

Case Study: Creating a Campus Violence Prevention Program
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The Higher Education Center

- The U.S. Department of Education's *Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention* www.higheredcenter.org
- The U.S. Department of Education www.ed.gov
- Education Development Center, Inc. www.edc.org

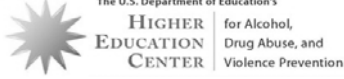


Today's Agenda

Linda Langford:
 • Principles and a process for effective campus violence prevention



Dorothy Edwards
 • Application of the principles and process in creating a prevention initiative


Poll Responses

What Is "Prevention"?
Spectrum of Prevention & Response

	Prevention	Early Intervention	Response & Treatment
Goal	Stop problems from occurring by reducing risk factors and promoting protective factors.	Intervene early in problem behavior.	Assist victim. Sanction/treat offender.
Key: Change the <i>underlying conditions</i> (in a population) that lead to violence	These also have a role in <i>supporting</i> prevention		

What Is "Effective?"

- No simple answer
 - Any type of violence is complex, with multiple causes.
 - Current research reveals more about what *doesn't* work.
 - Diversity of college environments ⇒ no "one size fits all" program or policy.
- Community prevention research & public health suggest *principles* and a *process*.
- Elements outlined in Higher Education Center "framework" →



Principles of Campus Violence Prevention and Safety Promotion Initiatives

- **Prevention-focused** in addition to response-focused
- **Systematically planned**
- **Strategic and targeted** to priority problems identified through data
- **Research-based**
- **Evaluated**
- **Comprehensive**
- **Multicomponent**
- **Coordinated and synergistic**
- **Collaborative and multi-sectoral**
- **Supported** by infrastructure, systems, and institutional commitment

More detail in publication

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Effective Prevention Is a *Process*, Not a *Program*

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Systematic Planning and Evaluation Process

Problem analysis/ Needs assessment

Set long-range goals. *In reality, this is a nonlinear process.*

Consult research, theory, logic.

Select program strategies, translate these into specific activities, and plan for evaluation. *Involve key partners.*

Implement program activities.

Evaluate whether goals were achieved.

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Paradigm Shift: Activities to Strategies

Instead of asking: What are we going to DO?
 E.g., Hold a workshop

Ask: What are we trying to CHANGE?
 E.g., Increase skills in recognizing and intervening in violence

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Start Here: Problem Analysis (sometimes, "needs assessment")

What is happening?

- National data about the problem
- Thorough understanding of local problems
 - Multiple types of data
 - Where/when, in addition to who

Why is it happening?

- What causes and contributes to these problems?
- Again, identify local factors.

It will not do to leave a live dragon out of your plans if you live near one.
 -- J.R.R. Tolkien, *The Hobbit*

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Social Ecological Model: Examples of Factors at Each Level

- Public Policy/Society**
 - State policies/laws
 - Cultural norms
- Community**
 - Community policies/laws
 - Community structures
 - Community procedures/ practices
- Institutional**
 - Campus policies/enforcement
 - Action/inaction by personnel
- Interpersonal**
 - Perceived norms
 - Group-level policies
- Individual**
 - Beliefs and attitudes
 - Skills
 - Knowledge

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For More Information on Using Research and Data...

- **Previous Webinar: Thinking Strategically: Using Data and Research in Planning** (2/16/10)
 - ✦ Slides, full recording, extensive resource list, participant brainstorm on useful data sources

Go to www.higheredcenter.org/services/training/webinars
(www.higheredcenter.org > Webinars > Thinking Strategically)

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The Logic of Creating Interventions

- Data about the problem → where/when to focus efforts
- Contributing factors → what needs to *change*
- THEN ask:
 - Which factors are **modifiable**?
 - **What works** to modify these factors?
 - Design **activities**.
 - **Coordinate** across activities.

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Strategies vs. Activities/Tactics

- **Strategy** is focused on *what* has to change
 - In individuals or in the environment
- Activities and tactics are *how* to change it
 - **Activities** are individual program components, such as policies, educational sessions, enforcement efforts, media campaigns, etc.
 - **Tactics** are processes used to **support** change, such as coalitions, leadership, administrative buy-in, funding, student involvement, evaluation, etc.

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Use Best Practices for Each Activity & Tactic (Examples)

- **Educational programs**
 - Follow principles of adult learning.
 - Include multiple sessions.
 - Use role plays to build skills.
 - etc.
- **Policy Development**
 - Identify issue.
 - Determine best "level" for policy.
 - Build broad support.
 - Publicize & educate about the policy.
 - Inform and train enforcers.
 - etc.

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General Lessons from the Prevention Literature

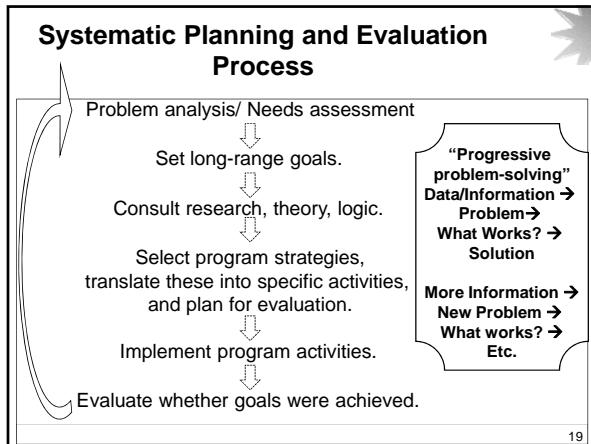
- **KADNAB** (From the Langford teaching archives)
 - ✦ "Knowledge Alone Does Not Alter Behavior"
- To build skills → need practice, role playing.
- Scare tactics → mostly ineffective, easy to do wrong.
 - ✦ Promote benefits of desired behaviors instead.
- "Myths & Facts" → myths may be misremembered as facts.
- One-time programs → change doesn't last.
 - ✦ Multiple, reinforcing components work best.

