Enhancing your Prevention “Toolkit”: Sustaining Ongoing & Innovative Prevention Methods

The Oregon Attorney General’s Sexual Assault Task Force // www.oregonsatf.org
What am I curious about?

What barriers am I currently facing in my role?

If I was told prevention could not operate as it currently does at my institution, what would I do instead?
How do you think about yourself and your role in prevention?
My role in prevention is:

1. As an ally (it’s not in my job description, but my department or role assists prevention programming on campus)
2. “Fresh” Preventionist
3. “Seasoned” Preventionist
4. Administrator (Supervise preventionist)
5. Other
Why did you choose to come to this session today?
I’m here today because:

1. I’m new to the prevention role/field and am looking for ideas
2. I am looking for ideas on how to revamp our campus prevention strategies
3. I want to understand more about prevention
4. I want to know more about how evaluation impacts prevention initiatives
5. Everything else was full / I got lost / Other!
Hello!

I am Meg Foster
I’m the Prevention Program Coordinator at The Oregon Attorney General’s Sexual Assault Task Force.
And I love the Cubs!

Let’s chat: megan@oregonsatf.org
The Oregon Attorney General’s Sexual Assault Task Force

Prevention Program Coordinator

SANE Coordinator

SATI Coordinator
Campus Coordinator
Criminal Justice Coordinator

Task Force Advisory Body: Prevention and Education Committee, Criminal Justice Committee, Campus Committee, Legislative and Public Policy Committee, Men’s Engagement Committee, Offender Management Committee, Victim Response Committee, Medical Forensic Committee
Hello!

I am Carli Rohner
She/her/hers
I keep busy coordinating Advocacy & Prevention services at Willamette University in beautiful, rainy Oregon.
And I really like tacos.
Let’s chat: crohner@willamette.edu
Sexual violence is preventable and everyone has a role and responsibility in preventing it.

What’s your role?
Our outlook for today: REFRAME

- Toolkit metaphor
  In any advanced project, you don’t use just one tool
  Sometimes you have to get different people to help you out
  Sometimes one tool breaks, or wasn’t great for the job we were working on
  Sometimes our plans/specs need to be altered
RESOURCES!!!

- Along the way we’ll share resources (and encourage you to share yours with others!)
- Oregon SATF website with all the resource links we mention at the end of the presentation!
We have a room full of experts (or allies!)
Literally the BEST form of crowdsourcing!

Make friends!
Feel free to share brief successes or strategies!
What are we going to cover?

1. Our Building Blocks & Where are We Now?
2. The Builders: Prevention as a Team Project
3. Reframing Our Approach: Healthy Relationships as SVP
4. Evaluating the Effectiveness of our Toolkit
5. Ethics of Prevention
Reframe: Our Toolbox

Building Blocks

Revisiting the basics of what we have built so far!
How does this overlap with our Federal guidelines? How did we get to this presentation?
**TIMELINE**

- **April, 2011**
  - **Dear Colleague Letter**
  
  Policy guidance issued by OCR urging schools to direct their attention to campus sexual assault and their responsibilities under Title IX.

- **Jan., 2014**
  - **White House Task Force**

  President signs MOU est. the White House Task Force to Protect Students From Sexual Assault, tasked to address compliance and provide institutions with tools.

- **April, 2014**
  - **FAQs Released**

  Document issued by OCR giving clarity and guidance around Title IX obligations and legal requirements. Promising language around confidentiality.

  - **notalone.gov Launches**

  The White House Task Force est. a website releasing guidance documents, including a sample policy on confidentiality, to aid schools in their response.

- **May, 2014**
  - **OCR Investigation List Published**

  Publication of list of higher education institutions that were found in violation with Title IX in response to sexual assault.

