



Introducing the New VetoViolence Tool: Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches

Wednesday September 18th, 2019
11 AM – 12:30 PM PT / 2 PM – 3:30 PM ET

AKJ: Hello everyone! Welcome! We will start right at the top of the hour, but please introduce who you are.

TV: For audio over the phone, please call 866-866-2244, passcode 905 350 9#.

AK: How do we become part of the email group?

TV: EMail group: <http://www.preventconnect.org/email/>

TV: For audio over the phone, please call 866-866-2244, passcode 905 350 9#.

TV: Contact Adobe Connect support at <https://helpx.adobe.com/adobe-connect/connect-support.html>

TV: Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches: <https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>

PL: not familiar

MBN: Thanks Kim. It would be helpful for us, as a relatively 'young' field vs other PH areas, to identify the essential elements of the few strategies that we do have that are evidence-based.

MBN: Or if the CDC could track that.

TV: Violence Prevention in Practice: <https://vetoviolence.cdc.gov/apps/violence-prevention-practice/#/>

MR: How do the Essential Elements and the Principles of Effective Prevention relate to each other? Can we say that the Principles of Effective Prevention is an essential element?

TV: Text Chat Question: What prevention strategies are you trying to implement right now?

SK: media literary gender inequality

BH: Safe Dates

MSB: Shifting Boundaries and Bringing in the Bystander

MS: Green Dot for High School, Shifting Boundaries, and Community Green Dot

PR: CBIM, Athletes As Leaders, Shifting Boundaries

JB: Focusing on Co-occurring Risk and Protective Factors

JC: Teaching public health and prevention concepts within our agency AND applying prevention concepts on college campuses

SO: CPTED

AH: Shifting Boundaries in middle schools; Green Dot in high schools and communities and bars

KdJ: Safe Dates, Shifting Boundaries, Agent of Change, SafeBAE

SMS: Hi, Sabrina Matoff-Stepp at HRSA. We use CUES palm cards as one of the straregies in the HRSA health centers

JL: University of Kansas Sexual Assault Prevention & Education Center (Graduate Assistant)

EG: Mostly presentations in high school and middle school

RC: Working on wage equity issues

SO: Second Step

TT: Raising awareness with colleagues on the importance of assessing for interpersonal violence and using safe best practices with clients in their therapy sessions.

KL: Safe Dates, Safe Bar, Shifting Boundaries and Coaching Boys into Men

RC: Glenn is working on engaging men & boys in prevention

KP: Athletes as Leaders, LiveRespect

JO: Green Dot Community

JA: media literacy, empowering young men, gender boxes, some as-needed programming

EG: Active Bystander

HH: Green Dot

BP: MVP, MOST, Safer Bars, Coaching Boys into Men

AB: Our goal this year is to shift our workshops and events to focus on building skills for bystander intervention and looking at violence as a systemic issue

ESW: social change campaign focused on those using abusive behaviors - based on campaign out of New Zealand

MT: I just started so, still figuring out what I

KT: increasing access to paid family leave, creating protective environments and engaging influential adults and peers (Shifting Boundaries & Bringing in the Bystander), and trauma-informed organizational workplace policies

KdJ: @Kristyn (nearly) name twins!! :)

AB: creation of a CCRT

JL: Active Bystander; Consent; Gender Based Violence

MT: I'll use. My predecessor used Green Dot, Safe Dates, and Shifting Boundaries mostly

MM: social norms, school based student task forces, school-wide writing prompts

PR: Paid Leave - policy efforts are evolving and adaptive and can be hard to identify essential elements.

DJ: A Violence Prevention Health Communication campaign...We are looking at how social and cultural norms, particularly in the upbringing of boys, can be instrumental in fostering Healthy Relationships (basically, allowing and supporting boys to express their vulnerable emotions,)

LM: Universal education & healthy relationship-what is healthy and what is not

KM: Community Engagement of Underserved Populations

AK: I have to say, it's really cool to see this text chat fill up with all of the strategies that are being implemented to prevent SV/IPV!

