.): Ingen effekt FU(48 mdr.): IMAB ES (ns. – p<0.05) **Primære:***** a. FU(1 mdr.): *d* =-.16 FU(12 mdr.): *d* =-.11 FU(24 mdr.): *d* =-.03 FU(36 mdr.): *d* =-.04 FU(48 mdr.): IMAB ES (ns.) b. FU(1 mdr.): *d* =-.10 FU(12 mdr.): *d* =-.07 FU(24 mdr.): *d* =-.07 FU(36 mdr.): *d* =.01 FU(48 mdr.): IMAB ES (p<0.05) c. FU(1 mdr.): *d* =-.11 FU(12 mdr.): *d* =-.05 FU(24 mdr.): *d* =-.14 FU(36 mdr.): *d* =-.01 FU(48 mdr.): IMAB ES (p<0.05) d. FU(1 mdr.): *d* =-.14 FU(12 mdr.): *d* =-.04 FU(24 mdr.): *d* =-.18 FU(36 mdr.): *d* =-.04 FU(48 mdr.): IMAB ES (p<0.05) e. FU(1 mdr.): *d* =-.07 FU(12 mdr.): *d* =.02 FU(24 mdr.): *d* =.04 FU(36 mdr.): *d* =.06 FU(48 mdr.): IMAB ES (ns.)	Medium/høj

					f. FU(1 mdr.): *d* =-.05 FU(12 mdr.): *d* =-.08 FU(24 mdr.): *d* =-.02 FU(36 mdr.): *d* =-.01 FU(48 mdr.): IMAB ES (ns.) g. FU(1 mdr.): *d* =-.02 FU(12 mdr.): *d* =-.07 FU(24 mdr.): *d* =-.08 FU(36 mdr.): *d* =-.02 FU(48 mdr.): IMAB ES (p<0.05) h. FU(1 mdr.): *d* =-.05 FU(12 mdr.): *d* =-.06 FU(24 mdr.): *d* =-.02 FU(36 mdr.): *d* =-.07 FU(48 mdr.): IMAB ES (p<0.05) (booster ved #2, IMAB ES, ns.) **Sekundære: -**	

NOTE 1: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant; IMAB ES = ikke muligt at beregne effekstørrelser

*Udviklet til studiet, ** (Foshee et al., 1996), *** Effektstørrelser FU (1 mdr.) - FU (36 mdr.) er udregnet på baggrund af #3

NOTE 2: Alle resultater ved pågældende intervention skal læses med forbehold, idet studiernes resultater er opgjort på en sådan måde, at udregninger af effektstørrelser er forbundet med en vis usikkerhed. Der er rettet personlig henvendelse til Dr. Vangie Foshee med henblik på yderligere klarlægning af dette – foreløbigt uden resultat, idet Dr. Foshee ikke har responderet på vores henvendelse ved forskningsoversigtens udgivelse.

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Hillenbrand-Gunn (2004)	$N_{baseline}$ = 128 n_{int} = 93 n_{kon} = 76 Gn.alder: 16,6 år Aldersinterval: - Drenge: 100 % USA	RCT Baseline; PI; FU (1 mdr.)	**Primære: -** **Sekundære:** Holdninger/normer a. Illinois Rape Myth Acceptance Scale – Short Form* b. What Would You Do – Typical Guy** c. Discomfort with sexist situations – revised – typical guy*** Adfærd/adfærdsintentioner a. What Would You Do ****	**Formål**: Ændring af normer og holdninger med henblik på at forebygge seksuelle overgreb Intervention: Working together – ending sexual violence through education Målgruppe: Begge køn (men i dette studie inkluderedes kun drenge) Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Risikoadfærd/anden adfærd · Forebyggelsesfærdigheder · Socialisering · Ansvar Omfang/periode: 3 x 45 min. Forandringsteori: Social Norms Theory	**Samlet effekt:** PI: Lille effekt FU: Lille – Moderat effekt **Primære: -** **Sekundære:** Holdninger/normer a. PI *d* = .49; FU *d* = .68 b. PI *d* = .56; FU *d* = .59 c. PI *d* = .44; FU *d* = .28 Adfærd a. PI *d* = .33; FU *d* = .29	Medium/Høj

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Payne, Lonsway & Fitzgerald; (1999), ** WWYD-T (Hillenbrand-Gunn, 2003),*** DSSR-T (Kilmartin, 1999)**** WWYD (Hillenbrand-Gunn, 2003)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Hillenbrand- Gunn, Heppner, Mauch, & Park (2010)	$N_{baseline}$ = 283 N_{int} = 124 N_{kon} = 88 Gn.alder: 16,58 år Aldersinterval: - Drenge: 57 - 63 % USA	RCT Baseline; PI; FU (4 uger)	**Primære: -** **Sekundære:** Holdninger/normer a. The Illinois Rape Myth Acceptance – Short form* Adfærd a. The self-protective behaviors measure ** b. The What Would You do *** c. The what would you do – Typical guy***	**Formål**: Ændring af normer og holdninger med henblik på at forebygge seksuelle overgreb Intervention: Men as Allies Målgruppe: Begge køn Kontekst: Skole Aktiviteter: Undervisning Elementer i intervention: · Holdninger/normer · Identificering af vold · Forebyggelsesfærdigheder · Kommunikation Omfang/periode: 3 x 45 min. Forandringsteori: Social norms theory	**Samlet effekt for alle udfald:** PI**:** Lille – Moderat effekt FU: Lille – Moderat effekt **Primære: -** **Sekundære:** Holdninger/normer a. PI *d* =.47 ♂, *d* =.64 ♀ FU *d* =.68 ♂, *d* =.48 ♀ Adfærd a. PI *d* =-.43 ♀ FU *d* =-.29 ♀ b. PI *d* =.33 ♂ FU *d* =.29 ♂ c. PI *d* =.56 ♂ PI *d* =.54 ♀ FU *d* =.59 ♂ FU *d* =.49 ♀	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Payne et al., (1999)** Schewe (2002)*** Hillenbrand-Gunn (2003) **** Hillenbrand-Gunn (2003)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Jaycox, McCaffrey, Eiseman, Aronoff, Shelley, Collins, & Marshall (2006)	$N_{baseline}$ = 2540 n_{int} = 1384 n_{kon} = 1156 Gn.alder: 14,41 år Aldersinterval: - Drenge 48,3 % USA	RCT Baseline; PI; FU (6 mdr.)	**Primære:** Women's experience of Battering Scale Smith/ The revised Conflict tactics Scale a. Victimization* b. Perpetration* c. Abusive/fearful dating experiences* **Sekundære:** Viden a. Viden om dating vold** Holdninger/normer a. Accept af vold mod kvinder/piger begået af mænd/drenge** b. Accept af vold begået mod mænd/drenge begået af kvinder/piger** Andet Help-seeking a. Mean helpfulness of all items** b. Mean likelihood for all items**	**Formål**: Forebygge overgreb Intervention: Ending Violence Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold Omfang/periode: 3 timer over 3 dage Forandringsteori: Social Norms Theory	**Samlet effekt:** Primære: PI: Ingen effekt FU: ingen effekt Sekundære: PI: Ingen - Moderat effekt FU: Ingen - Lille effekt **Primære:** Overgreb a. FU *d* = -.03 b. FU *d* = -.05 c. PI *d* =.10 FU *d* =.08 **Sekundære:** Viden a. PI *d* =.71 FU *d* =.39 Holdninger/normer a. PI *d* =.17 FU *d* =.06 b. PI *d* = -.16 FU *d* = -.02 Andet: a. PI *d* = -.17 FU *d* =.02 b. PI *d* =.24 FU *d* =.01	Medium/Høj

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Womens experience of Battering Scale (Smith Earp & Devellis, 1995); The revised Conflict tactics Scale (Straus et al., 1996), revideret version ,** Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Jones (2008)	$N_{baseline}$ = 362 Gn.alder: - Aldersinterval: - Grade 7 [vurderet 12 - 13 år] Drenge: 42,8 % USA	Pre-post test Baseline; PI	**Primære: -** **Sekundære:** Viden: a. Item 1 (definition af overgreb)* b. Item 14 (accept af vold i forhold)* c. Items 2-13 (viden om udvalgte interventions områder)*	**Formål:** Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: Keeping Kids Safe Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie Elementer i intervention: · Information/viden · Holdninger/normer/myter · Risikoadfærd/anden adfærd · Identificering af vold · Socialisering · Ansvar Omfang/periode: Uklart; 4 ”sessions” Forandringsteori: -	**Samlet effekt:** PI: Ingen – Moderat effekt **Primære: -** **Sekundære:** Viden a. item 1: *d* =.66 b. item 14: *d* =.05 c. item 2-13: *d* =.76	Lav

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Kernsmith, & Hernandez-Jozefowicz (2011)	$N_{baseline}$ = 343 Gn.alder: - Aldersinterval: Grade 10 - 12 [vurderet 15 - 18 år] Drenge: 44 % USA	Pre-post Baseline; PI; FU (3 mdr.)	**Primære: -** **Sekundære:** Holdninger/normer a. The Burt Rape Myth Acceptance Scale, the Rape Myth Belief Scale*	**Formål:** Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: The First Step Peer Education Program Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdning/normer · Identificering af vold · Risikoadfærd · Forebyggelsesfærdigheder · Konflikthåndtering · Ansvar Omfang/periode: Uklart Forandringsteori: -	**Samlet effekt:** PI: Lille effekt FU: Moderat effekt **Primære:-** **Sekundære:** Holdninger/normer a. PI *d* =.53 ♂ PI *d* =.40 ♀ FU *d* =.71 ♂ FU *d* =.70 ♀	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Burt (1980); Warshaw (1988), revideret version.

