

Ohio Changing Campus Culture

RECOMMENDATION 2 (PREVENTION)

AGENDA – DAY TWO

9:00 AM – 5:00 PM

A. OPENING		
9:00 – 9:15	➤ Questions from Day 1	PIRC
	➤ Day 2 Overview	PIRC
B. ELEMENTS OF A COMPREHENSIVE CAMPUS PREVENTION PROGRAM		
9:15-10:45	➤ Teaching Skills	PIRC
	➤ Utilizing Multiple Formats	PIRC
	➤ Social Self-Identification	PIRC
BREAK 10:45 – 11:00		
C. ASSESSING CAMPUS NEEDS & READINESS		
11:00-12:00	➤ Needs Assessment	PIRC
	➤ Investing in Sustainable, Long-Term Prevention Efforts	PIRC
	➤ Inventory Activity	PIRC
LUNCH & TABLE TALKS 12:00 – 1:00PM, Multiple Facilitators		
D. PARALLEL SESSIONS (2 Tracks)		
1:00-3:00	➤ Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs	PIRC & Ohio Partners
	➤ Track 2: Moving Beyond In-Person, Skills-Based Bystander Intervention Programs	PIRC & Ohio Partners
BREAK 3:00 – 3:15		
E. PROGRAM EVALUATION		
3:15 – 4:15	➤ How to Measure Success	PIRC
F. NEXT STEPS IN PLAN DEVELOPMENT & IMPLEMENTATION		
4:15 – 4:45	➤ Finalizing the Prevention Plan	PIRC
	➤ Implementing and Sustaining the Plan	PIRC
G CLOSING		
4:45 – 5:00	➤ Closing and Review of Technical Assistance Options	PIRC
	➤ Evaluation	PIRC

Ohio Changing Campus Culture Recommendation 2 (Prevention)

Handouts & References for Day 2

Part	References (that are not included as handouts)	Relevant Handouts
A – Opening	N/A	<ul style="list-style-type: none"> • Day 2 Handouts & References List • Day 2 Agenda • Day 2 Learning Objectives • Day 2 Slide Handouts
B – Elements of a Comprehensive Campus Prevention Program	<ul style="list-style-type: none"> • Ahrens, C. E., Rich, M. D., & Ullman, J. B. (2011). Rehearsing for real life: The impact of the interACT sexual assault prevention program on self-reported likelihood of engaging in bystander interventions. <i>Violence Against Women</i>, 17, 760-776. • Banyard, V. L., Eckstein, R., & Moynihan, M. M. (2010). Sexual violence prevention: The role of stages of change. <i>Journal of Interpersonal Violence</i>, 25, 111-135. • Foubert, J.D., Langhinrichsen-Rohling J., Brasfield, H. & Hills, B. (2010). Effects of a rape awareness program on college women: increasing bystander efficacy and willingness to intervene. <i>Journal of Community Psychology</i>, 38, 813-827 • Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. <i>American Psychologist</i>, 58, 449-456. • Lichty, L.F., Campbell, R., & Schulteman, J. (2008). Developing a university-wide institutional response to sexual assault and relationship violence. <i>Journal of Prevention & Intervention in the Community</i>, 36(1-2), 5-22. • Potter, S. J., Moynihan, M.M., & Stapleton, J.G. (2011). Using social self-identification in social marketing materials aimed at reducing 	<ul style="list-style-type: none"> • Activity Worksheet: Teaching Skills & Multiple Formats • Activity Worksheet: Social Self-Identification

	<p>violence against women on campus. <i>Journal of Interpersonal Violence</i>, 26(5), 971-990.</p>	
C – Assessing Campus Needs & Readiness	<ul style="list-style-type: none"> • Bates, R.A., Holton III, E.F., & Naquin, S.S. (2000). Large-scale performance-driven training needs assessment: A case study. <i>Public Personnel Management</i>, 29(2), 249-268. • Brown, V. (2015). Using the social ecological model to inform community needs assessments. <i>Journal of Family and Consumer Sciences</i> 107(1), 45-51. • Carmody, D., Ekhomu, J., & Payne, B.K. (2009). Needs of sexual assault advocates in campus-based sexual assault centers. <i>College Student Journal</i>, 43(2), 507-513. • Danis, F.S. (2006). In search of safe campus communities: A campus response to violence against women. <i>Journal of Community Practice</i>, 14(3), 29-46. • Davis, R., Parks, F.J., & Cohen, L. (2006). Sexual violence and the spectrum of prevention: Towards a community solution. Enola, PA: National Sexual Violence Resource Center. • Strout, T., Amar, A.F., & Astwood, K. (2014). Women's center staff perceptions of the campus climate on sexual violence. <i>Journal of Forensic Nursing</i>, 10(3), 136-143. • Wasco, S.M. & Zadnik, L. (2013). Assessing campus readiness for prevention: Supporting campuses in creating safe and respectful communities. Enola, PA: Pennsylvania Coalition Against Rape. 	<ul style="list-style-type: none"> • Activity Worksheet: Campus Self-Assessment
Lunch & Table Talks	<ul style="list-style-type: none"> • Included in handouts 	<ul style="list-style-type: none"> • Speed Networking for Prevention Coordinators Handout • Social Media & Apps Handout • Social Marketing Handout • Video Resources Handout • Collaboration Handout • Icebreakers Handout

		<ul style="list-style-type: none"> • Sex & Consent Handout
D – Track 1: Strategies for implementing skills-based bystander intervention programs	<ul style="list-style-type: none"> • Banyard, V. L., Eckstein, R., & Moynihan, M. M. (2010). Sexual violence prevention: The role of stages of change. <i>Journal of Interpersonal Violence</i>, 25, 111-135. • Gidycz, C. A., Orchowski, L. A., & Berkowitz, A. D. (2011). Preventing sexual aggression among college men: An evaluation of a social norms and bystander intervention program. <i>Violence Against Women</i>, 17, 720-742. • Payne, B.K. (2008) Challenges responding to sexual violence: Differences between college campuses and communities. <i>Journal of Criminal Justice</i>, 36(3), 224-230. • Stoneall, L. (1991). Inquiring trainers want to know: What kinds of questions should trainers ask? <i>Training and Development</i>, 45(11), 31-39. • Stoner, J.L. (2013). Let's stop confusing cooperation and teamwork with collaboration. Seapoint Center for Collaborative Leadership. Retrieved from: http://seapointcenter.com/cooperation-teamwork-and-collaboration/. 	<ul style="list-style-type: none"> • Slides: Track 1 • Handout: Questions to Ask When Considering Prevention Products • Activity Worksheet: Bystander Skills • Activity Worksheet: Messaging & Branding 1.0 • Activity Worksheet: Partnerships 1.0
D – Track 2: Moving beyond in-person skills-based bystander intervention programs	<ul style="list-style-type: none"> • Payne, B.K. (2008) Challenges responding to sexual violence: Differences between college campuses and communities. <i>Journal of Criminal Justice</i>, 36(3), 224-230. • Stoner, J.L. (2013). Let's stop confusing cooperation and teamwork with collaboration. Seapoint Center for Collaborative Leadership. Retrieved from: http://seapointcenter.com/cooperation-teamwork-and-collaboration/. 	<ul style="list-style-type: none"> • Slides: Track 2 • Activity Worksheet: Networking & Sharing • Activity Worksheet: Messaging & Branding 2.0 • Activity Worksheet: Partnerships 2.0
E – Program Evaluation	<ul style="list-style-type: none"> • Weiss, C.H. (1972). <i>Evaluation Research: Methods for Assessing Program Effectiveness</i>. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 	<ul style="list-style-type: none"> • Activity Worksheet: Goals, Activities, Resources A • Activity Worksheet: Goals, Activities, & Resources B

