



The Process of Programming: Exploring Best Practices for Effective Prevention Programs

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Back to Basics: What Is The Story of Prevention So Far?

How Does Programming Look on a Campus?

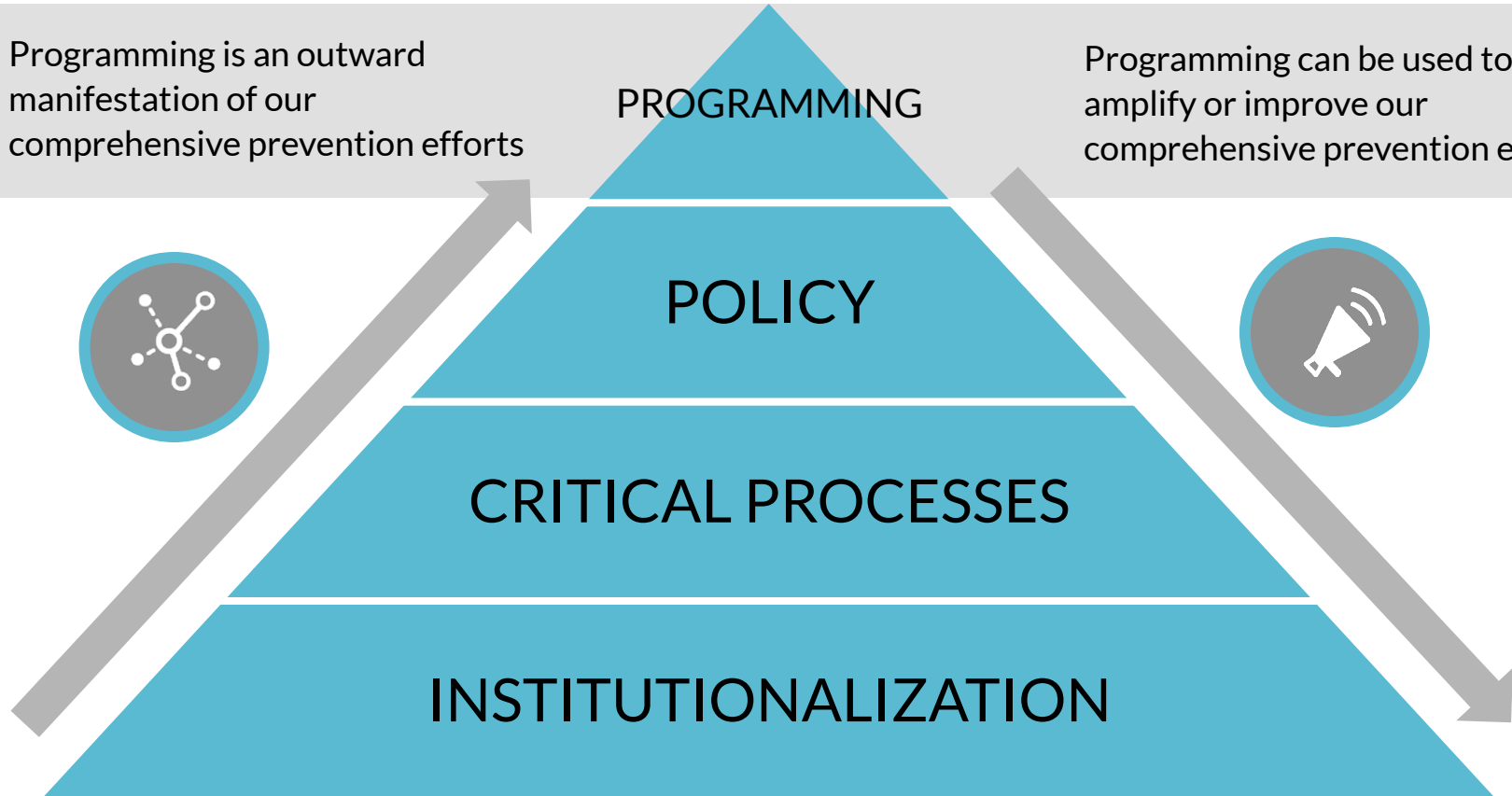
PROGRAMMING
INCORPORATES THE
FOLLOWING DOMAINS:

