

Expanding the Evidence Dialogue: Exploring Research, Community Context & the Experiences of Practitioners to Make Decisions about Prevention

Text Chat from June 18, 2012, web conference http://preventconnect.org/2012/05/expanding-evidence-dialogue/

(Text chat names have been deleted)

- Slides to today and Wednesday web conference will be posted at http://preventconnect.org/2012/05/expanding-evidence-dialogue/
- George Marx: Per Google Sally Thigpen contact info: 770.488.3892 email: sti9@cdc.gov
- Twitter hashtag #preventionev
- What is evidence?
- Measurable indicators that what we're doing is having an impact
- Examples, back up to what you're presenting
- Can be pre/post testing; can be changes in measured behavior
- Proof
- Data
- Case studies that can "prove or disprove" a hypotheis
- evidence is relevant and reproducible data that can be used to predict future outcomes
- objectively collected & measured data
- statistically backed information
- what's really happening
- Evidence is verifyable
- Outcomes
- research that guides practice
- mostly think about good quality research evidence but am aware of the need to find ways to be more inclusive of other types of evidence
- acting from experience, lessons learned and best practices from other programs and using measurable eval to tailor and adjust
- measures that your projects/activities are effective
- way to show something works or not.
- data that documents our activities & their results
- WE use the pre and post tests only. I personally like to use as much research data that I can find especially for students in high school
- survivor/experience feedback
- · evaluation or research data
- Statistics
- patterned outcomes
- Evidence is measurable and proof of a behavior
- Changes in attitudes and behavior after education and awareness.
- cause and effect based on factual info not just what we assume or summize
- replicable "testing"
- measurable change
- What we are doing is effective or not whether in terms of the process or the outcomes
- agreed with all of the above but i think it is important to turn evidence into simple language to explain to general public...this is where i struggle

- That great stuff we can't get access to because our non-profit can't afford subscriptions to databases and academic journals.
- what we use to convince our audience of our opinion
- Definitely stats and even using these in power point presentations for student. They learn more when they see stats
- thematic assessments in interviews and focus groups
- Evidence based programs come in stages and over time
- www.cdc.gov/violenceprevention/pub/UnderstandingEvidence_prt1.html Understanding Evidence from CDC
 - This is Natalie Wilkens from CDC speaking
- If you follow the link to the document in another window, it's on page 9. You can zoom in on that document since this one is hard to see in the slide.
- Where do you find teh best available research evidence?
- SAGE Publications/ academic institutions
- through literature searches and I generally go to the national websites
- A lot of different sources, journals, articles, books, publications, it is quite a wide range of resources
- For programs, I use the Colorado Blueprints website, http://www.colorado.edu/cspv/blueprints/
- Lit searches
- national websites
- Libarary Journal search
- as a child advocate I love the NCTSN sight
- VAWnet
- national websites
- conferences, research journals, word of mouth, lit searches
- OVW/DOJ/NCADV
- we haven't been accessing full curriculum, but creating ours based on risk and protective factors and using cdc evaluation guides to develop appropriate eval questions
- RAIIN
- VAWnet
- Journals (Health Education), RAIIN
- Conferences and websites
- CDC, Psycology Today, RAIIN, SVPEP.
- Psychlnfo, PubMed, TRIP databases..other lit search but many community based services in Canada don't have access
- all that have been mentiones but also investigations resulting from students who are in practice in our own campus from social work
- SaftyLit is excellent
- OVW, CDC, RAIIN
- prevent connect listserv
- Other Coalitions that complete research projects; review the publications
- Chapin Hall
- PubMed search engine- google scholar is great for free articles
- Futures without Violence
- For rhose without subscribtions to research databases many local libraries and community colleges provide access for members.
- security on campus and safercampus.org for college-based research

