

- Comprehensive – for the RPE program this refers to both settings and components.
 - Settings - For a comprehensive sexual violence prevention program, settings would mean that you are working at multiple levels of the social ecological model.
 - Components - Primary prevention efforts should consist of multiple teaching strategies such as a curriculum, skills building exercises, etc, which include opportunities to learn and develop and practice skills that lead to positive outcomes and increase protective factors/decrease risk factors.
- Varied teaching methods – Learning should go both ways; with teachers being open to learning from the participants and helping make the issues relevant to the audience. Educational sessions should include active-hands on instruction to help participants develop skills.
- Sufficient dosage – One-time sessions are not sufficient to change behavior. However, we acknowledge that dosage needs to be balanced with the resources available. Programs should be moving towards “saturation” and away from “sprinkling.” The idea, in this instance is to saturate participants with information and skills building training that can lead to behavior change. The greater the needs or deficits of the participants, the greater the dosage or intensity of the sessions. Prevention programs must include some type of follow-up or booster session to support sustainability of skills. Other considerations are:
 - Intensity How long is each session? A lot more role playing can be accomplished in an hour versus 30 minutes.
 - Group Size Need to consider how many participants can the instructor work with in the time allotted to ensure that they have an opportunity to build and practice skills.
 - Frequency How long between sessions? One week, a month or a year? If too much time passes between sessions, instructors will have to provide greater review of previous lessons.
 - Duration Does the program run for a week, 8 weeks, or 16 weeks?
 - Multiple Settings Is the same information/message provided in multiple settings? Please refer to the earlier description of comprehensive settings.
- Theory driven – Programs should be based on behavioral or social change theories which support your preventive efforts. Communication and learning theories should be appropriate for your audience.
- Promoting positive relationships – this should be done at two levels:

- Agencies and Partners - Collaboration among local, state, and national organizations that have access to your audience to ensure a shared vision and message for sexual violence prevention.
 - Youth, peers, adults - Building or developing strong positive relationships between positive adult role models and youth through models such as mentoring programs.
- Appropriately timed –
 - Addressing behavioral issues in a timely manner to stop or change behavior that could lead to the perpetration of sexual violence such as bullying.
 - Messages and activities are appropriate for the participant's developmental stage or "life stage." This entails taking into consideration the intellectual, cognitive, and social development of the participants.
- Socio-cultural relevance such as local community norms and cultural beliefs and practices should be included in your prevention efforts. Programs should go beyond surface changes such as language translation to incorporate norms and values that are sensitive to cultural factors that influence development and receptiveness to the sexual violence prevention initiative. The best way to address this issue is to include the population of interest in your program planning efforts.
- Evaluation - should be included in the development of your prevention efforts.
 - Process evaluation should provide an indication of how successful you are at meeting your program action and process milestones.
 - Outcome evaluation should be used to determine program effectiveness and be used for continuous quality improvement. This will allow you to determine if your program is having the effect that you intended it to and allows you to make tweak things throughout the various stages of your prevention program.
- Appropriate staff – Prevention efforts are more effective when staff members are sensitive, competent, and have received sufficient training, support and supervision. Another important factor to consider is if the staff person/educator is the right "fit" for the audience. It is important that those implementing the prevention program be empathic to the audience and have good listening skills. Just because someone is passionate about the topic of sexual violence prevention, does not mean

that they have the skills to be attuned to the audience's needs or life experiences (this could include gender or age).

Applying the concepts to RPE Program efforts:

Educational Seminars

At the *Community level*, RPE Programs should be:

- Linked to the program logic model – rather than a jumble of different activities without a united goal
- Comprehensive (setting) – are you working at multiple levels of the social ecological model within a system such as a school system and across community to places where the target audience can hear a consistent message? It is important to include the systems that can support protective factors or decrease risk factors for sexual violence. In the example that follows, we show a school based example and include the need to work with the youth, their peers, and at the systems level, parents, teachers, school administrators, Parent and Teacher Association, etc.
- Comprehensive (components) – consist of multiple teaching strategies that contain related messages and build off of each other; i.e., a course curricula, a social norms campaign, skills building exercises...
- Varied teaching methods – move beyond the didactic presentations to include participant dialogue, role playing and hands-on activities that will give participants a role beyond just listening.
- theory driven – based on the theory that best suites your desired outcome

| Permitted Uses | Basic | Enhanced For 2007 contract year |
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| <u>Educational Sessions</u> | <u>Educational Sessions</u> | <u>Educational Sessions</u> |
| <p>Comprehensive Includes <i>an array of approaches and multiple strategies in multiple settings.</i></p> | <ul style="list-style-type: none"> • Single intervention/single setting. <p><i>Example – one time one-hour presentation in a school auditorium or classroom.</i></p> <ul style="list-style-type: none"> • Focused upon individual level change. <p><i>Example – educational sessions to youth about sexual harassment laws.</i></p> <p><i>Example --educational session for youth focused upon dispelling rape myths)</i></p> | <ul style="list-style-type: none"> • Multi- pronged approaches. Part of an overall plan for SV prevention. <p><i>Example –6 to 8 sessions covering multiple prevention education components addressing the problem behavior(s)(e.g. risk factors or protective factors). Prevention education program in schools: includes working with students and school personnel to address school climate, norms and policy.</i></p> <ul style="list-style-type: none"> • Includes relationship and /or community level prevention work. <p><i>Example – educational sessions with youth to build skills to address inappropriate comments and behaviors by peers.</i></p> <p><i>Example - educational sessions with youth about rape myths,</i></p> |

