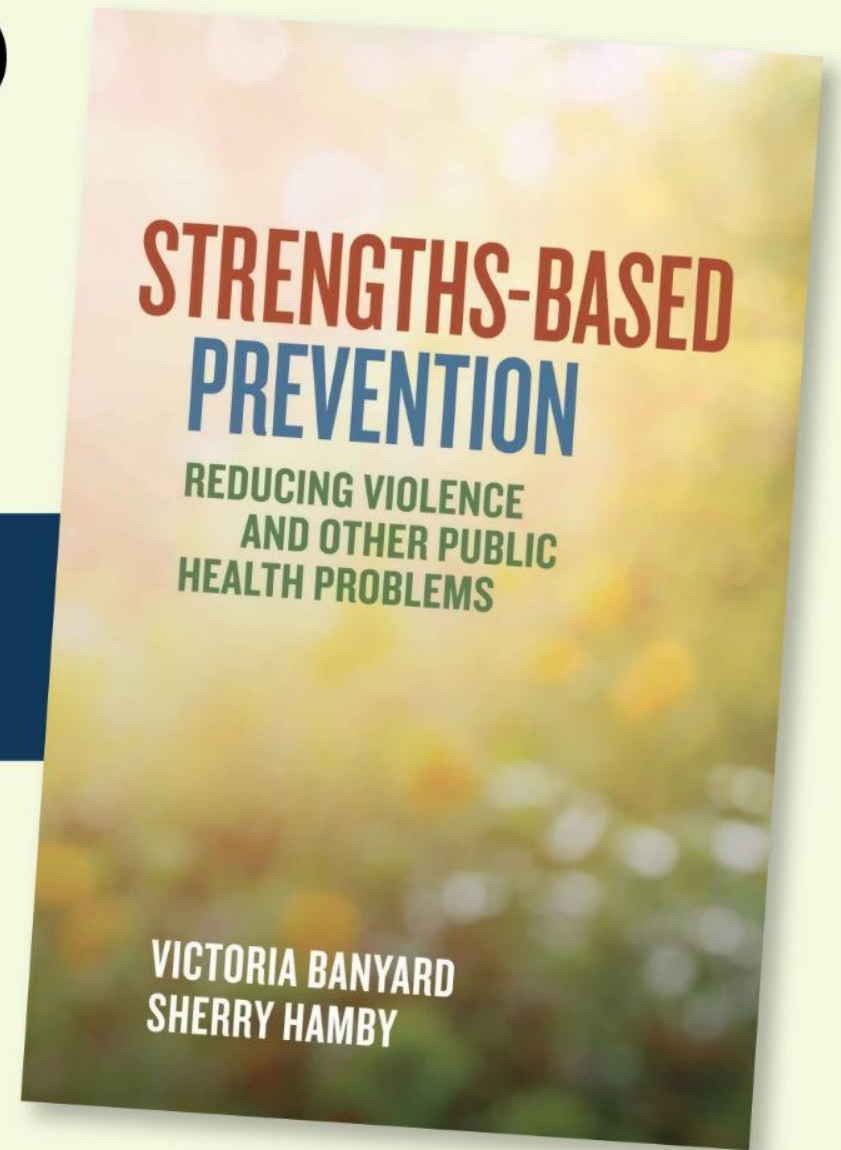


STRENGTHS-BASED PREVENTION THAT WORKS: SESSION 3

Tuesday, January 31, 2023
11:00 AM PT/2:00 PM ET



**prevent
connect**
A ValorUS® PROJECT



Meet the PreventConnect Team



Ashleigh Klein-Jimenez

Director of Prevention

she/her/hers



Janae Sargent

Project Coordinator

them/they



prevent
connect

PreventConnect.org

info@PreventConnect.org

PreventConnect.org/email – email group

Learn.PreventConnect.org – eLearning

Follow Us

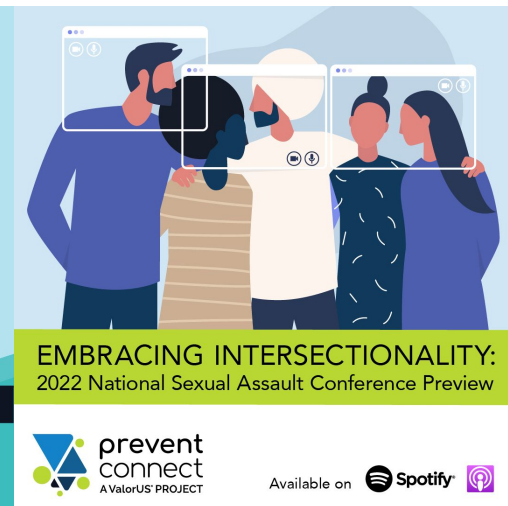
twitter.com/PreventConnect

facebook.com/PreventConnect

instagram.com/PreventConnect

LinkedIn.com/PreventConnect

Listen and Review our Podcasts!



New Podcast Episode Available Now

Bridging Data and Practice in the Case for Prevention



Available on  Spotify 

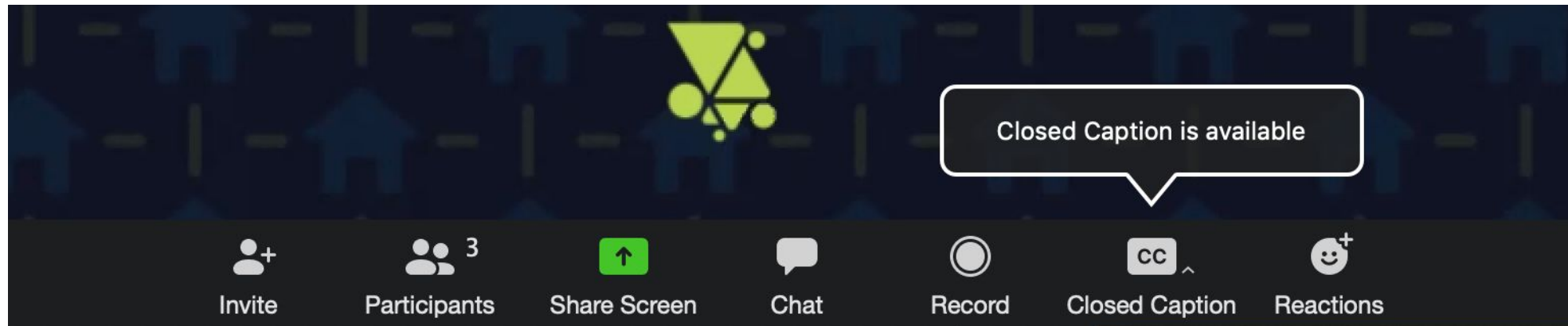
Did you attend any
of the other sessions
in this series?

Polling Question

The illustration shows a white document with rounded corners on a light blue background. It features three horizontal rounded rectangular boxes, each containing a checkbox and two horizontal lines for text. The top box has a checked checkbox (a blue checkmark inside a circle), while the middle and bottom boxes have unchecked checkboxes (empty circles). The entire graphic is composed of simple blue outlines.