F – Next Steps in Plan Development & Implementation	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Activity Worksheet: Reflection & Next Steps • Day 2 Evaluation
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Ohio Changing Campus Culture Recommendation 2: Prevention

Day 2 Learning Objectives

All Day 2 participants will be able to:

1. Identify core components of a skills-based bystander strategy. (B)
2. Integrate knowledge of the effective use of multiple formats and adult learning styles into prevention plans. (B)
3. Apply the concept of social self-identification to prevention efforts, including messaging and social marketing. (B)
4. Construct an inventory of current prevention initiatives, current and potential partners, readiness level, needs, and gaps. (C)
5. Describe steps and considerations for formulating a comprehensive campus sexual and relationship violence and stalking prevention plan. (C)
6. Articulate resources; activities; and short, medium, and long-term goals for comprehensive campus sexual and relationship violence and stalking efforts. (E)
7. Evaluate success of campus sexual and relationship violence and stalking prevention efforts. (E)
8. List next steps in designing and implementing a comprehensive campus sexual and relationship violence and stalking prevention plan. (F)
9. Identify opportunities for leadership. (All)
10. Cultivate long-term, sustainable comprehensive campus sexual and relationship violence and stalking prevention plans. (All)

Track 1: Strategies for implementing skills-based bystander intervention program participants will be able to:

1. Appraise potential programs and initiatives using prevention principles and the best available evidence.
2. Implement a skills-based bystander intervention strategy that incorporates intervening before, during, and after an incident occurs.
3. Develop core messages, a brand, and a marketing strategy.
4. Identify opportunities for intentional partnership with campus and community stakeholders on prevention efforts.

Track 2: Moving beyond in-person, skills-based bystander intervention program participants will be able to:

1. Identify opportunities to bolster current prevention efforts.
2. Learn from colleagues' successes and difficulties in implementing programs through peer sharing.
3. Further develop core messages, branding, and marketing strategy.
4. Identify opportunities for intentional partnership with campus and community stakeholders on prevention efforts.

Day 2 Section B: Prevention Frameworks

Activity Worksheet: Teaching Skills & Multiple Formats

What formats are you currently utilizing?	
What formats would you like to utilize?	
What skills are you currently teaching?	
What skills would you like to teach?	

Day 2 Section B: Prevention Frameworks

Activity Worksheet: Social Self-Identification

What are ways that you ensure your efforts reflect your campus community?	
What are ways that you would like to ensure your efforts reflect your campus community?	
What ideas have others shared that you would like to consider?	

Day 2 Section C: Needs Assessment

Campus Gender-Based Violence Prevention Self-Assessment

*Gender-based violence (GBV) is used here is an umbrella term to include sexual assault, dating/domestic violence and stalking, unless otherwise noted.

1. Who are the members of your team specifically for prevention initiatives on campus?

2. What are your confidential/privileged resources on campus/in the community?

3. What data on GBV exists on your campus?

4. Do you have an MOU with your local rape crisis center/domestic violence program?
☐ Yes/both ☐ Yes/just one agency ☐ Neither ☐ I don't Know
5. Do you have a plan for how responsible employees/mandated reporters talk about their role with students? If so, how?

6. Which departments or groups are currently working on GBV issues on your campus?

7. Which departments or groups are not currently working on GBV issues but need to be included moving forward?

8. What is the state of your GBV prevention efforts' online presence? (Accurate? Easily found? Website or social media?)

9. How do you interact with students on GBV prevention-related projects?

# of students	Possible student "engagement/involvement/etc."
	...students met at a non GBV-event, and you recruited to do work with you?
	...student leaders (in groups with GBV prevention in their mission) you advise?
	...students with whom you regularly discuss recent GBV-related articles/events?
	...students you mentor on creating GBV prevention projects/programs, etc.?
	...students who attended a workshop/presentation on GBV prevention?
	...students on a Domestic Violence Awareness Month or Sexual Assault Awareness Month planning committee, task force, etc.?
	...trained as peer-educators/facilitators?
	...
	...

10. What plans currently exist on your campus to address GBV? (Ex. Work plan for the upcoming year, strategic plan for a GBV prevention program, comprehensive 10 year prevention plan)

11. How much do you know about other violence-related programs and messages on your campus?
- Current/new programs: ☐ A lot ☐ Some ☐ A little ☐ None ☐ I don't Know
- Past/old programs: ☐ A lot ☐ Some ☐ A little ☐ None ☐ I don't Know

12. How are GBV-related materials presented to new community members?

	Passive Information			Interactive?		
	In-print	Online (text or videos?)	Lecture/ presentation	Online module	Discussion Groups	Activity Fair/ Tabling
Undergraduate:						
Grad/Professional:						
Staff:						
Faculty:						
Other:						

Who partners on development/delivery of these materials?

13. What programs (student groups, workshops, posters, videos, campaigns, etc.) does your campus have on community approaches to prevention or bystander intervention?

14. Do the students engaged with your prevention efforts reflect the diversity of your student body? If not, what are the differences?

15. Do staff and faculty engaged with your prevention efforts reflect the diversity of your community? If not, what are the differences?

Adapted from an assessment developed by the Campus Advocates & Prevention Professionals Association (CAPPA); Dunlap, Hotvedt, Klein, & Rizzo, 2016.

Day 2 Part D Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs

Handout: Bystander Skills

Primary (Before)	Secondary (During)	Tertiary (After)
Awareness of continuum of violence	De-escalation	Survivor support
Perceptions of norms	Distraction	Connecting with resources
Assuming responsibility	Using humor	Opportunities for campus involvement
Weighing pros and cons	Delegation and engaging groups	
Confidence-building	Considering safety	
Mitigating challenges to bystander action		

Which skills are you hoping to teach? What do you hope your method will be to teach them?

Level of Prevention	Skill	How to Infuse in Prevention Programming
PRIMARY	Awareness of continuum of violence	
	Perceptions of norms	
	Assuming responsibility	
	Weighing pros and cons	
	Confidence-building	
	Mitigating challenges to bystander action	

SECONDARY	De-escalation	
	Distraction	
	Using humor	
	Delegation and engaging groups	
	Considering safety	
TERTIARY	Survivor support	
	Connecting with resources	
	Opportunities for campus involvement	

Day 2 Part D Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs

Activity Worksheet: Messaging & Branding

What are the core prevention messages?

