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## BACKGROUND

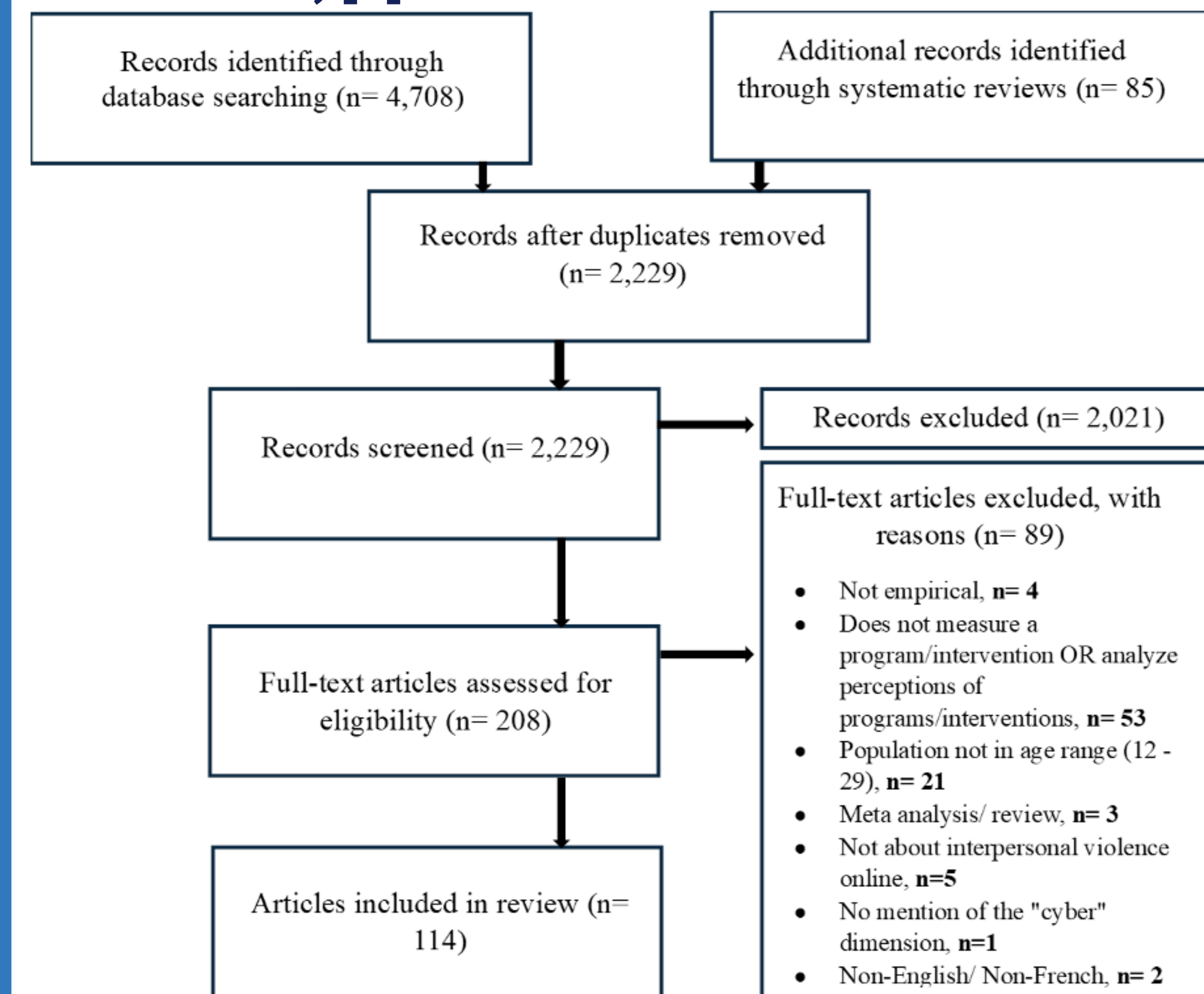
- Cyberviolence involves any type of harm, threats, and harassment facilitated and perpetrated through digital and technical means [1].
- This includes online aggression, cyberbullying, cyberhate, online sexual exploitation, cyberdating violence and cyberbanging.
- 7 out of 10 Canadian teenagers were exposed to hate as well as interpersonal violence online [2].
- 10% to 40% of adolescents report cyberbullying in their lifetime [1].
- The high rates of cyberviolence reported call for implementation of effective prevention programs through systematic reviews.