- **Effective July, 2015**
  - **Reauthorization of VAWA (SaVE)**

  Awareness & skills based prevention programs. Add DV, stalking & dating violence.
Title IX

Clery

Trauma-Informed
Best Practices

VAWA Amend.
Using the **Campus SaVE Act** (VAWA Amendments 2013)

- Provide programs for *all students & employees*
- *Primary prevention AND awareness programs* for all incoming students and new employees
- Safe and positive options for *bystander intervention*
- Info on *risk reduction & how to recognize warning signs* of abusive behavior
- *Ongoing* prevention & awareness programs
Turn to a partner:
What barriers does this bring up for you in your role preventing violence on campuses?
BONUS: Our students are more informed than ever about Title IX policy, their rights, and the effects of sexual violence in our communities...thanks internet!
Where should prevention be situated?
Situating Prevention

Primary Prevention
- Programming, initiatives and strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs. (VAWA)

Public Awareness
- Programs, campaigns, or initiatives that increase audience knowledge of the issues of sexual assault, domestic violence, dating violence and stalking (VAWA)

Risk Reduction
- Attempts to teach individuals ways to reduce their likelihood of victimization
Working Upstream

Primary
- Before it Happens
  - Works to prevent initial perpetration or victimization through the promotion of positive and healthy behaviors and beliefs.
  - Efforts to change behavior and social norms, and promote healthy relationships, healthy sexuality and egalitarian gender roles.

Secondary
- In the Thick

Tertiary
- In the Aftermath
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<td>Program Specific Evaluations (including pre/posttests, etc.)</td>
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Campus Prevention Strategies Chart

1. Use to check your progress
2. Use to explain prevention strategy to your collaborators
3. Use for new ideas!

Find it on the Oregon SATF post-conference website!
Get in groups of 3-4!
What does this look like on your campus?
What is one area you would like to improve/grow in 2017?
Let’s hear it!
What is going really well?
What areas is your group going to grow in 2017?
We need primary prevention AND awareness in our community

What ratio works well in your community?
Are you heavy in one area, or need to bolster another?
Socio-Ecological Model

Individual  Relationship  Community  Societal
Socio-Ecological Model: Higher Ed

- Individual
- Relationship
- University/College
- Surrounding Community
- Society
Student Body
(Students, Peers, Student Groups, Student Government, Student Leaders)

Faculty and Staff
(Staff, Faculty, Direct Service Providers, GTAs/GTFs, Student Resource Providers, Etc.)

Larger Community
(Community Members, Donors, Alumni, Parents, etc.)

State Policy Implementation
(The Board of Education and/or University System)

Administration
**Student Body**
(Students, Peers, Student Groups, Student Government, Student Leaders)

Have access to health services and education, including opportunities to practice skills to support a safe and healthy school environment;

Have access to participate in school leadership processes and activities.

Have opportunities to provide solutions, input and partner in community brainstorming sessions

Inform and promote healthy norms on and around campus
Faculty and Staff
(Staff, Faculty, Direct Service Providers, GTAs/GTFs, Student Resource Providers, Etc.)

Have ongoing opportunity to discuss and plan around maintaining a safe and healthy learning environment

Receive ongoing professional development to address knowledge and skills needed to support student access to health services and education

Have the skills to promote healthy and safe environments and norms in their work
Administration

Provides regular communication and action that shows support for safe and healthy learning environments.

Promotes primary prevention of sexual violence throughout the school community.

Revises and updates school policy to reflect primary prevention as a priority.

Allocates resources to reflect primary prevention as a priority.
State Policy Implementation
(The Board of Education and/or University System)

Works to identify the unique needs of student populations and thus brings the breadth and richness of community experience to their conversations and work.

Vision integrates a clear understanding of what a "safe and healthy learning environment" means, and that vision informs decisions with regard to access to health services and education (so that student and school community health is understood in relation to academic success)

Allocates resources to reflect this vision

Communicates how healthy environment benchmarks fit into statewide standards for student retention and success

Melds federal compliance and state policy with student centered best practices.
Larger Community
(Community Members, Donors, Alumni, Parents, etc.)

Understand the school’s commitment to a safe and healthy learning environment through planning and the implementation of policies, programs and activities.

Have access to the information and resources needed to support their students' health and safety at school.

See themselves as part of larger support network for student success/safety.
Where do you see violence prevention happening the most?
We need prevention in every arena of our student’s campus experience.

Where are students gaining individual skills?
How is prevention incorporated into policy?
Prevention is built on research!

