

Welcome,  
This Web Conference  
Will Begin Soon



PreventConnect Campus:  
Selecting the Right Online Module for  
Interpersonal Violence Prevention

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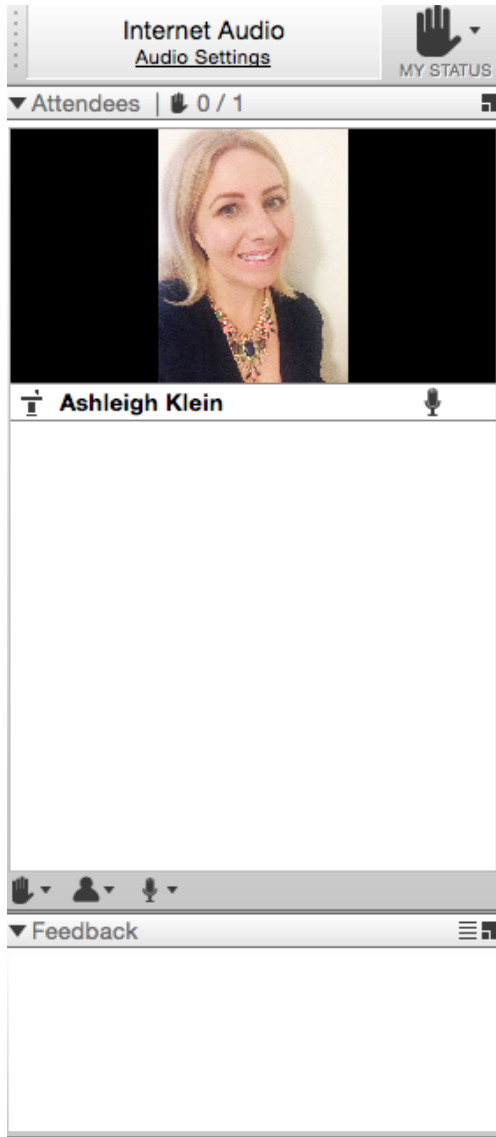
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# How to use this technology



- Raise hand
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Please send a private chat message for help.

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PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA.



# 2016 PreventConnect Campus Web Conferences



**Wednesday, February 10**  
Comprehensive Prevention on Campus

**Tuesday, March 22**  
Selecting the Right Online Module  
for Interpersonal Violence Prevention

**Tuesday, May 17**  
Campus culture, Heteronormativity and Implications  
for Prevention

**Tuesday, June 7**  
Consent Education and  
Sexual Assault Prevention





# 2016 Web Conferences

- **February 3** - From Foundations to the Future: A prevention approach to sexual and domestic violence
- **February 23** - Building a Movement to End Child Sexual Abuse
- **March 9** – Harmful Gender Norms: How can we build alliances with queer movements to help prevent sexual and domestic violence?
- **March 23** – Harmful Gender Norms: Moving beyond binary and heteronormative approaches to preventing sexual and domestic violence
- **March 30** – Evaluating Culturally-Relevant Sexual Violence Prevention Initiatives: Lessons learned with the Visioning B.E.A.R. Circle Intertribal Coalition Inc. Violence Prevention Curriculum
- **May 4** – Shared Roots: Sexual and domestic violence prevention strategies in support of social justice
- **June 8** – Equity, Trauma and Preventing Sexual and Domestic Violence
- **July 13** – What About Power and Patriarchy? Examining social cohesion strategies to prevent sexual and domestic violence
- **August 3** – Engaging Youth in Shaping Strategies and Solutions to Prevent Sexual and Domestic Violence
- **August 17** – Using Shared Risk and Protective Factors: Research into practice and policy to prevent sexual and domestic violence
- **September 7** – Authentically Engaging Communities to Prevent Sexual<sup>5</sup> and Domestic Violence



# PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners
- Connect among campus communities



# CAMPUS



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## Selecting the Right Online Module for Interpersonal Violence Prevention

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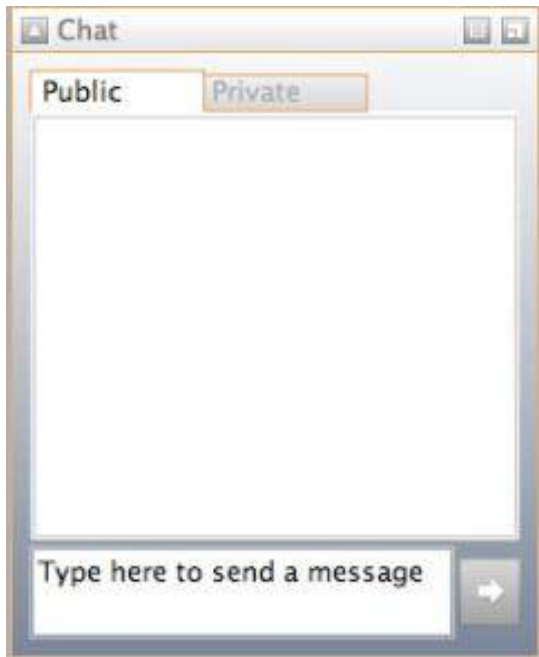
# Learning Objectives

1. Explain the benefits and drawbacks of online interpersonal violence prevention
2. Identify factors to consider when choosing an online module
3. Apply the selection tool to choosing online interpersonal violence prevention modules