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Lowe, & Banks (2007)	$N_{baseline}$ = 106 Gn.alder: 15,4 år Aldersinterval: 14 - 21 år Drenge: 45,9 % USA	Pre-post test Baseline; PI	**Primære: -** **Sekundære:** Viden a. Student knowledge* Holdninger/normer a. Student attitudes *	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: The Safe Relationships Program Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Risikoadfærd/anden adfærd · Forebyggelsesfærdigheder · Socialisering Omfang/periode: 4 timer over 4 dage Forandringsteori: -	**Samlet effekt:** PI: Lille - Stor effekt **Primære: -** **Sekundære:** Viden a. PI *d* =.88 Holdninger a. PI *d* =.21	Lav/Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Martín, Baz, Vicario-Molina, Álvarez, Fuertes, & González (2012)	$N_{baseline}$ = 169 n_{int} = 93 n_{kon} = 76 Gn.alder: 16,24 år Aldersinterval: 16 – 18 år Drenge: 39,9 % - 69,7 % Europa	SG Baseline; PI; FU (8 mdr.)	**Primære:** Udøvelse af seksuelle overgreb a) Sexual coercive behavior* **Sekundære:** Holdninger/normer a. Stereotypical beliefs** Empati a. Empathy for the victim and aggressor questionnaire *** Kommunikation a. Heterosocial assertiveness**** Konflikthåndtering a. Heterosocial assertiveness***** Andet (risiko) a. Perceived control over sexual Coercion Scale ******	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: - Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Risikoadfærd/anden adfærd · Forebyggelsesfærdigheder · Empati · Konflikthåndtering · Socialisering · Kommunikation · Ansvar Omfang/periode: 7 timer over 49 dage Forandringsteori: -	**Samlet effekt:** Primær: PI: Lille – Stor effekt Sekundære: PI: Ingen – Lille effekt FU: Ingen – Moderat effekt **Primære:** Udøvelse af seksuelle overgreb a. PI *d* =.44 ♂ PI *d* =.91 ♀ **Sekundære:** Holdninger/normer a. PI *d* =.36 ♂ PI *d* =.00 ♀ FU *d* =.05 ♂ FU *d* =.14 ♀ Empati a. PI *d* =.34 ♂ PI *d* =.33 ♀ FU *d* =.14 ♂ FU *d* =.03 ♀ Kommunikation/ Konflikthåndtering a. PI *d* =.24 ♂ PI *d* =.02 ♀ FU *d* =.65 ♂ FU *d* =.20 ♀ Andet a. PI *d* =.08 ♂ PI *d* =.06 ♀ FU *d* =.12 ♂ FU *d* =.03 ♀	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

*Struckman-Johmson, Struckman-Johnson & Anderson (2003; subskala), **Muehlenhard & Felts (1998; Sexual beliefs scale), revideret version, ***Deitz, Blackwell, Daley and Bentley (1982; udvalgte items), revideret version ****Fuertes et al. (2006) *****Fuertes et al. (2006) ******Fuertes et al. (2006)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Moor (2011)	$N_{baseline}$ = 394 Gn.alder: 17 år Aldersinterval: 16 - 18,5 år Drenge: 48,2 % Israel	Pre-post test Baseline; PI	**Primære: -** **Sekundære:** Holdninger/normer a. Evaluation, attitudes* Adfærd/adfærdsintentioner a. Evaluation, behavior* 1. First examine reaction to touch 2. Stop sexual activity even if aroused 3. Stop sexual activity as soon as asked to 4. Use of pornography	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: - Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer/myter · Kønsroller · Socialisering · Kommunikation Omfang/periode: 6 timer Forandringsteori: -	**Samlet effekt for alle udfald:** PI: Ingen – Lille effekt **Primære: -** **Sekundære:** Holdninger/normer a. PI *d* =.27 ♂ PI *d* =.25 ♀ Adfærd/adfærdsintentioner: a. 1: PI *d* =.35 ♂ PI *d* =.43 ♀ 2: PI *d* =.05 ♂ PI *d* =.01 ♀ 3: PI *d* =.05 ♂ PI *d* =.07 ♀ 4: PI *d* =.05 ♂ PI *d* =.07 ♀	Lav

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Lanier and Elliot (1997), instrument for the evaluation of rape prevention programs, revideret version.

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Ogunfowokan, & Fajemilehin (2012)	$N_{baseline}$ = 200 N_{int} = 91 N_{Kon} = 109 Gn.alder: - Aldersinterval: 13 - 24 Drenge: 0 % Afrika	RCT Baseline; PI; FU (4+7 mdr.)	**Primære: -** **Sekundære:** Viden a. Sexual Abuse Questionnaire (SAQ)* Holdninger/normer a. Sexual Abuse Questionnaire (SAQ)*	Formål: Forebygge udsættelse for seksuelt overgreb Intervention: SAPEP – Sexual Abuse Prevention Education Package Målgruppe: Piger Kontekst: Skole Aktiviteter: · Undervisning · Diskussion Elementer i intervention: · Information/viden · Holdninger/normer/myter · Forebyggelsesfærdigheder Omfang/periode: 5 timer, 10 x 30 min over 10 dage Forandringsteori: The Neuman Health Care Systems Model **	**Samlet effekt:** PI: Ingen - Moderat effekt FU: Ingen - Moderat effekt **Primære: -** **Sekundære:** Viden a. PI *d* =.76 FU *d* =.78 Holdninger/normer a. PI *d* =.09 FU *d* =.06	Lav/Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* PÅ baggrund af Attitude Towards Rape Victims scale (ATRVS; Ward et al., 1988), revideret version
** Neuman & Fawcett, 2002

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Pacifici, Stoolmiller, & Nelson (2010)	$N_{baseline}$ = 547 N_{int} = 239 N_{kon} = 219 Gn.alder: 15,8 år Aldersinterval: - Drenge: 48 % USA	RCT Baseline; PI	**Primære: -** **Sekundære:** Holdninger/normer a. Sex role stereotyping* b. Rape Myth Acceptance subscale* c. Adversarial Sexual beliefs subscale* d. Acceptance of interpersonal violence subscale*	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb i dating situationer Intervention: Dating and Sexual Responsibility Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Risikoadfærd/anden adfærd · Socialisering · Kommunikation Omfang/periode: 3 x 80 min. over 10 dage Forandringsteori: -	**Samlet effekt**: PI: Ingen effekt **Primære: -** **Sekundære:** Holdninger/normer a. PI *d* =.05 b. PI *d* =.04 c. PI *d* =.01 d. PI *d* =.11 **	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

*Subskalaer fra The sexual attitude survey (Burt, 1980), revideret version

** Kommentar: Interventionen var særligt effektivt for de, som vurderedes at være i særlig høj risiko for at udøve seksuelle overgreb

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Regan (2009)	Nbaseline = 60 Gn.alder: - Aldersinterval: Grade 9 - 10 [vurderet: 14 - 17 år] Drenge: - USA	Pre-post Baseline; PI	**Primære: -** **Sekundære:** Viden a. 2 items*	Formål: forebygge voldsudøvelse/udsættelse for vold Intervention: The youth violence prevention program Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion Elementer i intervention: · Information/viden · Identificering af vold · Risikoadfærd · Forebyggelsesfærdigheder · Socialisering · Kommunikation Omfang/periode: Uklart antal timer, over 21 dage. Forandringsteori: The Health Promotion Model for Childhood violence Prevention and exposure	**Samlet effekt:** PI: Lille - Moderat effekt **Primære: -** **Sekundære:** Viden a. Item 1 PI *d* =.40 Item 2 PI *d* =.65	Lav

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Rehmsmeyer (2011)	$N_{baseline}$ = 554 Gn.alder: 13 år Aldersinterval: 12 - 15 år Drenge: 60 % USA	Pre-post test Baseline; PI	**Primære: -** **Sekundære:** Viden a. Awareness of a controlling partner* b. Identifies Abusive behavior in a partner* Adfærd/adfærdsintentioner a. Participant behavior* Andet a. Participant confidence*	Formål: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: Teen Exchange Målgruppe: Begge køn Kontekst: Skole Aktiviteter: - Elementer i intervention: - Omfang/periode: 8 - 9 sessioner over 8 - 9 uger Forandringsteori: -	**Samlet effekt:** PI: Ingen – Lille effekt **Primære: -** **Sekundære:** Viden a. *d* =.00 -.20 b. *d* =.00 -.10 Adfærd a. *d* =.01 -.13 Andet a. *d* =.03 -.13	Lav

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Rijsdijk, Bos, Ruiter, Leerlooijer, de Haas, & Schaalma (2011)	$N_{baseline}$ = 1864 N_{int} = 853 N_{kon} = 1011 Gn.alder: 16,1 år Aldersinterval: - Drenge: 44,8 % Afrika	RCT Baseline; PI	**Primære: -** **Sekundære:** Viden a. Knowledge* Holdninger/normer a. Beliefs* b. Risk perception* Adfærd/adfærdsintentioner a. Delay* b. Condom-use* c. Non-coercive sex*	**Formål**: At udsætte den seksuelle debut og at gøre de unge mere bevidste om de valg de træffer → mere sikker seksuel adfærd → færre overgreb Intervention: The World Starts With Me Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Multimedie · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Socialisering Omfang/periode: 7 - 14 sessioner Forandringsteori: The theory of planned behavior**, The health belief model***	**Samlet effekt:** PI: Ingen effekt **Primære: -** **Sekundære:** Viden a. PI *d* =.04-.15 Holdninger/normer a. PI *d* =.04-.15 b. PI *d* =-.05-.02 Adfærd/adfærdsintentioner a. PI *d* =.06-.18 b. PI *d* =-.33-.10 c. PI *d* =.03-.10 ****	Lav/medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Mukoma et al. (2009), SATZ Project, revideret version, ** Ajsen (2002); Fishbein & Ajzen (2010), *** Becker (1974)

