Creating and implementing sexual violence and sexual harassment prevention programs with graduate students: Principles and practices

UC Berkeley's PATH to Care Center
Futures Without Violence

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Virginia Duplessis, MSW

Program Director, Health
Futures Without Violence

- Capacity building for partnerships between social service, health, education and domestic violence agencies
- Trainings and resources for a range of sectors to better prevent and respond to domestic and sexual violence
- Evidence-based interventions
- Elevating gender-based violence as a SDOH/health equity issue

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Khirin Carter, MA

Prevention Manager, Graduate Programs
UC Berkeley PATH to Care Center

- Manage and create evidence-based primary prevention and awareness initiatives
- Inform prevention practices through lens of social justice, intersectionality and cultural humility
- Coordinate new student prevention education programming & Facilitator Training program
- Responsible for interventions at the individual, community, organizational, and policy level
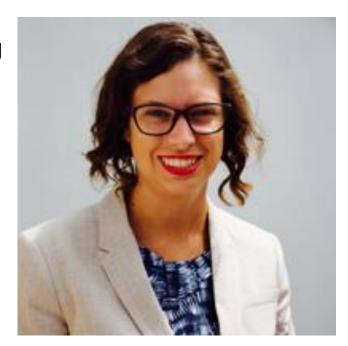
Elizabeth Wilmerding, MSW

Prevention Manager, Undergraduate
Programs
UC Berkeley PATH to Care Center

- Strategic violence prevention planning and implementation for undergraduate communities across campus
- Manages peer education program
- Supports prevention efforts within student groups, Greek organizations, and student government
- Contributes to campus-wide prevention strategy
- Former Campus Fellow with Futures Without Violence

POLL:

What's your role?

A. Confidential advocate

B. Title IX coordinator

C. Current graduate student

D. Prevention educator/coordinator

E. Graduate student affairs staff

F. Academic advisor

G. Health center staff

H. Other (please write in comments)

POLL

How is your campus implementing prevention education for graduate students?

A. Not at all

B. Online only

C. In-person only

D. Both online and in-person

E. Something else (please write in the comments!)

POLL

How is your campus implementing prevention education for graduate students?

A. Not at all

B. During pre-orientation and/or orientation only

C. Annually

Objectives

As a result of attending this webinar, participants will be better able to:

1. Apply at least two prevention principles that support creating healthy campus cultures for graduate students
2. Articulate the unique graduate student prevention programming needs, strengths, and barriers
3. Identify at least two graduate student prevention strategies currently being implemented
4. Create next steps to connect with key stakeholders, partners, and resources

What is Prevention?

Prevention is about promoting prosocial behaviors, policies, and practices to prevent harm from happening in the first place.

Primary Prevention	Risk/Harm Reduction
✓ Promoting affirmative consent ✓ Changing the attitudes, beliefs, and behaviors of those likely to perpetrate violence ✓ Building bystander intervention skills for all community members ✓ Social norms change	✗ Rape whistles ✗ Blue lights ✗ Hard alcohol bans ✗ Self defense classes ✗ Awareness campaigns ✗ Policy education ✗ Traditional health screening

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Prevention Principles

What works?

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

(Nation et al., 2003)

In addition…

- Sustainability
- Intact communities
- Peer-led
- Multiple doses
- Socioculturally relevant

POLL: Prevention Principles

Which of these applies to your campus? (select all that apply)

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

Sustainability

Intact communities

Peer-led

Multiple doses

What We Know about Working with Grad Students

- Relationship building is key
- Work within intact communities
- Explore the impact of power; hierarchical nature of academia
- Grad students occupy multiple roles
- Work with unions; leverage policy change
- Prevention as leadership skill-building

Acknowledging the Research Gaps

- Most violence prevention research in the university setting is focused on undergraduates & sexual assault
- Prevalence of victimization vs prevention of perpetration
- We can use research from the following areas:
  - Violence prevention in the workplace
  - Domestic/dating violence prevention
  - Sexism and bias in STEM fields

Examining the Landscape

Federal Laws and National Organization Policies: Title IX, DV screening as a covered ACA service

Institution (UC Berkeley): UC Office of the President's (UCOP) guidelines for prevention programs, Graduate Student Instructor training

State Laws (California): Affirmative consent standard, requirement for schools to implement "comprehensive prevention and outreach programs"

Department/Community: Departmental policies, existing committees

Examining the Landscape (cont'd)

Guidance for assessing the factors impacting your campus:

1. Who is responsible for your campus's **compliance** with state and federal law related to sexual violence prevention?
2. Who is responsible for your campus sexual violence prevention **programming**?
3. What **state laws** exist about consent or prevention education expectations?
4. Does your campus's sexual violence **policy** apply to undergrad and grad students equally, or are the populations impacted differently?
5. Who are the **early adopters/key stakeholders** on your campus or in the community who have influence over grad students and grad student programming?

Acknowledging Challenges

- Institutions are designed to have and maintain power
- Decentralized nature of departments
- Limited resources and capacity
- Delivering ongoing education in a meaningful way
- Answering the "why"
- Institutional focus on compliance
- Prevention vs. response

Celebrating Successes

- Graduate community prevention education manager
- Existing peer education groups
- Innovative prevention and culture change initiatives
  - *Social Norms Seed Grant* initiative
  - Grad student training
- Considering how violence happens in field placements or internships
- Increased training requests
- Intentional outreach

Photo: Michael Wan

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POLL

How successful/effective do you think your prevention efforts have been?

A. Not at all
B. Somewhat
C. Very
D. Not sure

Evaluation

- Assess needs first, and create specific and measurable objectives
- Build evaluation into programming plans before you start
- Hiring student research assistants and/or grad student research projects
- Use embedded assessment whenever possible
- Use non-traditional evaluation strategies
- Post and/or follow-up surveys
- Climate surveys
- In health: QA/QI processes

Takeaways

1. **Research is limited in terms of grad student specific prevention, but does exist.** Think outside the box to workplace violence prevention research.
2. Assess the **unique needs of grad students** on your campus. Talk with grad student leaders, hold focus groups, and connect with staff supporting grad students.
3. **Build relationships** with departments, communities, and unions
4. **Build on existing efforts** and evidence-based practices recognized in the field.
5. Build **evaluation** into your plans on the front end.

Resources

1. FUTURES: https://www.futureswithoutviolence.org/
2. Workplaces Respond: https://www.workplacesrespond.org/
3. PCAR/NSVRC: https://campus.nsvrc.org/
4. PreventConnect Campus: http://www.preventconnect.org/category/campus/
5. PATH to Care White Paper on Prevention in Intact Communities: https://docs.google.com/document/d/1we6ZdHqzD-1Jm7EtigxqPYc9w6HL51E4I_HPhqZHInw/edit?usp=sharing
6. ACHA: https://www.acha.org/ACHA/Resources/Topics/Violence.aspx
7. NASPA Culture of Respect: https://www.naspa.org/focus-areas/violence-prevention/culture-of-respect

Contact Us!

Virginia Duplessis, MSW
Email: vaduplessis@futureswithoutviolence.org

Khirin Carter, MA
Email: klcarter@berkeley.edu

Elizabeth Wilmerding, MSW
Email: ewilmerding@berkeley.edu