How to use Zoom

- ▶ Text chat
- ▶ PowerPoint Slides
- ▶ Polling Questions
- ▶ Phone
- ▶ Closed Captioning
- ▶ Web Conference Guidelines



Did you attend
Session 1 of this
series?

Polling Question

The image shows a light blue background with faint grid lines. In the center, there is a white rectangular area containing three rounded rectangular input fields. Each field has a checkbox on the left and two horizontal lines for text input on the right. The top field has a checked checkbox (a blue checkmark inside a circle), while the middle and bottom fields have unchecked checkboxes (empty circles). The top field is shaded light blue, while the middle and bottom fields are white.

STRENGTHS-BASED PREVENTION THAT WORKS: SESSION 1

Tuesday, December 13, 2022
11:00 AM PT/2:00 PM ET



STRENGTHS-BASED
PREVENTION
REDUCING VIOLENCE
AND OTHER PUBLIC
HEALTH PROBLEMS

STRENGTHS-BASED PREVENTION THAT WORKS: SESSION 2

Tuesday, January 24, 2023
11:00 AM PT/2:00 PM ET



STRENGTHS-BASED
PREVENTION
REDUCING VIOLENCE
AND OTHER PUBLIC
HEALTH PROBLEMS

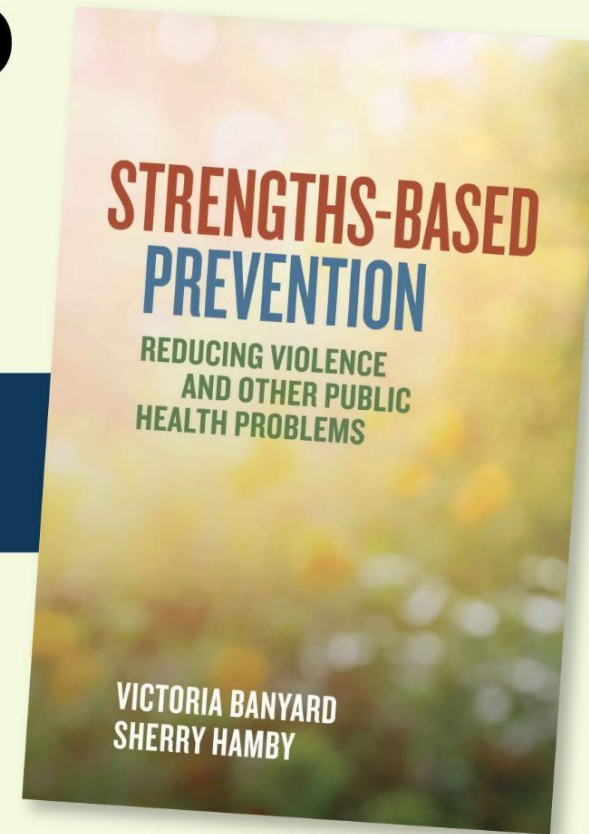
VICTORIA RANYARD
SHERRY HAMBY

Session 1 recording available:
<https://www.preventconnect.org/2022/11/strengths-based-prevention-that-works/>

Session 2 recording available:
<https://www.preventconnect.org/2023/01/strengths-based-prevention-that-works-session-2/>

STRENGTHS-BASED PREVENTION THAT WORKS: SESSION 3

Tuesday, January 31, 2023
11:00 AM PT/2:00 PM ET



PreventConnect is a national project of ValorUS sponsored by the U.S. Centers for Disease Control and Prevention. The views and information provided in this web conference do not necessarily represent the official views of the U.S. government, CDC or VALOR.

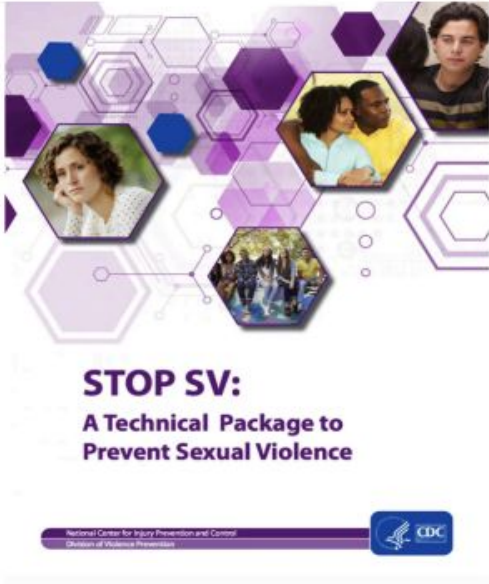
PreventConnect

- ▶ Domestic violence/intimate partner violence
- ▶ Sexual violence
- ▶ Violence across the lifespan, including child sexual abuse
- ▶ Prevent before violence starts
- ▶ Connect to other forms of violence and oppression
- ▶ Connect to other prevention practitioners

Objectives

- Participants will learn how to implement hot spot mapping, walk audits, and photovoice as tools to assess and address systemic issues.

CDC's Technical Packages



STOP SV		
	Strategy	Approach
S	Promote Social Norms that Protect Against Violence	<ul style="list-style-type: none">• Bystander approaches• Mobilizing men and boys as allies
T	Teach Skills to Prevent Sexual Violence	<ul style="list-style-type: none">• Social-emotional learning• Teaching healthy, safe dating and intimate relationship skills to adolescents• Promoting healthy sexuality• Empowerment-based training
O	Provide Opportunities to Empower and Support Girls and Women	<ul style="list-style-type: none">• Strengthening economic supports for women and families• Strengthening leadership and opportunities for girls
P	Create Protective Environments	<ul style="list-style-type: none">• Improving safety and monitoring in schools• Establishing and consistently applying workplace policies• Addressing community-level risks through environmental approaches
SV	Support Victims/Survivors to Lessen Harms	<ul style="list-style-type: none">• Victim-centered services• Treatment for victims of SV• Treatment for at-risk children and families to prevent problem behavior including sex offending