- www.nsvrc.org ask for articles
- great idea- authors are often very good about sending articles.
- http://chapinhall.org
- I'm doing DELTA in Delaware!!!
- www.ricadv.org is a DELTA PROJECT
- Here is info about DELTA http://www.cdc.gov/ViolencePrevention/DELTA/index.html
- SafetyLIt is the online source for current and past scholarly research about all aspects of injury prevention and safety promotion. info for almost 10,000 journals
- SafetyLlt http://www.safetylit.org/
- How do you use the best available research evidence to influence your decision making?
- Build our prevention strategies around the risk and protective factors identified in research evidence.
- to justify or change what we're doing
- I use research to help shape the presentations I create for teachers and students in the violence prevention education lessons I give in schools
- convincing campus partners to bring us in for contained-audience programs
- when consulting on a case with social workers it provides a great deal of foundation in how to work with a family so the violence may not become generational
- agree also designating risk from prevention!
- To work with leadership to change program direction
- To understand the changes that are intended to result from the approach and the conditions in which it needs to be implemented.
- I want to give the latest evidence and stats for my students in high school especially the dating violence/bully issues out there. So I change my info as often as I can to keep them updated
- To assess the strengths of existing programs and to adapt strategy
- if there is research check to see what the quality of the research is, then think about how it applies...very interested in this discussion to see what to do when there is little or poor quality research
- compare with what we are doing and determine areas that can be tweaked/changed to improve
- build bystander intervention programming in high schools. Also in individual conversations with youth about the role of a bystander
- In informed discussions with statewide partners and when planning with advocates
- looking at the targeted population vs. the population in our communities
- Training healthcare providers on evidenced screening and responding tools to increase secondary violence prevention.
- talking with stakeholders and providing them the pros and cons of the research, along with the researches reliability and validity scores
- Some of the research is based on evidence that is not meaningful.
- Violence Agasint Women journbal articles on bystanders http://preventconnect.org/2011/06/research-on-bystander-programs-highlighted-in-journal/
- NISVS here is a web conference on the NISVS surveillence stats http://preventconnect.org/2012/01/web-conference-findings-nisvs/
- Information about SADA in Newport, RI http://www.wrcnbc.org/index.php/programs_services/prevention/delta/sada/
- More SADA info http://www.wrcnbc.org/index.php/programs_services/prevention/delta/
- Share your experiences when you have used contextual evidence in decision making.
- This speaks to allowing programs to evolve--based on the experience of the participants.

- Collect local data, compare to national to show a specific need in your community.
- We used data on neighborhoods in Louisville (like police data, school surveys, focus groups and interviews) and compared it to research evidence on risk and protective factors for dating violence. We used this, along with some other strategies, to narrow to one specific neighborhood for violence prevention programming.
- I work in rural schools and many of the cirriculum materials I use are geared toward urban students so I adapt the lessons (for example role play skits) so that they are more easily relatable to the rural students
- immigrant and international students from housing location tell their own experiences of IPV in video then incorporated in location student orientation
- translating terms and using words/terms that are locally understood
- Being open to work with young at-risk youths; not bringing the perspective that there is a barrier or limited material community stake holders are interested in sharing in regards to SV/IPV etc. The outcome was positive.
- We did a needs assessment regarding a specific issue and population and created a project with surveys and focus groups and social media outreach, from the needs assessment.
- My experience has shown there are deficits in our community for victims of domestic violence and sexual assault but a lack of communal involvment. But has assisted with developing programs for oppressed populations in our communities
- Our agency is in a rural area and any decisions we make must be tailored toward rural communities, i.e.-little options for public transportation
- I re-write or write my own skits for students to use and role play from... Use examples that the kids will relate to, scenarios, etc.
- on our program evals we ask, "what questions didn't get answered for you today?" we are working on using this this data to update programs and develop new pilot workshops
- this is a great event but how do you evaluate this and tell people what you are doing has impacted the reduction of IPV/SV in your community? or changed the young men's attitudes about social norms related to gender?
- With limited time for many programs, how are people using pre and post tests?
- www.ricadv.org Lucy Rios is DELTA Coordinator

WHAT IS EVIDENCE?