- Targeted populations
- Type of programs
- Frequency of programming
- Theoretical underpinnings
- Synergy of programming efforts
- Use of data to inform development
- Involvement of key stakeholders
- Use and training of peer educators

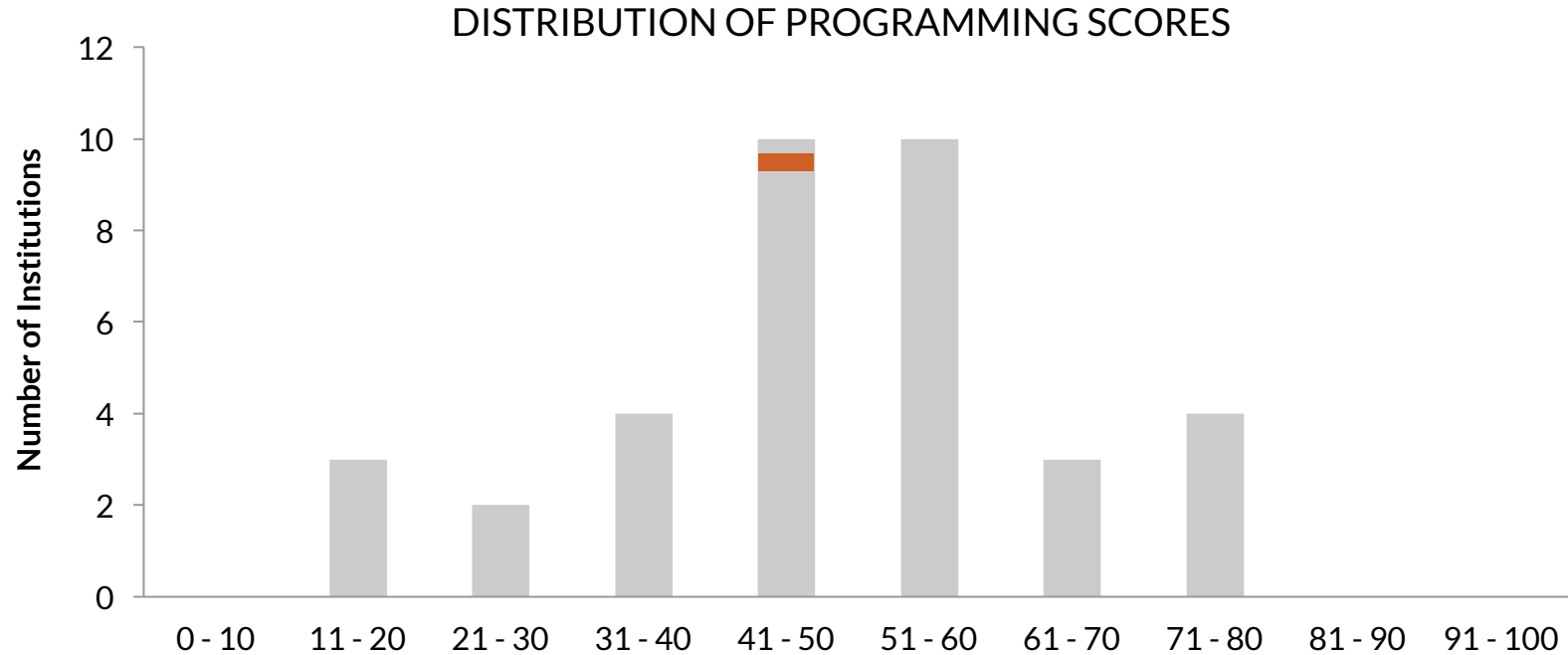
EverFi's Framework for Comprehensive Prevention

Programming is an outward manifestation of our comprehensive prevention efforts

Programming can be used to amplify or improve our comprehensive prevention efforts