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Multilayered, Mutually Reinforcing

- Multiple components, across the social ecological model...
 - ✦ Education
 - ✦ Policies
 - ✦ Enforcement/sanctions
 - ✦ Social norms
 - ✦ Peer/group change
 - ✦ Intervention/services
-each with clear individual goals & objectives,
- AND articulate how they'll reinforce each other.
- Also, go beyond coordination to **synergy**.
 - ✦ Unite diverse efforts conceptually.
 - ✦ Articulate risk factors addressed, shared change goals.

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Looking at Current Efforts, Ask...

- What contributing factors is each program/policy element intended to change?
- What do these change goals imply about the problem?
- Does research and/or local data:
 - Support that view of the problem?
 - Suggest changing the targeted factor will affect violence?

- Focus is on critical thinking & checking against research.
- Must be *specific* – get beyond goals like “raise awareness.”

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Effective Prevention Is a Process, Not a Program

Any program is a result of *someone else’s* planning process (or lack thereof).

- When looking at others’ programs:
 - Understand rationale/assumptions about what needs to change and how the program makes that change.
 - Ask: Is that a fit for your campus circumstances?

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Questions?

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The Making of a Prevention Strategy

Presented by
Dorothy J. Edwards, Ph.D.

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What are we trying to change? - 1

What is the fundamental problem we are trying to address?

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Problem Analysis - 1

- Data
- Experience

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What are we trying to change? - 1

What is the fundamental problem we are trying to address?

*Long Term Goal: Achieve a measurable reduction in **power-based personal violence (pbpv)** within the UK community (including sexual violence, stalking violence and intimate partner violence).*

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What are we trying to change? - 2

What has to change in order to achieve a reduction in pbpv?

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Chat

Based on your observations and experiences, what has to change in order to reduce violence within your campus community?

Type your answer here →

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Analysis of existing research - 2

- Violence Against Women
- Bystander

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What are we trying to change? - 2

What has to change in order to achieve a reduction in pbpv?

A critical mass of individuals within the UK community must shift from passive to active bystanders.

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What are we trying to change? - 3

How do we create the desired behavior change in bystanders in the most effective and efficient way?

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Analysis of existing research - 3

- Social Diffusion Theory
- Perpetrator Research
- Persuasion
- Social networking
- Prevention

"Our inevitable failures serve as the necessary foundation to our ultimate success."

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What are we trying to change? - 3

How do we create the desired behavior change in bystanders in the most effective and efficient way?

In order for individuals to engage in the new behaviors, they need: 1-believe there is a problem; 2-believe they are necessary part of solution; 3- know what to do; 4-know how to do it; 5-feels manageable.

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Integrated Approaches - 3

- From reactive to proactive
- From fragmented to synergistic



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Logic Model & Program Plan - 3

BUTTERFLY: A CONCEPTUAL FRAMEWORK OF INFLUENCE

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Logic Model & Program Plan - 3

BUTTERFLY: A CONCEPTUAL FRAMEWORK OF INFLUENCE

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What are we trying to change? - 4

How do we increase buy-in to the brand of “vaw prevention”?

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Analysis of existing research - 4

- Marketing/Advertising
- Branding/Re-branding

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What are we trying to change? - 4

How do we increase buy-in to the brand?

Identify real or perceived obstacles to the “brand” in targeted audience and address, while ensuring retention of “loyalty” of the base.

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Improvements - 4

- Gender inclusive language.
- Narrowing definition of “green dots” to behaviors directly leading to pbpv.
- Focusing on “high risk behaviors” versus “perpetrators”
- Emphasis on relationship building with key POLS within high risk populations.

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Effective Prevention Is a Process, Not a Program
The process of progressive problem-solving

Problem?
Reduction in pbpv.

↓

What has to change in order to reduce pbpv?
Critical mass - active bystanders.

↓

How do we change bystander behaviors?
1-believe problem; 2-part of solution; 3- what to do; 4-how to do it; 5-manageable.

↓

ASSESSMENT

↓

How do we increase buy-in to the brand?
Identify real or perceived obstacles to the “brand.”

↓

ETC.

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Questions?

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- Higher Education Center's Webinar page
www.higheredcenter.org/services/training/webinars
(Home > Trainings & Learning opportunities > Webinars)
 - Slides and recording from this Webinar
 - **Next Webinar:**
Creating a Campus-Based Prescription Drug Abuse Prevention Program
Tuesday, May 18, 2010, 1:30 p.m.–3:00 p.m. Eastern Time

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The Higher Education Center's Services

The Center provides:

- General information and assistance
- Publications, including Prevention Updates
- Trainings, Webinars, and other learning opportunities
- Evaluation support and assistance
- Web content on multiple topics, including various types of campus violence and specific prevention strategies
- HEC/News E-Digest, a biweekly electronic digest of news and information relating to AOD and violence prevention
- HEC/Forum, a discussion board for sharing information and posting questions about higher education AODV issues

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**Please fill out the
Webinar evaluation.**

Thank you!

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