

# New York State Regional Centers for Sexual Violence Prevention

## 2017 Provider Meeting

# Learning Objectives

As a result of this meeting, participants will be able to:

- Deepen understanding of key concepts related to community level prevention of SVP
- Utilize an existing community level prevention strategy to strengthen their own strategic plan
- Explore the components of evaluating a community level prevention strategy
- Describe how to identify next steps and activities to move their community level prevention strategies forward

# Key Concepts of Community Level Prevention of Sexual Violence



# Elise Lopez, DrPH, MPH

## Keynote Presentation

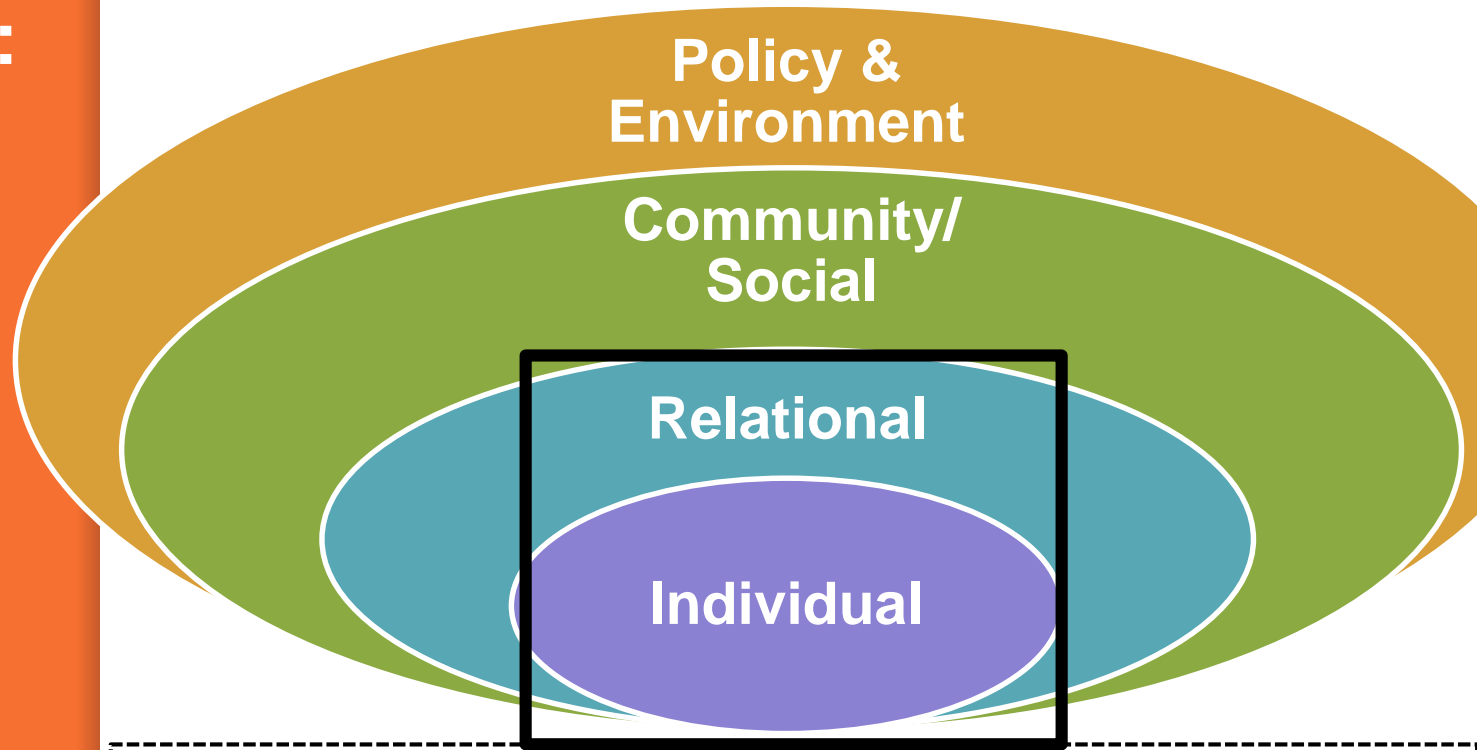
# *Safer Bars* and Community Level Prevention

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September 18, 2017  
Albany, NY



Prevention:  
Where we  
are



**Most prevention focuses here**

Few are evidence-based and most are not widely- adopted (e.g., E-AAA)

## Where we can go:

- CDC recommends alcohol policy & environmental modifications,
- Trajectory analysis challenges assumptions on perpetration
- Opportunities to reach more individuals