# Who you are?

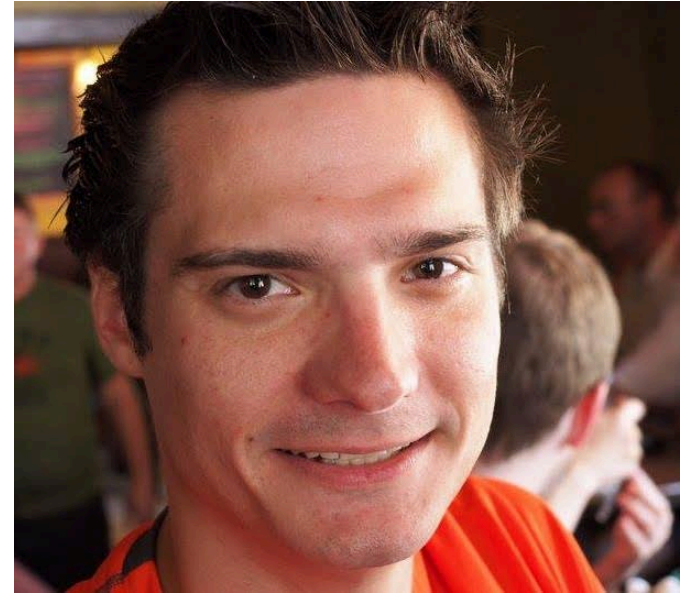
What specific role do you play in campus interpersonal violence prevention?



# Facilitators



LB Klein, MSW  
Consultant & Lead Trainer  
Prevention Innovations Research Center  
University of New Hampshire



Drew Rizzo, MS  
Assistant Director  
Respect Program  
Emory University



# Online Modules

**NOT ENOUGH!**



# CAMPUS

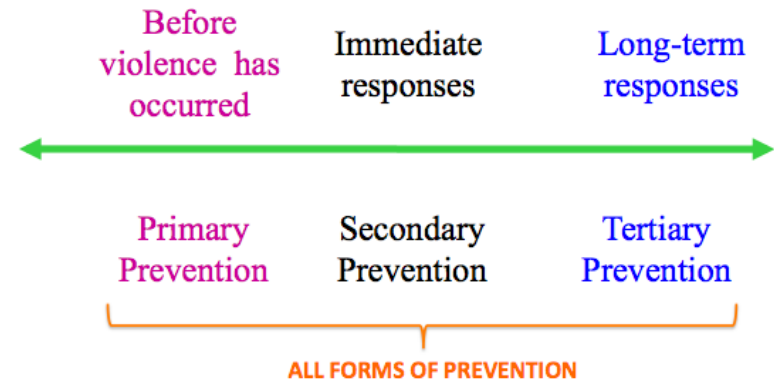
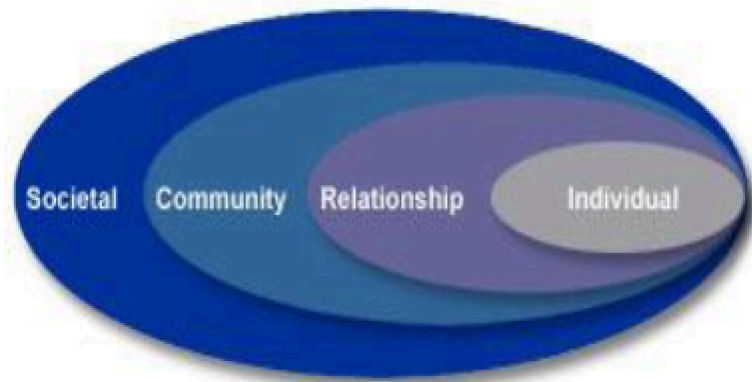


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# Comprehensive Prevention



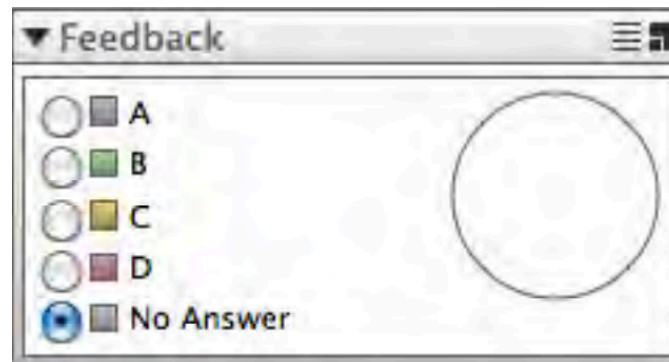
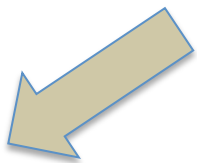
- Ongoing, integrated strategy
- Addresses diverse risk and protective factors
- Consistent messaging and action
- Includes all levels of the social-ecological model before, during and after sexual violence occurs

# Audience Question

Where are you in terms of an online module?

- A. Currently using one
- B. Wanting to use one
- C. Wondering if you should use one
- D. Just here for the conversation

Answer on  
the left



# Overview

1. Introduction & Context
2. Campus Reflection
3. Online Module Assessment
4. Partnerships
5. Next Steps



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# INTRODUCTION & CONTEXT

# How to Use the Toolkit

## How To Use This Toolkit

This document is formatted into three parts.