**** Kommentar: der var bedre effekt på de skoler, hvor interventionen forløb over en længere tidsperiode

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Senn (2013)	$N_{baseline}$ = 59 Gn.alder: 16,9 år Aldersinterval: 14 – 19 år Drenge: 0 % Canada	Pre-post test Baseline; PI	**Primære: -** **Sekundære:** Konflikthåndtering a. Self-defense, self-efficacy Andet (risiko) a. Self-assessment of personal risk/personal relevance	**Formål**: forebygge udsættelse for seksuelt overgreb Intervention: Assess, Acknowledge, Act*** Målgruppe: Piger Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Multimedie · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer/myter · Kønsroller · Risikoadfærd/anden adfærd · Forebyggelsesfærdigheder · Socialisering · Kommunikation Omfang/periode: 9 timer Forandringsteori: Assess, Acknowledge, Act ***, Elaboration Likelihood Model****	**Samlet effekt:** PI: Stor effekt **Primære: -** **Sekundære:** Konflikthåndtering a. PI *d* = 1.38 Andet (risiko) a. PI *d* = 1.03	Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

*Udviklet til studiet, **Gray et al. (1990), revideret version, *** (AAA) Rozee & Koss (2001), **** Petty & Cacioppo (1986)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Smith, & Welchans (2000)	$N_{baseline}$ = 253 Gn.alder: - Aldersinterval: Grade 9 - 12 [vurderet alder: 16 - 18 år] Drenge: 46 % USA	Pre-post test Baseline; PI	**Primære: -** **Sekundære:** Holdninger/normer a. The Rape Attitude Scale*	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: The Peer Education Project Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Forebyggelsesfærdigheder · Socialisering · Ansvar Omfang/periode: 45 min. + fællessamling med forældre, lærere og elever Forandringsteori: -	**Samlet effekt:** PI: Moderat – Stor effekt **Primære: -** **Sekundære:** Holdninger a. PI *d* =.83 ♂ PI *d* =.69 ♀	Lav

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Smothers, & Smothers (2011)	$N_{baseline}$ = 550 Gn.alder: - Aldersinterval: grade 5 - 12 (vurderet 10 - 19 år) Drenge: fase 1: 43 % fase 2: 41 % USA	Pre-post Baseline; PI	**Primære: -** **Sekundære:** Viden a. Sexual Assault And Attitudes Questionaire * b. Sexual Assault And Attitudes Questionaire * Holdninger/normer a. Sexual Assault And Attitudes Questionaire *	**Formål**: At skabe ændringer hos individer og skolesystemer ved at ændre viden, holdninger og overbevisninger, som understøtter seksuel vold og seksuelle overgreb Intervention: - Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer · Identificering af vold · Socialisering Omfang/periode: 3 timer over 21 dage Forandringsteori: -	**Samlet effekt:** PI: Lille - Moderat effekt **Primære: -** **Sekundære:** Viden 1 a. PI Fase 1 *d* =.26 PI Fase 2 *d*=.33 b. PI Fase 1 *d* =.44 PI Fase 2 *d* =.22 Holdninger/normer a. PI Fase 1 *d* =.72 PI Fase 2 *d* =.63	Lav/Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Taylor, Stein, & Burden (2010a)*	$n_{baseline}$ = 1215 n_{int} = 405 N_{kon} = 811 Gn.alder: - Aldersinterval: Grade 6-7 [vurderet alder: 11-13] Drenge: 46 % USA	RCT Baseline; PI; FU (6 mdr.)	**Primære:** Perpetration/victimization a. Experience of being victimized by a peer** b. Experience of victimization by the person the respondent has dated** c. Experience of perpetrating violence against respondents' peers** d. Perpetrating violence against persons they have dated** Sexual harassment victimization and perpetration a. Experience of sexual harassment victimization*** b. Experience of perpetrating sexual harassment*** **Sekundære:** Viden a. Knowledge **** Holdninger/normer a. Attitudes *****	**Formå**l: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: Interaction Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion Elementer i intervention: · Information/viden · Holdninger/normer · Risikoadfærd · Socialisering · Ansvar Omfang/periode: 5 lektioner over 35 - 49 dage Forandringsteori: Theory of Reasoned Action ******	**Samlet effekt:** Primære: PI: Ingen – Lille effekt FU: Ingen – Moderat effekt Sekundære: PI: Ingen – Lille effekt FU: Ingen – Lille effekt **Primære:** Perpetration/victimization a. PI *d* =.01 - .33 FU *d* =.06 - .57 b. PI *d* =.01 - .06 FU *d* = .00 - .10 c. PI *d* =.02 - .14 FU *d* =.01 - .25 d. PI *d* =.07 - .19 FU *d* =.03 - .13 Sexual harassment victimization and perpetration a. PI *d* =.07 - .24 FU *d* =.10 - .14 b. PI *d* =.06 - .07 FU *d* =.05 - .29 **Sekundære:** Viden a. PI *d* =.07 FU *d* =.06 Holdninger/normer a. PI *d* =.04 - .23 FU *d* =.05 - .22	Medium/Høj

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Studiet Taylor et al., (2010a) og Taylor et al., (2010b) er sammenhængende, men indeholder to separate interventioner.

** CDC, Youth Risk Behaviour Survey, Foshee et al (1998), revideret version. *** American Association of University Women Educational Foundation's (1993, 2001) sexual harassment in school survey (Finneran and Bennett, 1999); Basile et al, 2008), revideret version, **** Udviklet til studiet, ***** Wards, 2002, revideret version, ****** Ajzen and Fishbein (1980)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Taylor, Stein, & Burden (2010b)*	$n_{baseline}$ = 1234 n_{int} = 423 n_{kon}= 811 Gn.alder: - Aldersinterval: Grade 6 - 7 [vurderet alder: 11 - 13] Drenge: 46 % USA	RCT Baseline; PI; FU (6 mdr.)	**Primære:** Perpetration/victimization a. Experience of being victimized by a peer** b. Experience of victimization by the person the respondent has dated** c. Experience of perpetrating violence against respondents' peers** d. Perpetrating violence against persons they have dated** Sexual harassment victimization and perpetration a. Experience of sexual harassment victimization*** b. Experience of perpetrating sexual harassment*** **Sekundære:** Viden a. Knowledge **** Holdninger/normer a. Attitudes *****	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: Law and Justice Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion Elementer i intervention: · Information/viden Omfang/periode: 5 lektioner over 35 - 49 dage Forandringsteori: Theory of Reasoned Action ******	**Samlet effekt:** Primære: PI: Ingen – Lille effekt FU: Ingen – Lille effekt Sekundære: PI: Ingen – Moderat effekt FU: Ingen – Lille effekt **Primære:** Perpetration/victimization a. PI *d* =.02 - .27 FU *d* =.01 - .05 b. PI *d* =.01 - .03 FU *d* =.01 - .07 c. PI *d* =.01 - .14 FU *d* =.00 - .42 d. PI *d* =.03 - .14 FU *d* =.06 - .41 Sexual harassment victimization and perpetration a. PI *d* =.05 - .27 FU *d* =.20 - .32 b. PI *d* =.04 - .05 FU *d* =.14 - .45 **Sekundære:** Viden a. PI *d* =.21 FU *d* =.20 Holdninger/normer a. PI *d* =.07 - .63 FU *d* =.01 - .30	Medium/Høj

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Studiet Taylor et al., (2010a) og Taylor et al., (2010b) er sammenhængende, men indeholder to separate interventioner.

** CDC, Youth Risk Behaviour Survey, Foshee et al (1998), revideret version. *** American Association of University Women Educational Foundation's (1993, 2001) sexual harassment in school survey (Finneran and Bennett, 1999); Basile et al, 2008), revideret version, **** Udviklet til studiet, ***** Wards, 2002, revideret version, ****** Ajzen and Fishbein (1980)

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Weisz, & Black (2001)	$N_{baseline}$ = 66 N_{int} = 46 N_{kon} = 20 Gn.alder: 12,84 år Aldersinterval: - Drenge: - USA	SG Baseline; PI; FU (6 mdr.)	**Primære: -** **Sekundære:** Viden a. Knowledge of sexual assault* Holdninger/normer a. Rape Attitude Scale**	**Formål**: Forebygge kombination af udøvelse af og/eller udsættelse for seksuelle overgreb Intervention: Reaching and teaching teens to stop violence Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer · Identificering af vold · Risikoadfærd · Ansvar Omfang/periode: 12,5 time over 6 - 12 uger Forandringsteori: -	**Samlet effekt:** PI: Moderat effekt FU: Lille effekt **Primære: -** **Sekundære:** Viden a. PI *d* =.66 FU *d* =.37 Holdninger/normer a. PI *d* =.55 FU *d* =.39	Lav/Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

*Rave (1999), revideret version ** Hall, Howard & Beozio, (1986), Youth dating violence survey (Foshee, 1994), og The Teen Life Relationship Questionaire (Kantor, 1996), revideret version.