**Recent science says we should expand up and out.**  
**Example: Smoking**



**Many  
stakeholders.  
Who?**



**How does *Safer Bars*  
fit into Community Level  
Prevention?**

## Sexual Violence Prevention Recommendations\*

- ⇒ Multi-session and non-didactic
- ⇒ Focus on perpetration prevention
- ⇒ Address multiple levels of the socio-ecological model
- ⇒ Consider the role of alcohol policies
- ⇒ Evaluate beyond knowledge/attitudes change

## *Safer Bars Curriculum*

- ✓ 2, 2.5-hour interactive sessions
- ✓ Focus on recognition of and active response to sexual aggression perpetration
- ✓ Targets individual, relational, and environmental attributes
- ✓ Aimed at areas of high ASE-density
- ✓ Evaluation designed to assess behavioral intent and behavior change

# Session 1:

*First things  
first...*

*Working on  
changing  
knowledge and  
attitudes*

1. Basic bystander knowledge
2. Diffusion of responsibility
3. Other reasons people don't intervene
4. Sexual violence definitions and statistics
5. Liquor law refresher
6. Alcoholic myopia and interpreting social cues
7. Drug-facilitated sexual assault

## **Session 2:**

*Next comes behavior change through skill building and practice...*

*Bar Staff: Intervention behavior*

*Patrons: Behavioral management... how?*

- 1. The difference between flirting and sexual aggression**
- 2. Reading body language cues**
- 3. Five steps of helping**
- 4. A range of intervention techniques**
- 5. Using appropriate tactics**
- 6. Practice, Practice, Practice!**
- 7. Barriers to intervention, and solutions to barriers**
- 8. Policies and procedures**
- 9. Environmental risk assessment**

**Curriculum  
Development**

**Needs  
Assessment**

**Staffing**

**Bar  
Recruitment**

**Evaluation/  
Follow-Up**

**Training of  
Facilitators**

# Curriculum Development

- How long? How many sessions?
- What will refresher training “look” like?

# Safer Bars

- **Delphi surveys and focus groups**
- **Literature review**
- **Collaboration (e.g. special video permissions)**
- **2, 3-hour sessions held at the bar**
- **Space the sessions apart!**
- **Refresher is 2 hours long; hits the most salient points**

# Needs Assessment

- Who are potential partners on campus? In the community?
- Campus climate? Community climate?
- Do students want bars trained?



# Safer Bars

- **Community and university RPE subgrantees**
- **Statewide membership requirements promote community engagement and conversation on SV**
- **Masters of Public Health students conducting focus groups with university students**

# Training Local Facilitators

- Who will train and supervise the local facilitators?
- How long will it be, and what will it “look” like?
- How will you ensure fidelity?

# Safer Bars

- **Program manuals drafted**
- **Policies and Procedures Manual**
- **Evaluation Implementation Guide for trainers**
- **Fidelity monitoring tools and requirements**

## Staffing

- What agency will “spearhead” it in this community?
- Who will conduct the trainings?
- Will trainers be paid, or volunteer?

# Safer Bars

- ASBA spearheaded by and centralized at the state health department level
- Trainings conducted by RPE subgrantees in all regions of the state with major universities; others have also been trained
- 2017: police department volunteered to conduct trainings in one city

# Bar Recruitment

- Who will recruit? How?
- What's the "hook"?
- How will bars promote that they have been trained?

# Safer Bars

- RPE subgrantees conduct recruitment
- Recruitment materials developed
- Collateral materials so trained bars “stand out” on the row
- Hook: People will want to come here if they know you’ve got their back
- Membership requirements checklist

## Evaluation / Follow-Up

- What agency will conduct evaluation?
- What do you want to evaluate?
- How to ensure participant privacy and confidentiality?



# Safer Bars

- Partnership with a local University
- 3-wave survey eval (pre, post, 3-month)
- Participant and owner surveys to look at changes across the socioecological model
- Evaluation of trainers through 3 modes
- Tracking database
- IRB approval, even though it's not research!
- Intensive privacy and confidentiality training for all trainers is required

# This is overwhelming! What's next?

- Take a breath and remember it's a journey. *Safer Bars* didn't happen overnight.
- Before you start, take inventory of your community needs and assets
- Identify your champions
- Strategize geographically
- Be willing to grow, change, and adapt over time

Ummmmmm



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# Evaluation of a Community Level Prevention Strategy

Elise Lopez, DrPH, MPH

# *Evaluating Bar Bystander Programs*

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College of Public Health  
The University of Arizona

September 18, 2017  
Albany, NY

What kind of evaluation  
did you need?



Our 3 year project is coming  
to an end and were told we  
needed an evaluation.

What kind is that?



# What is the Point of Evaluation?

## Process

- Participant recruitment
- Facilitator skills (and improvement over time)
- Implementation monitoring

## Outcomes

- Are we moving the needle on knowledge and attitudes?
- Do folks have new and improved skills?
- Are they confident in using those skills?
- Did they change their behavior, and if so, how?