Meet Today's Guest Speaker

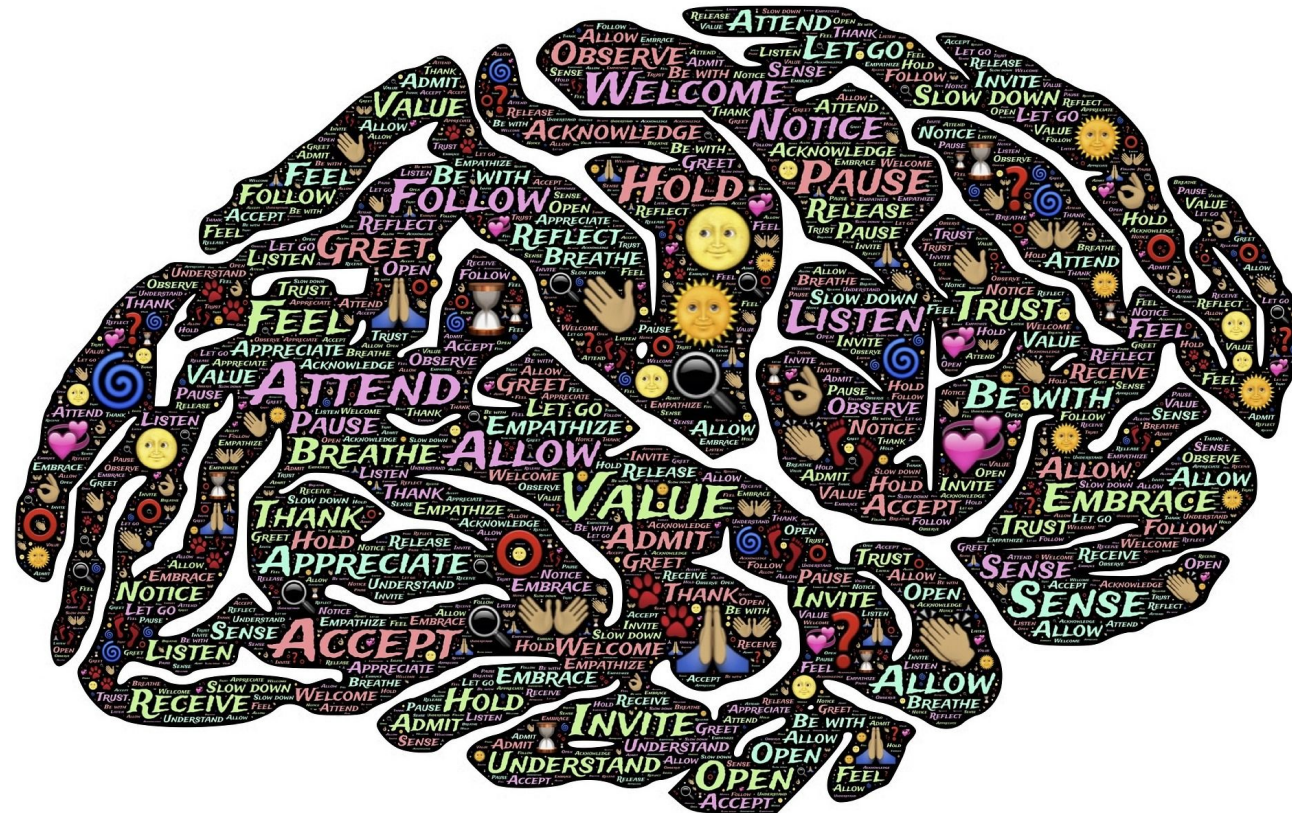


Victoria Banyard, Ph.D.
Rutgers University School of Social Work
and Center for Research on Ending
Violence



Sherry Hamby, Ph.D.
(she/her)
University of the South and Life
Paths Research Center

Mindfulness Moment



What We Will Discuss Today

- Brief reminder about The Prevention Portfolio Model
- Changing social environments: Social norms and social marketing

****Interview interlude****


- Changing physical spaces: the natural environment, hot spot mapping, walking audits

****Interview interlude****

- Q and A

What are some ways
social environments
prevent (or uphold)
norms around sexual
and intimate partner
violence?

Text Chat Question

 Chat

From Me to **Everyone**:

Use this text chat box to respond to our questions, ask your own, and connect with others!

To: **Everyone** ▼

Type message here...

Strengths Domains of P/ RPM



<https://pixabay.com/photos/juggler-trick-magician-juggle-1216853/>

Regulatory:

- Emotion
- Awareness
- Emotion regulation
- Endurance



<https://www.pexels.com/photo/photo-of-people-putting-their-hands-up-3228685/>

Interpersonal:

- Social
- Support
- Generativity
- Community support



<https://nara.getarchive.net/media/us-naval-academy-midshipmen-stand-and-recite-the-oath-of-enlistment-during-41a20a>
<https://www.pexels.com/photo/person-standing-under-a-rock-formation-on-a-starry-night-33688/>

Meaning making

- Purpose
- Optimism
- Service
- Cultural Traditions
- Mattering

Banyard, V. & Hamby, S. (2021). Strengths-Based Prevention: Reducing Violence and Other Public Health Problems. Washington, DC: APA Books.

Social Marketing & Social Norms Strategies

Social Norms and Social Marketing

Know Your Power®

We should tell him to backoff!

Do you see this? Not cool!

Why the F* were you talking to HIM?!

Please I didnt mean to...He was just talking about the group project!

Step In, Speak Up
You Can Make a Difference

Soteria Solutions™
Activating Bystanders, Igniting Change.

© 2022 University of New Hampshire. All rights reserved. The Know Your Power Campaign is exclusively distributed by Soteria Solutions. This is a staged scenario and the individuals featured in the image are paid actors.

Copyright Soteria Solutions Do not distribute without permission

<https://soteriasolutions.podia.com/know-your-power-products>. ©2022. Know Your Power® is owned and copyrighted by University of New Hampshire and exclusively distributed by Soteria Solutions.

Social Marketing vs Social Norms Campaigns

- ▶ Marketing – using principles from field of marketing to influence health behavior choices.
- ▶ Social norms – perceptions about what a group thinks is acceptable behavior.
 - ▶ A type of marketing that focuses on what people think others think and do and how those perceptions of others' behaviors affects our own.

Why Social Marketing Campaigns

- ▷ Diffusion of Innovation – reach more people
- ▷ One way of using opinion leaders to create change
- ▷ Part of the “visual signals in the environment” – more on that later



Types of Norms

- ▶ Can be measured at the group or community level or at the individual level – we most often measure an individual's perception of norms (which is an attitude).
- ▶ Different from other social processes important to communities like social cohesion or collective efficacy.
- ▶ Descriptive
 - ▶ What are other people doing?
 - ▶ What do I think other people are doing?
- ▶ Injunctive
 - ▶ What do others think accepted behavior is – what should we do?
 - ▶ What do I think others think is accepted behavior?

Links between Norms and Public Health Behaviors



<https://www.pexels.com/photo/group-of-people-near-wall-2422290/>

Tobacco,
alcohol and
other
substance
use

Violence
perpetration

Bystander
behavior

Current Limitations

- ▷ Focus on risk and not on strengths – what norms do we want to see?
What does positive behavior look like?
- ▷ Not tailored – we know different types of norms affect different audiences
 - ▷ CAMI teens versus adults
 - ▷ Reference group is important
 - ▷ Study of social marketing and college men – different messages appealed to different groups.

Mabry & Turner 2016

- ▶ Young men who perceived low peer descriptive and injunctive norms about bystander helping responded better (greater intent to help post-marketing campaign) when messaging was positive: take a stand as an active bystander. These young men lowered intent when negative messaging (don't be the guy who doesn't get consent) were used.



<https://www.pexels.com/photo/men-in-blue-denim-jacket-847078/>

Effective Social Marketing

- ▷ Message about what people do, but make sure they describe behavior you want to see happen.
- ▷ Avoid suggesting that the problem you are trying to stop is super common and “everybody’s doing it.”—you will create the very norm you are trying to fight.
- ▷ Don’t fudge stats—people won’t believe them – and keep them .
- ▷ Avoid admonishment.
- ▷ People like feeling like they are part of the solution or even heroic.
- ▷ Consider inoculation strategies—come up with responses to likely counter arguments.

