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for Alcohol,
Drug Abuse, and
Violence Prevention

Case Study: Creating a Campus Violence Prevention Program

April 14, 2010

Presenters:

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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





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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.

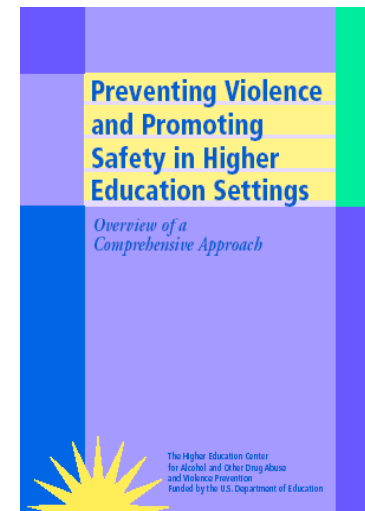
Key: Change the *underlying conditions* (in a population) that lead to violence

These also have a role in *supporting* 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 \Rightarrow 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**



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

Systematic Planning and Evaluation Process



Problem analysis/ Needs assessment

Set long-range goals.

Consult research, theory, logic.

Select program strategies,
translate these into specific activities,
and plan for evaluation.

Implement program activities.

Evaluate whether goals were achieved.

In reality, this
is a nonlinear
process.

Involve key
partners.



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

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

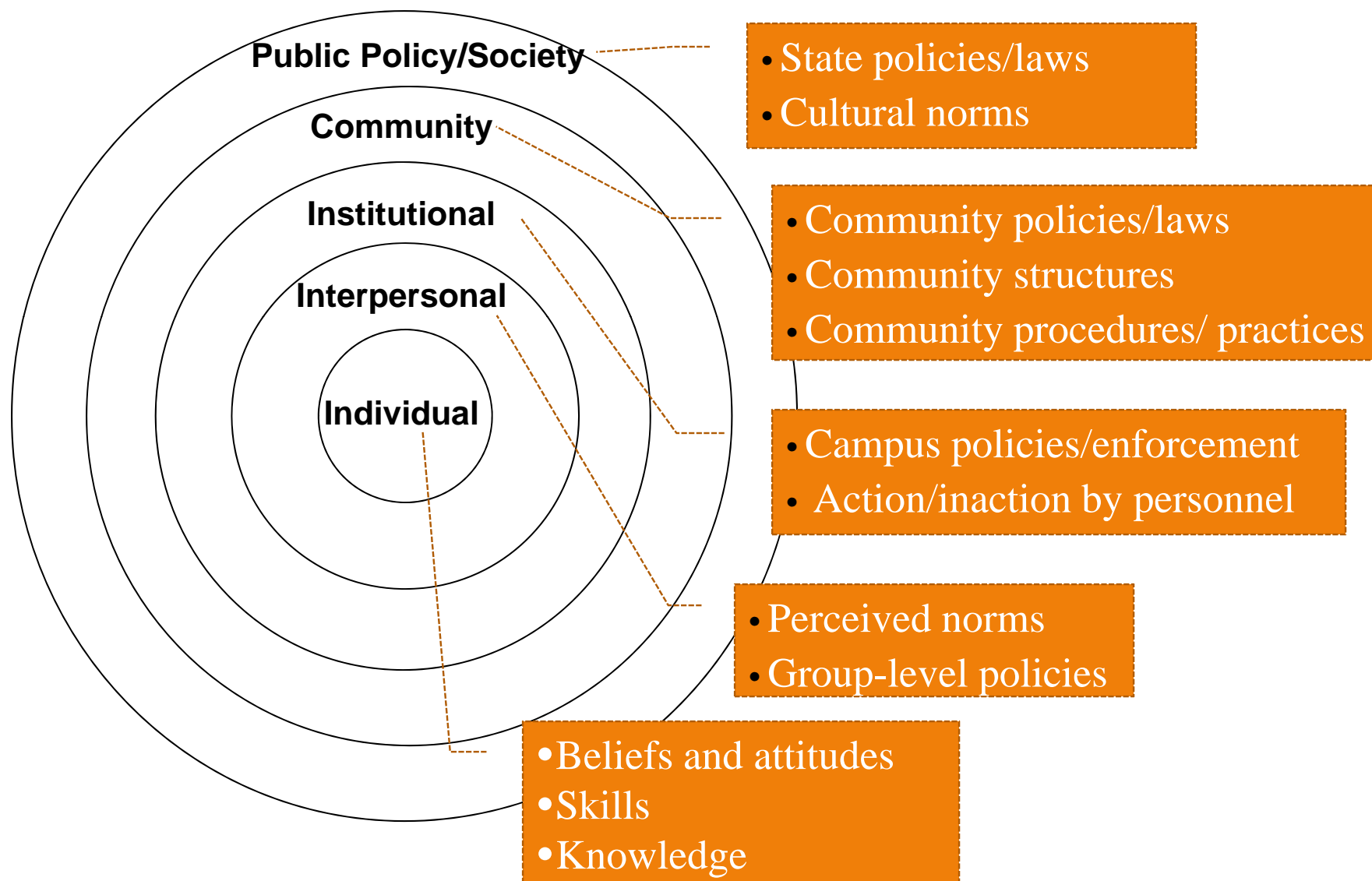
Why is it happening?