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Wright, Akers, & Rita (2000)	$N_{baseline}$ = 698 Gn.alder: - Aldersinterval: Grade 10 [vurderet 15 - 16 år] Drenge: - USA	Pre-post Baseline; PI	**Primære: -** **Sekundære:** Viden a. Viden om seksuelle overgreb + hjælperessourcer* Item 1: Rape definition Item 2: Risk reduction	**Formål**: At øge deltagernes viden omkring voldtægt, risiko samt hjælpemuligheder Intervention: CARE (Community Awareness Rape Education) Målgruppe: Begge køn Kontekst: Skole Aktiviteter: · Undervisning · Diskussion · Adfærdstræning/rollespil Elementer i intervention: · Information/viden · Holdninger/normer · Identificering af vold Omfang/periode: - Forandringsteori: -	**Samlet effekt:** PI: Moderat – Stor effekt **Primære:-** **Sekundære:** Viden a. Item 1: PI *d* =.51 - .67 Item 2: PI *d* =.56 - 1.47	Lav

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet

Reference	Deltagere	Design	Effektmål	Intervention	Resultater	Kvalitets vurdering
Yom, & Eun (2005)	$N_{baseline}$ = 79 N_{int} = 39 N_{kon} = 40 Gn.alder: - Aldersinterval: Middle School [vurderet 11 - 14 år] Drenge: 100 % Asien	RCT Baseline; PI	**Primære: -** **Sekundære:** Viden a. Knowledge and attitudes of sexual violence questionnaire* Holdninger/normer a. Knowledge and attitudes of sexual violence questionnaire**	**Formå**l: Ændre deltagernes viden om og holdninger til seksuel vold Intervention: Educational program for the prevention of sexual violence*** Målgruppe: Drenge Kontekst: Skole Aktiviteter: · Multimedie Elementer i intervention: · Information/viden · Holdninger/normer/myter · Identificering af vold · Kønsroller · Forebyggelsesfærdigheder Omfang/periode: - Forandringsteori: -	**Samlet effekt for alle udfald:** PI: Moderat effekt **Primære:-** **Sekundære:** Viden a. PI *d* =.67 Holdninger/normer a. PI *d* =.69	Lav/Medium

NOTE: $N_{baseline}$ = deltagerantal ved første baselinemåling; N_{int} = deltagere i interventionsgruppen; N_{kon} = deltagere i kontrolgruppen; PI = post intervention; RCT = randomiseret kontrolleret design; SG = sammenligningsgruppe; FU = followup; ns = non signifikant

* Udviklet til studiet (viden subskala), ** Udviklet til studiet (holdnings subskala), *** Lee et al., 2003

5. ANALYSE

Nærværende analyseafsnit er baseret på informationer præsenteret i genbeskrivelsestabellen, som inkluderer 26 interventioner baseret på 27 originalstudier. Analyserne er foretaget på interventionsniveau, hvor op til flere studier kan omhandle samme intervention.

I følgende analyseafsnit opsummeres interventionseffekt i henhold til primære- og sekundære effektmål. Herunder beskrives kort de interventioner, som har vist moderat til stor effekt. Derudover vurderes om studier, der dokumenterer moderat til stor effekt, adskiller sig væsentligt på udvalgte interventionskarakteristika (kontekst, målgruppe, aktiviteter, elementer, omfang og forandringsteori) samt forskningsmæssig kvalitet. Det skal her pointeres, at beskrivelse af interventionskarakteristika er sparsom grundet forskningslitteraturens format. En mere uddybende gengivelse vil kræve indsigt i den bagvedliggende programmanual og/eller andre materialer.

Primære effektmål refererer til mål på udøvelse af og/eller udsættelse for seksuelt overgreb samt øvrige typer af interpersonel vold. For at en intervention kan siges at have en positiv effekt i henhold til primære udfald, skal studiet være i stand til at dokumentere en reducering i udøvelse af og/eller udsættelse for overgreb fra jævnaldrende, i sammenligning med en kontrolgruppe.

Sekundære effektmål inkluderer mål på variable, der formodes at have en positiv effekt på reducering af seksuelle overgreb. Det vil med andre ord sige interventionskomponenter, der alene eller i kombination antages at være forandringsskabende i forhold til forekomst. Som anført i genbeskrivelsestabellen benyttes en række forskellige sekundære effektmål i de inkluderede og vurderede studier, herunder måleredskaber der belyser viden, holdninger/normer, og adfærd/adfærdsintentioner, mv. For at en intervention kan siges at have en positiv effekt i henhold til sekundært effektmål, skal studiet være i stand til at dokumentere en ændring i minimum et af ovenstående mål. Enten ved sammenligning med kontrolgruppe eller ved brug af pre/post-test måling.

5.1. PRIMÆRE EFFEKTMÅL

Fem ud af de i alt 26 inkluderede interventioner rapporterer primære effektmål. Herunder identificeres en lille til stor effekt ved interventionen udviklet af Martin et al. (2012), ingen til moderat effekt ved interventionen ”Interaction” (Taylor et al., 2010a), samt ingen til lille effekt ved interventionen ”Law and Justice” (Taylor et al., 2010b). Blandt de to resterende interventioner ”Safe Dates” (Foshee et al., 2000, Foshee et al., 2004, Foshee et al., 2005) samt ”Ending Violence” (Jaycox et al., 2006) ses ingen effekt.

I det følgende præsenteres i oversigtsform interventionskarakteristika ved de to interventioner, hvor der ses en moderat til stor positiv effekt ved primære effektmål:

1. *Interventionen udviklet af Martin et al. (2012)* fandt sted i en skolekontekst og adresserede begge køn. Interventionsaktiviteterne var hovedsageligt gruppebaseret undervisning og/eller diskussion samt brug af videomateriale. Elementerne i programmet omhandlede viden og information omkring bl.a. seksuel tvang, holdninger til overgreb, forskellige typer risikoadfærd (fx brugen af alkohol), empati med ofret samt kommunikation omkring seksuelle forhold. Interventionen strakte sig over i alt syv timer. Der blev ikke identificeret en forandringsteori.
2. *"Interaction"* (Taylor et al., 2010a) fandt sted i en skolekontekst og adresserede begge køn. Interventionsaktiviteterne var gruppebaseret undervisning og diskussion, der lagde op til udfordring af målgruppens holdninger og normer. Elementerne i programmet omhandlede bl.a. grænsesætning i forhold, udvikling af og intimitet i forhold, ønsket versus uønsket adfærd, samt tilskueradfærd. Interventionen strakte sig over 5 lektioner (af 40 min.) og tog udgangspunkt i forandringsteorien "Theory of reasoned action".

I interventionen udviklet af Martin et al. (2012) beskrives udelukkende en positiv effekt i henhold til udøvelse af seksuelt overgreb. Vurderes resultaterne fra "Interaction" på variabelniveau (se genbeskrivelsestabel) bliver det tydeligt, at der er variation i effektstørrelserne. Både på tværs af de enkelte effektvariable (hhv. udøvelse af- og udsættelse for seksuelt overgreb) samt på tværs af målingstidspunkterne (fra post-interventions måling til follow-up måling). Det er således ikke muligt at konkludere entydigt på effekten af interventionen "Interaction".

Sammenlignes interventionskarakteristika på tværs af interventioner med hhv. moderat til høj positiv effekt, ingen til lille effekt samt ingen dokumenteret effekt fremkommer ingen væsentlig forskelle. Det er således ikke muligt at fremhæve interventionskarakteristika, der i særlig grad beskriver interventioner, der har lykkedes med at reducere forekomsten af overgreb.

Selvom kvalitetsvurderingen på tværs af de fem interventioner vurderes til at være medium til medium/høj er det værd at bemærke, at der er en vis usikkerhed forbundet med de måleredskaber, der er benyttet. Hovedparten af måleredskaberne er enten udviklet til studiet eller revideret til formålet. Endelig er resultaterne fra interventionen "Safe Dates" (Foshee et al.; 2000, 2004, 2005) opgjort på en sådan måde, at beregningen af effektstørrelser er usikker, hvorfor disse bør tolkes med forsigtighed.

5.2. SEKUNDÆRE EFFEKTMÅL

Ved 25 ud af 26 interventioner er der rapporteret sekundære effektmål. Den enkelte intervention kan være vurderet på baggrund af flere mål. Samlet set indikerer studierne, at seks interventioner viser en lille til stor effekt, at 16 interventioner viser ingen til moderat effekt, samt at tre interventioner ingen effekt har. Overordnet har langt hovedparten af interventionerne været i stand til at ændre de potentielt forandringsskabende komponenter, omend størstedelen dokumenterer en lille effekt.

Hovedparten af de sekundære effektmål omhandler viden (14 ud af 25), holdninger/normer (20 ud af 25), og adfærd/adfærdsintentioner (6 ud af 25). Følgende afsnit vil gennemgå de sekundære effektmål enkeltvist.

5.2.1. VIDEN

I fire ud af 14 interventioner, der benytter viden som sekundært effektmål, ses en moderat til stor effekt, ved 8 af interventionerne rapporteres et spektrum fra ingen til moderat effekt, og ved de sidste to interventioner ses ingen effekt. Hovedparten af interventionerne er altså overordnet set lykkedes med at gøre målgruppen mere vidende.

Viden er operationaliseret meget forskelligartet på tværs af interventionerne, og dækker bl.a. over faktuel viden omkring forekomst og definition af overgreb, typiske overgrebskarakteristika, konsekvenser af overgreb, samt hjælpemuligheder i tilfælde af overgreb. Det antages af øget vidensniveau fører til reducering af overgreb.