## Comparison

- Does this program work in multiple settings?
- Does this program work with different cultures?
- What adaptations are needed?

## Flagstaff, AZ

- 3<sup>rd</sup> largest AZ city
- Two large college campuses
- High density of ASEs < 3 miles from campus

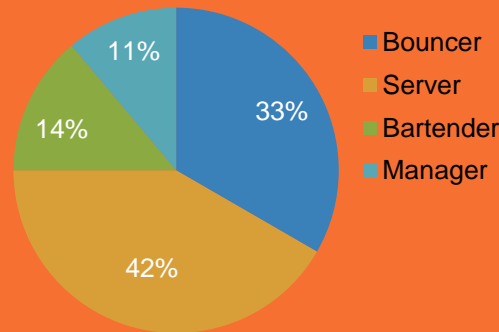
## Sample

- Two, 2-session pilots
- Pilot 1 n=26; Pilot 2 n=20
- Overall, 64% male; 83% White; Mean age 24

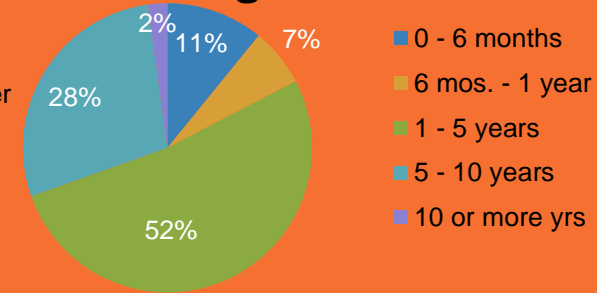
## Pilot Testing the Program



### Job/Position



### Length of Time Working in ASEs



# Pilot Results

## Significant Results\*

- ***Increased self-confidence when:***
  - “Saw someone hitting on a person who didn’t want it.”
  - “Saw someone isolating a person from their friends.”
- ***Decreased dependence on others to intervene:***
  - Sexist comments
  - Isolating
  - Buying excessive drinks for another person
- ***Knowledge of active bystander definition***

## Limitations

- Mechanism of change
- Small sample sizes → Potential of chance findings
- Knowledge items ceiling effect
- Limited data on perceptions of peer support
- No baseline data on environmental influences or risk factors
- No measurement of behavioral outcomes