What is your prevention program “brand?”

What is your marketing strategy?

What are three groups you are hoping to engage?

- 1.
- 2.
- 3.

How can you tailor your strategy to engage these groups?

Activity Worksheet: Partnership

- Indicate your **current** partners and your program's relationship to them. Reflect on the type of relationship that would help bolster your prevention efforts.

[illegible]

Indicate **potential** partners. Reflect on what type of relationship would be most appropriate to strengthen your prevention efforts.

[illegible]

Community Partnerships

Do you have a relationship with your local rape crisis or domestic violence center?

Yes

No

If **yes**, have you partnered with them on primary prevention strategies? (This would include partnership beyond Take Back the Night or other awareness events or coordinating services and secondary/tertiary prevention).

If **no**, what support or technical assistance do you need to bolster your primary prevention strategies?

What challenges does partnering with a local rape crisis or domestic violence center or other community-based program bring?

What strengths or assets could partnering bring to support your prevention strategies?

Day 2 Part D Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs

Handout: Questions to Ask When Considering Prevention Products

How do we know it works? - A prevention program should have stated learning objectives, and a vendor should be able to tell you if each learning objective has been evaluated. If each objective has been evaluated, what were the results? What changes in participants attitudes, knowledge, belief, or behavior occurred because of their participation? Has the program been found to be effective, or is it simply based on evidence? Where have those results been published, or are there reports or peer-reviewed articles available? Has evaluation informed changes to the product over time?

Did experts develop it? – Interpersonal violence is a nuanced issue, so it is vital that prevention efforts are developed by people with expertise. What is the expertise of those who developed this product? If it's an online product, for example, you might also want to ask what online learning experts were involved. For an in-person prevention program, it will be important to consider who was involved to ensure that you can benefit from robust knowledge about implementation challenges and opportunities.

How have the target audiences informed the program? – The product should be informed by those for whom it was intended. A program for graduate students would typically not look the same as a program for professional staff or pre-matriculation undergraduates. What kind of pilot-testing and focus grouping has happened to create the product in its current form?

How much does it cost? What are the licensing terms? Who “owns” it? – It's important to consider the full costs of implementation over time, including any personnel or administrative costs. Is the cost annual, or do you purchase the product and now own it into perpetuity? Are you clear on who “owns” the product and your rights to make changes? This is also critical when it comes to any data or participant responses produced by the product.

Can we customize it/adapt it to our campus community? – It's important that prevention efforts are socio-culturally relevant and reflect your community. If the product uses images, videos, or case studies, do those reflect the diversity of your community? If not, can you make changes to make it more appropriate? Does the inclusion of those diverse characters seem natural, or does it feel like people with marginalized identities are tokenized or considered an add-on to the program?

Is it theory-driven? – Effective prevention strategies are informed by theories of behavior change. Vendors should be able to tell you the theories that guide their program.

Is it trauma-informed and survivor-centered? – While primary prevention is about reaching the entire community, it is critical that all efforts are also working toward a campus culture that supports survivors. Survivors and secondary survivors are part of your community and,

therefore, it is important to consider how they would be impacted by the product. Does it let participants know what to expect throughout? Does the product provide resources customized to the community? Does it refrain from victim-blaming? Are there options for survivors to opt-out or engage in an alternative? Does it normalize getting help and support? Does it acknowledge a range of survivor experiences and present perspectives from multiple survivors from diverse backgrounds?

Does it use varied teaching methods? – Prevention efforts are most effective when they use various modalities such as text, video, audio, case studies, interactive exercises, and skills practice. Is the user experience with the product engaging?

Is the dosage sufficient for what you're trying to accomplish? – Like medication, prevention efforts require sufficient dosage to be effective. Cutting down the dosage, like cutting a pill in half, could lead to inadequate or no effect. Providing only elements or parts of programs can be short-changing your community. If this is a one-time program, how does it fit with your other efforts? Are there booster programs? Can you intentionally build off of this program to increase dosage?

Is the product's messaging on why interpersonal violence occurs consistent with your campus/community messages? – It's critical to have consistent messaging when launching a comprehensive prevention plan. For example, your community may take a community approach, but the product focuses on individual risk. Perhaps you are wanting to ensure that any program has gender-inclusive language and discusses that people of any gender or sexual orientation are affected by interpersonal violence, but the product focuses only on men as perpetrators and women as survivors and does not include LGBTQ people. Perhaps a product states that alcohol *causes* sexual assault or focuses on potential victims use of alcohol, instead of discussing how perpetrators use alcohol to perpetrate sexual assault.

Can we evaluate it? Do we have access to/ownership of the data that's collected by the vendor? – Perhaps you are wanting to use a product because it could provide you with important information on interpersonal violence perpetration or bystander behavior or student changes in attitudes and beliefs. It's important to know that you can have access to that data. If you're wanting to evaluate your efforts conducted with this product, you'll also want to make sure that you have access to that data. You will also want to ask how student privacy and the data itself will be protected?

Adapted with permission from materials and presentations originally developed by Jane Stapleton, LB Klein, and Andrew Rizzo, 2016.

Track 1: Strategies for Implementing a Skills-Based Bystander Intervention Program



Agenda

- Choosing programs
- Implementing a skills-based bystander intervention strategy that includes the full prevention continuum (before, during, and after)
- Developing core messages, a brand, and a marketing strategy
- Identifying partnership opportunities

Handout

Day 1 Part C: What Works in Prevention & the Bystander Strategy & Day 2 Part D Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs

Handout: Questions to Ask When Considering Prevention Products

How do we know it works? - A prevention program should have stated learning objectives, and a vendor should be able to tell you if each learning objective has been evaluated. If each objective has been evaluated, what were the results? What changes in participants attitudes, knowledge, belief, or behavior occurred because of their participation? Has the program been found to be effective, or is it simply based on evidence? Where have those results been published, or are there reports or peer-reviewed articles available? Has evaluation informed changes to the product over time?

Questions to Ask When Considering Prevention Products

- How do we know it works?
- Did experts develop it?
- How have the target audiences informed the program?
- How much does it cost?
- What are the licensing terms?
- Who “owns” it?

Questions to Ask When Considering Prevention Products

- Can we customize it/adapt it to our community?
- Is it theory-driven?
- Is it trauma-informed and survivor-centered?
- Does it use varied teaching methods
- Is the dosage sufficient for what we're trying to accomplish?

Questions to Ask When Considering Prevention Products

- Is the product's messaging on why interpersonal violence occurs consistent with your community messages?
- Can we evaluate it?
- Do we have access to/ownership of the data?