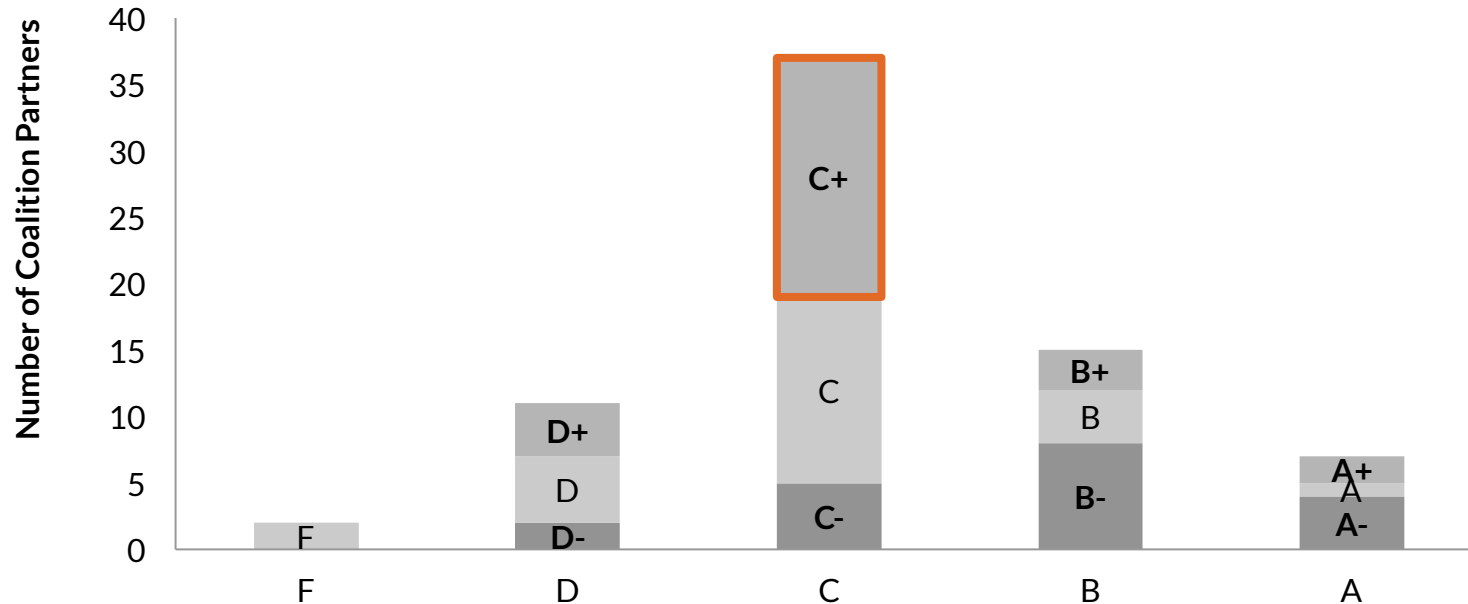
Examining Sexual Assault Prevention Programming



— Average programming score: **49.7** out of 100

Examining Alcohol Prevention Programming

DISTRIBUTION OF PROGRAMMING LETTER GRADES



 Average programming score: **C+**

What Works (and Doesn't) in Violence Prevention?



WHAT WORKS?

Programs found to be effective in reducing sexual violence using a rigorous evaluation design

- Safe Dates
- *Shifting Boundaries* building-level intervention



WHAT MIGHT WORK?

Selected programs found to be effective in reducing sexual violence using a rigorous evaluation design

- *Coaching Boys Into Men*
- *Bringing in the Bystander*



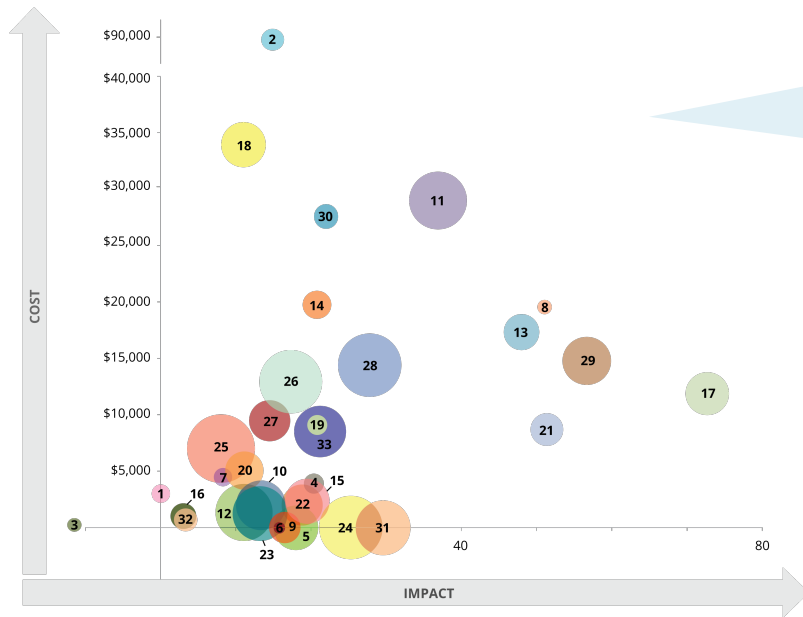
WHAT DOESN'T WORK?

