A Project of

PC PreventConnect

CALCASA

Comprehensive Prevention on Campus

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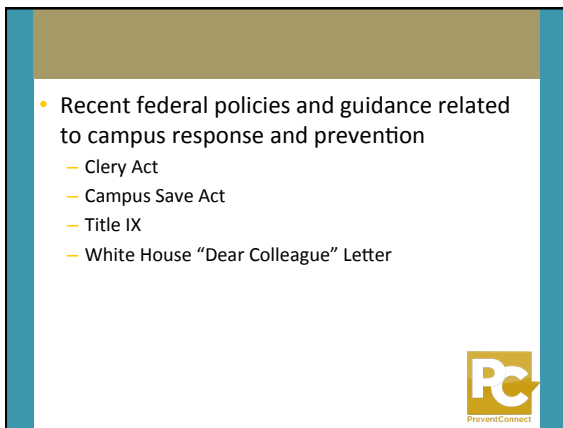SECTION I:

COURSE INTRODUCTION

Campus climate and how we got here

- 40+ year movement of building community-based solutions and responses to violence
- Campuses have been at the center of this work
- Transformative justice work

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Violence

is a public health issue

- Recent federal policies and guidance related to campus response and prevention
  - Clery Act
  - Campus Save Act
  - Title IX
  - White House "Dear Colleague" Letter

How we got here continued

For more detailed and extensive timelines of the antiviolence movement, see:

- History of the Rape Crisis Movement and Sexual Violence Prevention

- Violence Against Women Prevention Timeline

Our learning objectives today

- Identify the philosophical foundations underlying the prevention of sexual violence, intimate partner violence (SV/IPV), and stalking.

- Demonstrate that many factors play a role in shaping our behavior on college campuses. Using models such as the socio-ecological model as a framework through which these various spheres of influence can be understood.

- Understand and identify the differences between advocacy services, awareness/outreach, risk reduction, and primary prevention on campus.

- Identify what elements - beyond advocacy services, awareness/outreach, and risk reduction – are necessary in order to sustain comprehensive prevention efforts.

- Integrate and correctly apply the concepts covered in this training to your own work on campus.

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A brief outline of this course

I. Introduction
II. Comprehensive prevention and moving upstream
III. A framework for preventing campus violence
IV. Distinguishing between advocacy services, outreach/ awareness, risk reduction, and primary prevention on campus
V. Moving your campus even further towards comprehensive prevention
VI. Closing and recap

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SECTION II:

COMPREHENSIVE PREVENTION
AND MOVING UPSTREAM

Getting at the root causes

SOCIAL
CHANGE
IS GOOD

- Direct services, safety tips, and risk reduction often seem like the most tangible or immediate solutions to violence.

- While it's true that safety and response are a part of our work, unfortunately, these will not create the social change necessary to **end** violence.

Moving Upstream

- To shift to thinking about changing the social conditions that allow sexual violence, intimate partner violence, and stalking to exist, let's talk about the concept of "moving upstream".

  Let's watch a quick video demonstrating this concept…

Moving Upstream

Moving Upstream

Now, take a minute to think about and answer the following:

1. If the act of saving drowning people in the river symbolizes our service-delivery systems and advocacy on campus, what might the building and repair upstream symbolize?

2. List the work you currently do "downstream" on campus:

3. List the work you currently do "upstream" on campus:

4. Do you believe that your campus places an equal amount of emphasis on downstream work as they do upstream work? Why or why not?

Moving Upstream

Concluding points:

- We must **promote building and repair** in the right locations if we want to be truly effective in preventing perpetration.
- We still need plenty of advocates downstream to respond to the problem – but we need to do both **advocacy and prevention equally and effectively.**
- This work requires an emphasis on **comprehensive prevention** as a means of responding to and ending violence in our campus communities.

Defining Comprehensive Prevention

- *Comprehensive prevention consists of three types of prevention, including: Primary, Secondary, and Tertiary*

- According to the Prevention Institute, comprehensive prevention is "a systematic process that promotes healthy environments and behaviors and reduces the likelihood or frequency of violence against women occurring."
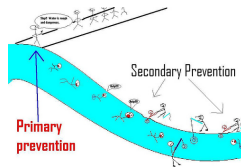
Defining Comprehensive Prevention

- *Primary prevention includes activities that take place __before__ violence has occurred in an attempt to prevent initial perpetration.*

- Primary prevention efforts are guided by theory, strategy, and evaluation.