Effective Social Marketing cont.

- ▷ Norms take time to change
- ▷ Be careful about putting at-risk peers together
- ▷ Tea and consent YouTube video as example
<https://www.youtube.com/watch?v=pZwvrxVavnQ>
- ▷ Build on norms already in place: Navy values of honor, courage, commitment
- ▷ Pay attention to broader messages that are in the environment.
What is being shown on TVs in gyms and other public spaces, for example?

Social Self-Identification

- ▶ Potter et al work on Know Your Power campaign
 - ▶ Important that audience sees themselves in marketing materials
 - ▶ Potter and Stapleton structured focus group method for tailoring social marketing campaigns.



<https://www.pexels.com/photo/photo-of-man-looking-at-the-mirror-1134184/>

Potter, S. J., & Stapleton, J. G. (2011). Bringing in the target audience in bystander social marketing materials for communities: Suggestions for practitioners. *Violence Against Women*, 17(6), 797-812.

Positive Marketing

- ▶ Visual affirmation of goals on posters.
- ▶ How can you signal strong sense of community through marketing materials?
- ▶ If I walked on Main St. how would I know this is a community where people help each other and violence isn't tolerated?
- ▶ Green Dot Spots

HOW TO PARTICIPATE:

1. Visit a participating Green Dot Spot for a Spotlight Week Passport. Or [click here](#) to download one.
2. During the week, take your passport to other Green Dot Spots and fill it with stamps!
3. THEN on Saturday, March 24, take your card to The Java Cup to be entered in a raffle for a chance to win either \$500, \$100, or \$50.

Below is a list of the newest Green Dot Spots. Have fun!

What is a Green Dot Spot?

Green Dot Spots are the pioneer businesses, agencies, and groups that proudly announce their contribution to a safer community. Making your workplace a Green Dot Spot is a powerful way to use your influence to let everyone know that you are not okay with violence and you invite everyone to do their part to make our community safer.


Green Dot Spot Benefits

- Team bonding during training
- Support in promoting a safer workplace
- Showing that you care about our community
- Certificate for training participants
- Green Dot Spot Signage
- Listed on CGD website as a Green Dot Spot

Introducing Our Newest Green Dot Spots:

Localized Feedback on Social Norms

Did you know 74% of RCAS youth (grades 7-10) think its important to talk about how to stop sexual assault?



We are taking a stance in our community against sexual violence.
#positivebystander #rcyouthvip #dontwatchtakeaction
Find more info @ YouthVIP.org

RC Youth Voices in Prevention

"I work hard now to make a good future for myself"

Says 93% of RCAS 7-10th graders

#positivebystander #rcyouthvip #dontwatchtakeaction
Find more info @ YouthVIP.org

RC Youth Voices in Prevention

"My opinion is important because I can make a difference in Rapid City."

Preventing sexual harassment and dating violence is everyones responsibility.

70.8% of RCAS (grades 7-10) youth think its important for adults to talk about healthy relationships
#rcyouthvip #dontwatchtakeaction #fearisfiction

RC Youth Voices in Prevention

88% of youth in RC think that everyone has a role to play.

What is YOUR role in ending sexual assault?



www.youthvip.org

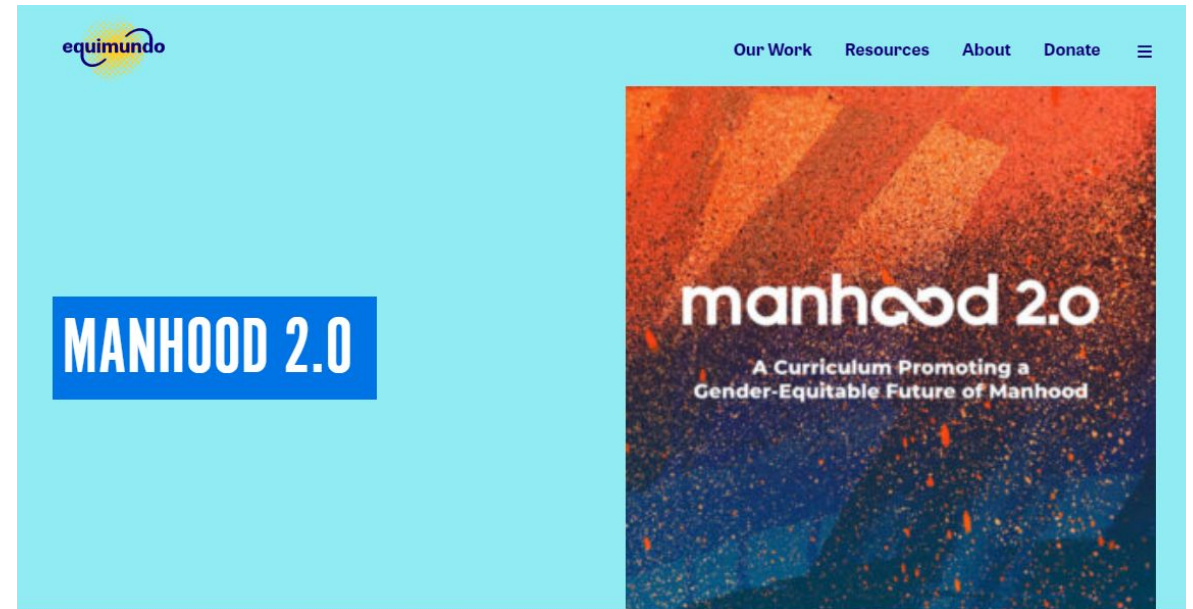


<https://www.pexels.com/photo/health-workers-wearing-face-mask-3957987/>

Wear a mask for short-term gains like being able to go to a social event rather than long term risks like death.

Social Norms Focused Programs

- ▷ Gender Norms
- ▷ Manhood 2.0 (both norms program and job training reduced perpetration)
- ▷ Coaching Boys Into Men
- ▷ Bystander norms
- ▷ Green Dot
- ▷ The Men's Project – Berkowitz
- ▷ Mentors in Violence Prevention



“Climate doesn’t exist beyond people.” - J. Pryor

- ▶ Encourage network diversity as a prevention goal. See, for example: Gomes, K. D., Sánchez-Cardona, I., & Moore, B. A. (2021). Team Resilience: Practical Implications for Military Service Members. *Military Behavioral Health*, 1-12.
- ▶ Co-worker support improves impact of reporting harassment in workplace.
- ▶ Military study that climate of respect in workplace associated with lower harassment.
- ▶ “Culture of Excellence” in the Navy including trust and connectedness.
<https://www.mynavyhr.navy.mil/Portals/55/Support/21stCenturySailor/COE/signature-behaviors.pdf?ver=XTdBCqpOMsUeIFAH39kOVA%3D%3D>
- ▶ Climate surveys found higher connectedness in work teams was related to lower problems including substance use, domestic violence.