Strategies consistently found to have no evidence of lasting effects on sexual violence behavioral outcomes using a rigorous evaluation design

Brief, one-session educational interventions to change awareness, knowledge or attitudes/beliefs

What Works (and Doesn't) in Alcohol Prevention?

THE EVERFI COMPASS



An evidence-based tool mapping the **cost, efficacy, and scale** of AOD programmatic efforts.



The most frequently used approaches are not always the most efficacious.

Principles of Effective Prevention



VARIED TEACHING METHODS

Strategies should be interactive and encourage skill-building.



SUFFICIENT DOSAGE

Activities should be held frequently to have an effect and measure impact.



THEORY DRIVEN

Strategies should have scientific backing or logical rationale.



CULTIVATE POSITIVE RELATIONSHIPS

The most effective programs emphasize positive, healthy relationships.



COMPREHENSIVE

Programs are one piece of the prevention puzzle, and must be integrated with other efforts.



APPROPRIATELY TIMED

Efforts should be timed in a way to maximize impact in the lives of participants.



SOCIO-CULTURALLY RELEVANT

Programs should be tailored to cultural beliefs as well as community norms.



WELL-TRAINED STAFF

Staff should be sensitive, competent and receive adequate training & supervision.



OUTCOME EVALUATED

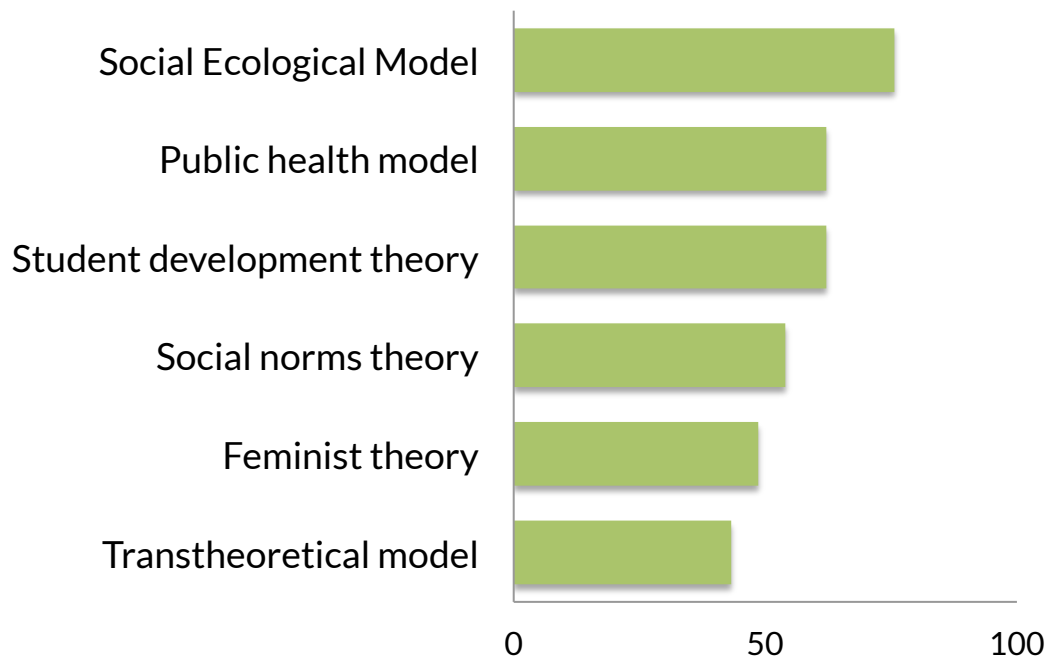
Evaluation is crucial to determining program efficacy and measuring outcomes.

