

# PreventConnect

## TEXT CHAT TRANSCRIPT

### PEER LEARNING FORUM

Improving our Practice: Evaluating Sexual and Domestic Violence  
Prevention Efforts – Session 1

**February 23, 2015**

11 AM Pacific (2 PM Eastern)

### Presenters and Guests

Greta Massetti, Centers for Disease Control and Prevention  
Diane Hall, Centers for Disease Control and Prevention

### Host

Ashley Maier, PreventConnect Project  
California Coalition Against Sexual Assault

*Participant names have been removed from this chat record, unless provided by the participant in text.*

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- \* Slides for today's presentation are posted at <http://www.preventconnect.org/2015/02/peer-learning-forum-improving-our-practice-evaluating-sexual-and-domestic-violence-prevention-efforts/>
  - \* Slides for today's Peer Learning Forum can be found at <http://www.preventconnect.org/2015/02/peer-learning-forum-improving-our-practice-evaluating-sexual-and-domestic-violence-prevention-efforts/>
  - \* <http://www.preventconnect.org/2015/02/using-popular-education-to-engage-communities-in-sexual-violence-prevention/>
  - \* ^ Register for Thursday's webinar
  - \* @Mark - an assignment that will be very helpful
  - \* Prizes will be awarded
  - \* @David- well, that's okay then
  - \* Research proves; evaluation improves
  - \* Evaluation is for program improvement.
  - \* Research is collecting information, evaluation is analyzing information.
  - \* Research is more rigorous.
  - \* Evaluation looks at program impact? Research can be prevalence, etc.?

- \* The difference lies in the purpose. If the purpose is to contribute to generalizable knowledge, then the evaluation is considered research evaluation.
- \* The goals: research -- at least research evaluating programs -- is to show demonstrate that a program led to certain changes; evaluation is to learn lessons about what's going well and what's not, how to improve program
- \* evaluation is focused on practice
- \* Evaluation helps us determine if the research was valuable. :)
- \* Hi all, finally on!
- \* Let us know your thoughts and questions here.
- \* We'll also make room for unmuting yourself to talk over the phone.
- \* Deena wrote a great post about questions she asks when looking at research:  
<http://www.preventconnect.org/2015/02/the-basics-of-quality-research/>
- \* I am wondering about generalizing research. I have noticed that pragmatic (especially cost) concerns often push researchers to screen for relatively "uncontaminated" situations, interventions, populations. Sexual violence occurs in the complicated, layered context of people's lived experience and lives and communities aren't "pure." Does that limit generalizability? How do we navigate that?
- \* ^^Second Abby's question^^ :)
- \* RPE is not funded to do research..
- \* With DELTA FOCUS I am having Program Evaluation for improvement drilled into my head.
- \* A lot of our work requires that we are sharing our program evaluation with the CDC for sharing out or future evaluation... so we are definitely interested in whether the program is working, but also have to be thinking about the broader field as an audience
- \* Re: generalizability, I like to look in research studies not necessarily just for which components worked to make which changes. I like to look for themes in each study, and across studies, about which approaches or principles might apply more generally.
- \* I would love for researchers to be looking at the RPE work we are all doing in our states.
- \* there is also a huge cost issue - how expensive true research is and what assumptions are made based on what get funded when other good work is not funded to be researched
- \* Amen, Debra!
- \* Thus the importance of a limitations section in research articles.
- \* : Has anyone on here published evaluation results?
- \* Including evaluations that tell us what did NOT work
- \* Peer reviewed literature, right? We can publish about our work or self-publish and it may not get disseminated as broadly.
- \* To layer on additional language - the concept of "evidence based" should perhaps be distinguished in this conversation
- \* Right, Rebecca! Share, share, share.
- \* For that article go to <http://www.preventconnect.org/2014/11/sarah-degue-discusses-the-recent-article-a-systematic-review-of-primary-prevention-strategies-for-sexual-violence-perpetration/>

Rebecca Cline: Not too long ago, there was an evaluation of three different sexual violence prevention programs. Dr. Goodman was an author.