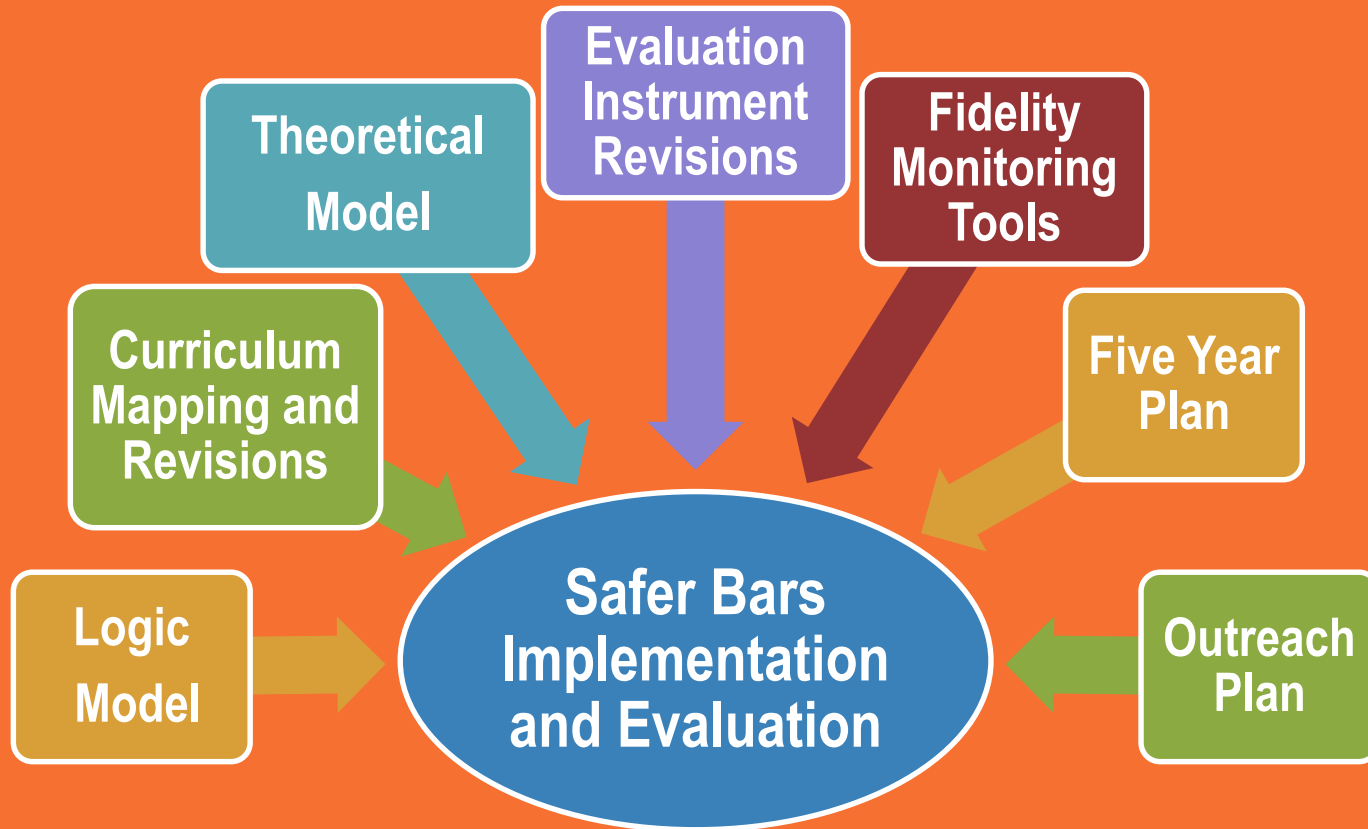


**WHAT DO YOU MEAN**



**I'M NOT PERFECT?!**

# Arizona's Evaluation Guidance for Safer Bars



# Safer Bars Measurement Package Now

## Process

- Fidelity monitoring of facilitators
- Implementation monitoring (new + refresher)

## Outcomes

- Knowledge and attitudes
- Bystander behavior (notice; think; do; barriers)
- Policies and procedures
- All components of behavioral intent
- Control variables (e.g., pre-training)
- Physical environment

## Comparison

- Urban and rural
- 4 cities in Arizona
- Proximity to universities and military bases
- New study using GIS for “hot spots” of crime

# The Theory of Planned Behavior



# Measuring Behavioral Intent in Bar Bystander

## Attitude Toward Behavior

Do I even think this behavior is a good idea?

Attitude toward intervening

Rape-supportive beliefs

## Peer Norms

What do my peers think about this behavior?

Do coworkers support intervening?

## Perceived Behavioral Control

Do I think I could do this behavior?

Could I actually intervene?

## GROUP DISCUSSION



## Process Eval

- What would you track?
- How could facilitators be monitored?

## Outcomes Eval

- What are all the things you could measure?
- What is most feasible to measure?
- How many time points?

## Challenges and Barriers

- Logistical challenges?
- Data entry and analysis?
- Privacy for participants?

## Potential Solutions

- How to make evaluation feasible?
- Are there potential partners outside the agency that could help?
- Logistical solutions?

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# CAT Results

Leah Wentworth, PhD

# Strategic Planning

## Part 1: Taking a Step Back

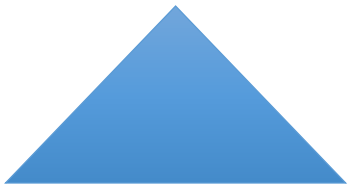
# Overall Goal



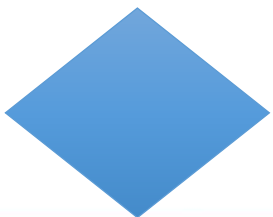
= Outcome



= Strategy



= Activity



= So that....

No Physical Fights in School

Gave alternative to fighting

Conflict Mediation Program

Facilitate  
mediation

Increase  
use

Reach  
sustain

Kids  
knew  
about it

Know how to  
refer and  
describe

Trained  
peers

Orientation  
materials  
for teachers

Orientation  
policy

Posters

# No Physical Fights in School

Norm: We can create a safe school together

learn  
assertiveness  
skills

Student  
feels  
supported

Students  
“feel”  
safer

Teach  
children

Provide  
intervening  
skills

Parent  
workshops

Teacher  
“bystander”  
trainings

Policy  
Hallway  
monitoring

# Goal: No Violence

# 2017 Annual Provider Meeting Day 2

# Breakout Sessions

## **Roundtable 1: Working with nightlife**

Facilitators: Elise Lopez, Grisel Arredondo,  
Kathryn Wanner

Location: Fitzroy Conference Room

## **Roundtable 2: Working with schools and school districts**

Facilitators: Mary Dino, Bernadette Smith,  
and Michelle Gerka

Location: Sage 1



# Strategic Planning

## Part 2: Prioritizing



# Regional Panel: Q/A



# Developing Strategic Action Plans and TTA Needs