INTERVIEW

INTERLUDE

INTERLUDE
INTERLUDE
INTERLUDE

PODCAST



What are some
opportunities to
impact social
environments in your
work to prevent
violence?

Text Chat Question



Chat

From Me to **Everyone**:

Use this text chat box to respond to our questions, ask your own, and connect with others!

To: **Everyone** ▼

Type message here...

The Built & Natural Environments as Prevention

Including Hot Spot Mapping, Geographic Interviewing, & Walk Audits

The Build Environment as Prevention

- ▶ Physical spaces: Crime Prevention Through Environmental Design (CPTED)
- ▶ Alcohol outlet density
- ▶ Green spaces
- ▶ School climate
- ▶ Residence Hall design on campuses
- ▶ “Design justice” – from surveillance to collaboration & investment
- ▶ Behavior scripts based on place (Barker)
- ▶ Hirsch work on campuses
- ▶ Visual cues
- ▶ Murals, street art, health communication

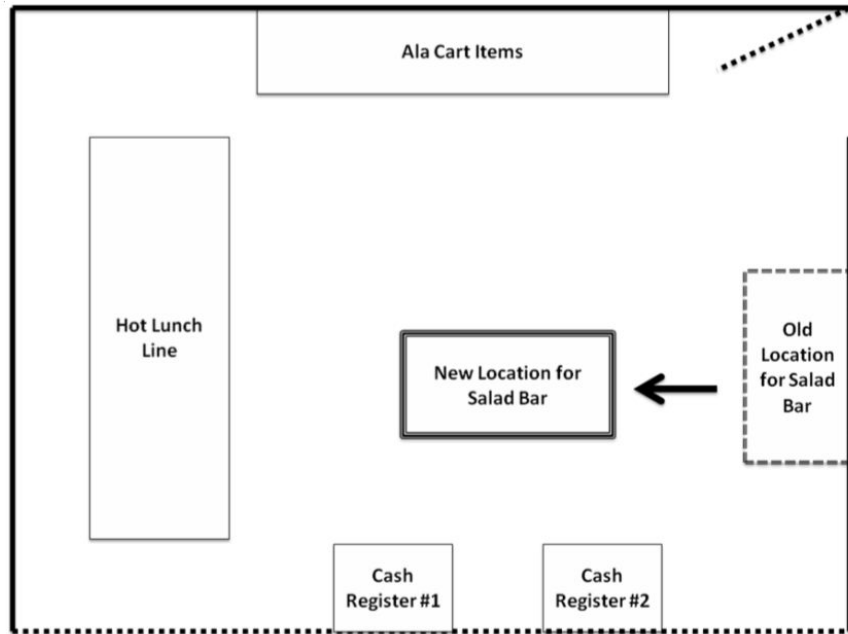


Robert Wood Johnson University Hospital's Domestic Violence Prevention Program unveiling of the second Healthy Relationships/Dating Violence Prevention Community Mural at David's Florist, 224 Hamilton Street, in New Brunswick on July 2 at 5 p.m. Alexander Lomax / Editorial Inform

NRW BRUNSWICK A new public mural in the city is adorned with flowers, the words "trust," "respect," and "love" in English and Spanish, and a phone number.

The number — 1-800-572-SAFE (7233) — is for the New Jersey Domestic Violence Hotline.

Does Our Environment Reflect Our Priorities?



If all we do is tell kids to eat more vegetables, are we really communicating that is what we want?

--Beware of "prevention theater" versus real prevention.

There are lots of ways to increase vegetable consumption. In addition to above, other famous nudges include re-arranging choices at checkout & changing names of dishes to sound more appealing.

The Natural Environment as Prevention

Shinrin-Yoku (Forest Bathing), Gardening, & Contact with Green Spaces

- ▶ There is extensive evidence that contact with nature improves our mental health (Engemann et al., 2019; Kotera et al., 2022).
- ▶ This includes evidence that simply being outdoors—"forest bathing"—is better than spending time outside in more urban environments.
- ▶ It also includes evidence that exercising (hiking) in natural environments is better than the same amount of exercise in indoor or urban environments (e.g., Niedermeier et al., 2017).
- ▶ It also includes evidence that simply adding green spaces to urban environments, in the form of parks, community gardens, or other plantings, can improve the wellbeing of the whole neighborhood.
- ▶ May be due to exposure to phytoncides and other organic plant compounds.



[2010_Davie_Street_community_garden_Vancouver_BC_Canada_5045979145](#)

Many humans in today's societies are nature-starved.

Incorporating the Natural World Into Therapeutic & Professional Spaces

- ▶ Can be as simple as bringing plants into your office space.
- ▶ Some previous suggestions re outdoor paths or trails help here too, but even adding an outdoor bench works.
- ▶ Encourage clients and students to try gardening or houseplants.
 - ▶ <https://www.thespruce.com/low-light-conditions-houseplants-1902917>
- ▶ <https://bloomscape.com/green-living/9-easiest-houseplants-anyone-can-grow/>
- ▶ Invest in landscaping around your workspace.
- ▶ Consider adding gardening programs to schools, elder care centers, or other day or inpatient programs.
- ▶ Some places are working to build outdoor platforms and gazebos to create more accessible spaces to have outdoor



Sansevieria or "snake plant" will survive in minimal or artificial light (image from Wikimedia).

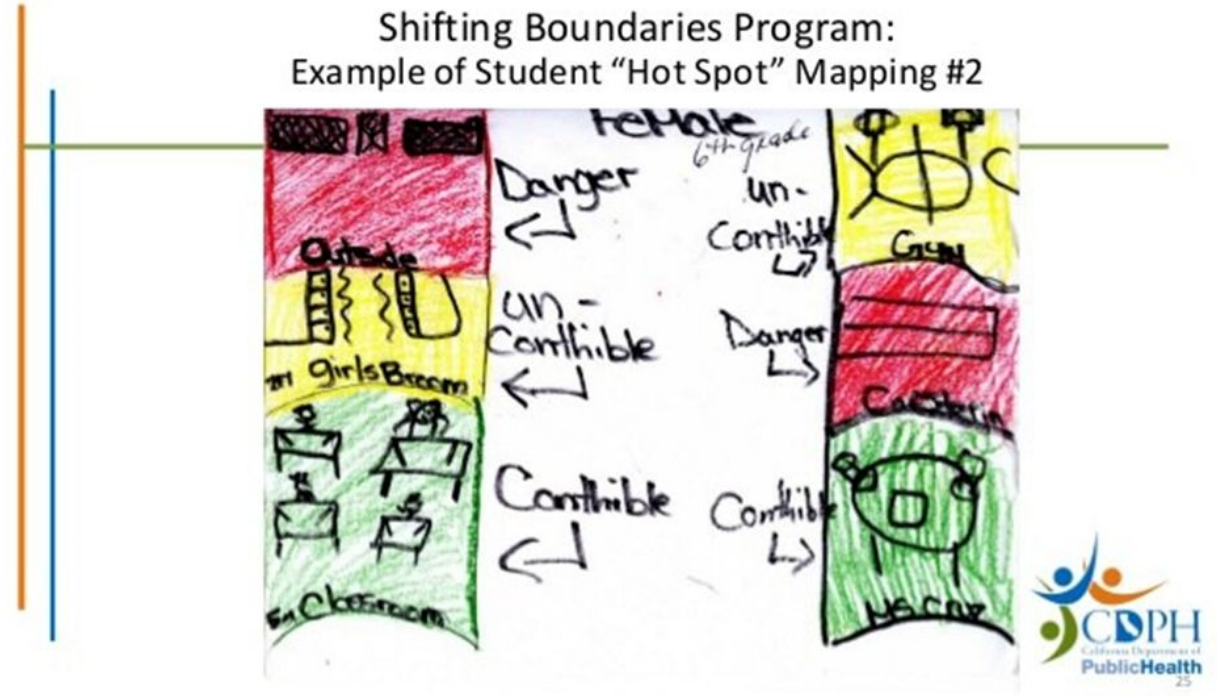


Spider plant is another good choice (image Wikimedia)