## OBJECTIVES OF THE ARTICLE

- Identify and map existing evidence on types of cyberviolence prevention strategies.
- Analyze program components and their short-, medium-, and long-term outcomes.
- Examine areas and topics addressed, along with participant perspectives and experiences.

## RESEARCH METHODS

Figure 1. Flow chart of article selection process (adapted from PRISMA) [3]



As shown in Figure 1, the PRISMA guidelines were followed throughout each phase of the study to keep a comprehensive record of all processes and methods used.

## To be eligible, studies had to meet the following criteria:

- Address an issue related to the prevention of cyberviolence
- Must be from scientific literature
- Have to be published between 1997 and 2023
- Must target adolescents or young adults (12-29 years old)

Studies were imported into Covidence for data extraction. The development of the data extraction grid was iterative, and study elements that were included in the grid were: sampling method/characteristics, program design, results, and implications. Data reporting used descriptive and thematic analyses. Studies were grouped by program evaluation and methodology, then analyzed in NVivo with inductive and deductive approaches.

## RESULTS

In the results section, Figures 2 to 5 illustrate the findings from our scoping review. Variables that were found in two articles or less were labeled as "other".

Figure 2. Distribution of studies by type of program approach

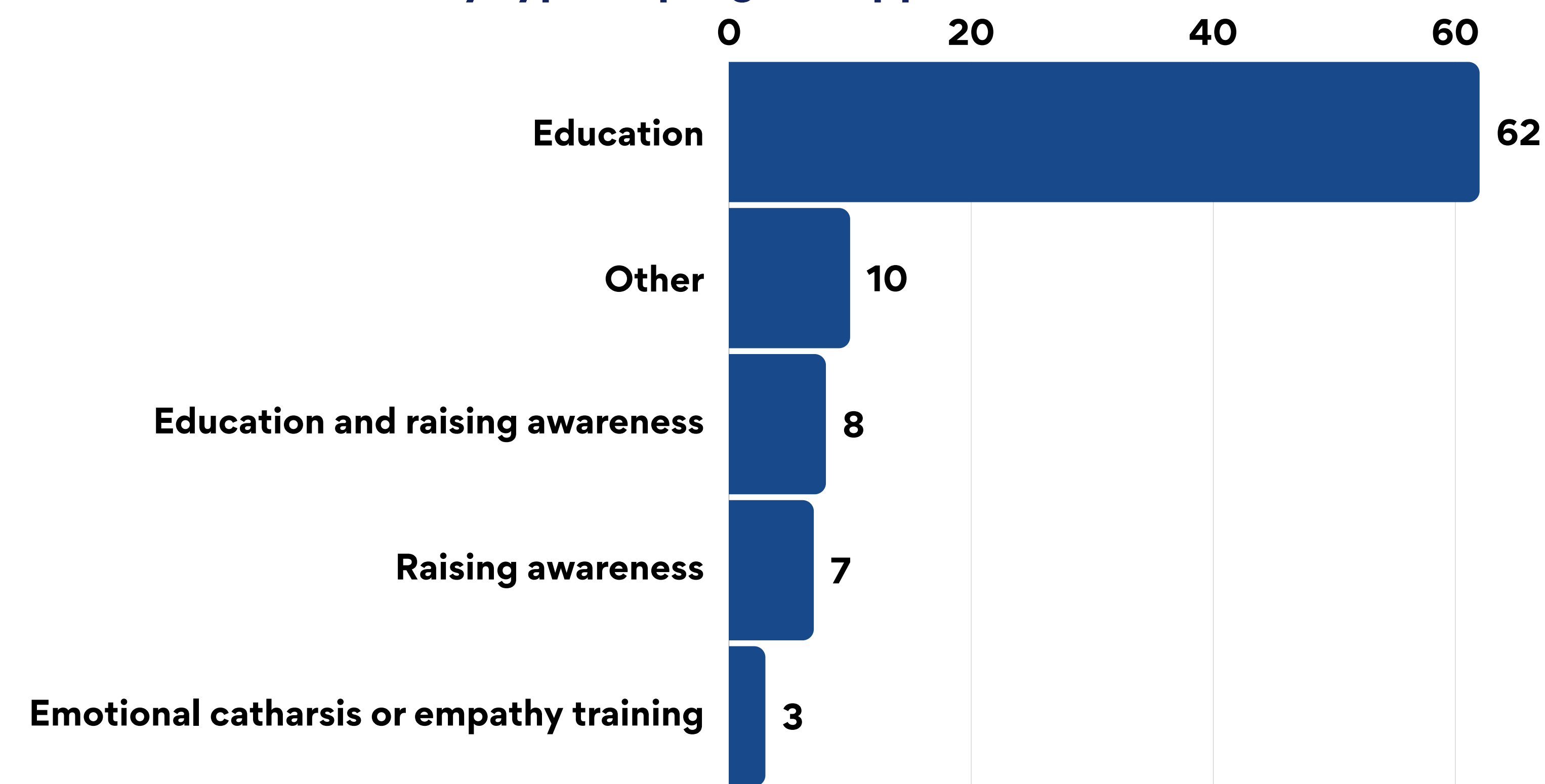


Figure 3. Distribution of studies by type of cyber interpersonal violence targeted