Beyond Public Health: Criminology, Marketing, Psychology, Sociology, Art/Graphic Arts...what else?
9 Principles of Effective Prevention Programming

1. Comprehensive Services
2. Varied Teaching Methods
3. Sufficient Dosage
4. Theory Driven
5. Positive Relationships
6. Appropriately Timed
7. Socioculturally Relevant
8. Outcome Evaluation
9. Well-trained Staff
RESOURCES

Willamette University PowerPoint: “Auditing Prevention & the 9 Principles of Effective Prevention Programming”

1. Use as a checklist for your current objectives
2. Use when talking with partners

*Find it on the Oregon SATF post-conference website!
Reframe: Teamwork

No one person can reduce violence in our communities effectively.
Who on your campus is responsible for prevention? What role(s) or office(s) or position(s)?
Sexual violence is preventable and everyone has a role and responsibility in preventing it.

What’s your role?
Thinking of the previous models, where COULD prevention live on a campus, if we were taking a team approach?
Prevention through Teamwork

- STUDENTS
- Campus Life/Student Affairs/President-level Admin (Policy, Awareness, Funding, etc.)
- Faculty (Research, Teaching, etc.)
- Staff (Programming, student relationship building)
- Health & Counseling
- Athletics
Prevention through Teamwork

- Identity-based resource centers
- Housing
- Campus Safety
- Community partners on campus
- Campus dining centers or staff
- Partners at other state institutions
- Who else?
Prevention is a team effort.

Numbers are high enough that it demands us to work together to effectively prevent violence from occurring. Who can be added to your team?
Reframe: Health Promotion as SVP

Supporting total student health and access is violence prevention...what?!
Access to comprehensive & medically accurate, age appropriate, information for all

Information on Health and gender equity

Language to talk about relationships and sex as both normal and pleasurable

Consent as pleasure focused and not fear-driven
Addressing the root causes of violence in our society

Developing interventions for people who show risk factors for becoming perpetrators

Empowering those who witness violence (bystanders) to speak out

Sexual Health inequities are eliminated

Rates of unintended pregnancy are reduced

Rates of sexually transmitted infections are reduced

People use accurate information and well-developed skills to make thoughtful choices about relationships and sexual health

People experience their sexuality as a natural and positive element of maturation

Promoting healthy and safe attitudes and beliefs about sexuality

Promoting the status of all genders

Non-consensual sexual behaviors are reduced

How does healthy sexuality fit into violence prevention in Oregon?
What are some protective factors that are supported on your campus?
Risk Factors for Perpetration

- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness
- General tolerance of sexual violence within the community
- Involvement in a violent or abusive intimate relationship
- Coercive sexual fantasies
- Preference for impersonal sex and sexual-risk taking
- Exposure to sexually explicit media
- Hostility towards women
- Adherence to traditional gender role norms
- Hyper-masculinity
Healthy Sexuality + Relationships

- Who are the folks on your campus who are already helping students develop healthy sexuality & relationships?
Healthy Sexuality + Relationships

Who are the folks on your campus who are already helping students develop healthy sexuality & relationships?

- Health Center
- Preventionists
- Peer Health Educators
- Faculty
- Identity-based orgs & student groups
Let’s Practice:

What we know about violence, is that it often gets worse over time.

When relationships are healthy, all people in the relationship feel safe, they feel supported, and they feel respected.

Consent is about partners not having to do things that make them uncomfortable.

Consent lets people express what they want, like, need, and what gives them pleasure in a relationship.
How can you model healthy boundaries, healthy relationships, and healthy communication in your work?
How can you work to undo harmful norms and stereotypes in your work?
3 Things to Try

1. Provide access to medically accurate sexual health information and resources
2. Healthy relationship skill building
3. Social Norming campaigns
Incorporating Health Promotion into your work and your school

- Your Materials
- Your Conversations
- Modeling Positive Behaviors
- Your Presence
Health promotion reduces the likelihood of perpetration and victimization.
Reframe: Evaluating the Effectiveness of Our Toolkit

Whole student success and university engagement.
Who evaluates prevention initiatives on your campus?
Other “contractors” that might be doing evaluation for you:

1. Health/Counseling (ACHA data)
2. Identity-based resource centers
3. Campus Safety
4. Orientation (Program evals)
5. RA’s/Hall Staff (Supervisor check-ins, programming model)
6. Housing/Residence Life (Hall Evals)
7. Admissions
Other “contractors” that might be doing evaluation for you:

1. Athletics
2. Entry programs/Access Programs
3. Computing (Service changes)
Tools to change our world
TOOLKIT ADDITION

The Community Toolbox from the University of Kansas
1. Develop a plan for identifying needs and resources
2. Identify assets
3. Create strategic action plans
4. Evaluate and sustain your programs

Visit the awesome resources of the Community Toolbox here:

http://ctb.ku.edu/en
What is the impact of sexual violence on a student’s academic career?
Women & girls in Oregon (over 50% of the female population) have experienced sexual or domestic violence.