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| <p>Teaching Methods <i>(The method by which information and skills are transferred)</i></p> <ul style="list-style-type: none"> • Duration/Dosage • Theory Base • Positive Relationships • Sufficient Dosage • Socio–Cultural | <ul style="list-style-type: none"> • Didactic <p><i>Example - presentation style education session.</i></p> <ul style="list-style-type: none"> • Focused on rote memorization of facts. • One size fits all approach. • Individual awareness for personal safety. • One time awareness raising sessions • None/Limited/Unknown • Solely focused on teaching information. • Primarily based upon access and availability. | <p><i>couples with community efforts to enforce policies that prohibit inappropriate behavior such as stalking,</i></p> <p>combines a variety of teaching methods and materials, including lectures, videos, large group discussions, small group activities, role-plays, research and homework.</p> <ul style="list-style-type: none"> • Interactive <p><i>Example -hands on instruction. Focused on skill building.</i></p> <ul style="list-style-type: none"> • Focused on skill building. • Socio-culturally relevant to the population for which it is intended. • Focused on norms and behavior change. • Multi-session and appropriately timed geared toward attitude, skill and behavior change. • Grounded in theory and data informed. • Includes attention to fostering positive relationships with |
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| <p>Relevancy.</p> <ul style="list-style-type: none"> • Staff Capacity • Evaluation | <ul style="list-style-type: none"> • One size fits all approach, based on dominant culture. • Teaching personnel has limited access to training and skill building opportunities. • Process measures. <p><i>Example- pre/post test format – focused upon temporary change in knowledge.</i></p> | <p>peers, parents and other adults.</p> <ul style="list-style-type: none"> • Incorporates assessment of session length, number of sessions and spacing of sessions needed to accomplish desired results. • Takes into account populations norms, beliefs, and practices. • Teaching personnel are sensitive, competent and have access to ongoing training. • Outcome & process measures. <p><i>Example - includes assessment of effectiveness in changing longer term belief and behavior change.</i></p> |
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| Permitted Use | Basic | Enhanced For 2007 -08 contract year |
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| Training Programs for Professionals | Training Programs for Professionals | Training Programs for Professionals |
| <ul style="list-style-type: none"> • Comprehensive • Teaching Methods • Duration/Dosage • Theory Base • Evaluation | <ul style="list-style-type: none"> • Single intervention/single setting. Ad hoc, not linked with overall plan for SV prevention work. • Didactic – focused on rote memorization of facts. • One size fits all approach. • One time professional trainings. • None/Limited Unknown • Process measures <p><i>Example –assessment of number of people trained and /or number of sessions.</i></p> | <ul style="list-style-type: none"> • Multi-pronged approaches, addresses individual and organization change work. Part of a strategic plan for SV prevention. • Interactive instruction, includes participant skill building exercises • Adult learning principles & practices incorporated. • Multiple sessions overtime that are appropriately spaced to build upon previous sessions. Includes follow-up TA/ booster sessions. • Theory Based and data Informed. • Outcome & process indicators. <p><i>Example –includes assessment of changes in longer term individual knowledge, behavior, may also assess changes in organizational policies and practices.</i></p> |

Outlined below are some key considerations to be addressed when developing or revising RPE programmatic efforts:

- 1) Issues Addressed (context?)
- 2) Priority Populations (Universal/Selected?)
- 3) Intent of Strategy (Expected outcome)
- 4) Delivery Approaches (Educational Strategies)
- 5) Sufficient Dosage
- 6) Intensity
- 7) Duration

Educational Seminars

Topics Addressed:

Programs are encouraged to complete the matrix below of topics presented as part of educational seminars. Determine what percent is geared toward primary prevention messages (preventing sexual violence before it occurs) and the percentage related to victimization. As indicated in the guidance document, while some general sexual violence topics and intervention topics may be acceptable, they should be part of a broader primary prevention strategy.

At a minimum, enhancement can be achieved by increasing the percent of effort directed toward those sessions that support primary prevention of sexual violence. Examples of primary prevention topics include: healthy relationships, sexual harassment, bystander skill building, gender roles and expectations, consent and coercion.

Priority Populations:

Historically, sexual violence awareness and prevention efforts were largely geared toward the prevention of victimization and awareness of victim services with limited effort on addressing the prevention of perpetration. Therefore many programs focused their awareness and prevention efforts on women and girls. Programs are encouraged to review the original decisions for the priority populations selected and make adjustments to programmatic emphasis based upon risks for perpetration and victimization.

Additionally, programs should consider initiating prevention efforts across the life cycle, however, a strong emphasis needs to be maintained of impacting youth attitudes, beliefs and behaviors.....

Race/ethnicity/SES ect.

Intent of Educational Sessions:

Is the main purpose of the educational session raise awareness of the problem of sexual violence, or are educational sessions intended to go beyond?

For example: awareness to include 1) attitude change; 2) behavior change/skill building; 3) norms change. Once programs assess where most educational sessions lay in the continuum, programs should look for opportunities to incorporate components further along the continuum.

Delivery Approaches:

Historically, educational sessions have primarily focused on classrooms, auditoriums health fairs, X.X. and in large measure been confined to 1X events in a given year. Programs are encouraged to review the manner in which educational seminars are delivered and determine opportunities to incorporate some of the recommended practice principles for educational sessions (varied teaching methods, sufficient dosage, appropriately timed, theory driven, and appropriately trained staff.). While this is a more labor intensive process, it is compatible with the "Saturate" principle discussed above.