Activity

Day 2 Part D Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs

Handout: Bystander Skills

Primary (Before)	Secondary (During)	Tertiary (After)
Awareness of continuum of violence	De-escalation	Survivor support
Perceptions of norms	Distraction	Connecting with resources
Assuming responsibility	Using humor	Opportunities for campus involvement
Weighing pros and cons	Delegation and engaging groups	
Confidence-building	Considering safety	
Mitigating challenges to bystander action		

Bystander Skills

Primary (Before)	Secondary (During)	Tertiary (After)
Awareness of continuum of violence	De-escalation	Survivor support
Perceptions of norms	Distraction	Connecting with resources
Assuming responsibility	Using humor	Opportunities for campus involvement
Weighing pros and cons	Delegation and engaging groups	
Confidence-building	Considering safety	
Mitigating challenges to bystander action		

Primary (Before)

Primary (Before)
Awareness of continuum of violence
Perceptions of norms
Assuming responsibility
Weighing pros and cons
Confidence-building
Mitigating challenges to bystander action



Secondary (During)

Secondary (During)
De-escalation
Distraction
Using humor
Delegation and engaging groups
Considering safety



Tertiary (After)

Tertiary (After)
Survivor support
Connecting with resources
Opportunities for campus involvement



Activity

Day 2 Part D Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs

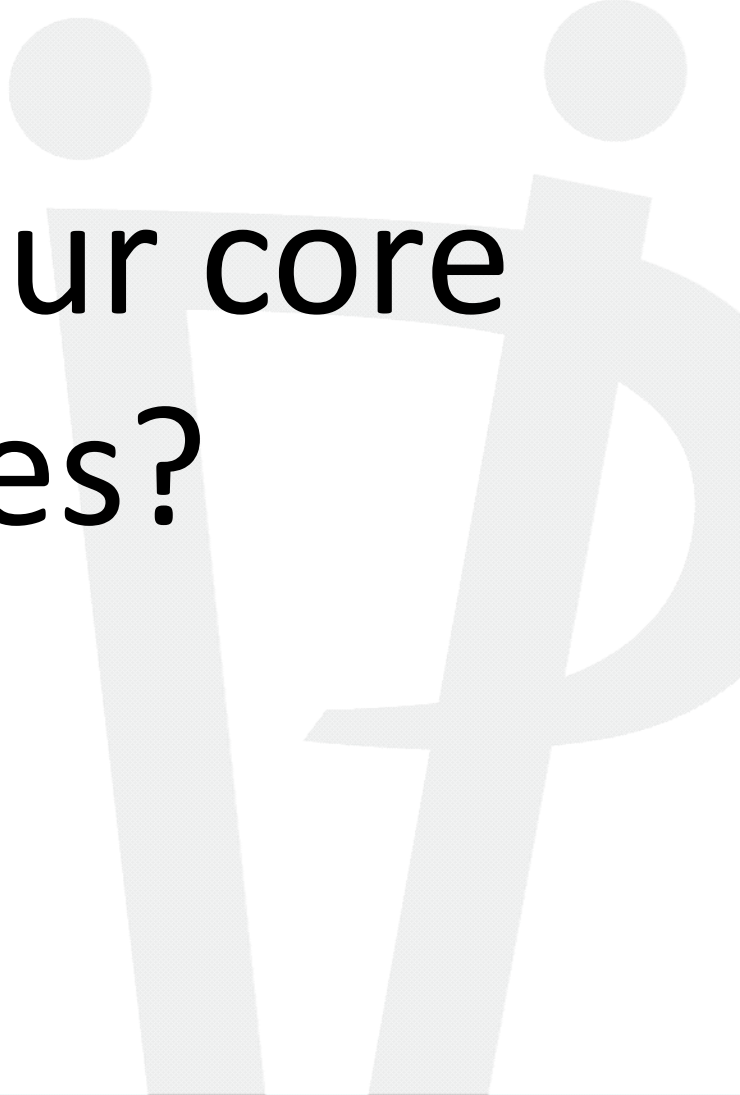
Activity Worksheet: Messaging & Branding

What are the core prevention messages?

What is your prevention program “brand?”

What Are We “For?”

- The science of “cool”
- “Selling” positive behaviors
- Building a “brand”
- Identity research – who are we targeting?
- Whose behaviors are we trying to change?



What are your core messages?

What is your brand?

What is your marketing strategy?

Activity

Day 2 Part D Track 1: Strategies for Implementing a Skills-Based Bystander Intervention Program

Activity Worksheet: Partnership

- Coordination – exchanging information, making referrals, cross-promoting, contracting
- Cooperation – providing services to the same person, developing a coalition, division of roles
- Collaboration – joint planning, pooling resources, evaluating outcomes in tandem

Indicate your **current** partners and your program's relationship to them. Reflect on the type of relationship that would help bolster your prevention efforts.

Partner Name	Type of Relationship	Ways to Work Together

Working with Partners



What Kind of Partnership?

Coordination

- Exchanging information
- Making referrals
- Informal relationship, don't need common mission/goal

Cooperation

- More formal
- Compatible missions
- Communication channels defined
- Authority still rests with individual organizations
- Challenges due to differences in authority level within hierarchy

Collaboration

- Full commitment to common mission
- Risk is greater as each organization contributes own resources & reputation
- Resources are pooled, products are shared

Campus Partners

- Title IX
- Campus Law Enforcement
- Student Affairs
- Equity and Inclusion
- Student Health, University Medical Center
- Senior Leadership/President
- Counseling Center
- Athletics
- Human Resources
- Judicial Affairs/Student Conduct
- Housing/Residential Life
- Faculty
- Ombuds Office
- Academic Affairs
- Orientation
- Admissions
- Others?

Community Partners

- Local rape crisis center
- Bars & other venues
- Domestic violence agency
- Sexual Assault Response Teams
- Local businesses
- LGBTQIA+ organizations
- Community counseling centers
- Suicide prevention efforts
- Sexual health organizations
- Alcohol and other drug abuse prevention programs
- Family violence councils
- Department of Public Health
- Other campuses
- Others?

Day 2 Section D Track 2: Moving Beyond In-Person Skills-Based Bystander Intervention Programs

Activity Worksheet: Messaging & Branding

What is your prevention program “brand?”

What is your marketing strategy?

What are three groups you are hoping to better engage?

- 1.
- 2.
- 3.

How can you tailor your strategy to engage these groups?

What marketing and branding strategies from attendees could serve as models for your efforts?

**Day 2 Part D Track 2: Moving Beyond
In-Person Skills-Based Bystander Intervention Programs**

Activity Worksheet: Networking & Sharing

In what areas are your prevention efforts strong?

What challenges are you facing?

What do you hope to do next?

Share your strengths and areas of opportunity with your partner and listen to what they have to share. Write down areas for follow-up, collaboration, or further idea sharing.

Name	University	Contact Information	Areas of Strength

[illegible]

Bystander Intervention Programs

Activity Worksheet: Partnership

- Coordination – exchanging information, making referrals, cross-promoting, contracting
- Cooperation – providing services to the same person, developing a coalition, division of roles
- Collaboration – joint planning, pooling resources, evaluating outcomes in tandem

Indicate your **current** partners and your program's relationship to them. Reflect on the type of relationship that would help bolster your prevention efforts.

[illegible]

Indicate **potential** partners. Reflect on what type of relationship would be most appropriate to strengthen your prevention efforts.