KL: @Kirstyn so cool! :)

AK: Developing a K-12 SV prevention curriculum, high school and middle school workshops on a variety of topics, fostering mentorship/role modeling with boys/young men, Cross-Campus College Collaborative

TV: ext Chat Question: What are the important considerations in making adjustments to your program(s)?

AH: Relevant to the audience; looking with an intersectional lens

AB: Is the content accessible & inclusive for POC, LGBTQIA+, etc.

HJ: regular, consistent evaluations of participants

JO: cultural adaptations

JA: What the learners want to know, already know, find valuable. Administrative contexts. Focus populations.

SMS: accessibility

KP: Do the particular programs apply to our community? Success in other counties... Financials

KdJ: Ability to market it to schools

SO: adaptions for context & culture

SM: current events

MT: Intersectionality/accessibility

MM: the amount of time schools can give to it

LM: How equitable is the program? Does it support survivors who identify as POC, LGBTQIA, male, etc.

MP: Intersectionality and inclusion

JC: Is the selected program/curriculum available in Spanish? (We also have a high percentage of community members from Hmong, Farsi, Arabic, Punjabi speakers)

KP: Community support and buy-in

SB: Audience! A lot of evidence-based programs tend to be focused on the defined norm in our society and the developed strategies don't necessarily work for audiences outside of that "norm"

KL: adaptations while maintaining fidelity of the program

JC: Also, triggering potential victims in public (presenting or tabling)

SO: Also, considering saturation and scaffolding on to other strategies/approaches

BP: under represented populations, accessibility, culture diversity, in the moment flexibility.

ET: Population being served, Native community and Spanish speaking population

JG: funding, access to school classrooms, buy in from principals, support from parents, cultural adaptations

DJ: Ensuring that programs are inclusive, and valuing the input of the target audience as part of our process evaluations

JC: Sarah Bear --PREACH!

SB: Audience! A lot of evidence-based programs tend to be focused on the defined norm in our society and the developed strategies don't necessarily work for audiences outside of that "norm"

SP: Focusing on our main active bystander strategy while still incorporating other strategies and adjusting it to the different groups ie students, staff/admin and community.

AK: evolution of technology as it applies to violence

ET: where can we view the approaches logic model?

MSB: Where would tone or values exhibited by the facilitator go? We have found this to be really important in program implementation.

AKJ: @Melissa that sounds like a Who to me! But let's ask the experts :)

TV: Youth Empowerment Solutions: <http://yes.sph.umich.edu/>

TV: Youth Empowerment Solutions Adaptation Guide: <http://yes.sph.umich.edu/curriculum/adaptation-guide/>

KT: Do y'all have guidance that applies to prevention efforts that are policy-focused, rather than curriculum driven?

TV: @Kari, stay tuned! This web conference will briefly discuss essential elements for community and societal-level approaches, and Lindsey will share the Select, Adapt, Evaluate tool that also guides users through essential elements for these approaches.

KT: Thx! Looking forward to it!

MSB: Thank you!

TV: What Surrounds Us Shapes Us: Greening and other physical/built environment strategies for domestic and sexual violence prevention <http://www.preventconnect.org/2019/05/what-surrounds-us-shapes-us-greening-and-other-physical-built-environment-strategies-for-preventing-domestic-and-sexual-violence/>

AL: this is so relevant to current conversations on strategies and program development so thank you!

PR: A lot of these non-manualized efforts may be based on partner building as a strategy. Would that be an essential element?

KT: I absolutely think that partnership building is an essential element, for so many strategies.

KT: Or, perhaps strong partnerships, and as Kimberly ways, the activity would be the partnership building.

KM: Absolutely! Engaging Communities and Partners in this work is SO necessary to achieving shared visions

TV: Text Chat Question: Thinking of the considerations you listed in the last Text Chat Question, what adaptations would you or have you implemented based on those considerations?

