

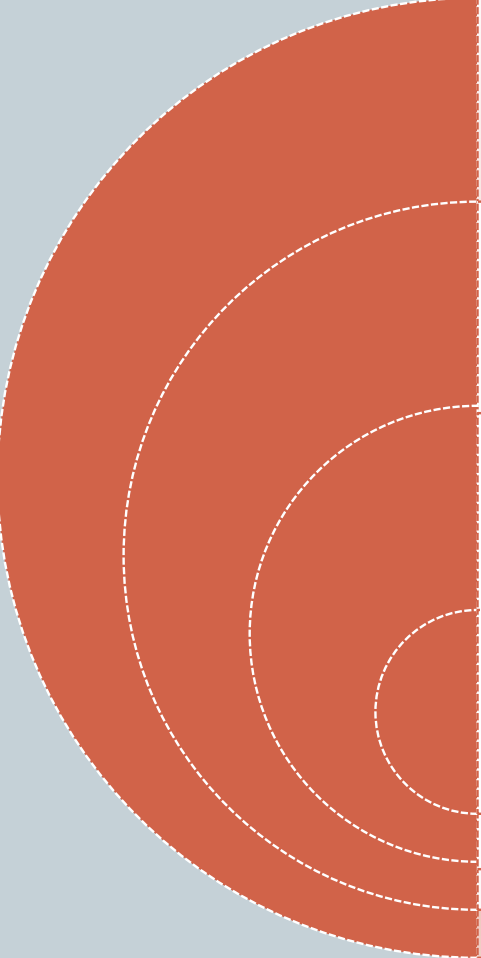
# *Intervention Modalities, Preferences and Access Patterns of Support Services by Generation Z Survivors of Intimate Partner Violence (IPV)*



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**FACULTY SCHOLARSHIP SYMPOSIUM SERIES (10/30/2024)**  
**UNDERGRADUATE RESEARCH: SUCCESS STORIES AND**  
**LESSONS LEARNED**



# Faculty-Student Research Projects



A. Intervention modalities, preferences and access patterns of support services by Generation Z victims of intimate partner violence

B. Focusing on the neurodiversity paradigm and fostering anti-ableist social justice engagement in the undergraduate classroom and within academia

C. Association between online sexual communication, victimization, and sexual abuse with offline sexual abuse and violence among Generation Z individuals

D. Guided project on the implications of language-based inequity in healthcare among a multilingual population

# Intervention modalities, preferences and access patterns of support services by Generation Z victims of intimate partner violence



**Implications for IPV support services for Generation Z individuals**

**Relationship violence: Violence and victimization in heterosexual relationships**

**Relationship violence: Overlooked and under-researched in non-heterosexual relationships**

**Same sex intimate partner violence (SSIPV) mitigation services for Generation Z victims**

**The impact of COVID-19 in exacerbating violence and restructuring IPV support services**

**Strengthening IPV mitigation services through digitized and technology-based interventions**

**Efficacy of technology-based IPV intervention services and appeal to Gen-Z victims of violence**

# Intervention modalities, preferences and access patterns of support services by Generation Z victims of IPV



Initial traditional narrative review conducted on extant modalities, preferences, access patterns and support utilization of IPV support services

Subsequent systematic review conducted using Covidence

Lessons learnt:

Understanding eligibility and defining inclusion and exclusion criteria

Understanding strengths and weaknesses of commonly used de-duplication methods in systematic reviews

Understanding strategies to avoid unintentionally removing eligible studies and to prevent introducing bias into systematic reviews

# Student involvement and accomplishments



I have worked with a total of 10 students for faculty-student research projects.

There have been four co-authored publications with students (two published and two forthcoming).

Seven of my students facilitated sessions at the UNESCO Global Community Health Annual Workshop in June 2024.

Thirty-five students presented their research papers at academic conferences between 2020 and 2024.

Sixteen students have gone to graduate school between 2020 and 2024.

# Insights gained and lessons learnt!



Many of my students are first generation students, they are neurodiverse, and have multiple co-occurring learning disabilities.

Our students are amazing and they can surprise us!

We need to give our students freedom to conduct some of the analysis themselves, students love challenges!

They need ownership of the research that they are conducting in order to be involved and invested!

# Some student papers completed in Spring 2024



Females on the Autism Spectrum: Successes, Roadblocks and the Way Ahead

Communication Apprehension and Anxiety Disorders among Undergraduate Students

Diverse Minds, Equal Attention: Break Gender Bias, Embrace Awareness! A Health Campaign for ADHD Diagnosis in Men and Women

Conditions in Loving Thy Neighbor: Approach to Autism in Christianity

Destigmatizing Early Interventions for Young Children with Developmental Delays

Portrayals of Autism in Mainstream Media