[illegible]

Community Partnerships

Do you have a relationship with your local rape crisis or domestic violence center?

Yes

No

If **yes**, have you partnered with them on primary prevention strategies? (This would include partnership beyond Take Back the Night or other awareness events or coordinating services and secondary/tertiary prevention).

If **no**, what support or technical assistance do you need to bolster your primary prevention strategies?

What challenges does partnering with a local rape crisis or domestic violence center or other community-based program bring?

What strengths or assets could partnering bring to support your prevention strategies?

Track 2: Moving Beyond ... an In-Person Skills-Based Bystander Intervention Program



Agenda

- Networking and sharing
- Further developing core messages, branding, and marketing strategy
- Identifying opportunities for partnership

Networking & Bolstering Current Efforts

- In what areas are your prevention efforts strong?
- What challenges are you facing?
- What are you hoping to do next?

Marketing & Branding

- How do we make this cool?
- Marketing positive behaviors
- Building a brand
- Identity research – who are we targeting?
- Whose behaviors are we trying to change?

Engaging...

- LGBTQIA+ communities
- Athletic team members
- Fraternity and sorority community members
- Graduate students
- International students
- Nontraditionally-aged students
- Commuter students
- Veterans or currently enlisted military members
- Students with disabilities
- Faculty
- Staff
- Others?

Coordinating with Partners



Benefits



Challenges

What Kind of Partnership?

Coordination

- Exchanging information
- Making referrals
- Informal relationship, don't need common mission/goal

Cooperation

- More formal
- Compatible missions
- Communication channels defined
- Authority still rests with individual organizations
- Challenges due to differences in authority level within hierarchy

Collaboration

- Full commitment to common mission
- Risk is greater as each organization contributes own resources & reputation
- Resources are pooled, products are shared

Campus Partners

- Title IX
- Campus Law Enforcement
- Student Affairs
- Equity and Inclusion
- Student Health, University Medical Center
- Senior Leadership/President
- Counseling Center
- Athletics
- Human Resources
- Judicial Affairs/Student Conduct
- Housing/Residential Life
- Faculty
- Ombudsman Office
- Academic Affairs
- Orientation
- Admissions
- Others?

Community Partners

- Local rape crisis center
- Bars & other venues
- Domestic violence agency
- Sexual Assault Response Teams
- Local businesses
- LGBTQIA+ organizations
- Community counseling centers
- Suicide prevention efforts
- Sexual health organizations
- Alcohol and other drug abuse prevention programs
- Family violence councils
- Department of Public Health
- Other campuses
- Others?

Day 2 Section D: Parallel Sessions

Selecting Track 1 or 2 Worksheet

Circle each skill that you currently teach as a part of your bystander strategy on your campus.

Primary (Before)	Secondary (During)	Tertiary (After)
Awareness of continuum of violence	De-escalation	Survivor support
Perceptions of norms	Distraction	Connecting with resources
Assuming responsibility	Using humor	Opportunities for campus involvement
Weighing pros and cons	Delegation and engaging groups	
Confidence-building	Considering safety	
Mitigating challenges to bystander action		

If you selected four or fewer skills from the Primary (Before) column, three or fewer from Secondary (During), and one or none from the Tertiary (After) column, attend **Track 1**.

Track 1: Strategies for implementing skills-based bystander intervention program participants will be able to:

1. Appraise potential programs and initiatives using prevention principles and the best available evidence.
2. Implement a skills-based bystander intervention strategy that incorporates intervening before, during, and after an incident occurs.
3. Develop core messages, a brand, and a marketing strategy.
4. Identify opportunities for intentional partnership with campus and community stakeholders on prevention efforts.

If you selected five or more skills from the Primary (Before) column, four or more from the Secondary (During) column, and two or more from the Tertiary (After) column, attend **Track 2**.

Track 2: Moving beyond in-person skills-based bystander intervention program participants will be able to:

1. Identify opportunities to bolster current prevention efforts.
2. Learn from colleagues' successes and difficulties in implementing programs through peer sharing.
3. Further develop core messages, branding, and marketing strategy.
4. Identify opportunities for intentional partnership with campus and community stakeholders on prevention efforts.

GOALS: What are the results/changes you are hoping to achieve? Be specific**SHORT TERM: Changes in awareness, knowledge, skills, attitudes, and opinions****MEDIUM TERM: Changes in behavior, decision-making and actions****LONG TERM: Changes in social and environmental conditions, policies, community engagement****ACTIVITIES: The programs, services, and events conducted and audience engaged.****Audience: The intended participants of our activities****RESOURCES: The staff, money, time, equipment, curriculum, partnerships, research required to carry out your activities.**

Day 2 Section E: Program Evaluation

WORKSHEET B

[illegible]

RESOURCES + ACTIVITIES = GOALS

Day 2 Section F - Reflection & Next Steps

Closing Activity Worksheet

My Next Steps	
Team Next Steps	
Partners for Follow-Up	

Ohio Changing Campus Culture Recommendation 2 (Prevention) Day 2

@WePreventNow



Opening

Region 1: May 19-20, Wright State University

Region 2: May 31-June 1, Hocking College

Region 3: June 7-8, Terra State Community College

Region 4: June 29-30, Kent State University

Day 2 Agenda

- Opening
- Assessing Needs & Readiness
- Teaching Bystander Intervention
- Lunch & Table Talks
- Parallel Sessions
- Considerations for a Bystander Strategy
- Program Evaluation
- Next Steps in Plan Development & Implementation
- Closing

Assessing Campus Needs & Readiness



Brainstorm

It's the future, and your campus is free from sexual and relationship violence and stalking.

What are some elements that are different about that campus?

“...very few sexual violence prevention programs have the resources to sustain primary prevention efforts at all levels of the social ecology, therefore, prioritization is necessary.”

- Pennsylvania Coalition Against Rape (PCAR),
Assessing Campus Readiness

Assessing Campus Needs & Readiness

- **Need**— a gap between what is happening now and what you'd like to be happening
- **Needs Assessment** – systematically determining the needs to make sure your programs meet the needs of the community
- **Readiness** –level of preparation and willingness

Needs Assessment

Listen

- Explore what's already in place
- Consider sources of information
- Decide initial priorities

Assess

- Gather information
- Prioritize needs
- Summarize and share findings

Plan

- Set priorities
- Identify possible solutions
- Propose an action plan

Spectrum of Prevention

Influencing Policy & Legislation

Changing Organizational Practices

Fostering Coalitions and Networks

Educating Key Stakeholders

Promoting Community Education

Strengthening Individual Knowledge & Skills

Activity

Day 2 Section C: Needs Assessment

Campus Gender-Based Violence Prevention Self-Assessment

*Gender-based violence (GBV) is used here as an umbrella term to include sexual assault, dating/domestic violence and stalking, unless otherwise noted.

