Understanding and Developing Effective Prevention Initiatives

Rob Buelow, Vice President, EVERFI

Wednesday, February 28th
Agenda

• **Prevention 101:**
  – What do we mean when we say “prevention”?

• **The Social Ecological Model:**
  – Where does sexual assault come from?

• **Goal-setting and strategic planning:**
  – Identifying needs, understanding behavioral determinants, setting goals, and building effective prevention programs

• **The current landscape of prevention:**
  – Legislative requirements and promising practices
PREVENTION 101

What do we mean when we say “prevention”? 
The Impact of Violence

Interpersonal Violence
- Sexual Assault
- Hazing
- Financial Stress

Alcohol Use
- Online Behavior
- Cyber bullying
- Cyber stalking
- Marijuana Use
- Other Drug Use
- Mental Health Concerns

STUDENT
- Social and intimate relationships
- Mental health
- Physical well-being
- Student engagement
- Academic success

INSTITUTION
- Student success
- Retention
- Reputation
- Liability/Legal Costs
- Risk management
- Regulatory pressure
- State/federal aid

National Advocacy Leadership Center • 2018
## The “When” of Prevention

### Upstream
- **Primary**
  - Before
  - Identifying and addressing root causes
  - Gender role stereotypes
  - Norm misperceptions
  - Upbringing and family

### Downstream
- **Secondary**
  - During/after
  - Risk reduction and early identification
  - Self-defense classes
  - Emergency lights
  - Bystander intervention

- **Tertiary**
  - After
  - Treatment, recovery, and enforcement
  - Health services
  - Counseling & support
  - Disciplinary process
The “Who” of Prevention

**UNIVERSAL**
Addresses entire population; deters onset of risky behavior

**SELECTIVE**
Targets sub-sets considered to be at increased risk *

**INDICATED**
Targets individuals with early warning signs

*Note: The diagram illustrates the concept of the “Who” of prevention with the terms UNIVERSAL, SELECTIVE, and INDICATED, indicating different strategies for targeting populations.
### Who Are (and Aren’t) We Reaching?

<table>
<thead>
<tr>
<th>Group</th>
<th>Targeted</th>
<th>Least Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year students</td>
<td>96%</td>
<td>26% LGBTQ Students</td>
</tr>
<tr>
<td>Resident advisors</td>
<td>94%</td>
<td>16% Prior victims</td>
</tr>
<tr>
<td>Athletes</td>
<td>81%</td>
<td>19% Racial/ethnic minority students</td>
</tr>
<tr>
<td>Student leaders</td>
<td>68%</td>
<td>10% Students with disabilities</td>
</tr>
<tr>
<td>Greek life</td>
<td>60%</td>
<td>9% Non-traditional students</td>
</tr>
</tbody>
</table>

Source: EverFi SADI, N=65
Framework for Comprehensive Prevention

**PROGRAMMING**
The intentional development, multi-modal design, and targeted delivery of prevention programs and messages that will maximize impact

**POLICY**
The values and expectations of the institution and its community, and the system of accountability to uphold and enforce them

**CRITICAL PROCESSES**
The strategic, collaborative, and research informed translation of resources (staff/budget) into effective polices and programs

**INSTITUTIONALIZATION**
The degree of system-wide buy-in, visible commitment, and meaningful investment in effective prevention initiatives
THE SOCIAL ECOLOGICAL MODEL

Where does sexual assault come from?
Sexual and relationship violence result from a complex interplay of multiple factors that influence student attitudes and behaviors.
SEM: Societal

Macro-level factors that contribute to climate where violence is promoted or prohibited, such as:

- Gender or racial inequality
- Social/cultural norms
- Media
- Policies

Intervention strategy:

- Promote social norms, policies & laws that support sexual freedom, rights, and healthy relationships

SEM: Community

Factors that increase risk based on community and social environments, including:

- Schools
- Workplaces
- Neighborhoods
- Organizations/groups

Intervention strategy:

- Promote community norms, procedures, and policies that improve climate related to violence

SEM: Relationship

The impact of relationships that can influence risk for experiencing violence as a victim/perpetrator.

• Friends/peers
• Family
• Intimate partners
• Coworkers

Intervention strategy:
• Promote positive communication and behaviors by modeling healthy relationships.