We recommend that campus committees or task forces dedicated to preventing sexual assault, intimate partner violence, and stalking complete these parts together. A single individual completing this toolkit is *technically* possible, but it will take much more time!

- **Part 1 – Campus Reflection**, involves taking stock of your current university capacity, messaging, and efforts in violence prevention. Only through first understanding existing endeavors can campus staff decide which online module would be best for them, if any at all. There is no one-size-fits-all online module that works for every community. Members of a campus community are the best experts on what will work best for them.
- Next, **Part 2 – Module Assessment** consists of thoughtfully and intentionally reviewing each online module you are considering, including seeking feedback from students and content experts. This section is meant to be completed as many times as necessary – so we included six copies in this document (A – F). Lastly, no professional can do prevention alone and no product will satisfy all requirements. Certainly, no online module has evidence suggesting that it changes campus culture, so it is imperative that this effort exist within a broader prevention plan.
- Finally, using **Part 3 – Partnerships** groups will identify all partners who will be or could be involved in the selection and implementation of the online module, especially those who are able to take the shared messaging established by the online module into deeper and more meaningful programming throughout each student's time on campus.



Should we use an  
online module?

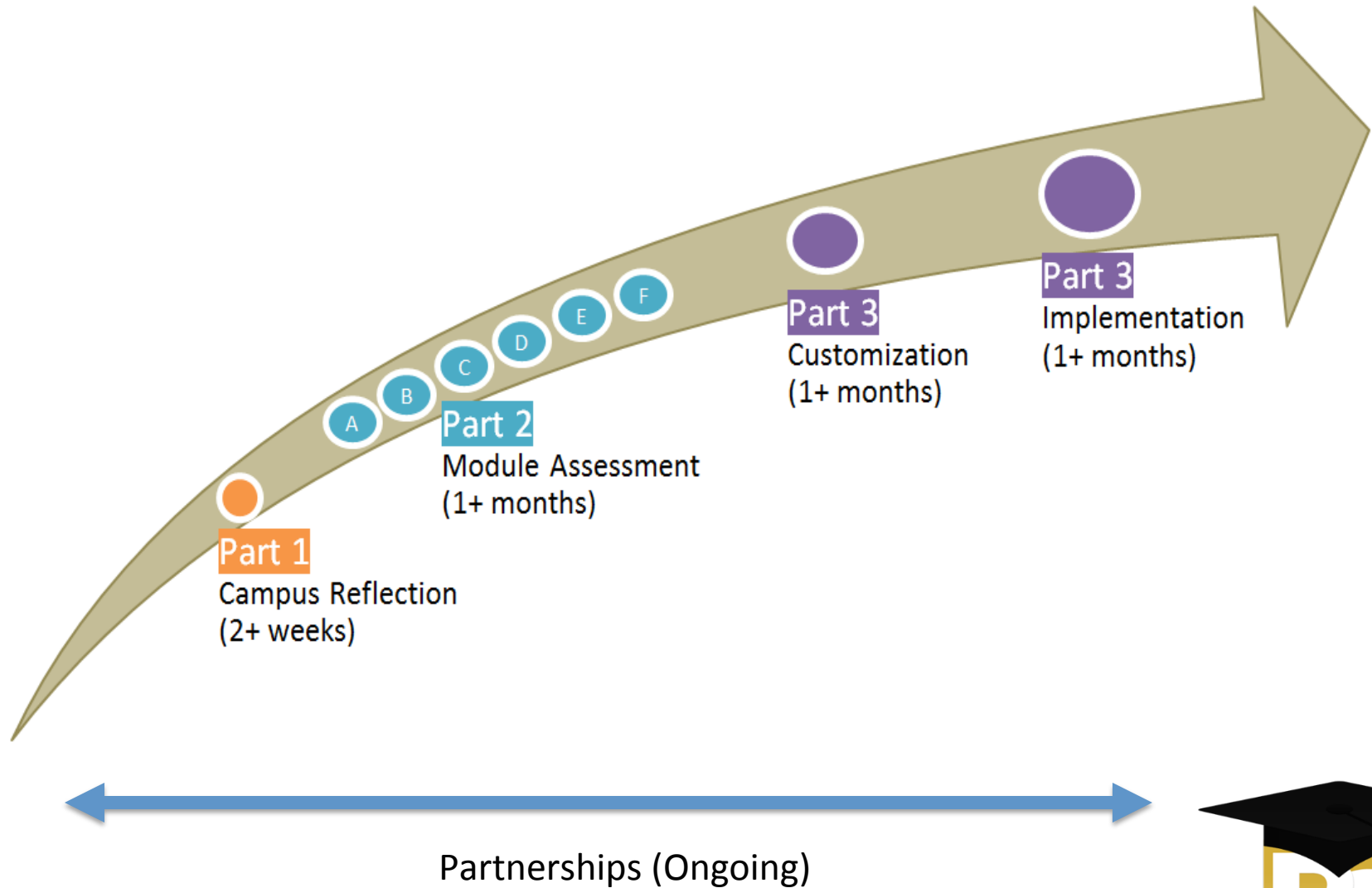


# Should we use an online module?

Benefits	Drawbacks
Highlight prevention messaging before students arrive on campus	If messaging in the module is inconsistent with prevention messaging, can harm prevention efforts
Ensure information is accessible to all students	There is little evidence as to their effectiveness
Allows for programming for distance learners/online students	They can be seen as a replacement for necessary in person/ multimodality training
Establishes a baseline level of competency	Can lead to students seeing prevention education as a chore
Sends a message of institutional commitment	Can be seen as community intervention when the focus is on individual learning
Helps to comply with federal mandates	Can be seen as checking the “prevention box”