I det følgende præsenteres i oversigtsform interventionskarakteristika ved de fire interventioner, hvor der ses en moderat til stor positiv effekt ved viden som sekundært effektmål:

1. *"The Safe Relationships Program"* (SRP; Lowe & Banks, 2007) fandt sted i en skolebaseret kontekst og adresserede begge køn. Interventionsaktiviteterne var gruppebaseret undervisning og diskussion samt brug af filmmateriale. Elementerne i programmet omhandlede definition af hhv. seksuelle overgreb, tvang, overgrebsforebyggelse, og egne grænser, samt information omkring ofrets rettigheder, seksuelt samtykke, og sunde forhold mv. Interventionen strakte sig over fire timer, og der blev ikke identificeret en forandringsteori.
2. *"Sexual Abuse Prevention Education Package"* (SAPEP; Ogunfowokan & Fajemilehin, 2012) fandt sted i en skolekontekst og adresserede udelukkende piger. Interventionsaktiviteterne var klasseundervisning og diskussion. Elementerne i interventionen omhandlede bl.a. information omkring definition af forskellige typer overgreb og overgrebskarakteristika, holdninger til overgreb, samt præsentation af forebyggelsesfærdigheder. Interventionen strakte sig over fem timer, og var baseret på The Neuman Health Care Systems Model.

3. *"The Community Awareness Rape Education Program"* (CARE; Wright et al., 2000) fandt sted i en skolekontekst og adresserede begge køn. Interventionsaktiviteterne var undervisning, diskussion og rollespil. Elementerne i interventionen var information omkring hhv. overgrebsstatistik og myter (holdninger) til seksuelle overgreb. Interventionens omfang er uklar, og der blev ikke identificeret en forandringsteori.
4. *"Educational Program for the Prevention of Sexual Violence* (EPSV; Yom & Eun, 2005) fandt sted i en skolekontekst og adresserede udelukkende drenge. Interventionsaktiviteten var en CD-rom indeholdende fire overordnede temaer. Temaerne (interventionselementerne) var hhv. information omkring overgreb, case materiale, forebyggelse og endelig generel information omkring sex. Interventionens omfang var uklar, og der blev ikke identificeret en forandringsteori.

Til sammenligning med de øvrige interventioner, der rapporterer om viden som sekundært effektmål, adskiller de fire interventioner sig ikke væsentligt med henvisning til interventionskarakteristika. Det er således ikke muligt at fremhæve interventionskarakteristika, der i særlig grad beskriver interventioner, der har lykkedes med at ændre målgruppens vidensniveau.

De fire interventioner, med moderat til stor effekt, vurderes imidlertid at have en lav til medium kvalitet. Kvaliteten er endvidere markant lavere end blandt de øvrige ti interventioner der rapporterer på viden. Dette kunne indikere, at interventionernes effekt delvis afspejler forskningsmetodiske begrænsninger (herunder begrænset deltagerantal), hvorfor resultaterne bør tolkes med en vis forsigtighed.

Derudover er kun en ud af fire interventioner (SAPEP) vurderet med henblik på effekt over tid, hvor interventionen fortsat viser sig at have en moderat effekt ved followup målingen godt et halvt år senere. Ved dette studie kunne det imidlertid tyde på, at den viden, målgruppen har tilegnet sig ved interventionen, forbliver over tid.

5.2.2. HOLDNINGER/NORMER

Der ses en lille til stor effekt ved fire ud af de 20 interventioner, der er vurderet med henblik på holdningsændring. Ved 12 af interventionerne ses ingen til moderat effekt, og ved de sidste fire ses ingen effekt. Interventionerne er altså overordet lykkedes med at ændre målgruppens holdninger, om end kun en femtedel af interventionerne viser moderat til stor effekt.

Holdninger/normer er igen operationaliseret meget forskelligartet på tværs af interventionerne, og dækker bl.a. over positive holdninger til forskellige typer overgreb (fx at det er tilladt at voldtage en pige, hvis hun har været fuld eller udfordrende klædt) samt voldsaccepterende/kønsstereotype normer (fx at en mand har ret til at tvinge sin hustru til sex ved brug af fysisk vold). Det antages at ændring af holdninger/normer fører til reduceret forekomst.

I det følgende præsenteres i oversigtsform interventionskarakteristika ved de fire interventioner, som har rapporteret en moderat til stor effekt ved holdninger/normer som sekundært effektmål:

1. *"The Dating Violence Prevention Project Curriculum"* (DVPC; Black et al., 2012) fandt sted i en skolekontekst og adresserede begge køn. Interventionsaktiviteterne var undervisning, gruppediskussioner og rollespil/adfærdstræning. Elementerne i interventionen omhandlede forskellige typer aggression og kontrol i forhold, kommunikationsevner og håndtering af vrede, rettigheder og ansvar i forhold, identificering af uacceptabel adfærd, samt information omkring hjælpemuligheder i tilfælde af overgreb. Interventionen strakte sig over otte timer, og der blev ikke identificeret en forandringsteori
2. *"The Peer Education Project"* (PEP; Smith & Welchans, 2000) fandt sted i en skolekontekst og adresserede begge køn. Interventionsaktiviteten var undervisning i hhv. klasselokale og større forsamling (der inkluderede lærere, forældre samt elever). Elementerne i interventionen omhandlede information omkring seksuelle overgreb, viden om hjælp til ofre for overgreb, samt ansvar i forhold til forebyggelse. Interventionen strakte sig over i alt 45 minutters klasseundervisning samt oplæg i større forsamling. Der blev ikke identificeret en forandringsteori.
3. *Interventionen udviklet af Smothers & Smothers (2011)* fandt sted i en skolekontekst og adresserede begge køn. Interventionsaktiviteterne var undervisning, diskussion og adfærdstræning. Elementerne i interventionen omhandlede definitioner af sunde forhold, kontrol og rettigheder over egen krop, samt hjælpemuligheder i tilfælde af overgreb. Interventionen havde et omfang af tre timer og der blev ikke identificeret en forandringsteori.
4. "*Educational Program for the Prevention of Sexual Violence"* (EPSV; Yom & Eun, 2005) fandt sted i en skolekontekst og adresserede udelukkende drenge. Interventionsaktiviteten var en CD-rom indeholdende fire overordnede temaer. Temaerne (interventions elementerne) var hhv. information omkring overgreb, case materiale, forebyggelse og endelig generel information omkring sex. Interventionens omfang var uklart, og der blev ikke identificeret en forandringsteori.

Sammenholdt med de interventioner, som rapporterer lavere effekt på holdnings-/normændring, adskiller de fire interventioner sig ikke væsentligt i henhold til interventionskarakteristika. Det samme billede tegner sig for kvalitetsvurderingen.

Det bør imidlertid pointeres, at kvaliteten blandt de fire interventioner er vurderet til et sted imellem lav og medium. Måleredskaberne er enten udviklet til eller tilpasset til studiet, og der er således ikke benyttet velafprøvet instrumentarium, hvilket skaber usikkerhed omkring studiernes validitet og reliabilitet. Yderligere rapporteres udelukkende effektmål ved postintervention, hvorfor der er usikkert, om den positive ændring forbliver over tid.

5.2.3. ADFÆRD/ADFÆRDSINTENTIONER

Der rapporteres effektmål omkring adfærd/adfærdsintention i seks ud af totalt 26 interventioner. Heraf viser en enkelt intervention lille til moderat effekt, to interventioner ingen til lille effekt og tre interventioner ingen effekt.

Adfærd/adfærdsintentioner dækker over en række forskellige operationaliseringer, der blandt andet omhandler risikoadfærd (indtag af alkohol eller seksuel risikoadfærd) samt intentioner omkring overgrebsadfærd under særlige omstændigheder (fx ønske om at udsætte en person for overgreb hvis det garanteres, at det ikke får efterfølgende konsekvenser).

Idet der ikke rapporteres om moderat til stor effekt, gennemgås interventionerne ikke yderligere. Det bør imidlertid fremhæves, at de seks interventioner, der har rapporteret sekundære effektmål omkring adfærd/adfærdsintentioner ikke adskiller sig væsentligt fra hinanden med henvisning til interventionskarakteristika og kvalitetsvurdering.

5.3. SAMMENFATNING

Opsummerende inddrages primære effektmål i en meget begrænset andel af de inkluderede studier i forskningsoversigten. Heraf ses moderat til stor positiv effekt ved knap halvdelen af interventionerne. Dette er naturligvis problematisk, idet langt hovedparten af studierne har haft til overordnet formål at reducere forekomsten af seksuelle overgreb. Samtidig betyder det, at vores viden om interventionernes faktiske effekt er sparsom.

Selvom der udefra Cohens konventioner ikke ses store effekter på de primære effektmål, er det dog centralt at notere sig, at selv en lille effektstørrelse kan være væsentlig i denne sammenhæng. Som eksempel kan en lille effektstørrelse på *d* =.20 (varians på 1 %) potentielt betyde en forskel på 10 ofre for overgreb imellem interventions- og kontrolgruppen i et studie med 2000 deltagere.

I langt hovedparten af interventionerne rapporteres sekundære effektmål, herunder viden, holdninger/normer og adfærd/adfærdsintentioner. Hvor 12 ud af 14 interventioner rapporterer om positiv effekt på vidensniveau, indikerer 16 ud af 20, at der er sket en positiv ændring af deltagernes holdninger/normer. Samlet set har størstedelen af interventionerne i forskningsoversigten formået at ændre målgruppens viden hhv. holdninger, omend der hovedsageligt ses en mindre effekt.