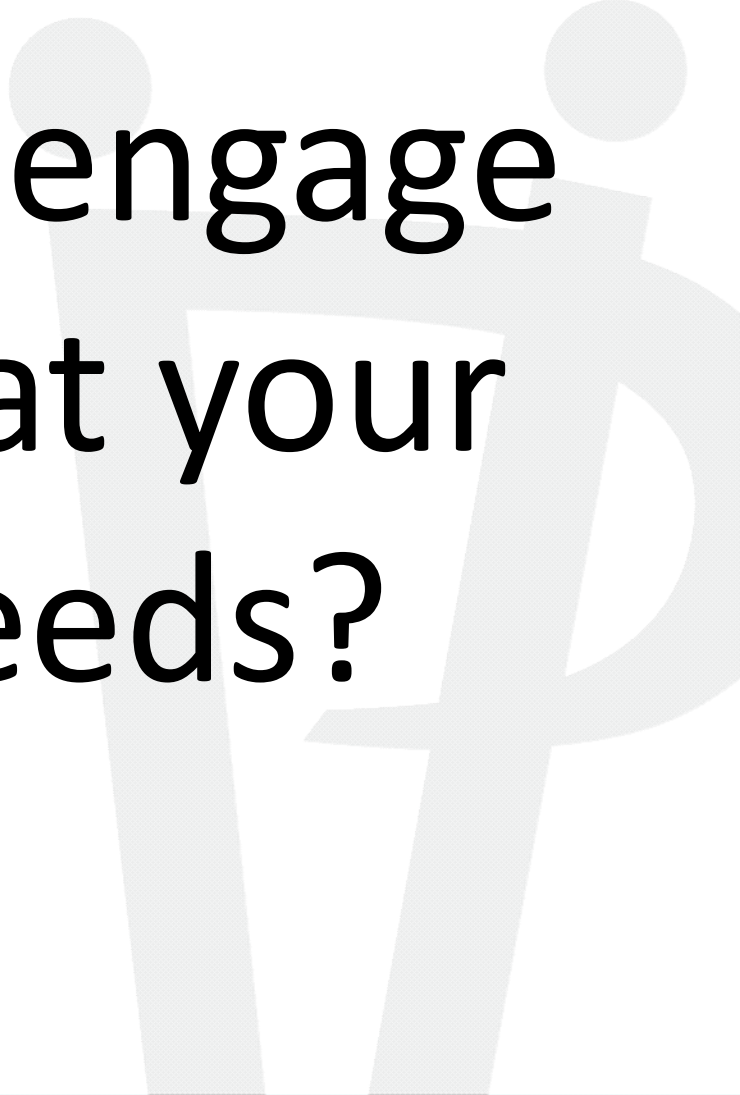
1. Who are the members of your team specifically for prevention initiatives on campus?
2. What are your confidential/privileged resources on campus/in the community?
3. What data on GBV exists on your campus?

Nine Stages of Community Readiness

1. **No Awareness** – Not recognized as a problem by community or leaders
2. **Denial/Resistance** – Little recognition that SV might be happening on campus
3. **Vague Awareness** – SV a concern but no immediate motivation to do anything about it
4. **Preplanning** – Clear recognition that something may be done, a group has started some work on it
5. **Preparation** – Leaders are active in planning, campus offers some support of prevention efforts

Nine Stages of Community Readiness

6. **Initiation** – Enough information is available to justify SV prevention and campus activities are underway
7. **Stabilization** – Prevention activities are supported by administrators, staff are trained and experienced, resources are provided
8. **Confirmation/Expansion** – Campus feels comfortable with prevention activities, support for expansion, obtain data from community regularly
9. **High Level of Community Ownership** – Detailed and sophisticated knowledge on campus about prevalence, causes, and consequences of SV, effective evaluation guides continued new directions and expansion of efforts, enough resources for sustainability



Who do you engage to learn what your campus needs?

Teaching Bystander Intervention



Core Components of Bystander Intervention

- Awareness
- Sense of responsibility
- Perception of norms
- Weighing pros and cons
- Confidence
- **Building skills**
- Increasing empathy
- Context

Parallel Sessions 2 Tracks



Tracks

- **Track 1:** Strategies for implementing skills-based bystander intervention programs
- **Track 2:** Moving beyond in-person skills-based bystander intervention programs

Considerations for a Bystander Strategy



Bystander Intervention Skills

- Specific ways to intervene
- Protecting safety and preventing escalation
- How to support a survivor
- Mitigating challenges to bystander action
- Programs vary on timing of interventions: before, during, and after incidents

Activity

Day 2 Section B: Prevention Frameworks

Activity Worksheet: Teaching Skills & Multiple Formats

What formats are you currently utilizing?	
What formats would you like to utilize?	

Using Multiple Formats

- In-person curricula
- Social marketing campaigns
- Online modules
- Interactive theater
- Peer education
- Training for faculty and staff
- Scenarios and case studies

Day 2 Section D: Parallel Sessions

Selecting Track 1 or 2 Worksheet

Circle each skill that you currently teach as a part of your bystander strategy on your campus.

Primary (Before)	Secondary (During)	Tertiary (After)
Awareness of continuum of violence	De-escalation	Survivor support
Perceptions of norms	Distraction	Connecting with resources
Assuming responsibility	Using humor	Opportunities for campus involvement
Weighing pros and cons	Delegation and engaging groups	
Confidence-building	Considering safety	
Mitigating challenges to bystander action		

Synergy

- Research indicates multi-format approach is best
- Bystander-focused social marketing + in-person workshops have been shown to improve attitudes about being an active bystander
- Should resonate with shifts in peer norms, safety nets, and policy

Social Self-Identification Potter, Moynihan and Stapleton (2011)

- Target audience needs to inform the development of prevention strategies. If the target audience doesn't see themselves in the prevention strategy, the effectiveness of the strategy is reduced or diminished.
- The more the prevention strategy resonates with the target audience, the stronger the strategies' effectiveness.

Alex just took Emma to his room upstairs in the house.

He got her wasted doing shots after beer pong.

Let's make sure he doesn't do anything to her when she's drunk; that's rape.

**Friends watch out for one another...
Especially when there is alcohol involved.**

Know Your Power
Step In, Speak Up
You Can Make A Difference™

www.Know-Your-Power-UCMerced.org

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My friend Jeff is the man. He banged this passed out chick at the party last night.

Dude! That's rape!

That's so not cool. What's wrong with you? Your friend's messed up!

Speak up when you hear stories that glorify sexual violence. Your response can make a difference.

KnowYourPower®
Step In, Speak Up
You Can Make A Difference

www.Know-Your-Power.org

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My friend Jeff is the man. He got this girl passed out drunk and then nailed her.

Your friend's pathetic.

You've got to be kidding. Your friend raped her.

Speak up when you hear stories that glorify sexual violence. Your responses can make a difference.

Know Your Power
Step In, Speak Up
You Can Make A Difference™

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The individuals featured in this poster are actors.
The development of these posters was sponsored by a grant from the UNH Parent's Association.
This publication and distribution of the poster is supported by a grant from the Centers for Disease Control and Prevention (CDC).
No comments are solely the responsibility of the authors and do not necessarily represent the official views of the CDC.