Theories in Practice



87%

of schools are using
THEORIES to support their
violence prevention work



What Makes a “Good” Program?



It's comprehensive.



It's repeatable.



It's relevant to your community.



It's collaborative.

What Makes a “Good” Program?



It's part of a bigger
prevention
process.

Primary Program Types



UNIVERSAL

Addresses entire population. Deters onset of risky behavior.

Examples:

Take Back the Night;
Awareness Weeks;
Campus-wide efforts.



SELECTIVE

Targets subsets considered to be at risk.

Examples:

First year engagement;
athletes; Greek life; non-traditional students.



INDICATED

Targets individuals with early warning signs.

Examples:

BASICS; judicially referred students; students who screen or identify as high risk.

Timing is Everything



PRIMARY

BEFORE

Identifying and
addressing root causes



SECONDARY

DURING/AFTER

Risk reduction and
early identification



TERTIARY

AFTER

Treatment, recovery,
and enforcement



What else is on the
academic or social
calendar?



Can a program be tied in
with other institutional
or academic efforts?



What is happening
nationally or socially
around the issue?

Choosing the right program



Consider the following when choosing and adapting programs:

- ATTITUDES
- BEHAVIORS
- BELIEFS
- KNOWLEDGE
- DEVELOPMENTAL LEVEL
- APPROPRIATENESS
(For the group, the community, and the issue)



Insights From The Field



Sexual Assault: How Are We Reaching Students?