Women and Men before they leave college. Non-binary and trans students experience elevated rates of violence

Notalone.gov
So what happens when we introduce effective, thoughtful prevention into our educational settings?
TOOLKIT RESOURCE

Oregon Attorney General’s Sexual Assault Task Force “Benefit/Benefit Analysis”
1. Administration
2. Grant writing
3. Marketing & Communications
4. Retention
5. Parents & Families

*Find it on the Oregon SATF post-conference website!
The Benefits of Doing Effective Primary Prevention

Effective primary prevention programs are: comprehensive, theory driven, appropriately timed, socioculturally relevant; and include varied teaching methods, sufficient exposure, positive relationships, well-trained staff, and outcome evaluation.

- **Increased bystander intervention**
- **Increased academic success, graduation rates & retention**
- **Decreased likelihood to commit violence**

- 64% Students Less Likely to Commit Sexual Violence
- 54% Students Less Likely to Experience Victimization by a Dating Partner
- 34% Students Less Likely to Experience Sexual Harassment³
Costs of Sexual Violence on Campus

Between 2006 and 2010 United Educators paid: **$25.2 Million** on behalf of its 1,200 member Universities in settlements provided for parties suing schools due to sexual assault incidents.²

Application decline after recent high-publicity sexual assault cases on campus.³

The White House Task Force estimates that each sexual assault collectively costs between $87,000 and $240,000.⁴

75% of students who complete only “some college” have debt exceeding $10,000.⁵ Survivors who leave during a semester because of violence can incur costs of up to $30,000 in lost tuition on top of student loan interest.⁶

50%

Increase in number of reported sexual assaults on U.S. Campuses in the last decade.⁷

Of Rape Survivors Who Remained on Campus:

- **30.7%** Suffered Academically
- **21.7%** Considered Leaving School
- **44%** Experienced Problems with Friends and Peers⁸
64% Less likely to commit sexual violence

54% Less likely to experience dating violence by a partner

34% Less likely to experience sexual harassment
You can partner with already-existing retention efforts to expand and evaluate prevention initiatives, exit surveys, etc.
Exit Survey Question
Samples

1. Identify why folks are leaving (possible due to SA/DV/IPV)
2. Identify trends
3. Identify gaps for services for survivors

*Find it on the Oregon SATF post-conference website!
Violence Prevention Aids Retention

30.7% Suffered Academically
21.7% Considered Leaving School
44% Experienced Problems with Peers
Reframe: Ethics of Prevention

Why we need to do what we do well.
What We Get to Do in Our Work!

◉ Every one deserves safe and healthy learning environments and we get to be proponents of these learning environments!

◉ We get to create systems that promote health for both students AND practitioners!

◉ You are directly contributing to the success and safety of our people in our country!
How Can we Prevent CF?

◉ How is your prevention/advocacy team supported (debrief, supervision, etc.)?
◉ How is your program financially supported?
◉ Where is prevention spread to throughout your campus?
◉ Does the community take ownership, or is it one person’s role?
TOOLKIT ADDITION

Compassion Fatigue Resources from Francoise Mathieu & TEND

1. Identify areas your practitioners might be struggling
2. Create strategic action plans
3. Evaluate and sustain your programs

*Find it on the Oregon SATF post-conference website!
We have an ethical obligation to ensure that when we say we are going to care for others, we show up to do the work effectively, and do no harm in the process.
A PEP TALK FOR THE WORLD
from KID PRESIDENT
Thanks!

Any questions?

You can find us at
- LinkedIn @carlirohner
- crohner@willamette.edu
- megan@oregonsatf.org
Truly great change doesn’t just happen. Think of an amazing meal, beautiful structure, or work of art: they all invoke our need to plan and prepare. Absent this preparation, success is just a lucky coincidence.