SEM: Individual

Factors that increase risk of victimization or perpetration, such as:

- Biological
- Personal history
- Alcohol/drug use
- Attitudes/beliefs

Intervention strategy:

- Promote knowledge, attitudes, and behaviors that support equality, respect, and healthy relationships

The Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
GOAL-SETTING & STRATEGIC PLANNING

Identifying needs, understanding behavioral determinants, setting goals, and building effective prevention programs
Good Prevention = Intention

Strategic Planning

43% of schools have engaged in a formal strategic planning process.

Goal-Setting

33% of schools have set specific, measurable goals to improve prevention.

Source: EverFi SADI, N = 65
## SMART Goal-Setting

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong>pecific</td>
<td>Is the goal defined clearly with no ambiguous language?</td>
</tr>
<tr>
<td><strong>M</strong>easurable</td>
<td>Can you track progress and measure the outcomes?</td>
</tr>
<tr>
<td><strong>A</strong>ttainable</td>
<td>Is the goal reasonable enough to be accomplished?</td>
</tr>
<tr>
<td><strong>R</strong>elevant</td>
<td>Is the goal worthwhile? Will accomplishing it meet your needs?</td>
</tr>
<tr>
<td><strong>T</strong>imely</td>
<td>Is there a clearly established timeline for achieving the goal?</td>
</tr>
</tbody>
</table>
## Reframing SMART Goals

<table>
<thead>
<tr>
<th>Instead of…</th>
<th>Try…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage more students as bystanders who take action to prevent sexual and relationship violence</td>
<td>Increase self-reported bystander intervention behaviors by 25% by the end of 2017-18 school year</td>
</tr>
<tr>
<td>Increase awareness of support and reporting resources to better meet the needs of survivors</td>
<td>Increase the number of reported cases and/or service requests by 50% by the end of 2017-18 school year</td>
</tr>
</tbody>
</table>
Logic Model Approach

INPUTS

- What resources are available to help achieve our goals?
  - Budget
  - Staffing
  - Infrastructure

ACTIVITIES

- How will our resources be utilized towards prevention?
  - Perpetration
  - Victimization
  - Community

OUTCOMES

- What happened as a result of our activities?
  - Knowledge
  - Attitudes
  - Behaviors
Strategic Planning Approach

**INPUTS**
- What resources do we have? What else do we need?
- Budget
- Staffing
- Infrastructure

**ACTIVITIES**
- What approaches will best help us make change?
- Perpetration
- Victimization
- Community

**OUTCOMES**
- What problem are we trying to solve?
- Knowledge
- Attitudes
- Behaviors
# Behavioral Determinants

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>The individual knows basic facts about the issue and the behavioral alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes &amp; Beliefs</td>
<td>The individual has more positive than negative attitudes toward the behavioral alternative</td>
</tr>
<tr>
<td>Perceived Outcomes</td>
<td>The individual believes that advantages of behavioral alternative outweigh disadvantages</td>
</tr>
<tr>
<td>Social Norms</td>
<td>The individual perceives more social (normative) pressure to perform the behavioral alternative than not to do so</td>
</tr>
<tr>
<td>Personal Norms</td>
<td>The individual perceives that performing the behavioral alternative is more consistent than inconsistent with their own self-image or standards</td>
</tr>
<tr>
<td>Behavioral Skills</td>
<td>The individual has the skills needed to perform the behavioral alternative</td>
</tr>
<tr>
<td>Perceived Behavioral Control</td>
<td>The individual perceives that they have the capability to perform the behavioral alternative at specific times and places, and there are no insurmountable environmental constraints that make it impossible to act</td>
</tr>
</tbody>
</table>
**Intervention Mapping**