MOST AND LEAST USED POPULATION-LEVEL PREVENTION STRATEGIES

Most Used Strategies

Awareness events 97%

First-year engagement 91%

Tabling events/health fairs 88%

Invited speakers 75%

Online education ® 72%

LEAST
EFFICACY

Least Used Strategies

Social norms marketing
Performance and art 47%

Academic/course
engagement 34%
Bystander intervention

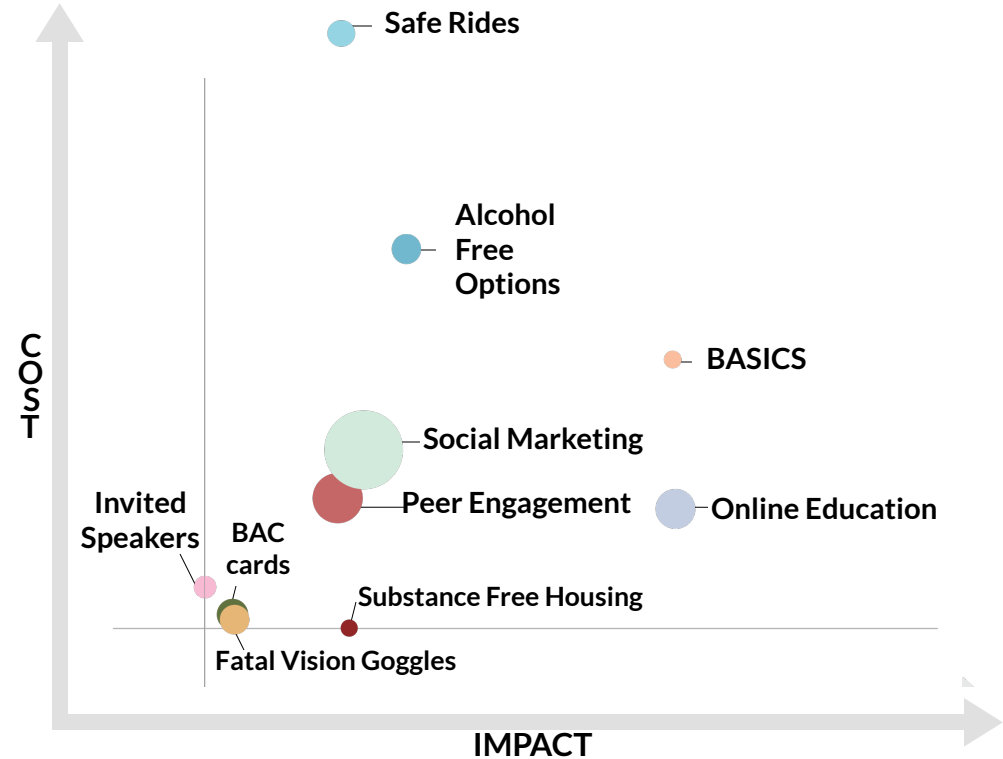
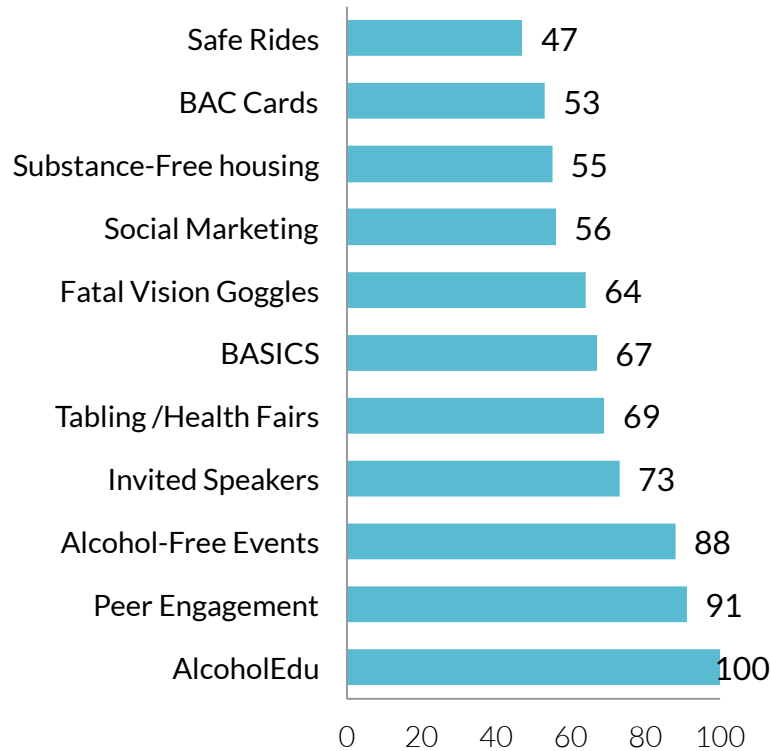
Bystander intervention ® 31%

Small group social norms 9%

Online education 9%

MOST
PROMISING

Alcohol: How Are We Reaching Students?





Who Are (and Aren't) We Reaching?

MOST AND LEAST TARGETED SELECTIVE GROUPS (sexual assault)

First year students	100%	19%	LGBTQ Students
Resident advisors	97%	19%	Prior victims
Athletes	92%	19%	Racial/ethnic minority students
Student leaders	68%	8%	Students with disabilities
Greek life	65%	8%	Non-traditional students



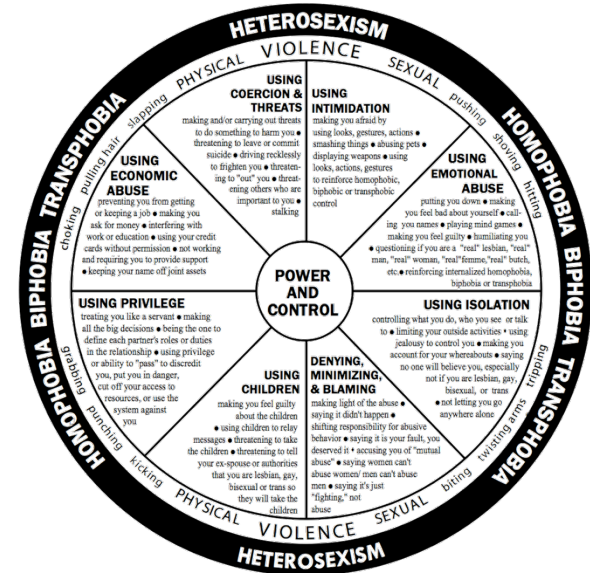
Reaching LGBT Students Through Collaboration

DELIBERATE AND FOCUSED COLLABORATION BETWEEN THE STUDENT WELLNESS CENTER AND LGBTQ CENTER INCREASES SCOPE OF REACH FOR LGBTQ+ STUDENTS.