Activity

Day 2 Section B: Prevention Frameworks

Activity Worksheet: Social Self-Identification

What are ways that you ensure your efforts reflect your campus community?	
What are ways that you would like to ensure your efforts reflect your campus community?	

Activity

- What formats are you currently utilizing?
- What would you like to utilize?
- What skill sets are you currently teaching?
- What would you like to teach?
- How do you ensure that your strategy resonates with your community?

Evaluation & Measuring Goals



Why Evaluate?

- Measuring goals
- Measuring process
- Can help us adapt activities mid-stride
- Useful for planning a strategy
- Integrate implementation of various activities of an overall strategy
- Helps maintain an overall view of a strategy and it's components

What to Evaluate?

- Overall campus strategy
- Process of implementation
- Individual components of strategy
 - Programs/curriculums
 - Implementation process
 - Goals of programs and curriculums

Measuring Goals – What’s Needed

- A clear laid-out plan for each program and activity
- Specific goals
- Measureable goals
- A **framework** describing the “if-then” relationships of our resources and the activities that will be carried out with those resources
- Resources + Activities = Goals

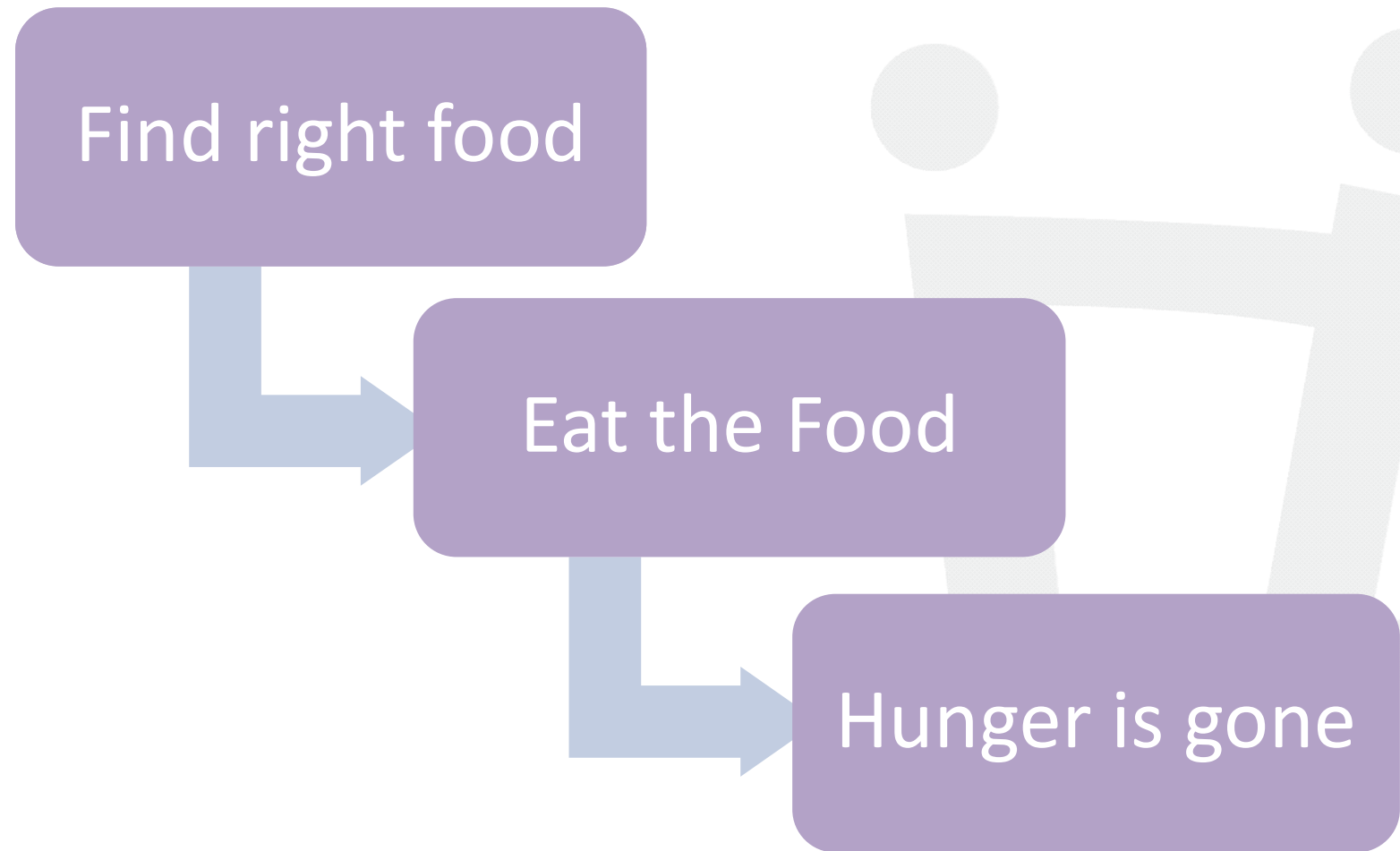
Headache

Get Pills or Other Remedy,
Find Food, Get to a place for
Nap

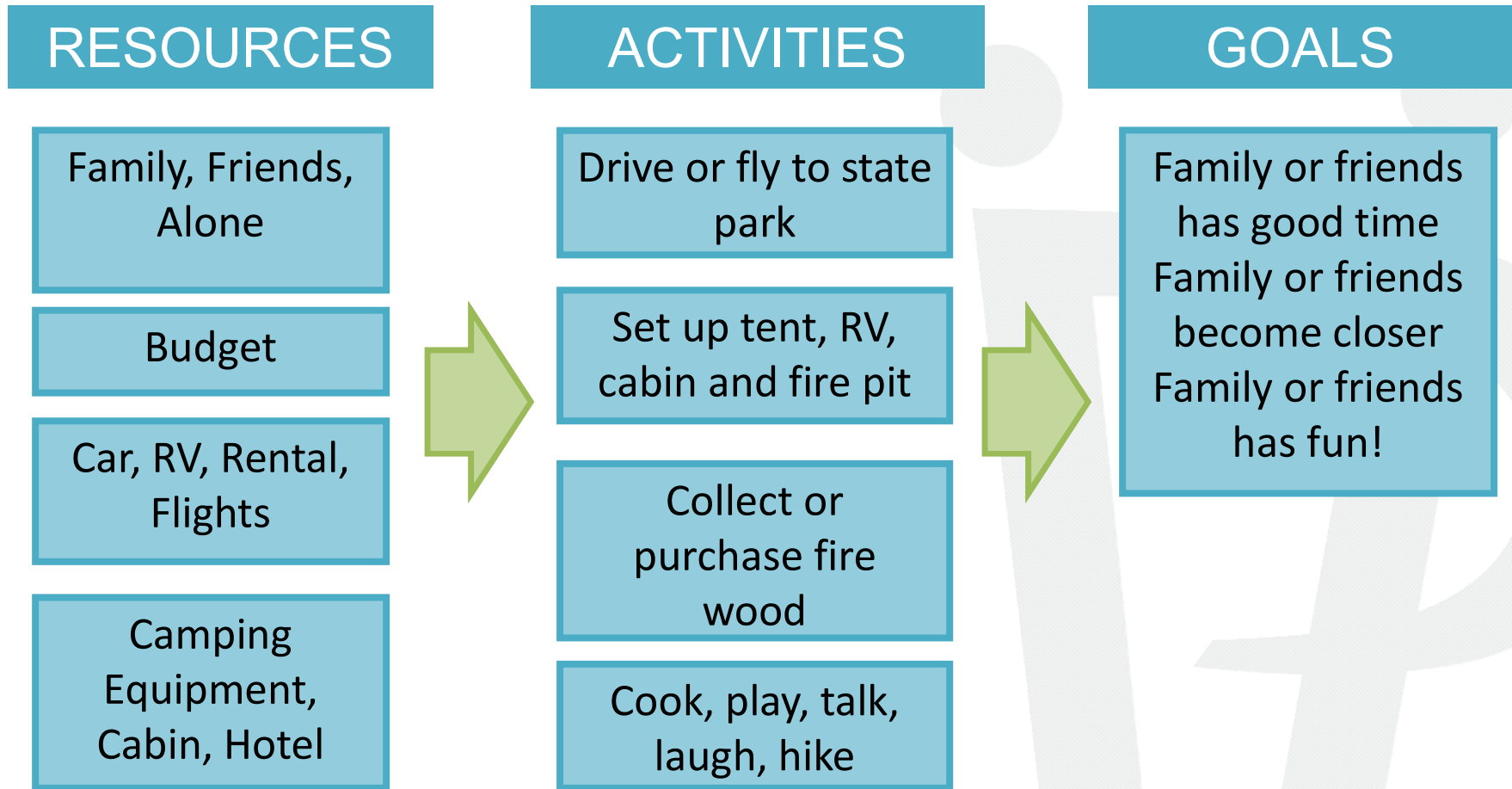
Take Pills, Eat food, Take
Nap

Headache Goes Away

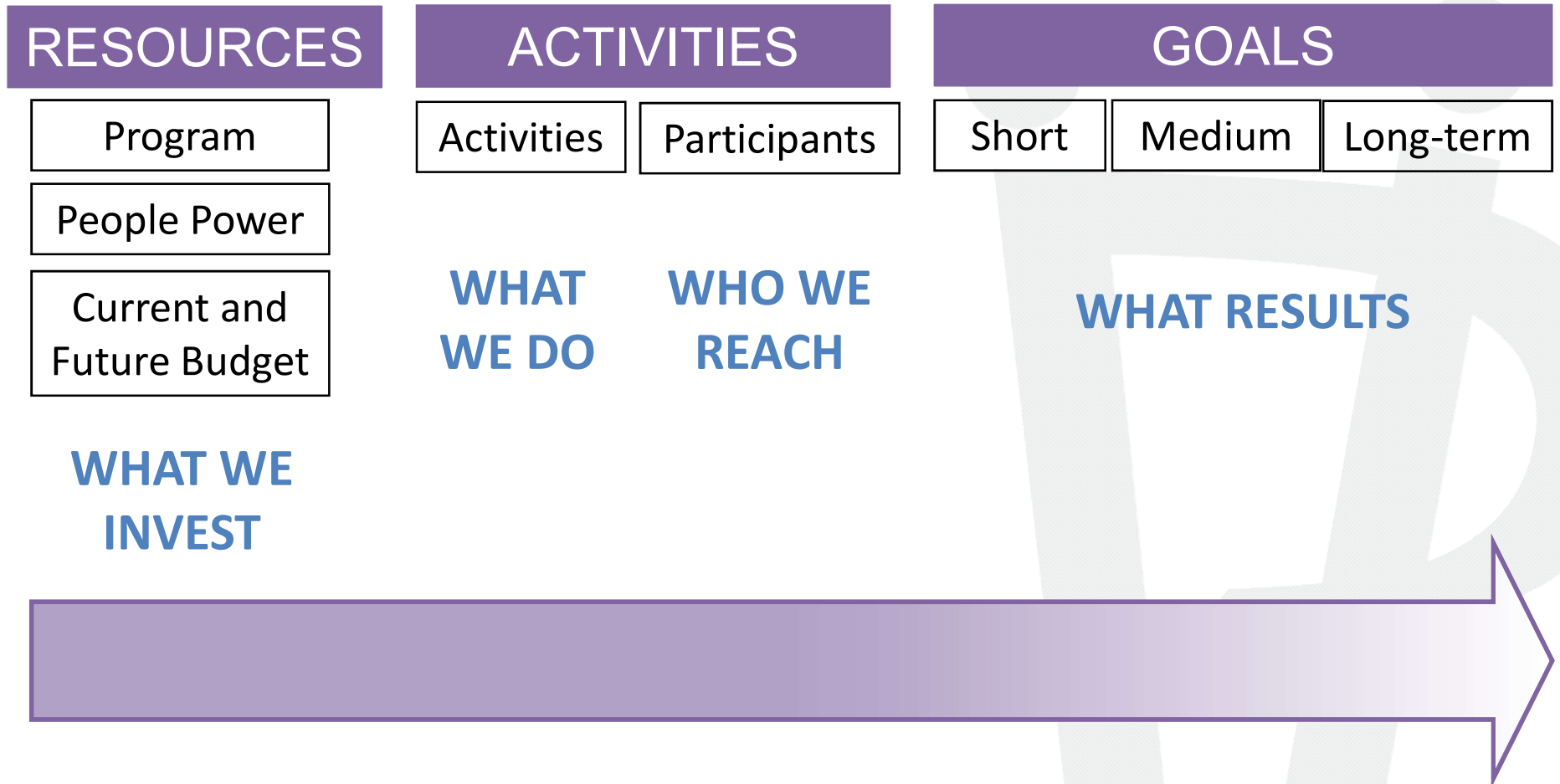
Hunger



Camping Vacation



A Clear Plan



Activity

Day 2 Section E: Program Evaluation

Worksheet A

GOALS: What are the results/changes you are hoping to achieve? Be specific

SHORT TERM: Changes in awareness, knowledge, skills, attitudes, and opinions

Day 2 Section E: Program Evaluation

WORKSHEET B

RESOURCES	ACTIVITIES		GOALS		
List From Worksheet A	List from Worksheet A		List from Worksheet A		
	Programs and Services	Intended Participants	Short	Medium	Long

Creating Your Plan

- List all Resources
- List all Activities
- List all Goals
- DO THEY ADD UP?

Next Steps in Plan Development & Implementation



Activity

Day 2 Section F - Reflection & Next Steps

Closing Activity Worksheet

My Next Steps	
Team Next Steps	

Next Steps

- Convene prevention team and establish regular meetings
- Engage your community to learn your needs
- Determine how you will evaluate success
- Create a comprehensive plan for prevention that highlights your bystander strategy
- Seek investment in implementing and sustaining your plan

Closing