- 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



Social Ecological Model: Examples of Factors at Each Level



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)

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.



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.

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.

General Lessons from the Prevention Literature



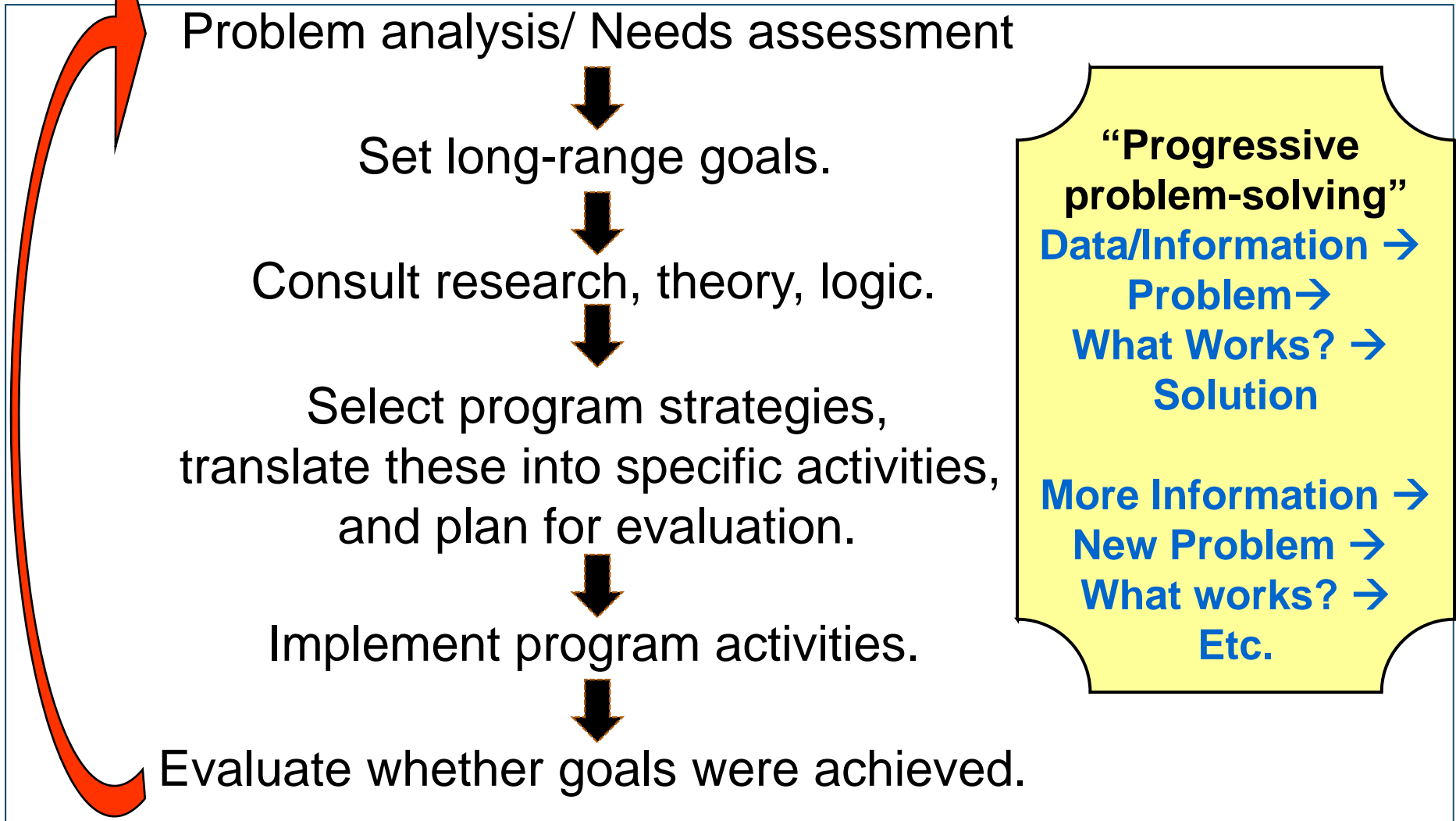
- **KADNAB** (From the Langford teaching archives)
 - ✦ “Knowledge Alone Does Not Alter Behavior”
- To build skills → need practice, role playing.
- Scare tactics → mostly ineffective, easy to do wrong.
 - ✦ Promote benefits of desired behaviors instead.
- “Myths & Facts” → myths may be misremembered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