# Recommended Timeline





# Additional Notes

- Toolkit is centered in a community approach that centers social justice and public health approaches to prevention
- We will focus on modules for students
- For more information on comprehensive prevention see PreventConnect Campus eLearning Unit

<http://www.preventconnect.org/2015/11/comprehensive-prevention-on-campus-elearning-module/>



## Part 1 – Campus Reflection

Before beginning, skim through all of Part 1. Make note of questions for which your team has no ready answer and with whom you might need to follow up to learn the answer.

1) **What funds do you have to purchase an online module?**

- a)  Yes: \$**How much?**
- b)  No

2) **What ideal length of time do you want your students to spend completing this module?**

- a) **Enter a time in hours.**

3) **Customization Priorities**

a) How important is the ability to customize the online module? **Choose one**

b) What do you want to customize?

- i)  Welcome message
- ii)  Welcome videos
- iii)  Policy information
- iv)  Survivor support/resource information
- v)  Statistics
- vi)  Police/reporting information
- vii)  Other: **Describe what else you want to customize.**



# PART 1:

# CAMPUS REFLECTION

# Campus Reflection



# Content

## 8) Considering content...

a) What content does it **NEED** to have?

b) What content do you **WANT** it to have?

	Want	Need
i) <b>Definitions/statistics on...</b>		
<b>(1) Rape/sexual assault</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(2) Dating/domestic violence</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(3) Stalking</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(4) Sexual harassment</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>(5) Consent</b>	<input type="checkbox"/>	<input type="checkbox"/>
ii) <b>How to intervene as a bystander</b> This content could include the five steps of intervention, barriers to intervention, or strategies for different ways to intervene.	<input type="checkbox"/>	<input type="checkbox"/>
iii) <b>Information on healthy relationships</b> Healthy relationships involve more than simply the absence of violence but discussion of positive communication, boundaries, trust, intimacy, etc.	<input type="checkbox"/>	<input type="checkbox"/>
iv) <b>Discussion of the role of alcohol and other drugs in interpersonal violence/perpetration</b> Alcohol and other drugs may be used by...		



# Customization

## 3) Customization Priorities

- a) How important is the ability to customize the online module? Choose one
- b) What do you want to customize?
- i)  Welcome message
  - ii)  Welcome videos
  - iii)  Policy information
  - iv)  Survivor support/resource information
  - v)  Statistics
  - vi)  Police/reporting information
  - vii)  Other: Describe what else you want to customize.
- c) Who will help with the customization process (if there is one)?
- i) Design/Graphics/Filming:  
Colleagues? Students? Community Partners/collaborators?
  - ii) Content/Knowledge:  
Colleagues? Students? Community partners/collaborators?



# Institutional Messages

## 9) What messages does your institution send about interpersonal violence that students who will take this module receive?

- a) This is big picture, institution-level messaging. Not about right vs. wrong messaging. Just identify what messages are going out to your students in the first place.

**These are not simple questions – don't be afraid to write long answers.** Your institution may *not* have a clear, definitive stance on the below topics at *this high of an institutional level*, and that's ok. Knowing gaps is just as important as knowing answers.

**Here are some ideas for where to look as you answer the next six questions:**

- i) Mission/vision/values documents of your Campus Life, Student Life, or Student Affairs Division
- ii) Statements about interpersonal violence in your Student Code of Conduct or Sexual Misconduct Policy
- iii) Language in your institution's latest Annual Security Report
- iv) Quote from your President/any VP's about interpersonal violence (particularly if you can find it online easily)
- v) IF you are considering online modules for your incoming new students, consider these other places too:
  - (1) How is interpersonal violence mentioned in new student orientation (if at all)?
  - (2) Does your admissions office mention interpersonal violence during the tour, info sessions, or any other communications to prospective students?



# Institutional Messages

What are your institutional messages about interpersonal violence prevention?



# Data Collection

## 10) Do you need to collect data about this online module?

	Yes	No
a) Interpersonal violence perpetration	<input type="checkbox"/>	<input type="checkbox"/>
b) Interpersonal violence victimization	<input type="checkbox"/>	<input type="checkbox"/>
c) Witnessing interpersonal violence	<input type="checkbox"/>	<input type="checkbox"/>
d) Bystander behaviors	<input type="checkbox"/>	<input type="checkbox"/>
e) Bystander intentions/efficacy	<input type="checkbox"/>	<input type="checkbox"/>
f) Attitudes/beliefs	<input type="checkbox"/>	<input type="checkbox"/>
g) Alcohol/other drug use	<input type="checkbox"/>	<input type="checkbox"/>
h) Other: <a href="#">please describe</a>	<input type="checkbox"/>	<input type="checkbox"/>