Knowing Yourself
Everyday Communication
"We Need to Talk"
Unique Challenges
Interpersonal Violence



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL





Accommodating Students Who Learn Differently

COLLABORATION

Collaborate with your campus accessibility/disability services office to seek feedback on how you can be more inclusive and accommodating with programming efforts.

CONVERSATION

Host a closed meeting, workshop, or dialogue for self-identifying students to discuss wellness on your campus. Provide them with a chance to ask questions and talk about these issues in a judgment free space.

COMMUNICATION

Use a variety of methods of communication in sharing information about wellness efforts (email, print, pictures, posters) to accommodate the learning styles of all students.

CONSIDERATION

Consider both visual and audio learners when developing prevention programs. Provide closed captioning on all videos. Also vary the way programs and messages are delivered (small groups, online, in print).



AOD+: An Alternative to Suspension

PROGRAM DETAILS

- ✓ 12-13 week course
- ✓ Focused on dimensions of wellness
- ✓ Students meet regularly with case manager, campus partners, and other professionals
- ✓ Students complete a capstone presentation
- ✓ A ceremony is held upon completion

THE FINDINGS

- Students reported significant increases in dimensions of wellness
- 1-2 year saliency rate (decline in year 3)
- Significant growth in self-awareness, self-efficacy, clarification of personal values and commitment to education
- Demonstrated movement towards healthier behavior and decision making
- Rated by students as most relevant and impactful sanction

POLICY + PROGRAMMING + CRITICAL PROCESSES + INSTITUTIONALIZATION = SUCCESS





Implementing With Fidelity

Effectively Using Alcohol-Free Events

INSIGHTS FROM THE FIELD



AN INSTITUTIONALIZED APPROACH

STANFORD UNIVERSITY

“Cardinal Nights” program: Key focus on building community, promoting inclusion, and gathering data to support efficacy

WEST VIRGINIA UNIVERSITY

“WVUp All Night”: Late-night free food and entertainment for students and midnight breakfasts on weekends

FLORIDA ATLANTIC UNIVERSITY

Houses a listing on their website of alcohol-free activities and events within three local counties



88%

of schools report using Alcohol-Free Events as part of their AOD programming efforts

FOOD FOR THOUGHT

- ✓ Seek student feedback and tweak as needed
- ✓ Host events consistently, not just once
- ✓ Take advantage of events that are already taking place
- ✓ Track progress: attendance, transport numbers, alcohol violations, and noise complaints

Effectively Using BASICS

INSIGHTS FROM THE FIELD



AN INDIVIDUALIZED HARM-REDUCTION APPROACH

CORNELL UNIVERSITY

RA's expressed increased comfort with enforcing policy and compliance due to the positive perception of BASICS

LOYOLA UNIVERSITY OF CHICAGO

Conducted BASICS with first-year students who screened as high-risk on AUDIT

UNIVERSITY OF MISSOURI- COLUMBIA

Conducts BASICS in both an individual and a group setting



67%

of schools report using BASICS as part of AOD programming efforts

FOOD FOR THOUGHT

- ✓ BASICS is one of the most well-researched and effective programs, yet is only in place at 2/3 of schools
- ✓ Conducting BASICS with a high-risk group (i.e., athletes or Greek life) using community feedback as well as individual feedback has shown promise
- ✓ Some schools have used fees from student sanctions to fund BASICS training

Effectively Using Bystander Intervention

INSIGHTS FROM THE FIELD



CREATING A COMMUNITY OF CARE

CLARK UNIVERSITY

Mandatory program is followed by social norms marketing campaigns that highlight willingness and comfort intervening

UNIVERSITY OF MINNESOTA- TWIN CITIES

Conducts “Step Up” campaign, facilitated by trained peer educators

UNIVERSITY OF CENTRAL MISSOURI

Conducts a 90-minute bystander intervention training, paired with small group social norms for students involved in Greek Life



51%

of schools report using
BYSTANDER
INTERVENTION as part
of AOD and Violence
Prevention efforts

FOOD FOR THOUGHT

- ✓ The body of literature around bystander intervention programs continues to grow, providing for a wealth of knowledge around effective use, engagement, and adaptation.
- ✓ Bystander intervention programs can be adapted for violence prevention, alcohol awareness, and mental health needs.
- ✓ Bystander intervention is best done when tailored to your community and paired with skills-training and appropriate social norms marketing.