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.

Systematic Planning and Evaluation Process





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.”



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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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?



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

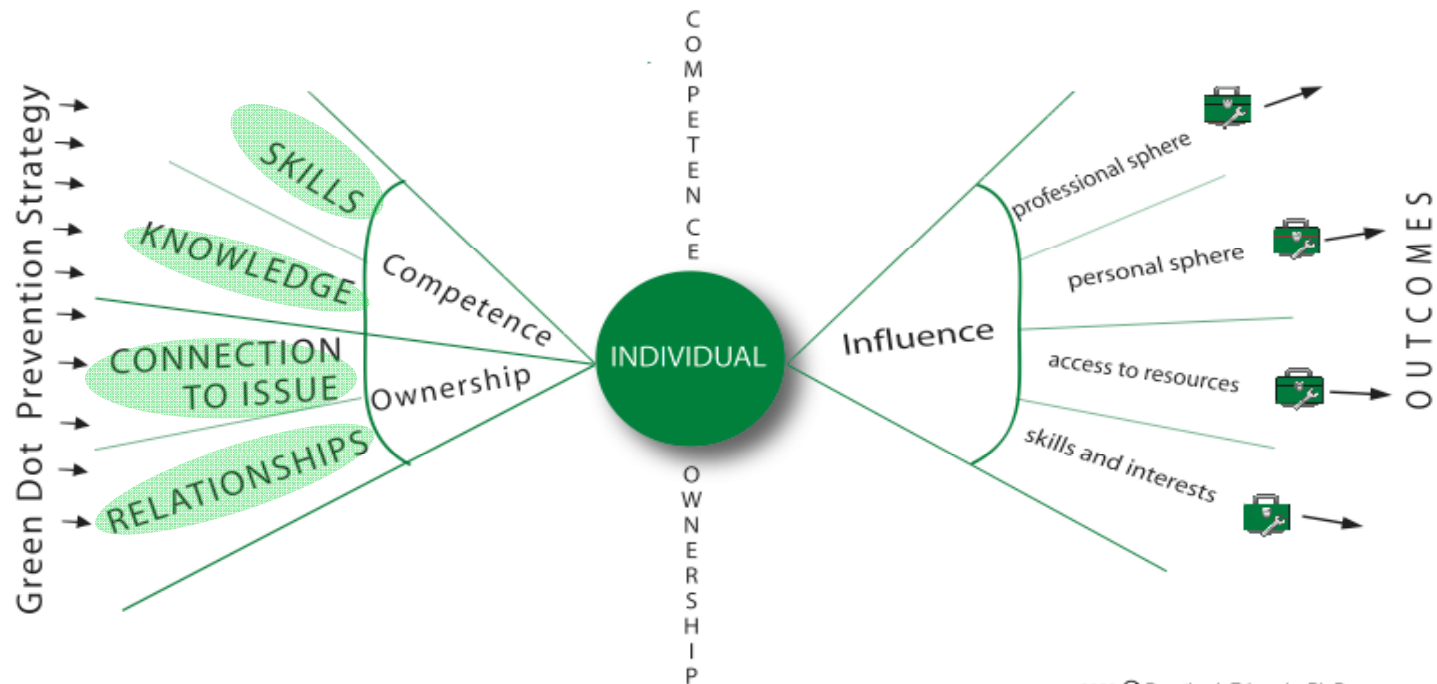


 Green Dot



Logic Model & Program Plan - 3

BUTTERFLY: A CONCEPTUAL FRAMEWORK OF INFLUENCE

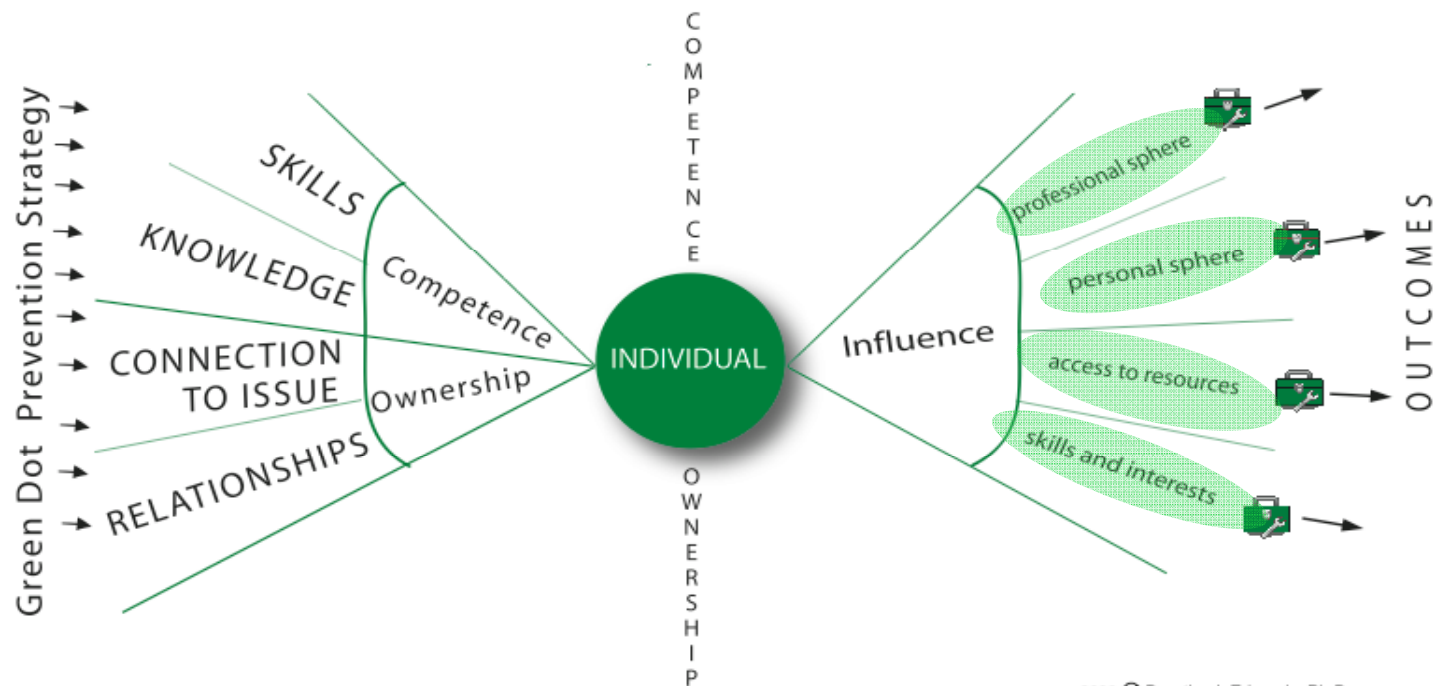


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Logic Model & Program Plan - 3