## 11) Will data be connected to students' personally identifiable information?

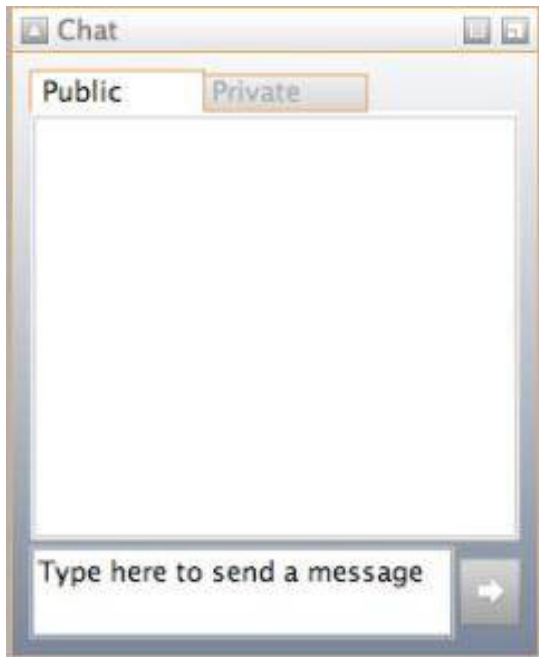
- a)  No
- b)  Yes: [Click here to enter text.](#)





# Data Collection

What data would help  
your prevention  
efforts?



**Part 2 (A) – Module Assessment**

You should start this part anew for each online module your team assesses. Skim through and look at every question/category<sup>1</sup> before you begin the module you are assessing. Questions have been roughly ordered based on when you can answer them:

- **Questions 1-3:** Definitely answerable before you complete the module
- **Questions 4-10:** May be answerable either from promotional materials about the module or after completing the module
- **Questions 11-19:** Should only be answered after completing the module.

You should go through the module at least twice. After you complete the module for the first time, keep this assessment open on your computer and fill it out as you progress through the module to make recording notes and answering questions easier.

1) **Module under review:**

2) **How much time does it take to complete?**

- Part 1:
- Part 2 (if applicable):
- Part 3 (if applicable):
- Part 4 (if applicable):

3) **What does it cost in total to distribute to your students?**

- \$

**Part 2 – Module Assessment**

*Repeat for each online module you review*

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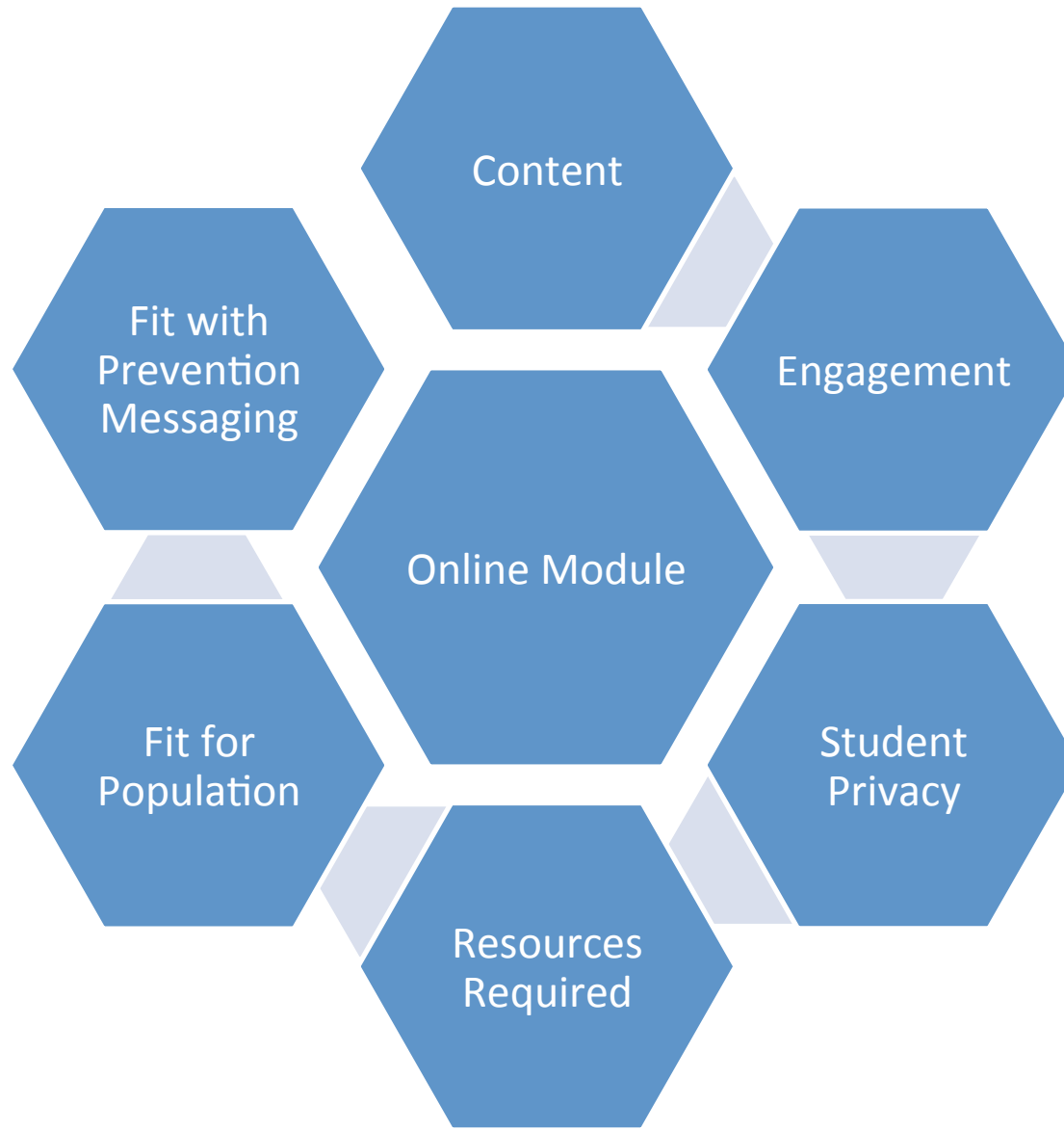


