

## *Safe Dates* Fidelity Checklist

*Safe Dates* is an evidence-based dating violence prevention program. In order to achieve the same results as the initial *Safe Dates* research study, it is important to maintain the fidelity of implementation. This means the program should be implemented in your community in a way that is similar to how the program was implemented in the research study. Here is a checklist showing what must be done to ensure this fidelity.

<i>Safe Dates</i> Component	Must Do to Maintain Fidelity			Rationale
	Yes	No	Maybe	
Question # 1: <i>Safe Dates</i> is designed for nine sessions (50 minutes per session). Do you need to teach all sessions, and all at the same time?	<b>X</b>			<p>The <i>Safe Dates</i> study was conducted using all nine sessions. To ensure outcomes, all sessions should be taught in one school term.</p> <p>Suggestions are made in the curriculum for four- and six-session programs, but it is unknown if teaching fewer sessions will result in the same outcomes as the original research study.</p> <p>However, there is some flexibility in the timing of delivery in that the nine sessions can be taught over consecutive days, every other day, or, at the most, once a week.</p>
Question # 2: Do all lessons need to be taught in their entirety?			<b>X</b>	<p>In order to maintain fidelity, lessons should be taught in their entirety, unless an activity is listed as optional.</p> <p>The research study involved teaching all activities in the classroom. Adaptation could be done to assign some activities, particularly personal reflection activities, as homework assignments.</p>
Question # 3: Does the poster contest need to be done?	<b>X</b>			<p>The poster contest was a core component of the research study. It should be held shortly after completion of the nine <i>Safe Dates</i> sessions.</p> <p>The main fidelity issue with the poster contest is that each student in the program needs to SEE and VOTE on the best poster. All students do not need to make a poster.</p> <p>The poster contest provides another opportunity for students to get additional exposure to dating violence messages.</p>

### *Safe Dates Fidelity Checklist (continued)*

<i>Safe Dates Component</i>	<b>Must Do To Maintain Fidelity</b>			<b>Rationale</b>
	<b>Yes</b>	<b>No</b>	<b>Maybe</b>	
Question # 4: Does the dating abuse play need to be performed and for the entire school?	<b>X</b>			<p>The dating abuse play was a core component of the research study. The actors can be students or actors from outside the school.</p> <p>The play should be delivered to all students involved in the <i>Safe Dates</i> program. (This can be done classroom by classroom or as a whole-school program.)</p>
Question # 5: Do you need to use the parent materials, such as the parent letter and parent pamphlet?		<b>X</b>		<p>The parent materials were not part of the school-based <i>Safe Dates</i> program research study.</p> <p>However, prevention research shows that parent involvement promotes and sustains positive behavior changes in young people.</p>
Question # 6: The <i>Safe Dates</i> program encourages the use of community resource people, such as domestic violence center staff, to aid with implementation. Is this an essential component of the program?		<b>X</b>		<p>Although this component was part of the study, the effectiveness of these activities was not evaluated.</p> <p>The curriculum does recommend that community information and resources be shared with students, so they know where to seek help. This is a core component of the program.</p>
Question # 7: Is it important for students to fill out the journal pages/handouts for each lesson?	<b>X</b>			<p>The use of the journal pages/handouts is essential to program implementation, unless the activity is listed as optional. They provide much of the curriculum content and are the vehicle for developing essential dating violence prevention skills.</p> <p>If reading ability is an issue, you may want to have proficient readers work with non-readers to fill them out.</p>
Question # 8: Is it important to use the scenarios, stories, and role-plays as is, or can they be adapted?	<b>X</b>			<p>The core messages of the scenarios, stories, and role-plays should remain the same, but the characters can be changed (e.g., change the gender or ethnicity of the characters to fit your participants).</p> <p>Subtle changes in context can be made as well to fit your participants' life experience and environment.</p>

***Safe Dates Fidelity Checklist (continued)***

<i>Safe Dates Component</i>	<b>Must Do To Maintain Fidelity</b>			<b>Rationale</b>
	<b>Yes</b>	<b>No</b>	<b>Maybe</b>	
Question # 9: Is teacher training necessary?	<b>X</b>			<p>The success of the curriculum is directly related to how it is implemented in the classroom. Training will enhance fidelity.</p> <p>A teacher training outline is provided in the curriculum.</p>
Question # 10: Is it important to do a pre/post-test evaluation?		<b>X</b>		<p>Use of the pre-/post-test in the curriculum is designed to measure students' understanding of curriculum concepts for grading purposes only.</p> <p>The main evaluation instrument that was used in the original study measures attitudinal and behavioral changes that may be helpful measurements to have if you need to prove your efforts have been successful. This instrument is available upon request.</p> <p>These two instruments are not essential to achieving outcomes, but valuable for measuring them.</p>