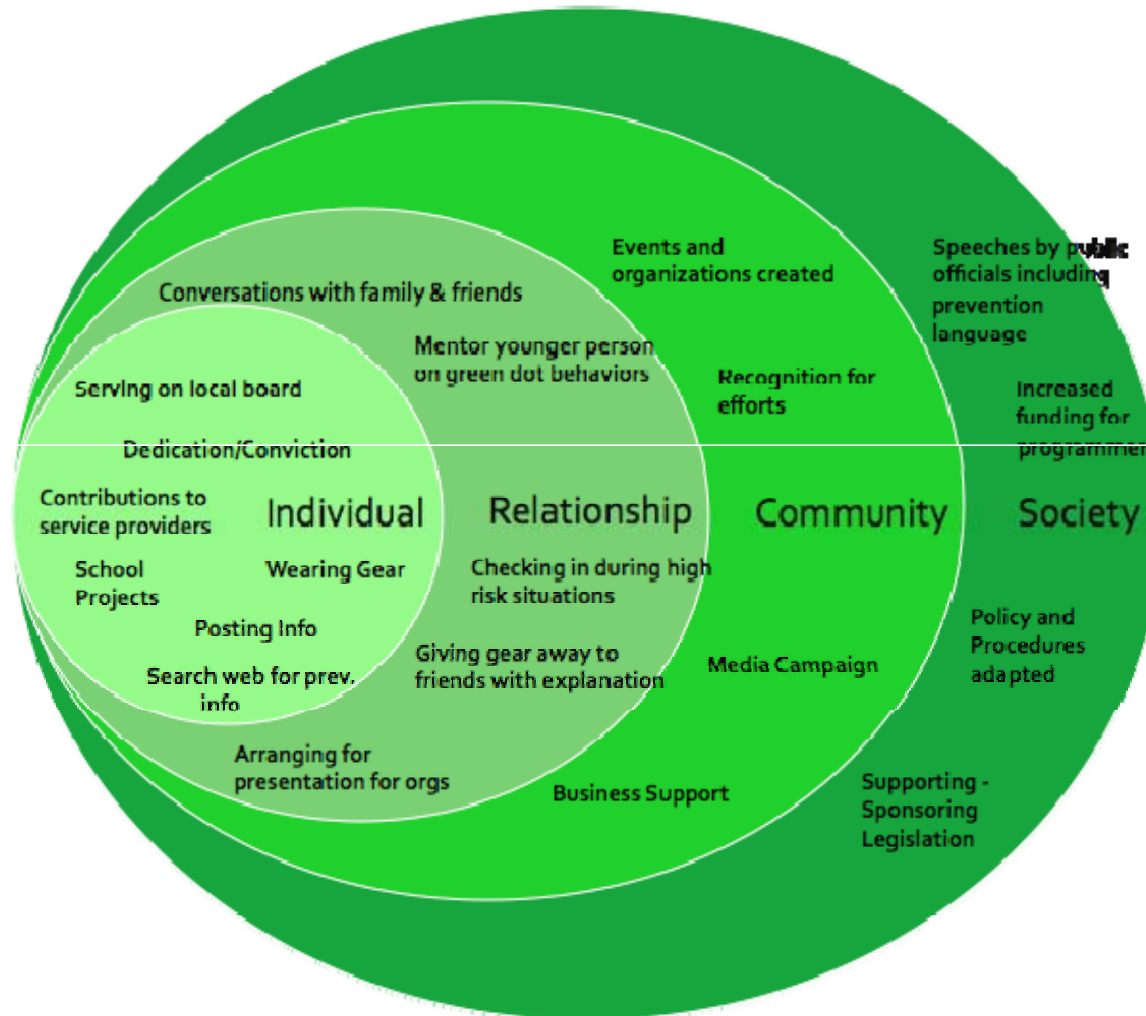
BUTTERFLY: A CONCEPTUAL FRAMEWORK OF INFLUENCE



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Intersection of Green Dot and the Socioecological Model - 3





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Evaluate and Improve - 3

- ED Evaluation
- Replication of Women's Safety Study
- Focus groups
- CDC
- Partnerships



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Initial Data - 3

- What was working – and what evidence supported it was working?



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Initial Data - 3

- What was not working?
 - Resistance to engagement from some segments because of pre-existing notions of “violence against women” work.



Chat

Have you had challenges related to how students/staff perceive your issue (i.e., violence against women, sexual assault, hazing) Or how they perceived you or your center?
What are some of the existing perceptions that create challenges or barriers for you?