En ændring i de sekundære effektmål er imidlertid ikke i sig selv en garanti for reducering af forekomst, men snarere et udtryk for, at en given intervention har lykkedes med at ændre de forhold, der formodes at have en indflydelse på udøvelse og/eller udsættelse for seksuelt overgreb fra jævnaldrende.

Selvom der eksisterer en lang række velvaliderede måleredskaber til vurdering af hhv. forekomst af overgreb, overgrebsrelateret viden- og holdninger (Koss, White & Kazdin, 2011), er langt

hovedparten af de benyttede måleredskaber i nærværende forskningsoversigt enten udviklet til eller tilpasset det enkelte studie. Dette kan meget vel være et resultat af, at måleredskaberne oprindeligt er udviklet til en ældre population, hvorfor det har været nødvendigt at alderstilpasse målene. En anden begrundelse kan være, at måleredskaberne er udviklet specifikt til at belyse de variable, en given intervention ønsker at ændre. Herved opstår imidlertid en række udfordringer i forhold til konklusionernes gyldighed, idet det eksempelvis skaber usikkerhed omkring hvad måleredskaberne belyser. Ligeledes vanskeliggør det dels at replicere resultaterne, dels at sammenligne interventionernes effekt på tværs af studierne.

Der har endvidere vist sig at være stor variation imellem studiernes kvalitet, hvilket afspejler et interventions- og forskningsfelt som er meget uensartet. Dog ligger alle studierne, som rapporterer primære effektstørrelser, i den øverste ende i henhold til forskningskvalitet. Resultaterne herfra formodes således at være relativt valide.

I forskningsoversigten er der identificeret 26 individuelle interventioner til forebyggelse af seksuelle overgreb blandt unge, hvoraf størstedelen er skolebaserede forebyggelsesprogrammer. Forebyggelse i regi af skolekontekst er intuitivt meningsfuldt, idet det giver mulighed for at nå ud til en stor population, i nogle tilfælde en hel årgang, af både drenge og piger. Endvidere kan interventionen målrettes klassetrin og i nogle tilfælde stå i stedet for eller supplere den obligatoriske undervisning i eksempelvis seksualitet eller relations-/familiekundskab.

Derudover er langt hovedparten udviklet til adressering af begge køn på én gang (23 ud af 26 interventioner) hvilket er en interessant betragtning, idet meget af den øvrige forebyggelseslitteratur til forebyggelse af seksuel vold historisk set ofte har været opdelt på baggrund af køn (Gydycz et al., 2011).

Afslutningsvist skal det nævnes, at det ikke har været muligt at identificere bestemte interventionskarakteristika (målgruppe, aktiviteter, elementer og omfang) som særligt fremherskende blandt interventioner med størst effekt ved hhv. primære- og sekundære effektmål.

6. ANBEFALINGER

I følgende afsnit præsenteres en række anbefalinger til kvalificering af det videre arbejde med at udvikle og/eller versionere forebyggelsestiltag til en dansk ungekontekst. Anbefalingerne er baseret på materiale præsenteret i nærværende forskningsoversigt:

1. Ved udvikling og/eller versionering af ny forebyggelsesindsats tages ideelt set udgangspunkts i en intervention, som har udvist entydig effekt på primære effektmål (hhv. udøvelse af samt udsættelse for seksuelle overgreb) i anden kontekst. Som påvist i forskningsoversigten, eksisterer der kun et meget begrænset antal interventioner, hvis primære effekt er belyst i litterature. Studierne er endvidere er forbundet med en række metodiske udfordringer, hvorfor det er sparsomt med viden omkring effektiv forebyggelse, der viser dokumenteret reducering i forekomst. Det er således ikke muligt at pege på enkeltstående interventioner, som med fordel kan afprøves i en dansk ungekontekst. I stedet fremhæves interventioner med moderat til høj effekt.

    - Det anbefales at indhente programmanualer og/eller øvrige materialer fra interventionerne med moderat til høj effekt ved primære effektmål. Herfra kan der med fordel udvælges en række elementer, som versioneres og afprøves i en dansk kontekst.

2. Overordnet eksisterer en række gode erfaringer fra interventioner, der benytter sekundære effektmål. Samtidig må det understreges, at effekt er fremkommen ved afprøvning af given intervention i særlig kontekst/målgruppe/dosering, som alle er forhold, der ikke nødvendigvis gør sig gældende i en dansk ungesammenhæng.

    - Det anbefales at indhente programmanualer og/eller øvrige materialer fra interventionerne med moderat til høj effekt ved sekundære effektmål. Herfra kan der med fordel udvælges en række elementer, som versioneres og afprøves i en dansk kontekst.

3. Der har i litteraturen været en bagvedliggende antagelse om, at positiv ændring af de formodet virksomme komponenter (særligt viden og holdninger/normer) automatisk resulterer i reducering af forekomst. Men sådanne antagelser er blevet udfordret i forskningslitteraturen, som bl.a. understreger, at ændringer i én til to formodet virksomme variable ikke nødvendigvis er tilstrækkelig til reducering af forekomst (Koss, White & Kazdin, 2011). Herunder fremhæves det, at en identificering af de bagvedliggende årsager til overgreb må være bestemmende for, hvilke komponenter der inkluderes i en given intervention (WHO, 2010; Dahlberg & Mercy, 2009). Ifølge WHO (Dahlberg & Krug, 2002) udspringer overgreb imidlertid af komplekst samspil imellem årsager på flere niveauer, fra

individuelt- til samfundsmæssigt plan (Den Socialøkologiske Model, Bronfenbrenner, 1979). Som eksempler kan nævnes tidligere overgreb i barndommen, brugen af alkohol og stoffer, seksuel risikoadfærd, mangelfuld grænsesætning og risikovurdering, uklar kommunikation og signaler, pres fra kammerater, normer i kammeratskabsgruppen, opvækst i ressourcesvag familie, lav forældreinvolvering, kontekstuelle faktorer som fester og isolerede steder, samt samfundsmæssig accept af overgreb mv. (Bramsen, 2012). Videre anføres det, at interventioner til forebyggelse ideelt set adresserer flere årsager på én gang, for at øge sandsynligheden for reducering af forekomst.

- Det anbefales at interventioner til forebyggelse inkluderer en række formodede virksomme komponenter, baseret i viden omkring årsagerne til overgreb.

4. Som beskrevet, er det centralt at effektvurderingen af en given intervention finder sted med udgangspunkt i validt instrumentarium, hvor det sikres, at måleredskaber har tilfredsstillende psykometriske egenskaber. Ellers er det vanskeligt at vurdere, om en given intervention virker efter hensigten, eller må justeres fremadrettet. Aktuelt er langt hovedparten af områdets måleredskaber udviklet til og afprøvet i en voksenpopulation. Endvidere findes kun et meget begrænset udvalg af mål på dansk, hvorfor der må foregå dels en sproglig oversættelse, og dels en versionering til og validering i en dansk ungekontekst.

   - Interventioner skal effektevalueres med passende måleredskaber, der er målrettet alder, kultur og kontekst. Herunder inkluderes hhv. primære og sekundære effektmål på en række forskellige parametre

5. Hvorvidt en intervention er i stand til at implementeres succesfuldt afhænger af dens gennemførlighed, hvorvidt den er anvendelig samt om den accepteres af målgruppen. Fordi langt hovedparten af interventionerne er gennemført i USA er det vanskeligt at vurdere, i hvilken grad og med hvilken succes interventionselementer kan implementeres i en dansk ungekontekst. Det er derfor vigtigt at inkludere praksisaktører i udformningen af forebyggelsesprogrammer, således at interventionen kan målrettes ungegruppens behov, sprogbrug, kultur mv. Udover de aktører, som er nævnt i nylig dansk rapport (Bramsen, 2012), henvises også til projekt ”Fra viden til forebyggelse” ved Rigshospitalets Center for Seksuelle Overgreb (2012).

   - Benyt viden og erfaringer fra relevante praksisaktører i udvikling og implementering af forebyggelsesprogrammer

6. Endelig må det fremhæves, at langt hovedparten af forskningslitteraturen omkring primær forebyggelse af seksuelle overgreb er fremkommen i en ældre aldersgruppe (primært college studerende) (Gidycz et al., 2011).

    - Det anbefales at orientere sig blandt de interventioner, der har vist god effekt ved primær forebyggelse af seksuel vold blandt en ældre aldersgruppe

7. Afslutningsvist henvises til de mere generelle anbefalinger, som er præsenteret i Bramsen (2012; 46), hvor effektiv primær forebyggelse:

- Er baseret på folkesundhedstilgangen og følger tilgangens fire trin konsekutivt:
    - Trin 1: Problembeskrivelse
    - Trin 2: Identificering af årsager
    - Trin 3: Forebyggelse
    - Trin 4: Implementering og udbredelse
- Har politisk opbakning, fornødne økonomiske ressourcer, samt en tilstrækkelig tidsramme at operere inden for.
- Er funderet i evidensbaseret viden og bidrager til at opbygge et solidt videns-fundament ved dokumentation og udbredelse af konkrete erfaringer.
- Inkluderer et systematisk og stringent evalueringsdesign.
- Udspringer af samarbejde imellem forskere, praktikere og beslutningstagere.
- Inddrager samarbejde imellem praksisaktører på tværs af niveauer i den Socialøkologiske model og opdyrker partnerskab med relaterede felter.
- Er baseret på testbare teoretiske rationaler.
- Er specifikt målrettet modtagerens behov, alder, køn, udviklingstrin og kultur mv.
- Fremmer udviklingen af sunde forhold – reducerer ikke blot risikofaktorer.
- Inkluderer begge køn og ideelt alle alderstrin.
- Udfordrer fremherskende kulturelle normer.
- Er omfattende og inkluderer multiple:
    - niveauer af den Socialøkologiske model
    - interventionsformer og metoder
    - sammenhænge og kontekster
- Har en tilstrækkelig dosering således at modtagerne eksponeres i en sådan grad, at aktiviteten har en effekt.

