

From Assessment to Evaluation: Developing a Primary Prevention Program

A workshop for the

CALCASA Statewide Leadership Conference

August 19, 2009
Sacramento, CA

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A copy of the materials and slides for these presentations is available at:

<http://www.preventconnect.org/display/displayTextItems.cfm?itemID=233§ionID=265>

Recommended Resources:



Prevention Connection is a national on-line project to advance primary prevention of violence against women. The following on-line activities are available at no cost.

Web Conferences on primary prevention topics

Prevent-Connect Listserv with over 900 VAW prevention advocates

On-line Presentations, Podcasts, Wiki on prevention

www.PreventConnect.org

Sexual Violence Prevention

By David Lee, Lydia Guy, Brad Perry, Chad Sniffen and Stacy Alamo Mixson, **The Prevention Researcher**, Volume 14(2), April 2007

<http://www.preventconnect.org/display/displayTextItems.cfm?itemID=121§ionID=241>

Sexual Violence and the Spectrum of Prevention: Towards a Community Solution

By Rachel Davis, Lisa Fujie Parks, and Larry Cohen of the Prevention Institute.
(A Publication from the National Sexual Violence Resource Center) July 2006.

<http://www.nsvrc.org/resource/details.aspx?ResourceId=218>

Additional Prevention Reading

An Evidence-Based Review of Sexual Assault Preventive Intervention Programs

by Shannon Morrison, Jennifer Hardison, Anita Mathew, & Joyce O'Neil. September 2004.

<http://www.ncjrs.gov/pdffiles1/nij/grants/207262.pdf>

List of Research, Data & Information Related to Child Sexual Exploitation Prevention

Prepared by the National Coalition to Prevent Child Sexual Exploitation, December 2007.

http://www.preventconnect.org/articles/NCPCSE_Resource_List_2007.pdf

Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria, Victorian Health Promotion Foundation, Victoria, Australia, December 2007.

<http://www.vichealth.vic.gov.au/preventingviolence/>

Report Describing Projects Designed to Prevent First-Time Male Perpetration of Sexual Violence by

Monique Clinton-Sherrod, Deborah Gibbs, et. al. (RTI International) (September 2008).

http://www.nsvrc.org/cms/fileUpload/RTI_Report_updated%202008.pdf

Sexual Violence Prevention: Beginning the Dialogue By the U.S. Centers for Disease Control and Prevention. 2004. <http://www.cdc.gov/ncipc/dvp/SVPrevention.htm>

World Report on Violence and Health By the World Health Organization. 2002.

http://www.who.int/violence_injury_prevention/violence/world_report/en/index.html

Rape Prevention and Risk Reduction: Review of the Research Literature for Practitioners by Kimberly A.

Lonsway with contributions from Dorothy Edwards, VAWnet: The National Online Resource Center on Violence Against Women (January 2009) http://new.vawnet.org/Assoc_Files_VAWnet/AR_RapePrevention.pdf

A Prevention Primer for Domestic Violence: Terminology, Tools, and the Public Health Approach by

Linda Chamberlain, VAWnet: The National Online Resource Center on Violence Against Women (March 2008)

http://new.vawnet.org/Assoc_Files_VAWnet/AR_PreventionPrimer.pdf

Framing Primary Prevention

- Part
- Before
- Community (ecological model)
- Promote
 - <http://www.search-institute.org/assets/assetlists.html>
- Comprehensive
- Root Causes

Program Planning From Assessment to Evaluation

Where We Are	For Who & For What	Why	How	What is Working
Assets	Audience & Objective	Logic Model	Comprehensive Set of Activities	Improvement (through evaluation, etc.)



Asset Mapping Resources

- **Community Development**
 - John P. Kretzmann and John L. McKnight: www.abcdinstitute.org
- **Developmental Assets**
 - Search Institute: www.search-institute.org
- **Getting To Outcomes with Developmental Assets**
 - Deborah Fisher, Pamela Imm, Mathew Chinman, Abe Wandersman: www.search-institute.org/getting-outcomes-developmental-assets

Social Marketing is More than Posters and Commercials

Media can:

- Provide clear consistent message
- Invite conversation
- Reinforce messages
- Create an environment that is conducive to change

Social Marketing Principles:

- Understand Primary Audience
- Define Desired Behavior
- Identify Benefits of Adopting Behavior
- Identify Barriers to Adopting Behavior / Competition
- Ease to Implement Behavior
- Communication Strategy
- Mobilize
- Create Social Norms

The Spectrum of Prevention



Developed by Larry Cohen, Prevention Institute www.PreventionInstitute.org

Prevention Connection Presentation on Spectrum of Prevention
<http://www.preventconnect.org/display/displayTextItems.cfm?itemID=160§ionID=233>

Prevention Connection Podcast on Spectrum of Prevention
<http://www.preventconnect.org/display/displayDocumentItems.cfm?itemID=75>

End Note Principles

- The community is the best expert about their community
- Get your organization ready
- Build on your strengths
- Look for easy wins
- We learn as we do

Social Marketing Principles

Target audience	
Desired Behavior	
Benefits of Adopting Behavior	
Barriers to Adopting Behavior and Competition	
Ease to Implement Behavior	
Communication Strategy	
Community Mobilization	
Creating Social Norms	

The Spectrum of Prevention

Influence Policy and Legislation	
Change Organizational Practices	
Foster Coalitions and Networks	
Educate Providers	
Promote Community Education	
Strengthen Individual Knowledge and Skills	

Developed by Larry Cohen, Prevention Institute
Larry Cohen and Susan Swift, "Spectrum of Prevention" *Injury Prevention* (1999;5:203-207)
More information is available from Prevention Institute, www.PreventionInstitute.org

Developing complementary activities for a comprehensive approach I

Prevention Modality	How does this activity work to prevent sexual violence?	
Primary Audience	What is the primary audience of this activity?	
Skill Set	What skills am I using to implement this activity?	
Resource Allocation	What resources am I using to implement this activity?	
Goal	What does this activity hope to accomplish?	