\* That is a podcast with Sarah Degue about the article

\* NSVRC did a Key Findings reivew of that report:

[http://www.nsvrc.org/sites/default/files/publications\\_nsvrc\\_guide\\_key-findings-systematic-review-primary-prevention-strategies.pdf](http://www.nsvrc.org/sites/default/files/publications_nsvrc_guide_key-findings-systematic-review-primary-prevention-strategies.pdf)

\* Link to the article itself: <http://nsvrc.org/publications/articles-literature-review/systematic-review-primary-prevention-strategies-sexual>

\* More than Safe Dates

\* What do you want form research for IPV prevention or SV prevention?

\* state data

\* More research on perpetration to assist us with primary prevention work.

\* Would love to see researchers tap into the experts in the field...practic-based evidence.

\* A broader information to help our regional partners select evidence-based/evidence-informed programs

\* I want to see more reearch on community -lvel change

\* I would love to see longitudinal data

\* Beyond education what works?Which protective factors should we be concentrating on?

\* especially out of the college setting

\* more research on 'outer layer' risk and protecitve factors and/or determinants of health

\* : Since risk and protective factors have been highly promoted, more linkage of these to strategies to increase protective and decrease risk factors

\* It would help to know more about protective factors. What protective factors intersect with sv/ipv and other types of violence.

\* How do we look at existing research to see impact on other types of violence? (i.e shared risk and protective factors - look at youth suicide for SV indicators, for instance)

\* research on protective factors

\* I just want to know what works.

\* Best practices for teaching prevention concepts to community partners.

\* : programs that may work at preventing multiple forms of violence

\* How risk and protective factors relate to each other

\* Agree more info outside of college campuses

\* What does "works" mean?

\* Did you see Connecting the Dots and how little research is available on protective factors?

\* Let's look beyond campus-based SV program prevention research.

\* Comprehensive, multi-level strategies

\* Xactly! Community and societal levels.

\* What can we learn from other fields-- community planning, substance abuse, community health

\* what works = what practices actually prevent IPV

\* Campus communities are a microcosm of the SEM

- \* upstream prevention, ala Good Behavior Game
- \* Reiterating risk/protective factors; connected risk/protective factors, and also those factors that are modifiable at earlier ages.
- \* Best practices for engaging men beyond the individual/relationship level. What works to help engage men on the community/organizational level?
- \* how to impact potential perpetrators - not risk and protective factors for victimization - for perpetration
- \* Right on, Debra! Factors for perpetration
- \* My buddy!
- \* We are collegiate here in ohio
- \* how do we get people to understand that just because something has evidence that it works in one community doesn't mean it will work in every community? I can't believe I'm still having that conversation.
- \* I'd like to know more about community protective factors
- \* I feel you, Jen. So much!
- \* Thanks, Abby. Solidarity, sister!
- \* Yes, Jen!
- \* What do we evaluate?
- \* MORGAN!! Evaluation superstar!
- \* : community level change in addition to individual level change
- \* Programs attempting to address the SDOH
- \* Jen, I think too many think there's a curriculum in a box that will solve the problem. Easy peasy.
- \* Innovations
- \* Right., Rebecca!
- \* Impacts of programs that aim to change social norms.
- \* I'd like to evaluate all of these education programs we have going at HS and college.
- \* Beyond curriculum
- \* Can we evaluate the RPE program as a whole?
- \* It would be great to have evaluation that looks at different types of strategies with the same evaluation (i.e., evaluation of bystander strategies regardless of which you use, evaluation of community mobilization strategies, etc.)
- \* Evaluation tools, sorry
- \* how effective various curricula are in different rural/urban areas, among different race/ethnicities, etc.
- \* Quantitative evaluation of social norms changes
- \* Sharing our lessons learned on our evaluation methods and not just our evaluation findings (especially when we use non-traditional methods which often work better in evaluating our work)
- \* YES! Prevent/Connect Rock Stars!
- \* Yes Colleen!
- \* And, even within that context there are external factors that impact evaluation findings, right? How can you unpack what's happening in the NFL from our super effective programs :-)
- \* What is role?