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# PART 2:

# ONLINE MODULE ASSESSMENT

# Online Module Assessment



# Effective Prevention

- Comprehensive
- Varied teaching methods
- Sufficient dosage
- Theory driven
- Positive relationships
- Appropriately timed
- Socioculturally relevant
- Outcome evaluation
- Well-trained staff

Adapted from Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449-456.



# Effective Prevention

## 4) Did experts develop the module?

a) Were online learning experts used to develop the module?

i)  No

ii)  Yes: Who?

b) Were interpersonal violence prevention experts used to develop the module?

i)  No

ii)  Yes: Who?

c) Did students pilot-test the module?

i)  No

ii)  Yes

## 5) Is dosage sufficient?

a) Is it more than a one-time program?

i)  No

ii)  Yes: How many doses?

b) Does it have boosters or ongoing components?

i)  No

ii)  Yes: How many boosters?

c) Can you intentionally build programming off of this module to increase dosage?

i)  No

ii)  Yes: Describe your ideas briefly



# Effective Prevention

## 6) Is it theory-driven?

a) Is it based on scientific theories of behavior change?

i)  No

ii)  Yes, these theories:

(1) Enter Theory 1

(2) Enter Theory 2

(3) Enter Theory 3

(4) Enter Theory 4

b) Is the module's theory and message for why interpersonal violence occurs consistent with your institutional/campus messages?

	Your Institutional/Campus Messages	Module's Theory & Messages	Compatible?
Community Accountability vs. Individual Risk	Individual or community approach?	Individual or community approach?	
Gender Binary vs. Gender Inclusive Language	Mainly binary, inclusive, or something in between?	Mainly binary, inclusive, or something in between?	
Connection to Alcohol/Other Drugs	Who is mentioned most frequently as using alcohol/other drugs in your interpersonal violence messaging? In your interpersonal violence messaging, does alcohol/other drug use cause violence?	Who is mentioned most frequently as using alcohol/other drugs in the module? In the module, does alcohol/other drugs cause violence?	
Violence vs. Violence against Women	Is messaging inclusive of all survivors of interpersonal violence?	Is the module inclusive of all survivors of interpersonal violence?	
Other Miscellaneous	What other messages/tones does your institution have when it discusses interpersonal violence?	Any other miscellaneous things from the module?	



# Effective Prevention

## 7) Has it been evaluated?

- a) What are the stated learning objectives of the module?
- i) Learning Objective 1: Enter Learning Objective 1  
Has it been evaluated?  
(1)  No  
(2)  Yes: What were the results?
- ii) Learning Objective 2: Enter Learning Objective 2  
Has it been evaluated?  
(1)  No  
(2)  Yes: What were the results?
- iii) Learning Objective 3: Enter Learning Objective 3  
Has it been evaluated?  
(1)  No  
(2)  Yes: What were the results?
- iv) Learning Objective 4: Enter Learning Objective 4  
Has it been evaluated?  
(1)  No  
(2)  Yes: What were the results?
- v) Learning Objective 5: Enter Learning Objective 5  
Has it been evaluated?  
(1)  No  
(2)  Yes: What were the results?
- b) Where have the findings, if any, been published?
- i) Study/Citation 1  
ii) Study/Citation 2  
iii) Study/Citation 3  
iv) Other reference materials
- c) Have evaluations informed module improvement?
- i)  No  
ii)  Yes  
iii)  Not sure



# Effective Prevention

## 13) Does it promote positive relationships?

- a) Does the program provide examples of positive role models?
  - i)  No
  - ii)  Yes: How many examples?
- b) Does it discuss signs of healthy/unhealthy relationships?
  - i)  No
  - ii)  Yes: Which signs?
- c) Does it promote community accountability?
  - i)  No
  - ii)  Yes: How does it mention accountability?
- d) Does it provide connections to resources? Choose one

## 14) Is it socio-culturally relevant and inclusive?

- a) Does the module reflect the diversity of your student population?
  - i)  No
  - ii)  Yes
- b) If No, are you able to make changes to make it more appropriate?
  - i)  No
  - ii)  Yes
- c) Does the inclusion of diverse characters seem natural or are marginalized identities tokenized?  
Choose one
- d) Does the module present interpersonal violence as something that can happen to anyone regardless of gender or sexual orientation?
  - i)  Yes
  - ii)  No: Which groups were not represented?