- These are typically activities directed at a subset of the general population and designed to actively promote healthy, non violent relationships – thus reducing the likelihood that anyone will become a victim or perpetrator by creating conditions that make violence less likely to ever occur.

Defining Comprehensive Prevention

- *Secondary prevention includes immediate responses __after__ violence has occurred or __after the risk for violence has been identified__. These are efforts intended to deal with the short term consequences of violence.*

Defining Comprehensive Prevention

- *Tertiary prevention includes long term responses to violence __after__ it has occurred. These are typically efforts to prevent further or repeat offending by perpetrators.*

Defining Comprehensive Prevention

Examples of each prevention type in a college/university setting:

Primary Prevention	Secondary Prevention	Tertiary Prevention
Delivering ongoing healthy sexuality curriculum to group of students with corresponding media and policy campaigns that reinforce curriculum messages and broaden campus impact.	Developing and implementing a program to undo harmful social norms and behaviors in a specific population that has been identified as "high risk" for perpetration.	Working with "low level" offenders of sexual harassment, etc. to educate and support the prevention of reoffending.
The use of bystander intervention programming, training, and media campaigns that focus on combatting rape myths and a culture/climate that allows violence to exist.	Bystander intervention programming and training that focuses on intervention techniques for "high risk" situations or situations where violence is already in progress.	Working with student conduct staff to incorporate prevention messages into response and follow-up contacts with offenders of violence and harassment.

Defining Comprehensive Prevention

- When all three types of prevention - primary, secondary, tertiary - are used together, they create a **comprehensive** and **proactive** response to violence on campus.
- For more information on defining comprehensive prevention, visit:
  - ACHA's Shifting the Paradigm Toolkit
  - CDC's Veto Violence

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Activity: How comprehensive is your prevention?

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Activity: How comprehensive is your prevention?

- **Part 1 Instructions:** On the next page, there will be a table with 3 columns, one for each type of prevention (primary, secondary, and tertiary). You will be provided with examples of these different types of prevention. Your goal is to accurately match the examples of primary, secondary, or tertiary prevention that are provided with the most appropriate column or prevention category.

Activity: How comprehensive is your prevention?

Primary	Secondary	Tertiary

Activity: How comprehensive is your prevention?

- **Part 2 Instructions:** On the next page, there will be the same table with 3 columns, one for each type of prevention (primary, secondary, tertiary). Use the write-in response section to briefly describe an initiative on your campus that fits with one of these definitions.

Activity: How comprehensive is your prevention?

Primary	Secondary	Tertiary

SECTION III:

A FRAMEWORK FOR PREVENTING CAMPUS VIOLENCE

Hotdogs for breakfast: The SEM

- As we set out to make needed repairs upstream, it might be helpful to have a blueprint, or a framework that organizes the different types of issues that we might face along the way.

- One useful framework is the **social ecological model (or the SEM for short)**. Let's unpack this model together, using an activity.

Activity: Hotdogs for breakfast…?

Activity: Hotdogs for breakfast

- Seems laughably easy, but pick out the breakfast items pictured here:

Activity: Hotdogs for breakfast

We noticed that you didn't pick the hot dogs. Most people don't. But take a minute and think about how it is that *you knew* that hot dogs on the grill weren't the "right" answer here.

What are some of those reasons? Write your response below:

_____

Activity: Hotdogs for breakfast

Here are a few common reasons people list:
- Mom didn't serve hot dogs for breakfast.
- Hot dogs aren't on breakfast menus.
- Hot dogs aren't part of the school breakfast program.
- Hot dogs aren't advertised in commercials and media as a breakfast food.
- Your friends might make fun of you if you were eating a hot dog for breakfast.