The best time to plant a tree was 20 years ago. The second-best time is now.
— Chinese proverb

Hot Spot Mapping & Geographic Interviewing

Bullying, assault, drug use—these problems are not evenly distributed across any setting, such as a school campus, military base, or neighborhood. Focus on areas where most problems are occurring. In schools, this is often cafeterias, gyms, dorms, school buses, bathrooms, and playgrounds. Hot spot mapping helps you identify the critical spaces in your setting and focus on those.



Slide from California Dept of Public Health, Shifting Boundaries Program by Bruce Taylor, Nan Stein and colleagues.

“Exploring experiences of place & community”

– Littman on geographic interviewing at ResilienceCon 2022

Composite Blueprints



From young adults living in new “trauma-informed” permanent supportive housing. Littman, D. (2022, April). Using geographic interviews as a method for mapping young people’s adaptive experiences of place. Presented at ResilienceCon 2022. (shared with permission)

How to Implement Hot Spot Mapping















- ▶ Pass out maps of your campus/base/neighborhood, or let people draw their own red, yellow, and green zones.
- ▶ Hot spot mapping & geographic interviewing do not require any history of victimization or perpetration, self-disclosure, or reporting on others—just a knowledge of the dangerous spaces in a community. Thus, not stigmatizing or risky for participants.
- ▶ Once hot spots are identified, think about changing the environment to improve safety.







Social Spaces at Williams College

College life provides many opportunities to interact with students in social spaces.

How do you feel in this social space at Williams College?


Please use as many stickers as you wish to illustrate, using **GREEN** for your positive feelings and **RED** for your negative feelings about these issues:

The Environment	
Lighting	 
Noise	 
Temperature	 
Crowd Density	 
Vision/Sight Lines	 
Drunkenness	 
Campus Security	 

Interactions with Others	
Look	 
Talk	 
Touch	 

Entry

Example



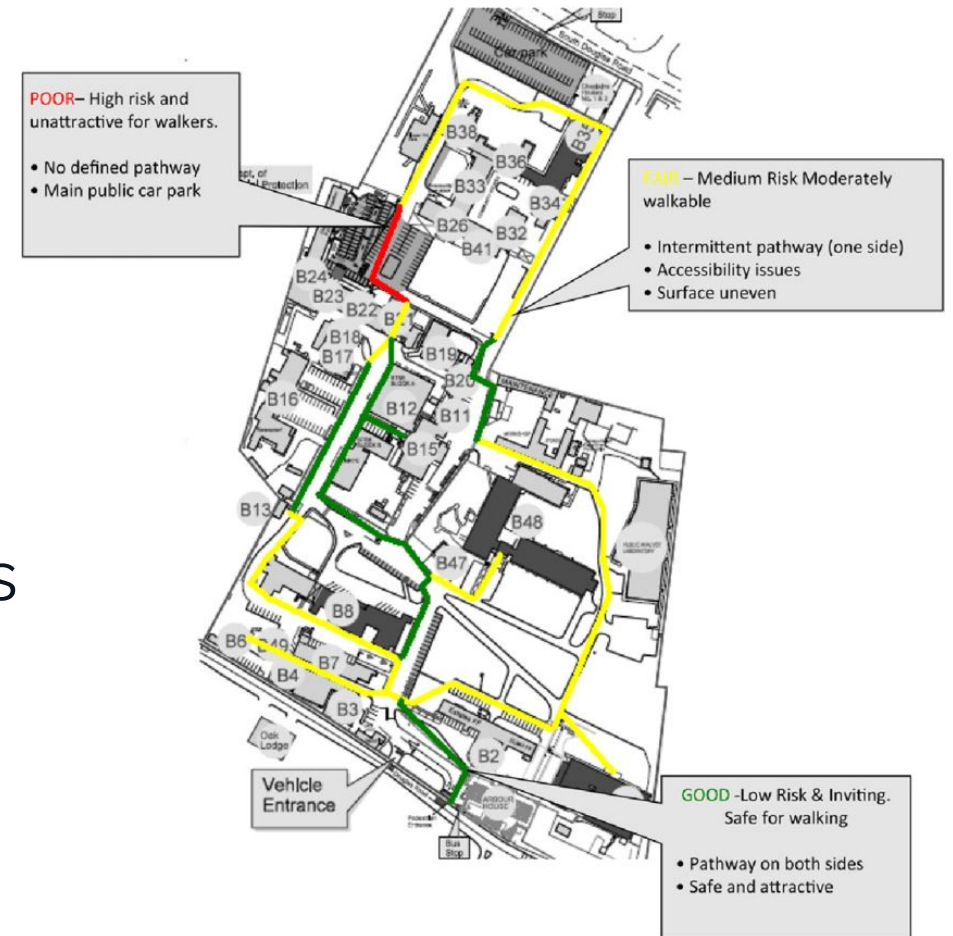
The example map shows a layout of a social space with various areas labeled: 'Stage', 'Dance Floor', and 'Entry'. It is populated with numerous green and red icons from the legend, representing positive and negative feelings about the environment and interactions. For instance, the 'Dance Floor' area has many red icons for crowd density and drunkenness, while the 'Stage' area has green icons for lighting and vision/sight lines.

How to Implement Hot Spot Mapping

- ▶ For example, if a cafeteria is a dangerous red zone, consider changing:
 - ▶ The seating
 - ▶ The traffic flow (Washington State Covid example)
 - ▶ The schedule of who eats when
 - ▶ The number of parent or other adult volunteers eating in the cafeteria during mealtimes (ideally offer some training beforehand).
- ▶ You might even consider something like re-purposing that space. For example, making the cafeteria the location of a buddy program for K and 5th-6th graders, so the older students start to associate that space with being their best selves and role models for others (during morning or afternoon hours).
- ▶ The point is to focus on building-level or campus-level alterations, not individuals.

The Walk Audit

- ▶ Involves physically going out and experiencing your professional spaces as a client or family member would (Kan et al., 2020).
- ▶ Can be helpful to take photos or videos to id areas that are unwelcoming or hard to navigate.
- ▶ Another opportunity to consider what messages you are sending clients and family members and to work on making spaces more accessible and welcoming.