AK: cultural relevancy, inclusiveness

PR: I sometimes wonder if an aspect of implementation rises up to the level of an adaption vs being responsive. For example responding to a question not directly related to the curriculum changes a role-play to be more inclusive or age appropriate for example.

EG: We went through the presentations to update language and imagery to be more inclusive. We are trying to form stronger relationships with the schools so we can better reach students outside of the classes we visit

BP: We adapted our 12 Men Model curriculum to incorporate systemic oppression and other realities of African American men. We built a queer and trans youth curriculum from the bottom up to ensure their experiences were centered in the work. Currently reviewing all curriculums to ensure it is accessible...

TV: Coaching Boys Into Men: <http://www.coachescorner.org/>

TV: Coaching Boys Into Men: A 3-Part Series on Program Design, Community Engagement, and Adaptation recordings and materials: <http://www.preventconnect.org/2016/04/coaching-boys-into-men-a-3-part-series-on-program-design-community-engagement-and-adaptation/>

DJ: We have shifted our focus from Domestic Violence, to a broader definition of Violence, to include things like: Child Maltreatment & Neglect, Youth Dating Violence, Bullying, Childhood exposure to Domestic Violence. Sexually Abuse. Our targets now include all genders, ages, social status etc. rather than just a focus on women

KL: foul play, oh sorry!

JB: --depending on the story!

TV: Youth Empowerment Solutions Adaptation Guide: <http://yes.sph.umich.edu/curriculum/adaptation-guide/>

MJ: Can folks recommend resources for considering how community is understood, esp. where there is concern about who in a community is recognized or has an opportunity (or feels safe) to speak up? Thx.

TV: Worksheets available in "Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches": <https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>

KT: @Monte Jewell
<https://www.participatorymethods.org/sites/participatorymethods.org/files/Arnstein%20adder%201969.pdf>

MJ: @kari Thx!

KT: It's one of my favorite resources--it's more about structural inclusion than interpersonal interactions, but it's possible to apply the analysis presented in the article to interpersonal settings as well.

MJ: This looks wonderful! I'm excited to read it.

TV: Adaptation Section in Violence Prevention in Practice: <https://vetoviolence.cdc.gov/apps/violence-prevention-practice/adaptation#!/>

TV: Select, Adapt, Evaluate! How to Use Essential Elements to Inform Your Violence Prevention Approaches: <https://vetoviolence.cdc.gov/apps/adaptation-guidance/>

TV: Text Chat Question: How could you use this tool to strengthen your prevention practice?

AL: sorry, where are the downloadable worksheets?

TV: The downloadable worksheets are available in the tool: Select, Adapt, Evaluate! How to Use Essential Elements to Inform Your Violence Prevention Approaches: <https://vetoviolence.cdc.gov/apps/adaptation-guidance/>

JG: use it for current prevention program

JC: Help team members/agency staff learn and re-enforce their public health/prevention learning

AL: Oh, I see it now - thank you!

JB: With our Youth Advisory Team, to determine best approaches in their community action project planning.

AL: I will want to start with identifying essential elements of our prevention program!

MJ: We provide legal support to a community-based group in King County WA interested in harm reduction for people in the sex trade and plan to use the tool for a group discussion.

SO: I'm going to run through it with our CBiM Coordinator

BP: To make sure that we are making informed changes that have a greater alignment that fits best practices for outcomes and impact.

MSB: We have been using it with Shifting Boundaries adaptations

JO: organization capacity assessment

DJ: Will definitely use the tool to review our drafts and evaluation for our Health Communication Campaigns; Thank you for sharing this useful Tool. Kind regards, DJ

TV: Lindsey Barranco: yzig@cdc.gov

TV: Kimberley Freire: hb8@cdc.gov

SO: Thank you Lindsey and Kimberley

MSB: It is definitely contributing to our evaluation and fidelity checklist creation

MSB: Thank you!

KT: Thank you!

AKJ: Thank you all!

SP: Thank you!