Activity: Hotdogs for breakfast

The point is this:

Attitudes and behaviors related to things as basic as food categories are learned and reinforced over time. They are shaped by messages (both intentional and not) that reach the individual, relationships, communities, and society until they become a conditioned part of our own knowledge, attitudes, beliefs, and behaviors.
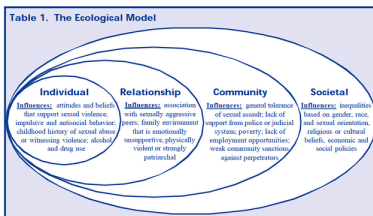
Messages in relationships, communities, and society = individual attitudes and behaviors

Hotdogs for breakfast: The SEM

The Social Ecological Model

Table 1. The Ecological Model

Individual	Relationship	Community	Societal
Influences: attitudes and beliefs that support sexual violence; impulsive and antisocial behavior; childhood history of sexual abuse or witnessing violence; alcohol and drug use	**Influences:** associations with sexually aggressive peers; family environment that is emotionally unsupportive, physically violent or strongly patriarchal	**Influences:** general tolerance of sexual assault; lack of support from police or judicial system; poverty; lack of employment opportunities; weak community sanctions against perpetrators	**Influences:** inequalities based on gender, race, and sexual orientation; religious or cultural beliefs; economic and social policies

Hotdogs for breakfast: The SEM

For more information on the Social Ecological Model, visit:

- Prevent Connect SEM

- ACHA: Healthy Campus Ecological Model

- WCSAP: Social Ecological Model

Activity: The SEM in translation

Activity: The SEM in translation

Using the social ecological model as a reference, take a few minutes to write down the following:

1. Where do your current programs, practices, and initiatives on campus "fit" into the social ecology?

2. Name at least 2 specific factors that exist on your campus that correspond to each level of the social ecology. (i.e.: a cross-campus coalition under "community" level, or harsh sanctions for perpetration under "society", etc.)
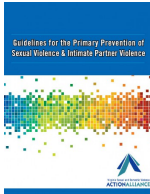
Developing programs and strategies

Take a minute to look over the 9 principles of effective prevention programs:

- http://wiki.preventconnect.org/Nine+Principles+of +Effective+Prevention+Programs

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Optional (extra) reading and activity

- Use Virginia's Guidelines for the Primary Prevention of Sexual and Intimate Partner Violence document to measure to what extent a particular program of yours on campus is consistent with the 9 principles of effective prevention. This document contains a prevention assessment tool located on page 63.

Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence

ACTIONALLIANCE

- Additional reading: What Works in Prevention: Principles of Effective Prevention Programs (Nation et al, 2003)

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SECTION IV:

DISTINGUISHING BETWEEN ADVOCACY, OUTREACH, RISK REDUCTION, AND PREVENTION ON CAMPUS

Distinguishing between…

Let's start by defining each of the 4 types or categories of antiviolence work on campus:

- Advocacy Services
- Awareness and Outreach
  - Risk Reduction
- Primary Prevention

Distinguishing between…

Advocacy services

- *What?:* Uses approaches from social work, clinical psychology, social psychology, and trauma informed care to work with those impacted by violence in an effort to assess an individual's needed services and resources so that they can make an informed decision regarding their safety, justice, and healing post-trauma.

- *Intended audience?:* Victims and survivors of violence.

- *Consistent with public health approaches for social change?:* No. Focuses on the individual impacted by violence, not necessarily the community or larger institutions that would prevent violence from occurring.

Distinguishing between…

Awareness and Outreach

- *What?* This is any activity, program, or initiative that is designed to define violence, educate on individual and community impacts of violence, provide information on how to help somebody who has been victimized, describe legal options, and/or promote services offered. The aim is to raise education and awareness of individuals and the community and to promote visibility of the services and programming available. These are often times speak outs, marches, and campus activism activities.

- *Intended audience?:* General population, any community member, local businesses and potential partners, etc.

- *Consistent with public health approaches for social change?* No. Raising awareness - while a wonderful strategy to reach untapped allies and partners in your community - is not evidence based or an theory informed strategy for preventing violence before it occurs.

Distinguishing between…

Risk Reduction

- *What?* "These activities aim to address risk factors for potential victimization. While these activities may stop some individual incidences of violence (as they are occurring), they do not address the prevalence of perpetration at large or work to change the conditions that allow for and support violence. Additionally, these activities place the burden of safety on potential victims, which promotes victim blaming among both communities and survivors themselves." (WCSAP, Prevention Tip)

- *Intended audience?:* Potential victims, women, children (in child sexual abuse risk reduction programming), etc.