From Cronin, J. (2016) Audit of workplace walkability in Irish healthcare setting.
https://www.researchgate.net/figure/Colour-coded-map-of-walking-audit-segments-from-SFHC-Worksite-Walkability-Audit-March_fig1_280122690

Questions to Consider

- ▶ How easily can a newcomer navigate your space?
- ▶ How welcoming is your space?
- ▶ Are your organization's values readily apparent from the surroundings?
- ▶ Much of the above can be accomplished as easily as printing signage, welcome signs, statements of values (or posters etc.).
- ▶ Does your organization's surroundings promote wellbeing through warm or vibrant (versus sterile) color choices, comfortable furnishings, quiet and privacy when needed?
- ▶ Are the surroundings appropriate for all ages served by the organization (are their child-appropriate furnishings, décor, toys etc. available if the organization serves children? Are all the toys for toddlers or are there appropriate magazines or games for older children and adolescents?)
- ▶ Are our basic human/mammalian needs being met—bathrooms, kitchens, fridges, opportunities to eat, exercise, rest?

An Example of a Recent Systemic Effort

- ▶ Sherry's university, the University of the South, worked for more than a year to distill core values and get them into super brief forms (hard!). Now, they are investing in multiple ways, including these signs, to better communicate these values.
- ▶ This is a process. There are times the institution does not live up to these values and there's been a lot of discussion about making sure they apply "up" to the administration as well as "down" to the students, faculty, and staff. Still, it's been a positive step forward to have some clear and shared reference points for all the many conversations about values (financial priorities, discipline procedures, etc.) that were happening anyway.



Practice: Think about the building you are in now

Write in the chat

1. What is one strength about the way this building is set up?
2. What is one change that would be more welcoming or better reinforce the messages of the organization? (even a home office space)



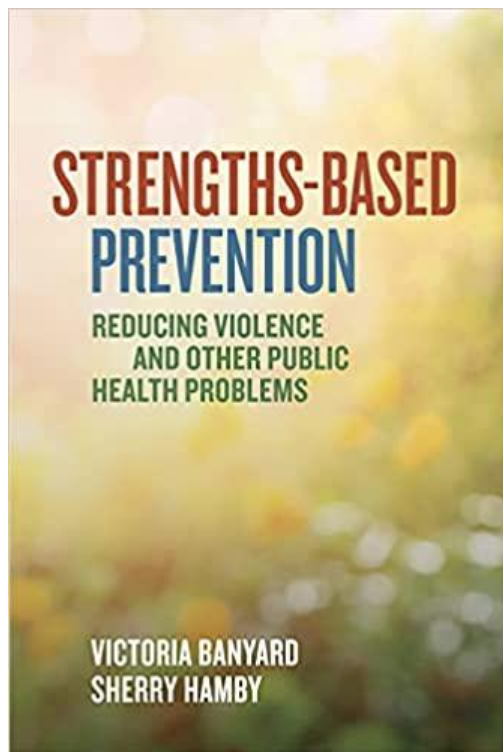
INTERVIEW

INTERLUDE

INTERLUDE
INTERLUDE
INTERLUDE

PODCAST





Thank you!

To Keep Up on Prevention & Resilience Topics,
Join the Resilience Community Free Listserv.
Send an email that says “subscribe rescomm”
(for Resilience Community) to
lifepaths@lifepathsresearch.org

Find Sherry's TEDx talk by searching Sherry
Hamby and TEDx.

To order the book:

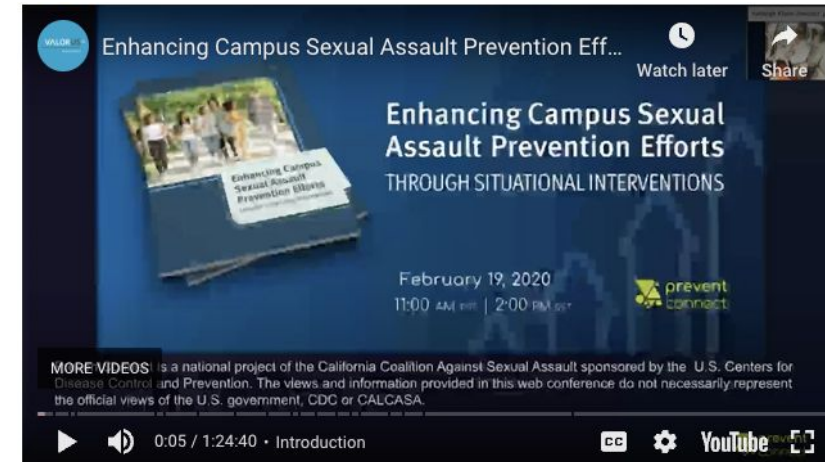
<https://www.apa.org/pubs/books/strengths-based-prevention>

<https://www.amazon.com/Strengths-Based-Prevention-Reducing-Violence-Problems/dp/1433836254>

Past Web Conferences Exploring Environmental Approaches



<https://www.preventconnect.org/2017/07/a-safe-place-to-call-home-transforming-the-physicalbuilt-environment-for-sexual-and-domestic-violence-prevention/>



<https://www.preventconnect.org/2019/12/introducing-enhancing-campus-sexual-assault-prevention-efforts-through-situational-interventions/>



<https://www.preventconnect.org/2019/05/what-surrounds-us-shapes-us-greening-and-other-physical-built-environment-strategies-for-preventing-domestic-and-sexual-violence/>



<https://www.preventconnect.org/2022/11/health-equity-approaches-to-preventing-sexual-and-intimate-partner-violence-session-3-partnering-with-sectors-and-movements/>