<table>
<thead>
<tr>
<th>PREVENTION: Bystander intervention</th>
<th>RESPONSE: Reporting or seeking support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know the root causes of sexual violence and how to identify risks/contributors.</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Students believe that they can play a role in ending violence on campus.</td>
<td>Attitudes &amp; Beliefs</td>
</tr>
<tr>
<td>Students believe that the benefits outweighs the risks in choosing the intervene.</td>
<td>Perceived Outcomes</td>
</tr>
<tr>
<td>Students believe that their peers would intervene to prevent an assault.</td>
<td>Social Norms</td>
</tr>
<tr>
<td>Students feel that intervening is consistent with them being a caring person.</td>
<td>Personal Norms</td>
</tr>
<tr>
<td>Students can describe strategies for effectively and safely intervening.</td>
<td>Behavioral Skills</td>
</tr>
<tr>
<td>Students believe in their ability to influence dangerous situations by calling for help.</td>
<td>Perceived Behavioral Control</td>
</tr>
<tr>
<td>Students know where to go to report a sexual assault or seek support services.</td>
<td></td>
</tr>
<tr>
<td>Students have faith in the system if they were to disclose an assault.</td>
<td></td>
</tr>
<tr>
<td>Students believe that they would be treated fairly if they were to disclose an assault.</td>
<td></td>
</tr>
<tr>
<td>Students believe that their peers would be supportive if they were to disclose an assault.</td>
<td></td>
</tr>
<tr>
<td>Students see themselves as someone who holds others accountable for wrongdoings.</td>
<td></td>
</tr>
<tr>
<td>Students have the language to talk about sensitive or personal things.</td>
<td></td>
</tr>
<tr>
<td>Students believe that they have the time and ability to access support/reporting resources.</td>
<td></td>
</tr>
</tbody>
</table>
THE CURRENT LANDSCAPE OF PREVENTION

Legislative requirements and promising practices
Legislative Requirements *

RESPONSE

- **Title IX Coordinator**
- **Faculty/staff training**
  - Appropriate response
  - Reporting obligations/procedures
  - Info on student rights/resources
- **Student training**
  - Policy+legal definitions
  - Effects of trauma
  - Disciplinary code consequences
- **Clear grievance procedure**
  - Prompt, fair, impartial response
  - Standard of evidence
  - Advisor of choice
  - Training of officials
  - Procedural notifications
- **Addressing “hostile environment”**
- **Crime report transparency**
  - Crime log
  - Timely warnings/emergency notifications

- **Victims’ Rights**
  - Reporting options
  - Requests for confidentiality
  - Possible sanctions/protective measures
  - Accommodations
  - Notification of resources
  - Protection against retaliation

- **Annual Security Report**

PREVENTION

- **Title IX Coordinator**
- **Notice of non-discrimination**
- **Addressing “hostile environment”**
- **Primary+ongoing prevention/awareness**
  - Prohibition statement
  - Definitions of offenses/consent
  - Options for bystander intervention
  - Information on risk reduction
  - Role of alcohol and drugs

- **Annual Security Report**

* This list is not exhaustive and should not replace a comprehensive audit of legislative requirements.
Principles of Effective Prevention

VARIED TEACHING METHODS
Strategies should be interactive and encourage skill-building.

SUFFICIENT DOSAGE
Activities should be held frequently to have an effect and measure impact.

THEORY DRIVEN
Strategies should have scientific backing or logical rationale.

CULTIVATE POSITIVE RELATIONSHIPS
The most effective programs emphasize positive, healthy relationships.

COMPREHENSIVE
Programs are one piece of the prevention puzzle, and must be integrated with other efforts.

APPROPRIATELY TIMED
Efforts should be timed in a way to maximize impact in the lives of participants.

SOCIO-CULTURALLY RELEVANT
Programs should be tailored to cultural beliefs as well as community norms.

WELL-TRAINED STAFF
Staff should be sensitive, competent and receive adequate training & supervision.

OUTCOME EVALUATED
Evaluation is crucial to determining program efficacy and measuring outcomes.

Source: Nation et al. (2003)
Engaging the Healthy Majority

Most incoming college students have healthy attitudes and behaviors when it comes to relationships.

How do our efforts focus on engaging this healthy majority of students to hold their peers accountable and create the safe campus communities they want to live and learn in?
Bystander Intervention

5 Step Cognitive Model

1. Take note of the situation
2. Identify situation as critical
3. Feel personal responsibility to intervene
4. Have the tools and support to intervene successfully
5. Consciously decide to help

Latane & Darley (1970)

At what point did you first feel uncomfortable with the scenario?

What are your feelings about doing something to help in this scenario?

If you were to act, which would you be most likely to do?
Barriers to Intervention

PLURALISTIC IGNORANCE:
The incorrect belief that one's private attitudes, judgments or behavior are different from others.

FALSE CONSENSUS:
The incorrect belief that one represents the majority when one is actually a minority.

No one else seems to think this is a problem, so maybe I’m wrong.