- *Consistent with public health approaches for social change?* No. Risk reduction activities do not address community factors that would prevent perpetration and therefore are not consistent with social change strategies.
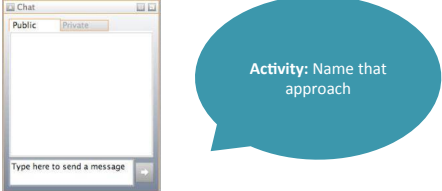

Distinguishing between…

Primary Prevention

- *What?* According to the Prevention Institute, prevention is "a systematic process that promotes healthy environments and behaviors and reduces the likelihood or frequency of violence against women occurring." Primary prevention describes interventions designed to prevent first-time perpetration.

- *Intended audience:* Selected or targeted communities and groups with potential to produce culturally relevant and community contextualized strategies.

- *Consistent with public health approaches for social change?* Yes. This work relies heavily on theory, evidence, and processes that would support community defined solutions and community ownership of these solutions. This approach also incorporates multiple spheres of influence that shape and constrain our knowledge, attitudes, beliefs, and behaviors as they relate to violence (the SEM).

	Advocacy Services	Outreach and Awareness	Risk Reduction	Primary Prevention
What?	Work intended to assess the needed services and resources of those impacted by violence in an effort to provide safety, justice, and healing post-trauma.	Activities aiming to raise awareness and educate communities on the impacts, identification of ,and responses to violence. These also promote visibility of services, programming, and the agency or organization.	Activities aiming to address risk factors for potential victimization. While these activities may stop some individual incidences of violence (as they are occurring), they do not address the prevalence of perpetration at large or work to change the conditions that allow for and support violence.	A systematic process that promotes healthy environments and behaviors and reduces the likelihood or frequency of violence against women occurring. Primary prevention includes activities that take place before violence has occurred in an attempt to prevent initial perpetration.
Audience?	Victims and survivors of violence	General population, community members, businesses, potential partners	Potential victims, women, children	Selected or targeted communities and groups
Consistent with social change?	No	No	No	Yes

Activity: Name that approach

Activity: Name that approach

Select the approach that best fits the described activity or program below.

Activity: Name that approach

Great! Now you're an expert on distinguishing between the 4 different types or categories of campus antiviolence work.

For more reading on this, check out the Washington Coalition of Sexual Assault Program's Prevention Tip on "Moving Further Upstream".
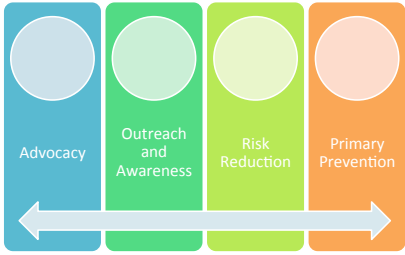
SECTION V:

MOVING YOUR CAMPUS EVEN FURTHER TOWARDS PREVENTION

Activity: Map out your work

Where to start?: Map out your work

Advocacy

Outreach and Awareness

Risk Reduction

Primary Prevention

Where to start?: Planning, data, resources

There are a lot of resources and tools out there for you to use as you undergo planning for comprehensive prevention on campus. One of these resources that we particularly like was developed by the Pennsylvania Coalition Against Rape :

- Assessing Campus Readiness for Prevention: Supporting campuses in creating safe and respectful communities

Use this guide to take a methodical, step-by-step approach to planning for and designing comprehensive prevention efforts campus-wide.

Assessing Campus Readiness for Prevention

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SECTION VI:

CLOSING AND RECAP

Learning objectives covered:

✓ Identify the philosophical foundations underlying the prevention of sexual violence, intimate partner violence (SV/IPV), and stalking.

✓ Demonstrate that many factors play a role in shaping our behavior on college campuses. Using models such as the socio-ecological model as a framework through which these various spheres of influence can be understood.

✓ Understand and identify the differences between advocacy services, awareness/outreach, risk reduction, and primary prevention on campus.

✓ Identify what elements - beyond advocacy services, awareness/outreach, and risk reduction – are necessary in order to sustain comprehensive prevention efforts.

✓ Integrate and correctly apply the concepts covered in this training to your own work on campus.

Learning objectives covered:

As we come to a close, here are a few resources/tools/communities to be aware of and connected to:

- Prevent Connect

- Centers for Disease Control and Prevention

- It's On Us

- Not Alone: White House Report

- ACHA: Healthy Campus 2020

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