Developed by Lydia Guy Ortiz, 2009

Developing complementary activities for a comprehensive approach II

Prevention Modality	What other activities work in the same way to prevent sexual violence?	
Primary Audience	What other activities would work well with this primary audience?	
Skill Set	What other activities would this skill set be good at implementing?	
Resource Allocation	What other activities could these resources support?	
Goal	What other activities hope to accomplish similar things?	
Goal	What does this activity hope to accomplish?	

Developed by Lydia Guy Ortiz, 2009

Tips for Writing Goals and Outcomes

Writing Goals

A well-written “goal”

- Describes CHANGE, not activities
- Can be at every level of social ecology
- Can be short or long-term
- Is S.M.A.R.T.

Follow the S.M.A.R.T. guidelines when writing goals:

Specific

- Straightforward and well defined
- Clear to anyone who has a basic understanding of the project/issue

Measurable

- We often propose to change the world, but can we really measure this?
- Identify markers to know when you have achieved your goal/desired change

Attainable

- Set you up for SUCCESS
- “Small wins” lead to long-term success
- Consider your resources

Realistic/Relevant

- Realistic with available resources, knowledge and time
- Each goal should be tied to our needs and resources assessment findings

Timely

- Enough time to achieve the goal, but not too much time so that it becomes lost
- Use short and long-term goals

Example of a Well-Written Goal:

By December 2011, boys in high school senior grades will have greater efficacy to address their peers’ sexist behaviors

Things to Remember:

- Keep the focus on primary prevention of rape
- Goals need to describe changes, NOT ACTIVITIES
- Goals should NOT include ending rape or reducing rates of abuse – this results from a combination of many goals with many associated activities

Writing Outcomes

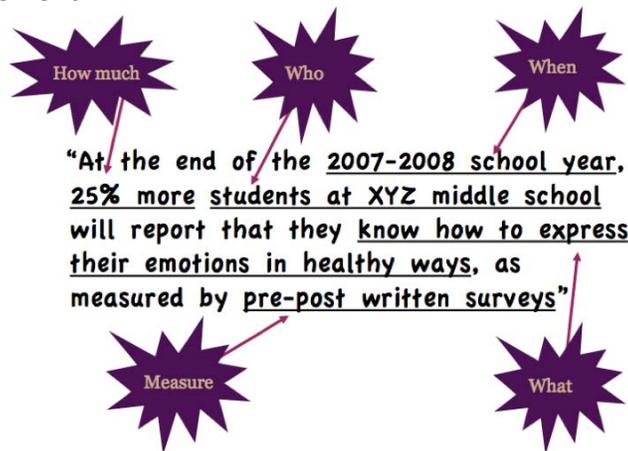
Outcomes tell you...

- When you've met your goals
- How you will reach your goals

All outcome statements need to include:

- Who will change?
- What will change?
- By when?
- By how much?
- How will change be measured?

Example outcome statement:



Outcomes can also follow the S.M.A.R.T. principles (listed above)

Keep in mind...

- Outcomes must be specific and measurable
- Outcomes need to be connected to a goal
- It's okay to have more than one outcome per goal
- Outcomes may be adjusted once you identify strategies/activities (in fact, they probably *should be* to make sure they are still realistic and achievable once you start implementing activities)

Hill County Primary Prevention Activities Logic Model 2009-2012

GOALS	PROGRAMS OR ACTIVITIES	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM IMPACT	PROCESS MEASURES	OUTCOME MEASURES
What is the change we want to see happen?	What are the prevention activities/programs that will be implemented to meet this goal?	What specific changes do we expect to see immediately after we implement this activity? (knowledge, attitude, behavior, beliefs)	What changes do we expect to see within one year after we implement this activity?	What will be the long-term effects of this activity? (On the individual? On the community? Etc...)	What will we do to measure HOW these activities are implemented?	What will we do to measure if the expected change/outcomes happened?
A. High school students in Hill County will know how to form healthy relationships	B. Healthy Relationships Curricula (in Health Class) C. Social Norms Campaign	D. 25% increase in the number of students who report that they can differentiate between "Power With" and "Power Over" attitudes and behaviors E. 25% increase in the number of students who understand the myths and facts about violence in relationships and sexual harassment F. 50% increase in the number of students who are able to state the connection between gender stereotypes and conflict in relationships G. 25% of students will recall one of the positive relationship messages from the media campaign	H. 50% increase in the number of students who report that they can differentiate between "Power With" and "Power Over" attitudes and behaviors I. 50% increase in the number of students who understand the myths and facts about violence in relationships and sexual harassment J. 60% increase in the number of students who are able to state the connection between gender stereotypes and conflict in relationships K. 25% of students will recall one of the positive relationship messages from the media campaign	L. The majority of high school students in Hill County will know how to form healthy relationships M. High school teachers will better understand the elements of a healthy teen relationship	N. Facilitator Notes (Program Coordinator) O. Focus groups with random selection of high school students who participated in Healthy Relationships (Program Coordinator and one staff volunteer) P. Media Campaign meeting notes (Community Education Coordinator)	Q. Pre-post surveys of students who participated in Healthy Relationships curricula R. Annual school-wide survey