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8. STUDIER I FORSKNINGSOVERSIGTEN

Nedenfor præsenteres en komplet referenceliste med udgangspunkt i første gennemlæsning. Herunder udspecificeres hhv. de studier, der er med i den endelige forskningsoversigt (kolonne **A**), samtlige gennemgåede oversigtsartikler og/eller kapitler (kolonne **B**), samt en liste over ekskluderede studier med begrundelse herfor (eksklusionskriterier) (kolonne **C**).

Eksklusionskriterierne (kolonne **C**) er som følger:

1. = publicerings år
2. = udgivelse (sprog)
3. = udgivelse (tidsskrift, bog, rapport eller afhandling)
4. = deltagernes alder
5. = primære fokus på forebyggelse
6. = rapporteret effekt af intervention

	A	**B**	**C**
Abbey, A. (2005). Lessons Learned and Unanswered Questions About Sexual Assault Perpetration. *Journal of Interpersonal Violence, 20 (1)*, 39-42. DOI: 10.1177/0886260504268117			X (4, 5, 6)
Abbey, A., Parkhill, M. R., Jacques-Tiura, A. J., & Saenz, C. (2009). Alcohol's Role in Men's Use of Coercion to Obtain Unprotected Sex. *Substance Use & Misuse, 44*, 1329–1348. DOI: 10.1080/10826080902961419			X (5)
Adams, S. H., Husting, S., Zahnd, E., & Ozer, E. M. (2009). Adolescent Preventive Services: Rates and Disparities in Preventive Health Topics Covered during Routine Medical Care in a California Sample. *Journal of Adolescent Health, 44 (6)*, 536–545. DOI:10.1016/j.jadohealth.2008.08.015			X (5, 6)
Ahrens, C. E., Rich, M. C., & Ullman, J. B. (2011). Rehearsing for Real Life: The Impact of the InterACT Sexual Assault Prevention Program on Self-Reported Likelihood of Engaging in Bystander Interventions. *Violence Against Women 17 (6)*, 760–776. DOI: 10.1177/1077801211410212			X (4)
Alexander, A. D. (2001). *The assessment of a school-based intervention for the prevention of child sexual abuse* (Master's thesis). *Available from ProQuest Dissertations and Theses database.*			X (4)
Alicea, S., Pardo, G., Conover, K., Gopalan, G., & McKay, M. (2012). Step-Up: Promoting Youth Mental Health and Development in Inner-City High Schools. *Clinical Social Work Journal, 40*, 175–186. DOI: 10.1007/s10615-011-0344-3			X (6)
Amand, A. S., Bard, D. E., & Silovsky, J. F. (2008). Meta-Analysis of Treatment for Child Sexual Behavior Problems: Practice Elements and Outcomes. *Child Maltreatment, 13 (2)*, 145-166 DOI: 10.1177/1077559508315353			X (5)
Amar, A. F., Sutherland, M., & Kesler, E. (2012). Evaluation of a Bystander Education Program. *Issues in Mental Health Nursing, 33*, 851–857.			X (4)
Amar, A. F., Sutherland, M., Laughon, K., Bess, R., & Stockbridge, J. (2012). Peer influences within the Campus Environment on Help Seeking Related to Violence. *The Journal of the National Black Nurses association, 23 (1)*, 1-7.			X (4)
Anderson, L. A., & Whiston, S. C. (2005). Sexual Assault Education Programs:		X	

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Asika, R. I. (2011). *A Program for Enhancing Awareness among Seminarians in Nigeria about the Implications of Sexual Abuse of Children and Young People*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.		X (4, 5, 6)
Astor, R.A., Rosemond, M., Pitner, R.O., Marachi, R., & Benbenishty, R. (2008). Evidence-based violence prevention programs and best implementation practices. *Franklin, Cynthia [Ed]; Harris, Mary Beth [Ed]; Allen-Meares, Paula [Ed]. (2008). The school practitioner's concise companion to preventing violence and conflict. (pp. 3-26). xii, 178 pp. New York, NY, US: Oxford University Press; US.* Book number: 2008-12788-001.	X	
Avina, C. (2006). *An evaluation of a Web-based sexual assault prevention program for college women* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.		X (4)
Ayland, L., & West, B. (2006). The Good Way model: A strengths-based approach for working with young people, especially those with intellectual difficulties, who have sexually abusive behaviour. *Journal of Sexual Aggression, 12 (2)*, 189201. DOI: 10.1080/13552600600841680		X (4, 6)
Bailey, S., & Whittle, N. (2004). Young people: victims of violence. Current Opinion in Psychiatry, 17, 263–268. DOI: 10.1097/01.yco.0000133828.19296.e2		X (5)
Balaji, M., Andrews, T., Andrew, G., & Patel, V. (2011). The Acceptability, Feasibility, and Effectiveness of a Population-based Intervention to Promote Youth Health: An Exploratory Study in Goa, India. *Journal of Adolescent Health 48*, 453– 460. DOI: 10.1016/j.jadohealth.2010.07.029		X (4)
Balanko, S. L. (2003). *Emancipatory Sexuality Education: An Exploration of Young Women's Perceptions of Their Sexuality and Sexuality Education Influences*. Available from ProQuest Dissertations and Theses database.		X (4)
Ball, B., Kerig, P. K., & Rosenbluth, B. (2009). "Like a Family but Better Because You Can Actually Trust Each Other": The Expect Respect Dating Violence Prevention Program for At-Risk Youth. *Health Promotion Practice, 10 (Suppl. 1)*, 45S-58S. DOI: 10.1177/1524839908322115		X (6)
Banyard, V. L., Eckstein, R. P., & Moynihan, M. M. (2010). Sexual Violence Prevention: The Role of Stages of Change. *Journal of Interpersonal Violence, 25 (1)*, 111-135. DOI: 10.1177/0886260508329123		X (4)
Banyard, V. L., & Moynihan, M. M. (2011). Variation in Bystander Behavior Related to Sexual and Intimate Partner Violence Prevention: Correlates in a Sample of College Students. *Psychology of Violence 1 (4)*, 287–301. DOI: 10.1037/a0023544		X (4)
Banyard, V. L., Moynihan, M. M., & Crossman, M. T. (2009). Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders. *Journal of College Student Development, 50 (4)*, 446-457. DOI: 10.1353/csd.0.0083		X (4)
Banyard, V. L., Moynihan, M. M., & Plante E. G. (2007). Sexual Violence Prevention Through Bystander Education: An Experimental Evaluation. *Journal of Community Psychology, 35 (4)*, 463–481. DOI: 10.1002/jcop.20159		X (4)
Barnard-Wills, D. (2012). E-safety education: Young people, surveillance and responsibility. *Criminology & Criminal Justice, 12 (3)*, 239–255. DOI: 10.1177/1748895811432957		X (4)
Barron, I. G., & Topping, K. J. (2011). Sexual Abuse Prevention Programme Fidelity: Video Analysis of Interactions. *Child Abuse Review, 20*, 134–		X (4, 5)

151. DOI: 10.1002/car.1134			
Bentovim, A. (2002). Preventing sexually abused young people from becoming abusers, and treating the victimization experiences of young people who offend sexually. *Child Abuse & Neglect, 26*, 661–678.		X	
Berkowitz, A. D. (2002). Fostering Men's Responsibility for Preventing Sexual Assault. In P. A. Schewe (Ed.), *Preventing Violence in Relationships* (pp. 163-196). Washington, DC: American Psychological Association.		X	
Bickham, D. S., & Rich, M. (2009). Global Assessment of Online Threats and Intervention Opportunities for Adolescents. *Abstracts, 44*, 14–S47.			X (4, 5)
Bikmaz, F. H., & Güler, D. S. (2007). An evaluation of health and sexuality education in Turkish elementary school curricula. Sex Education, 7 (3), 277–292. DOI: 10.1080/14681810701448093			X (4, 5)
Black, B., Weisz, A., Coats, S., & Patterson, D. (2000). Evaluating a Psychoeducational Sexual Assault Prevention Program Incorporating Theatrical Presentation, Peer Education, and Social Work. *Research on Social Work Practice, 10 (5)*, 589-606.			X (4)
Black, B. M., Weisz, A. N., & Jayasundara, D. S. (2012). Dating Violence and Sexual Assault Prevention With African American Middle Schoolers: Does Group Gender Composition Impact Dating Violence Attitudes? *Child & Youth Services, 33(2*), 158-173. DOI: 10.1080/0145935X.2012.704788	X		
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Braquehais, M. D., Picouto M. D., & Matali, J. L. (2011). Child abuse and its prevention. *Minerva Psichiatrica. 52 (1) (pp 37-50), 2011.*			X (6)
Brecklin, L. R. (2002). *Self-Denfense/Assertiveness Training and Women's*			X