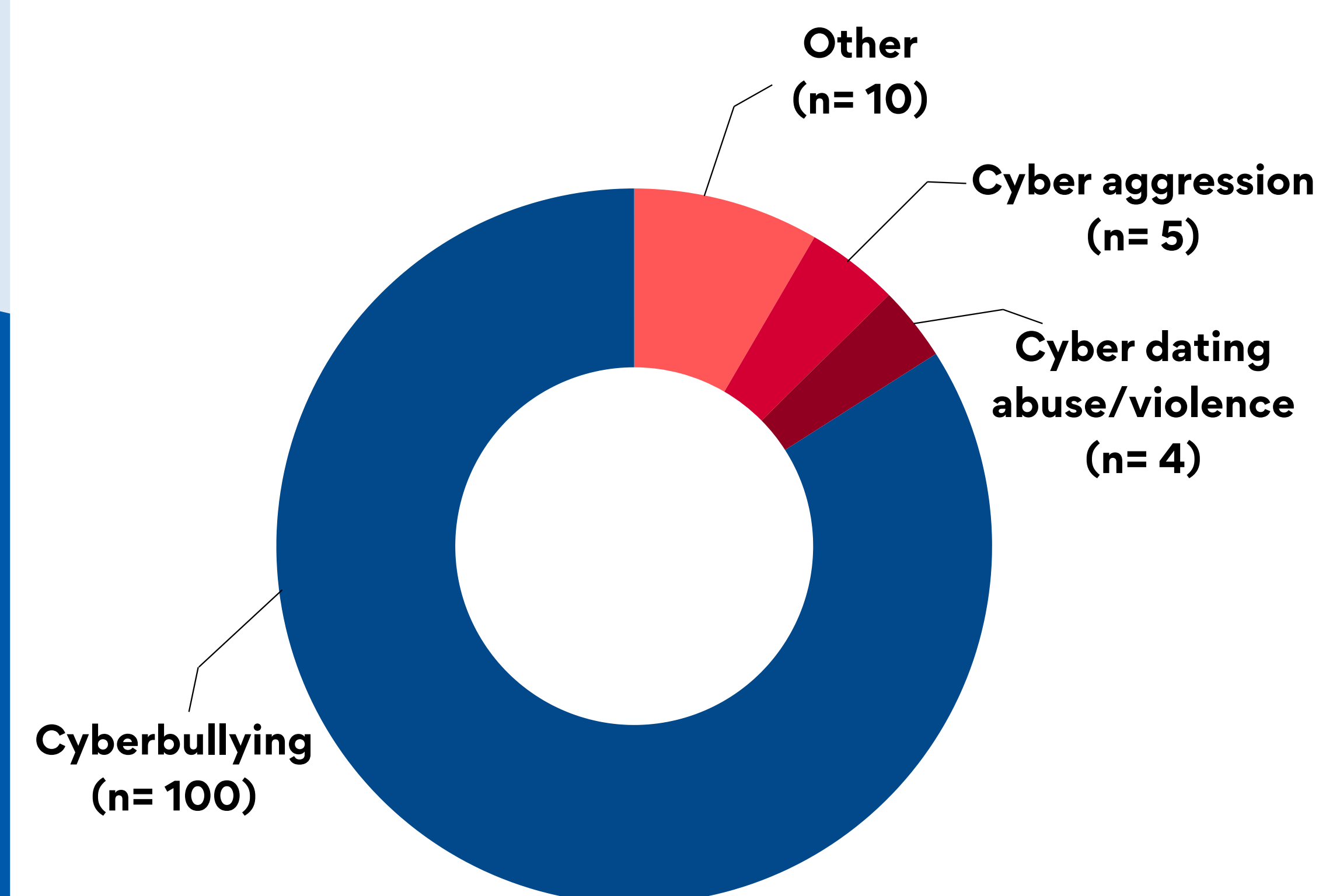


Figure 4. Distribution of studies by study methodology

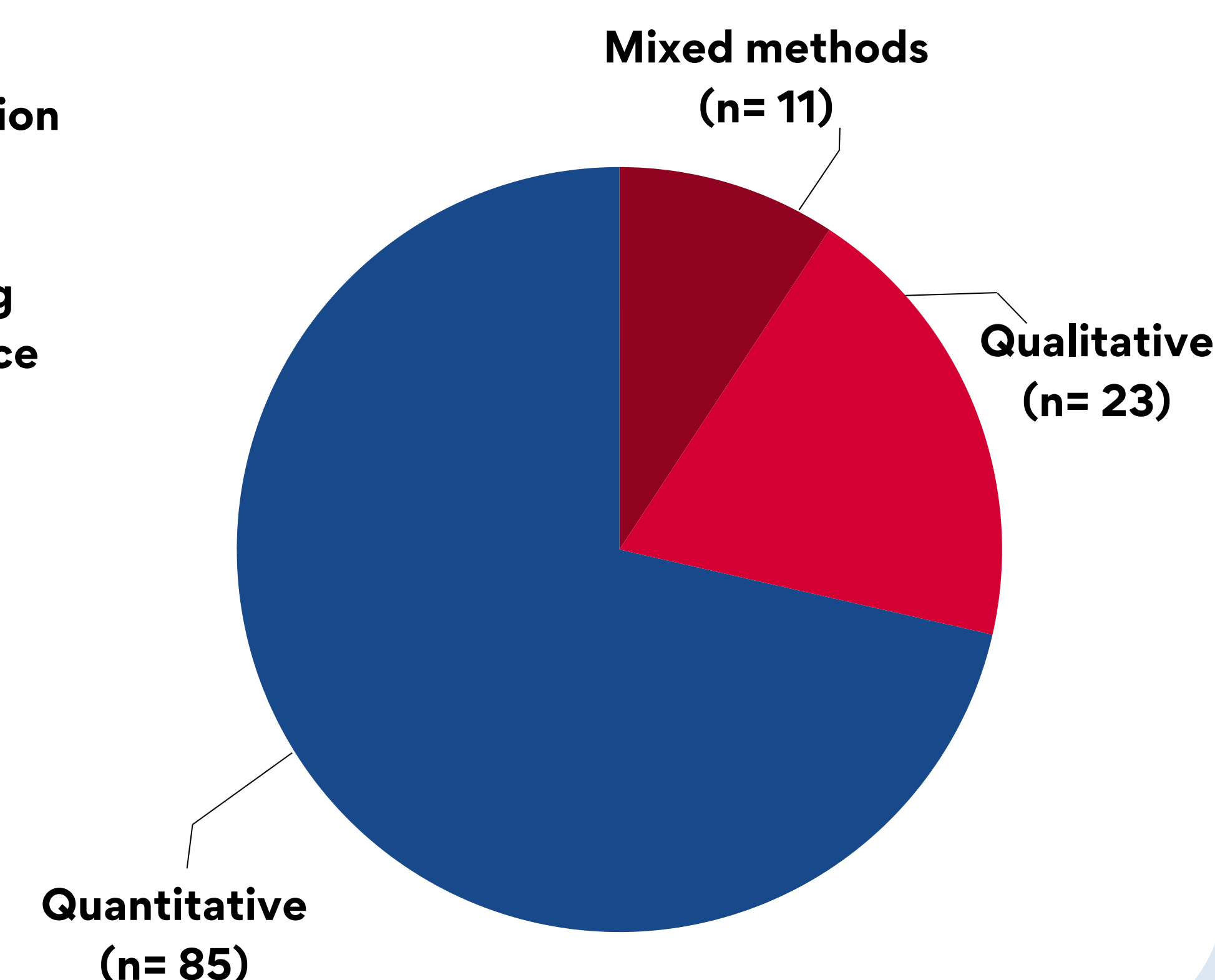
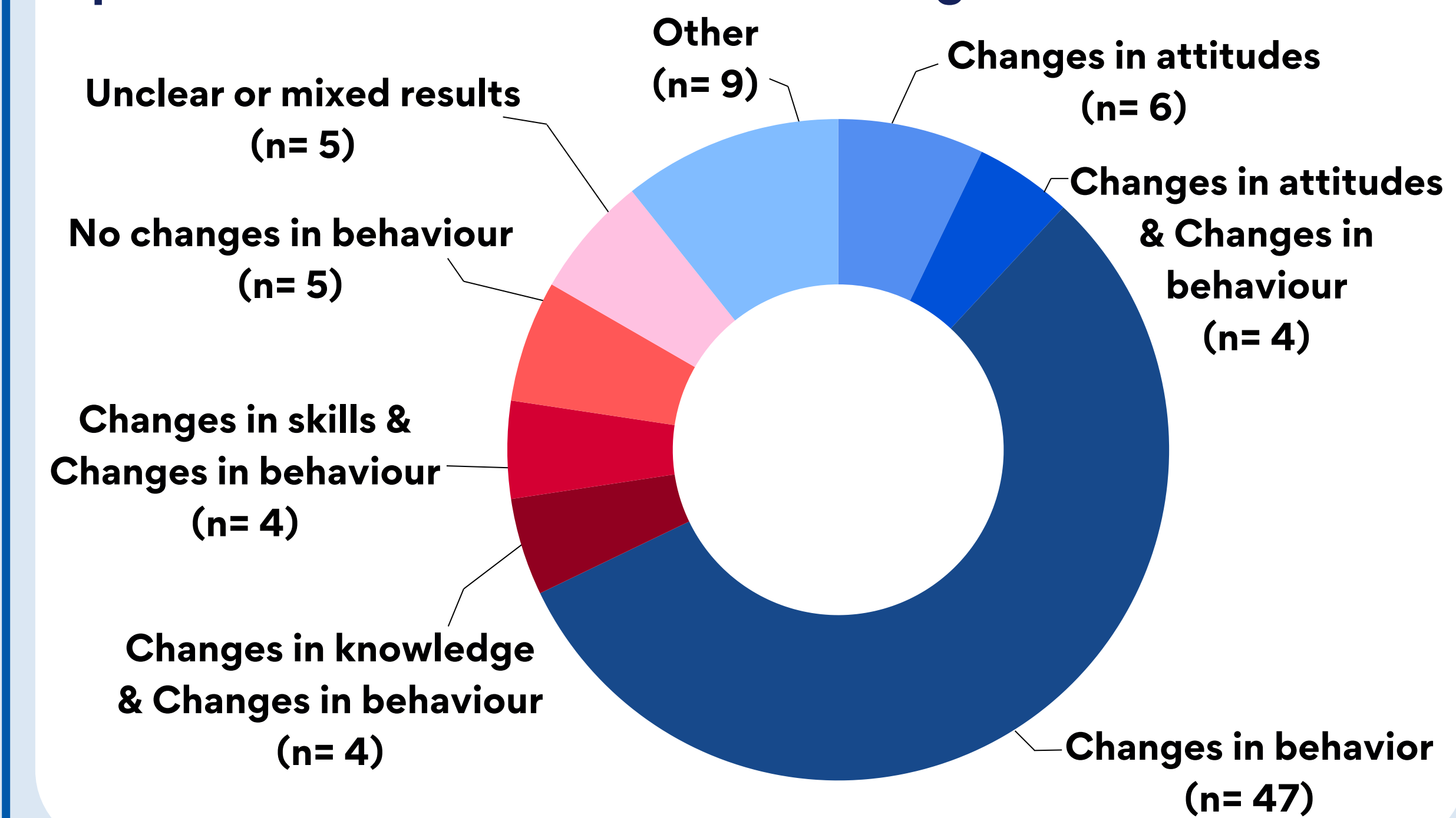


Figure 5. Frequency of thematic programs outcomes by program approach (from studies that used a quantitative or mixed methods design)



## DISCUSSION/IMPLICATIONS

- It is clear from the literature that researchers have primarily focused on cyberbullying, which has previously been identified [1], thus leaving a gap in the literature regarding other types of cyberviolence as there are many forms [4].
- The most frequent approach taken in the programs was education, with activities being the most common component types; these highlight common themes among programs targeting cyberviolence.
- The findings demonstrate that many of the evaluated programs were successful in accomplishing their objectives, however, this is not a methodological assessment.
- This scoping review may provide the basis for the development of a systematic review to synthesize research results of program evaluations [5].

## REFERENCES

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