Supporting The Student Voice

A Culture of Activism

STUDENTS AS ADVOCATES, CRITICS, AND TARGETS



"For anything that happens, I just assume it's student-driven," says Rachel Carle, a third-year student who's involved with sexual violence prevention programs. **"The administration doesn't need to organize it, because the students will."**

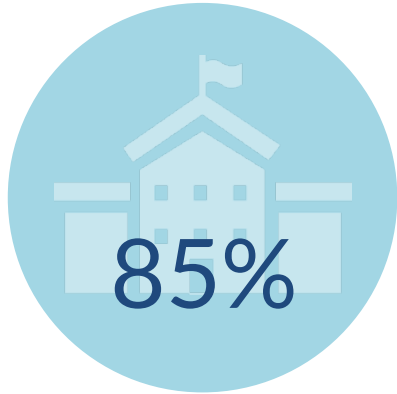
—CHRONICLE OF HIGHER ED, 2014

PROGRAM
DESIGN

PROGRAM
EVALUATION

PROGRAM
DELIVERY

Peer Education, by the Numbers



of schools are using
peer educators to
support prevention
efforts



of peer educators
are supervised by
Student Affairs staff



Average amount
of time (in hours)
spent training
peer educators*

* sexual assault

Thoughtfully Engaging Peer Educators

Students undergo a rigorous recruitment and pre-training interview process, followed by a mandatory 40 hour training to become certified rape crisis counselors.

Efforts are geared specifically towards the passions and talents of students, including conducting outreach, writing articles, answering a helpline, helping with social media, and facilitating trainings.

Monthly in-service meetings serve as both training opportunities and social gatherings.

CORE LEARNING OBJECTIVES



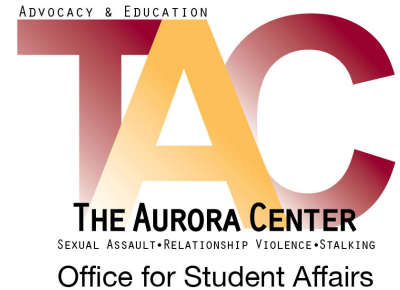
Obtaining knowledge



Developing skills



Building community



The Aurora Center
saves over **\$400,000**
annually through the
use of peer educators.



UNIVERSITY OF MINNESOTA



Creating a Framework for Peer Educator Success

IN-DEPTH TRAINING PROCESS

Initial training consists of two components:

- 1 30-hour, 2-credit course outlining all aspects of peer education
- 2 24-hour leadership seminar exploring effective communication, dealing with resistance, and adapting.

ONGOING GROWTH AND LEARNING

Peer educators provide and receive feedback after each presentation to assist with personal growth. Continued attention is also placed on critical elements of self-care.

Created a formalized track for students to progress and advance within a Peer Education program.

AFFILIATES

Starting point for students who have not completed course but want to be involved in the cause. Must attend 1 workshop and volunteer 1x/semester.

MEMBERS

Students who have completed the course. Do not lead sessions but assist with events as needed/available.

LEADERS

Primary training facilitators. Completion of course + application process, references and background check.

ADVISORS

Communicate publicly, handle media inquiries, lead trainers.

Crucial Considerations for Engaging Peer Educators



Make Them Part Of The
Strategic Plan



Honor And Guide Their
Strengths And Interests.



Create Opportunities
For Reflection



Build A Network



Gather And Share Data



Invest Time In Training
And Ongoing Education

Maximizing Peer Education



Invest Time In
Training And
Ongoing Education

PEER EDUCATION TRAINING SHOULD COVER:

- ✓ A glimpse into the bigger picture of plans and goals for wellness
- ✓ Self-care, burnout, and compassion fatigue
- ✓ How to have challenging conversations with fellow students
- ✓ Available resources on campus, for themselves and fellow students
- ✓ A student's role and responsibilities for reporting (if any)
- ✓ Preferred language, concepts, and institutional messaging



Final Considerations and Key Takeaways

Programming is a Process