# Effective Prevention

## 15) Does the timing of the online module make sense?

- a) Is the module designed to help address violence before it occurs? (add up to 100%)
- i) Enter % Primary Prevention of the module focuses on root causes/predictors of violence.
  - ii) Enter % Secondary Prevention of the module focuses on immediate action when violence occurs, i.e. bystander intervention or crisis support resources.
  - iii) Enter % Tertiary Prevention of the module focuses on long-term effects of violence, rehabilitation, or survivor recovery topics.
  - iv) Other thoughts?
- b) Will the timing of the module make sense for your student population?
- i)  No
  - ii)  Yes
- c) Does the content seem developmentally appropriate for your student population?
- i)  No
  - ii)  Yes
  - iii)  Not sure, because explain in more detail .

## 16) Does it use varied teaching methods?

- a) Is it interactive? (check all that apply)
- i)  Requires you to click a button to advance through the module
  - ii)  Requires you to take quizzes after each section
  - iii)  Provides feedback to quiz answers specific to your right or wrong answer
  - iv)  Incorporates text you type into the module in later sections
  - v)  Other: How else was the module interactive?
- b) Does it teach skills?
- i)  No
  - ii)  Yes, it teaches the following skills:
    - (1) Enter Skill 1
    - (2) Enter Skill 2
    - (3) Enter Skill 3
    - (4) Enter Skill 4
- c) How does the module deliver information? (must add up to 100%)
- i) Enter % Text participants read text
  - ii) Enter % Audio participants listen to voice-overs/audio recordings (no video)
  - iii) Enter % Videos participants watch videos



# Effective Prevention

## 17) Is it comprehensive?

- a) Does it discuss interpersonal violence at all levels of the socio-ecological model?
  - i)  Individual
  - ii)  Relationship
  - iii)  Community
  - iv)  Society
- b) Does the module highlight interpersonal violence happening in settings that would resonate with your students' experience?
  - i)  Yes
  - ii)  No: What is off/what is missing?

## 18) Overall, how is the user experience engaging?

- a) Describe in 2-3 sentences.

## 19) Reviewing the previous questions and categories, is this module a good fit for *your* campus community?

- a)  No
- b)  Yes



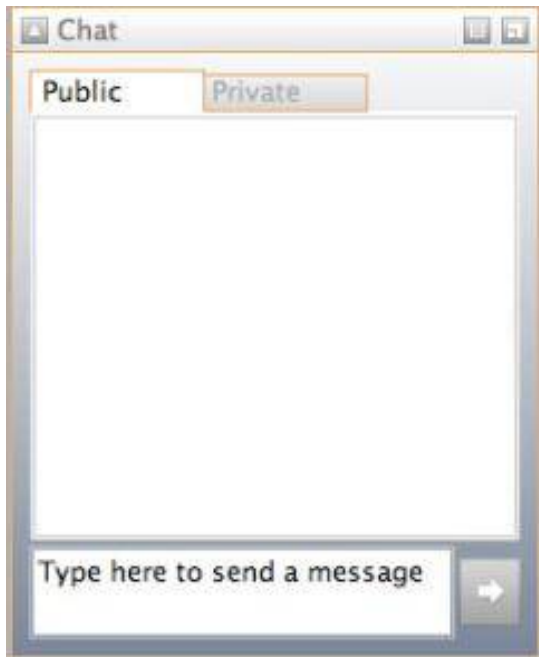
# Trauma-Informed

- Resources customized to your community
- Language that refrains from victim-blaming
- Opt-out options on every page that redirect to resources
- Presents perspectives of multiple survivors from diverse backgrounds
- Normalizes getting help and support
- Acknowledges a range of survivor experiences (settings, types of violence, etc.)



# Trauma-Informed

What are some ways you've ensured your prevention efforts are trauma-informed?