- \* The relationship between effective community policing programs and a reduction in intimate partner violence.
- \* Preventionists Unite!
- \* What is our role in this?
- \* To implement, evaluate, and share findings concurrently
- \* Some RPE state programs met in GA last month with researchers. It was WONDERFUL to see those in the field inform the researchers about their work and visa versa!
- \* Coordination and determining what programs are the best for the South Dakota population.
- \* Aligning our evaluation tools so we have similar results that we could compare
- \* As coalition staff, I am still just trying to educate local programs on how to identify risk and protective factors and make sure their programs address those factors. We haven't even gotten to evaluation yet.
- \* This was back on the previous conversation also - I am definitely challenged by the population being reached and how to evaluate a distinct population when it is such a broad societal/cultural issue
- \* I think part of our role is to do what Lauren said above - create space for sharing lessons learned about both methods and results and to help people think about some innovative and out-of-the box methods.
- \* Translating the existing information and knowledge into tools or resources applicable within the context of a stretched RCC setting.
- \* There is a lot of great work happening out there around evaluation. NSVRC is working to capture this in an Evaluation Toolkit we are working on.
- \* to help translate research and other in the field to guide local evaluation efforts
- \* contributing to the evidence and documenting our efforts that informs research and evaluation efforts
- \* I like the idea of aligned tools/shared indicators.
- \* Help translate the available best practices into specific community action.
- \* @Morgan and Lauren, yes!
- \* Coming up with promising practices
- \* Yes Nancy!
- \* I have to go teach a class now. Sorry to step away from this kind of energy conversation!
- \* Lots
- \* EvaluAction can be found at <http://vetoviolence.cdc.gov/index.php/evaluation/>
- \* Yeah Karen!
- \* Here is a video podcast with Diane on the new features of Veto Violence <http://www.preventconnect.org/2015/01/new-vetoviolence-prevention-resources/>
- \* Training program for state grantees or local grantees?
- \* That is a good quest @Mark - that is what we are going to ask you who do you think this will be helpful for
- \* For those of you who have used evaluACTION, feel free to share how you've used it.
- \* Content taming. Love the concept!
- \* Yes- content taming.

- \* Glad the concept-taming idea resonates!
- \* Do you have to register and obtain log in ID to navigate this site?
- \* Thanks for the clarification!
- \* perhaps we should do some research on evaluation KIDDING I KID ;)
- \* We could each navigate to the site while you talk.
- \* I wondered if maybe too many of us were on simultaneously...
- \* Yay!
- \* world peace!
- \* oh, or the bag!
- \* I can't attend the second session, due to a schedule conflict. :(
- \* So this is a vintage PreventConnect bag?
- \* What a fantastic incentive!
- \* @Sarah - please join us for the third session
- \* I will be at the third one.
- \* We will record and post 2nd session as well.
- \*: 2 weeks.
- \* One of the things on my prevention tool wishlist is actually a way to show clips from the interactive veto violence training as videos.
- \* Can we get a copy of these slides?
- \* Sarah - can you email me so we can discuss? dmhall@cdc.gov
- \* Thank you!
- \* Please share the results of Diane and Sarah's conversation (i.e., might that be an option for others as well?)
- \* slides are at <http://www.preventconnect.org/2015/02/peer-learning-forum-improving-our-practice-evaluating-sexual-and-domestic-violence-prevention-efforts/>
- \* ashley.maier@calcasa.org
- \* Mark - I am sure we can figure something out to share the info.
- \* david@calcasa.org
- \* That would be amazing!
- \* CDC has a YouTube channel, so that could be one option.
- \* Thank you all; that would be great.