Everyone is laughing at my joke so they must agree with me.
# Norm Misperceptions

<table>
<thead>
<tr>
<th>DOCUMENTED OVERESTIMATIONS</th>
<th>DOCUMENTED UNDERESTIMATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Alcohol use</td>
<td>- Extent to which others are bothered by “second hand effects”</td>
</tr>
<tr>
<td>- Risky and dangerous drinking</td>
<td>- Willingness to intervene/confront abuse</td>
</tr>
<tr>
<td>- DUI and DWI</td>
<td>- Support for stricter policies/enforcement</td>
</tr>
<tr>
<td>- Sexual activity</td>
<td>- Discomfort with male socialization</td>
</tr>
<tr>
<td>- Endorsement of “rape myths”</td>
<td>- Discomfort with sexist/violent behavior</td>
</tr>
<tr>
<td>- Willingness to use force to have sex</td>
<td>- Respect for someone who intervenes</td>
</tr>
<tr>
<td>- Having sex without consent</td>
<td>- Willingness to intervene</td>
</tr>
<tr>
<td>- Comfort with rigid gender roles</td>
<td></td>
</tr>
</tbody>
</table>
Correcting Misperceptions

“For a norm to be perpetuated it is not necessary for the majority to believe in it, but only for the majority to believe that the majority believes in it.”

Alan Berkowitz, PhD

<table>
<thead>
<tr>
<th></th>
<th>Actual Norm</th>
<th>Perceived Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would take action to prevent a sexual assault</td>
<td>93%</td>
<td>64%</td>
</tr>
<tr>
<td>Would refrain from sex if partner is incapacitated</td>
<td>88%</td>
<td>42%</td>
</tr>
</tbody>
</table>
## How Are We Reaching Students?

<table>
<thead>
<tr>
<th>Most Used Strategies</th>
<th>Least Used Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness events</td>
<td>Social norms marketing 47%</td>
</tr>
<tr>
<td>First-year engagement</td>
<td>Performance and art</td>
</tr>
<tr>
<td>Tabling events/health fairs</td>
<td>Academic/course engagement 34%</td>
</tr>
<tr>
<td>Invited speakers</td>
<td>Bystander intervention 31%</td>
</tr>
<tr>
<td>Online education ®</td>
<td>Bystander intervention ® 31%</td>
</tr>
<tr>
<td></td>
<td>Small group social norms 9%</td>
</tr>
<tr>
<td></td>
<td>Online education 9%</td>
</tr>
</tbody>
</table>

**Source:** EverFi SADI, N=38

**Least Efficacy** vs **Most Promising**
# The Process of Prevention

## 10 STEPS FOR EFFECTIVE PREVENTION EFFORTS

1. **Identify focus areas** – assess needs through climate surveys, online courses...
2. **Build fruitful partnerships** – focus on both the people and the process
3. **Set SMART goals** – specific, measurable, attainable, realistic, and timely
4. **Choose research-informed strategies** – compliance versus best practice
5. **Develop a comprehensive approach** – breadth, depth, and ongoing education
6. **Secure needed resources** – connect prevention with mission-critical priorities
7. **Implement with fidelity** – a good program delivered poorly isn’t a good program
8. **Assess impact and efficacy** – evaluate everything
9. **Disseminate findings** – share results widely (transparency is a leading practice)
10. **Iterate and improve efforts** – learn from the past, be open to new ideas
Understanding and Developing Effective Prevention Initiatives

Instructor: Rob Buelow, Vice President, EVERFI

Wednesday, February 28th
Presentations Tips

• NOVA Campus Advocacy Training (NCAT) is a 20-hour advanced training for campus victim advocates and community-based advocates working in higher education.

• NCAT classes are limited to 40 students to promote student interaction and skill-building.

• Slides should maintain a formula of 3 minutes per slide (i.e., for a 2-hour training block, you should have approximately 40 slides).
Presentations Tips

- NCAT Training will be delivered via Adobe Connect. All of the following Adobe Connect features may be used:
  - Student Polls (recommend 3-4 polls per class)
  - Training Videos (recommend 1-2 videos per class)
  - Group chat
  - Audio participation (students can raise hand/speak up in class)
  - Post-Test (recommend 3 multiple choice post-test questions)

- Please submit your NCAT PowerPoint and other training materials to Claire by **Monday, January 8, 2018**
  - PowerPoint should use this template
  - Other Materials may include: Handouts, poll questions, video(s), post-test questions and homework assignment(s)