



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 hypothesis
- 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 verifiable
- 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 summarize
- 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 the 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, Psychology Today, RAIIN, SVPEP.
- PsychInfo, 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 those without subscriptions 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
- SafetyLit <http://www.safeylit.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 Against Women journal articles on bystanders
<http://preventconnect.org/2011/06/research-on-bystander-programs-highlighted-in-journal/>
- NISVS - here is a web conference on the NISVS surveillance 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.