prevent
connect

PreventConnect.org

info@PreventConnect.org

PreventConnect.org/email – email group

Learn.PreventConnect.org – eLearning

Follow Us

twitter.com/PreventConnect

facebook.com/PreventConnect

References Cited

- Banyard, V. L., Rizzo, A. J., & Edwards, K. M. (2020). Community actionists: Understanding adult bystanders to sexual and domestic violence prevention in communities. *Psychology of violence*, 10(5), 531.
- Banyard, V., Mitchell, K. J., Waterman, E. A., J. Rizzo, A., & Edwards, K. M. (2020). Context matters: Reactive and proactive bystander action to prevent sexual and dating violence in high schools. *Journal of school violence*, 19(4), 499-511.
- Bosson, J. K., Parrott, D. J., Swan, S. C., Kuchynka, S. L., & Schramm, A. T. (2015). A dangerous boomerang: Injunctive norms, hostile sexist attitudes, and male-to-female sexual aggression. *Aggressive behavior*, 41(6), 580-593.
- Cronin, J. (2016) Audit of workplace walkability in Irish healthcare setting. https://www.researchgate.net/figure/Colour-coded-map-of-walking-audit-segments-from-SFHC-Worksite-Walkability-Audit-March_fig1_280122690
- Engemann, K., Pedersen, C. B., Arge, L., Tsiogiannis, C., Mortensen, P. B., & Svenning, J. C. (2019). Residential green space in childhood is associated with lower risk of psychiatric disorders from adolescence into adulthood. *Proceedings of the national academy of sciences*, 116(11), 5188-5193.
- Gomes, K. D., Sánchez-Cardona, I., & Moore, B. A. (2021). Team Resilience: Practical Implications for Military Service Members. *Military Behavioral Health*, 1-12.
- Grych, J., Hamby, S., & Banyard, V. (2015). The resilience portfolio model: Understanding healthy adaptation in victims of violence. *Psychology of violence*, 5(4), 343.
- Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (2019). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of community psychology*, 47(7), 1666-1681.
- Kaczkowski, W., Brennan, C. L., & Swartout, K. M. (2017). In good company: Social network diversity may protect men against perpetrating sexual violence. *Psychology of violence*, 7(2), 276.
- Kan, H. Y., Forsyth, A., & Molinsky, J. (2020). Measuring the built environment for aging in place: A review of neighborhood audit tools. *Journal of Planning Literature*, 35(2), 180-194.
- Kotera, Y., Richardson, M., & Sheffield, D. (2022). Effects of shinrin-yoku (forest bathing) and nature therapy on mental health: A systematic review and meta-analysis. *International Journal of Mental Health and Addiction*, 20(1), 337-361.
- Littman, D. (2022, April). Using geographic interviews as a method for mapping young people's adaptive experiences of place. Presented at ResilienceCon 2022
- Mabry, A., & Turner, M. M. (2016). Do sexual assault bystander interventions change men's intentions? Applying the theory of normative social behavior to predicting bystander outcomes. *Journal of Health Communication*, 21(3), 276-292.
- Mennicke, A., Kennedy, S. C., Gromer, J., & Klem-O'Connor, M. (2021). Evaluation of a social norms sexual violence prevention marketing campaign targeted toward college men: Attitudes, beliefs, and behaviors over 5 years. *Journal of interpersonal violence*, 36(7-8), NP3999-NP4021.
- Niedermeier, M., Einwanger, J., Hartl, A., & Kopp, M. (2017). Affective responses in mountain hiking—A randomized crossover trial focusing on differences between indoor and outdoor activity. *PLoS One*, 12(5), e0177719.
- Orchowski, L. M., Edwards, K. M., Hollander, J. A., Banyard, V. L., Senn, C. Y., & Gidycz, C. A. (2020). Integrating sexual assault resistance, bystander, and men's social norms strategies to prevent sexual violence on college campuses: A call to action. *Trauma, Violence, & Abuse*, 21(4), 811-827.
- Park, J. (2021). Going beyond the system: The role of trust in coworker support and organization-based self-esteem in dealing with sexual harassment issues. *International Public Management Journal*, 24(3), 418-434.
- Potter, S. J., & Stapleton, J. G. (2011). Bringing in the target audience in bystander social marketing materials for communities: Suggestions for practitioners. *Violence Against Women*, 17(6), 797-812.
- Rothman, E. F., Edwards, K. M., Rizzo, A. J., Kearns, M., & Banyard, V. L. (2019). Perceptions of community norms and youths' reactive and proactive dating and sexual violence bystander action. *American journal of community psychology*, 63(1-2), 122-134.
- Taylor, B. G., Stein, N. D., Mumford, E. A., & Woods, D. (2013). Shifting boundaries: An experimental evaluation of a dating violence prevention program in middle schools. *Prevention science*, 14(1), 64-76.

References Cited

- Antle, B. F., Karam, E., Christensen, D. N., Barbee, A. P., & Sar, B. K. (2011). An evaluation of healthy relationship education to reduce intimate partner violence. *Journal of Family Social Work*, 14, 387–406. <https://doi.org/10.1080/10522158.2011.616482>
- Banyard, V., Edwards, K., Herrington, R., Hopfauf, S., Simon, B., & Shroll, L. (2022). Using photovoice to understand and amplify youth voices to prevent sexual and relationship violence. *Journal of community psychology*, 50(1), 90–110.
- Bosson, J. K., Parrott, D. J., Swan, S. C., Kuchynka, S. L., & Schramm, A. T. (2015). A dangerous boomerang: Injunctive norms, hostile sexist attitudes, and male-to-female sexual aggression. *Aggressive behavior*, 41(6), 580–593.
- Braithwaite, S. R., & Fincham, F. D. (2014). Computer-based prevention of intimate partner violence in marriage. *Behavior Research and Therapy*, 54, 12–21. <https://doi.org/10.1016/j.brat.2013.12.006>
- Grych, J., Hamby, S., & Banyard, V. (2015). The resilience portfolio model: Understanding healthy adaptation in victims of violence. *Psychology of violence*, 5(4), 343.
- Hamby, S., Taylor, E., Mitchell, K., Jones, L., & Newlin, C. (2020). Poly-victimization, trauma, and resilience: Exploring strengths that promote thriving after adversity. *Journal of Trauma & Dissociation*, 21(3), 376–395.
- Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (2019). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of community psychology*, 47(7), 1666–1681.
- Hawkins, A. J., Blanchard, V. L., Baldwin, S. A., & Fawcett, E. B. (2008). Does marriage and relationship education work? A meta-analytic study. *Journal of consulting and clinical psychology*, 76(5), 723.
- Kaczkowski, W., Brennan, C. L., & Swartout, K. M. (2017). In good company: Social network diversity may protect men against perpetrating sexual violence. *Psychology of violence*, 7(2), 276.
- Manco, N., & Hamby, S. (2021). A meta-analytic review of interventions that promote meaning in life. *American Journal of Health Promotion*, 35(6), 866–873.
- Markman, H. J., Renick, M. J., Floyd, F. J., Stanley, S. M., & Clements, M. (1993). Preventing marital distress through communication and conflict management training: A 4- and 5-year follow-up. *Journal of Consulting and Clinical Psychology*, 61, 70–77. <https://doi.org/10.1037/0022-006x.61.1.70>
- Moore, Q., Avellar, S., Patnaik, A., Covington, R., & Wu, A. (2018). Parents and child together: Effects of two health marriage programs for low-income couples (OPRE Report #2018-58). Washington, DC: Mathematica Policy Research Reports. Retrieved from <https://www.mathematica-mpr.com/our-publications-and-findings/publications/parents-and-children-together-effects-of-two-healthy-marriage-programs-for-low-income-couples>
- Park, J. (2021). Going beyond the system: The role of trust in coworker support and organization-based self-esteem in dealing with sexual harassment issues. *International Public Management Journal*, 24(3), 418–434.
- Rothbaum, K., & Cortina, L. (2021). Equality, Diversity, and Inclusion: *An International Journal*, 40(4), 410–429.
- Taylor, B. G., Stein, N. D., Mumford, E. A., & Woods, D. (2013). Shifting boundaries: An experimental evaluation of a dating violence prevention program in middle schools. *Prevention science*, 14(1), 64–76.
- Thaler, R. H., & Sunstein, C. R. (2009) *Nudge: Improving decisions about health, wealth, and happiness*. Penguin.