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Brecklin, L. R., & Forde, D. R. (2001). A Meta-Analysis of Rape Education Programs. *Violence and Victims, 16 (3)*, 303-321.	X	
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Brody, R. D. (2008). *The effect of the R.A.D. self-defense program on adolescent girls' self-esteem and self-concept* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.		X (4)
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Browne, K., Butchart, A., Penhale, B., Phillips, C., Harwin, N. (2010). Safeguarding women and children from abuse. *Injury Prevention (INJ PREV), 2010 Sep; 16: Supplement 1: A273.*		X (3)
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Burlingame, D. C. (2011). Specific Deterrence Effects of Mandatory Registration of Juvenile Sex Offenders (Doctoral dissertation). Available from ProQuest Dissertations and Theses database.		X (5, 6)
Bush, S. T. (2001). *Does the infusion of conflict resolution intervention strategies into a School's Curriculum Effectively Reduce or Extinguish Violent or Aggressive Behavior in At-Risk Students as Indicated by a 30 Percent Decline in Documented Occurrence* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database.		X (4)
Caldwell, C. H., Rafferty, J., Reischl, T. M., De Loney, E. H., & Brooks, C. L. (2010). Enhancing Parenting Skills Among Nonresident African American Fathers as a Strategy for Preventing Youth Risky Behaviors. *American Journal of Community Psychology, 45 (1-2)*, 17–35. DOI: 10.1007/s10464-009-9290-4		X (4)
Calhoun, K. S., Mouilso, E. R., & Edwards, K. M. (2012). Sexual Assault Among College Students. In *Sex in College* (pp. 263-288).	X	
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Campbell, J. C., Moracco, K. E., & Saltzman, L. E. (2000). Future Directions for Violence Against Women and Reproductive Health: Science, Prevention, and Action. *Maternal and Child Health Journal, 4 (2)*, 149-154.		X (2, 5)
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Casey, E.A. (2007). Sexual assault perpetration among adolescent and adult males: Ecological approaches to conceptualizing the etiology and prevention of rape *Dissertation Abstracts International, A: The Humanities and Social Science. Publisher: ProQuest Information and Learning, Ann Arbor MI*		X
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Casey, E.A., & Nurius, P. S. (2008). Acquaintance sexual assault and sexual harassment among teens: School-based interventions. Franklin, Cynthia [Ed]; Harris, Mary Beth [Ed]; Allen-Meares, Paula [Ed]. (2008). The school practitioner's concise companion to preventing violence and conflict. (pp. 97-105). xii, 178 pp. New York, NY, US: Oxford University Press; US. Book number: 2008-12788-008.	X	
Cervantes, R., Goldbach, J., & Santos, S. M. (2011). Familia Adelante: A Multi-Risk Prevention Intervention for Latino Families. *The Journal of Primary Prevention, 32*, 225–234. DOI 10.1007/s10935-011-0251-y		X (5)
Champion, J. D., & Collins, J. L. (2010). The Path to Intervention: Community Partnerships and Development of a Cognitive Behavioral Intervention for Ethnic Minority Adolescent Females. *Issues in Mental Health Nursing, 31*, 739–747. DOI: 10.3109/01612840.2010.512697	X	
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Chaux, E. (2005). El Programa de Prevención de Montreal: Lecciones para		X

Colombia. *Revista de Estudios Sociales, 21*, 11-25.		(4, 5, 6)
Chen, J. Q., & Chen, D. G. (2005). Awareness of child sexual abuse prevention education among parents of Grade 3 elementary school pupils in Fuxin City, China. *Health Education Research, 20 (5)*, 540–547. DOI: 10.1093/her/cyh012		X (5, 6)
Chen, Y., Fortson, B. L., & Tseng, K. (2012). Pilot Evaluation of a Sexual Abuse Prevention Program for Taiwanese Children. *Journal of Child Sexual Abuse, 21 (6)*, 621-645. DOI: 10.1080/10538712.2012.726699		X (4)
Childers, E. M. (2012). *An Evaluation of a Peer Led Bystander Intervention Program to Reduce Sexual Violence Among College Students* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.		X (4)
Choate, L. H. (2003). Sexual Assault Prevention Programs for College Men: An Exploratory Evaluation of the Men Against Violence Model. *Journal of College Counseling, 6 (2)*, 166-176. DOI: 10.1002/j.2161-1882.2003.tb00237.x		X (4)
Christoffersen, M. N., & DePanfilis, D. (2009). Prevention of Child Abuse and Neglect and Improvements in Child Development. *Child Abuse Review, 18*, 24–40. DOI: 10.1002/car.1029		X (4)
Cierniak, K., Heiman, J. R., & Plucker, J. A. (2012). Sexual Violence Prevention in Indiana: Toward Safer, Healthier Communities. *Center for Evaluation & Education Policy*, 1-8.		X (6)
Clinton-Sherrod, A. M., Morgan-Lopez, A. A., & Brown, J. M. (2009). The Effects of A Brief Drinking Intervention and Prior Victimization on Reports of Pressured Or Forced Sex Among College Women. *Alcoholism, Clinical and Experimental Research*, 33 (6), 51A-51A.		X (3)
Clinton-Sherrod, A. M., Morgan-Lopez, A. A., Gibbs, D., Hawkins, S. R., Hart, L., Ball, B., Irvin, N., & Littler, N. (2009). Factors contributing to the Effectiveness of four School-based Sexual Violence Interventions. *Health Promotion Practice, 10 (1)*, 19S-28S. DOI: 10.1177/1524839908319593	X	
Clinton-Sherrod, M., Morgan-Lopez, A. A., Brown, J. M., McMillen, B. A., & Cowells, A. (2011). Incapacitated Sexual Violence Involving Alcohol Among College Women: The Impact of a Brief Drinking Intervention. *Violence Against Women 17 (1)*, 135–154. DOI: 10.1177/1077801210394272		X (4)
Cohen, E. L. S. (2001). *High-risk sexual behavior in the context of alcohol use: An intervention for college students* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.		X (4)
Cook-Craig, P. (2012). *Youth sexual violence prevention.* Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.		
Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E. R., Garcia, L. S., & Hegge, L. M. (2011). Evaluation of Green Dot: An Active Bystander Intervention to Reduce Sexual Violence on College Campuses. *Violence Against Women 17 (6)*, 777–796. DOI: 10.1177/1077801211410264		X (4)
Cooper, H. M. (2007). *Long-term follow-up of a community-based treatment program for adolescent sex offenders* (Master's thesis). Available from ProQuest Dissertations and Theses database.		X (5)
Costa, M. C. O., de Carvalho, R. C., de Santana, M. A. O., da Silva, L. M. S., & da Silva, M. R. (2010). Evaluation of the National Program of Integrated and Referential Actions (PAIR) to confront the child and adolescents sexual violence, in Feira de Santana, Bahia State, Brazil. *Ciência Saúde Coletiva, 15 (2)*, 563-574.		X (2)
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Crable, A. R. (2009). *An evaluation of a gender-specific and trauma-informed training curriculum* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.			X (4)
Cucciare, M. A., Ghaus, S., Weingardt, K. R., & Frayne, S. M. (2011). Sexual Assault and Substance Use in Male Veterans Receiving a Brief Alcohol Intervention. *Journal of Studies on Alcohol and Drugs, 72 (5)*, 693-700.			X (4)
Currier, D. M., & Carlson, J. H. (2009). Creating Attitudinal Change Through Teaching : How a Course on "Women and Violence" Changes Students' Attitudes About Violence Against Women. *Journal of Interpersonal Violence 24 (10)*, 1735-1754. DOI: 10.1177/0886260509335239			X (4)
Daigle, L. E., Fisher, B. S., & Stewart, M. (2009). The Effectiveness of Sexual Victimization Prevention Among College Students: A Summary of "What Works", *Victims & Offenders, 4 (4*), 398-404. DOI: 10.1080/15564880903227529			X (4)
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Darnell, D. A., & Cook, S. L. (2009). Investigating the Utility of the Film War Zone in the Prevention of Street Harassment. *Psychology of Women Quarterly, 33*, 266–274. DOI: 10.1111/j.1471-6402.2009.01499.x			X (4)
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Davis, T. (2000). Programming for Men to Reduce Sexual Violence. *New Directions for Student Services, 90*, 79-89. DOI: 10.1002/ss.9007			X (4)
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Davis, T. L., & Liddell, D. L. (2002). Getting inside the house: The effectiveness of a rape prevention program for college fraternity Men. *Journal of College Student Development, 43 (1)*, 35-50.			X (4)
Deblinger, E., Thakkar-Kolar, R. R., Berry, E. J., & Schroeder, C. M. (2010). Caregivers' Efforts to Educate Their Children About Child Sexual Abuse : A Replication Study. Child Maltreatment, 15 (1), 91-100. DOI: 10.1177/1077559509337408			X (4, 5, 6)
DeGannes, A. B. (2009). *Evaluation of a sexual assault and dating violence prevention program for middle school students* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.	X		
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DeVoe, E. R., Dean, K., Traube, D., & McKay, M. M. (2005). The SURVIVE Community Project. *Journal of Aggression, Maltreatment & Trauma, 11 (4)*, 95-116. DOI: 10.1300/J146v11n04_05			X (4)
DeWalt, T. A. (2010). *The Primary Prevention of Sexual Violence Against Adolescents in Racine County and the Community Readiness Model* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database.			X (6)
Dwyer, M.M. (2008). Preventing sexual assault with screening (2007 INA Resolution Article). *Iowa Nurse Reporter (IOWA NURSE REPORTER),*			X (6)

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*** Det har ikke været muligt at tilvejebringe materialet indenfor projektperioden