# Partnerships for Customization & Implementation

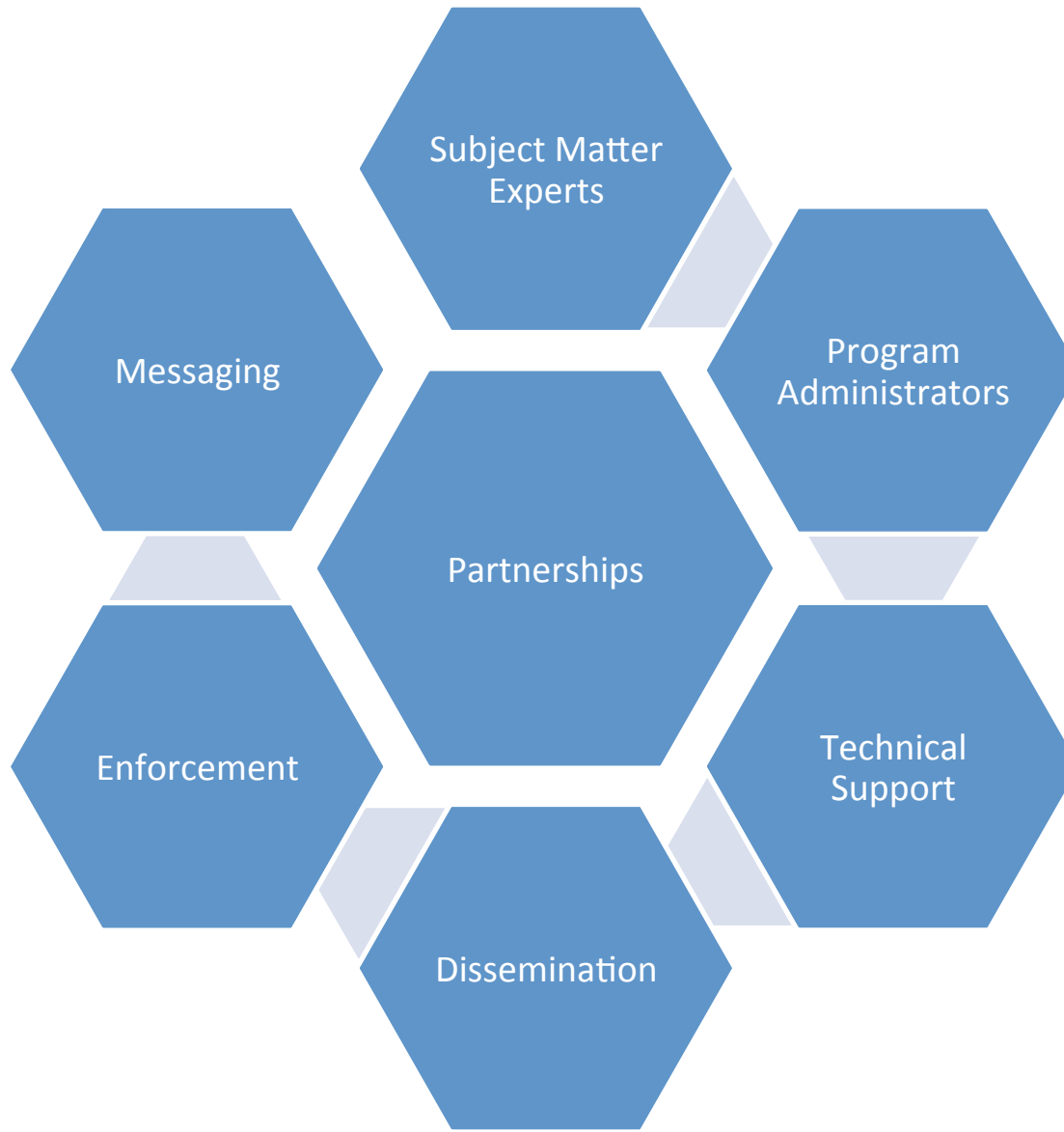
	People/Offices
<b>1) Content Experts</b> <i>(Ex. Sexual violence prevention coordinators, advocates, community rape crisis centers, faculty who specialize in bystander intervention, experts on marginalized populations, etc.)</i>	Colleagues? Students? Community partners/collaborators?
<b>2) Design Experts</b> <i>(customizing content, writing emails/general promotion materials for the module)</i>	Colleagues? Students? Community Partners/collaborators?
<b>3) Program Administration</b> <i>(Staff who will implement the program)</i>	Who would send reminders to students about completing the module? What office do they work in?
<b>4) Technical Support</b> <i>(Information technology staff, staff who can whitelist emails addresses)</i>	When a student emails "my link doesn't work ☹️", who answers? What office do they work in?

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# PART 3: PARTNERSHIPS

# Partnerships



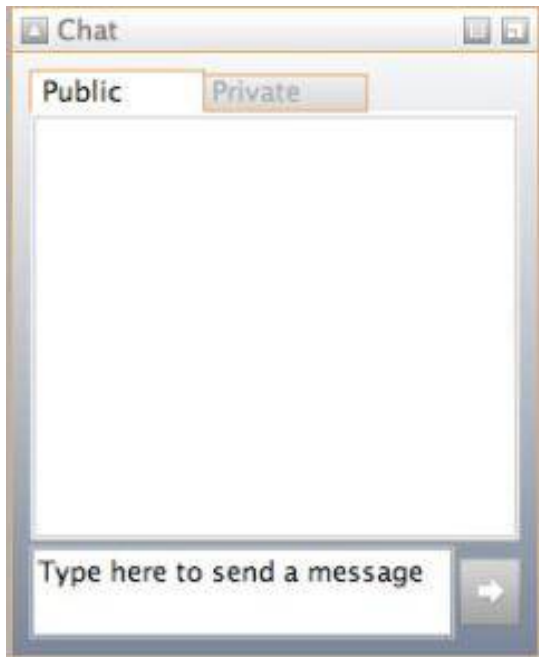
# Partnerships

Partnerships for Customization & Implementation		
	People/Offices	Additional Training/Information/Partners Required
<b>1) Content Experts</b> <i>(Ex. Sexual violence prevention coordinators, advocates, community rape crisis centers, faculty who specialize in bystander intervention, experts on marginalized populations, etc.)</i>	Colleagues? Students? Community partners/collaborators?	
<b>2) Design Experts</b> <i>(customizing content, writing emails/general promotion materials for the module)</i>	Colleagues? Students? Community Partners/collaborators?	
<b>3) Program Administration</b> <i>(Staff who will implement the program)</i>	Who would send reminders to students about completing the module? What office do they work in?	



# Partners

Who are some of your key partners for selecting and implementing an online module?





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# NEXT STEPS

# Next Steps

- Toolkit available at <insert url here>
- For more information on comprehensive prevention see:  
<http://www.preventconnect.org/2015/11/comprehensive-prevention-on-campus-elearning-module/>



# PreventConnect Campus Web Conferences



**Tuesday, May 17**

Campus culture, Heteronormativity  
and Implications for Prevention

**Tuesday, June 7**

Consent Education and  
Sexual Assault Prevention

More topics to be announced



**PreventConnect**  
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