Type your answer here →



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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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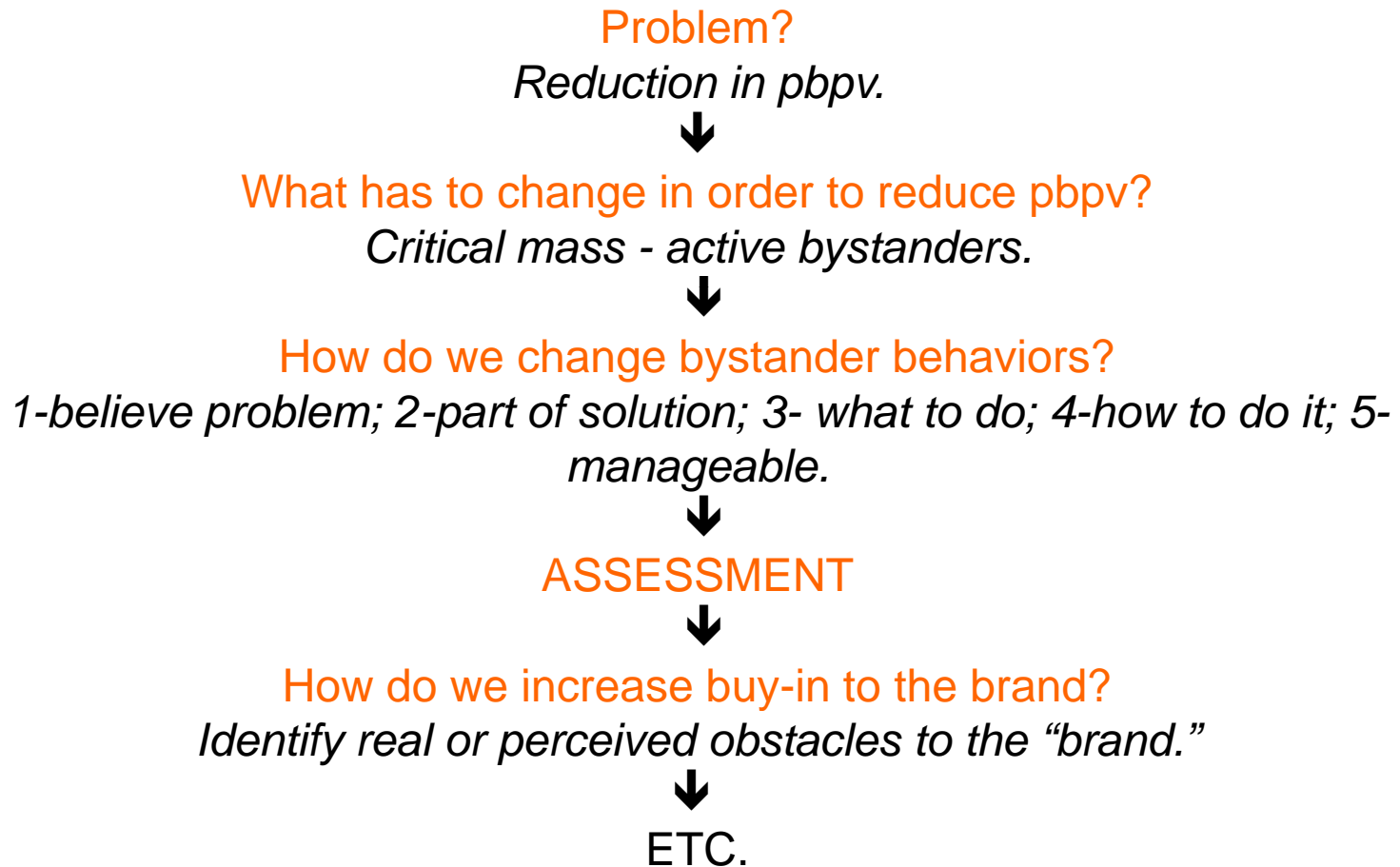
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Improvements - 4

- 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.



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





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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

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

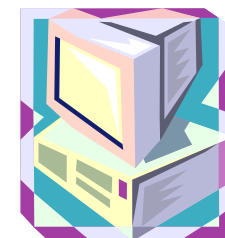


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Thank you!