

Actualizing our Potential to Prevent Violence: A Framework of Questions

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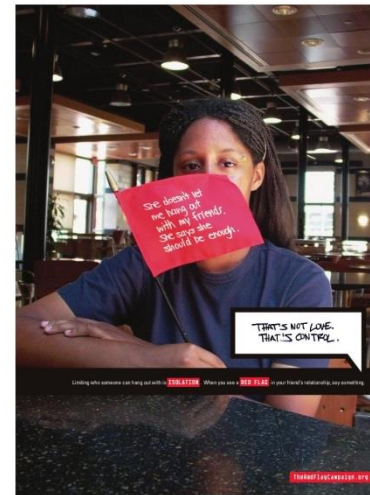
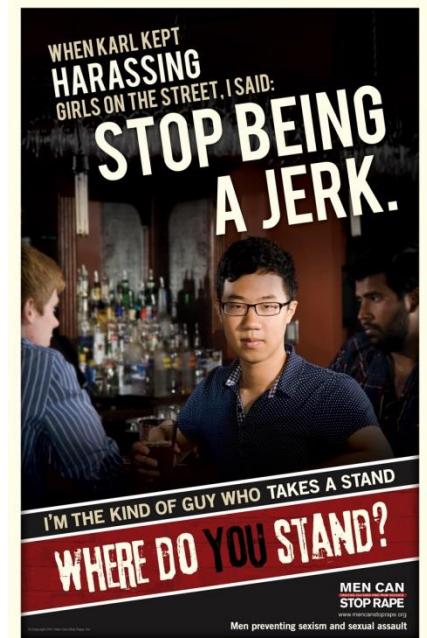
National Scientific Meeting on VAW on Campus, Univ. of Kentucky; June, 2013

Kozol (2012, p.204) states, “I recalled a piece of practical advice and helpful exhortation I had heard from someone older than myself some years before: ‘Look for battles big enough to matter, but at the same time, small enough to win some realistic victories.’”

Kozol, J. (2012). *Fire in the Ashes*.

Where We Are

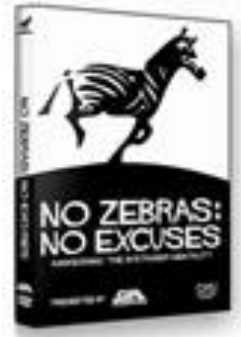
- Variety of audiences & age groups
- Variety of prevention methods
 - SMC
 - Theater
 - Online
 - Educational workshops
 - Classroom curricula
 - Parent based
 - Hotspot identification
 - Apps – Circle of 6



FRAMEWORKS

- Content focus:
 - Empathy building
 - Rape awareness
 - Bystander
 - Risk reduction
- Theories
 - HBM
 - TPB/RA
 - ELMQ
 - Bystander Intervention
 - Readiness to Change

isCREAM



Bringing In the Bystander



Nation et al. (2003)

- Comprehensive
- Varied teaching methods
- Sufficient dosage
- Theory driven
- Positive relationships
- Appropriate timing
- Socio-culturally relevant
- Outcome evaluation
- Well-trained staff

The Spectrum of Prevention



Limitations

- Different aspects of VAW treated separately though we know IPV is connected to many forms of violence
- Outcomes focused on attitudes
- Evaluation of one tool at a time
- Little evaluation of comprehensive community approaches (Wandersman et al, 2003)



How Do We Take Next Steps?



Research Multi-Pronged Approaches?



What components do we need?
What resources can make these possible?

Dosage?

- How much of a program do we need?
- Need to research length of sessions, boosters
- Banyard, Moynihan & Plante (2007) longer versus shorter program comparison
- Most longer programs are in high schools.
- Boosters help (Banyard, Gidycz) but how do we get resources to do?

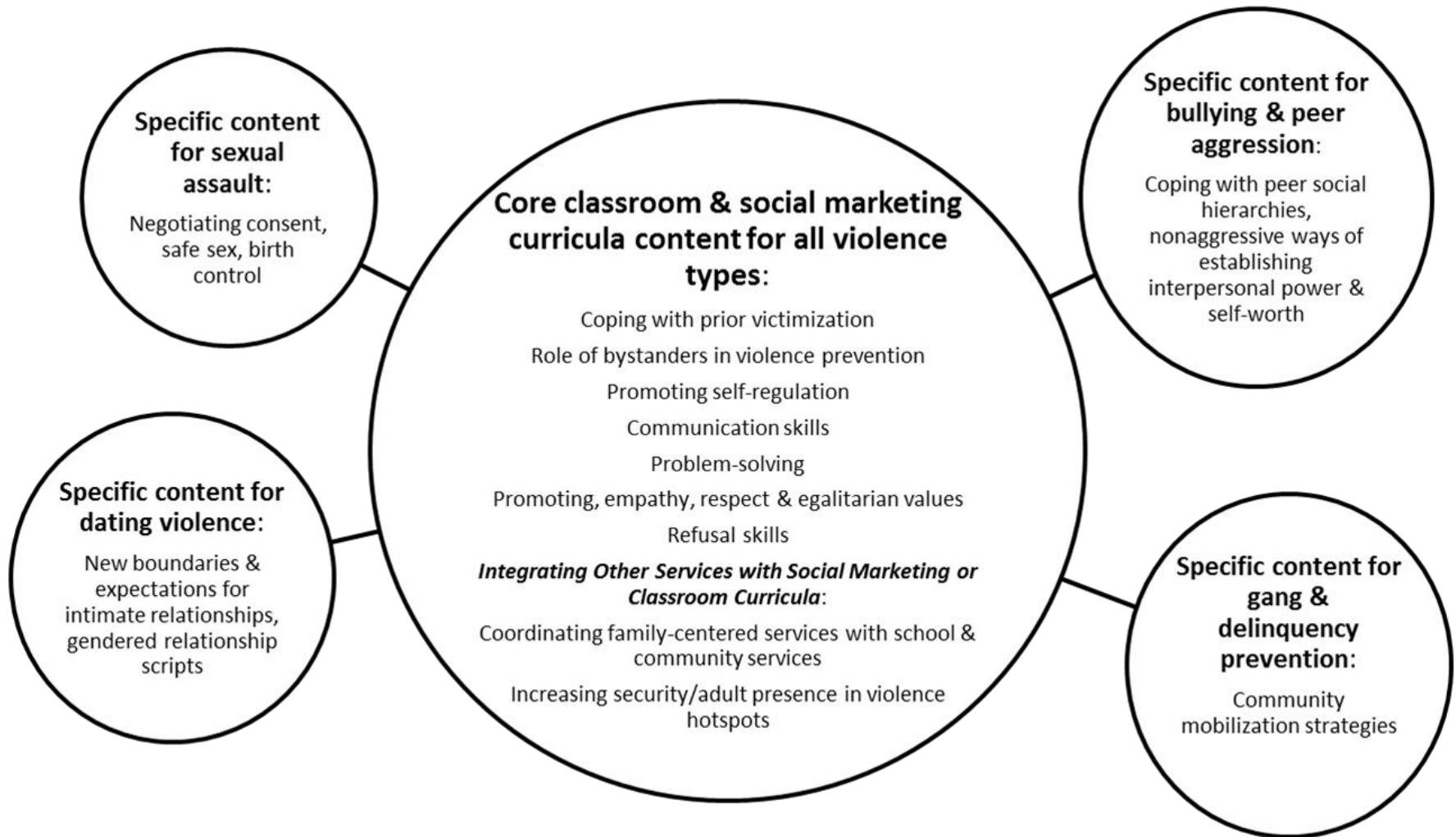


Web of Violence

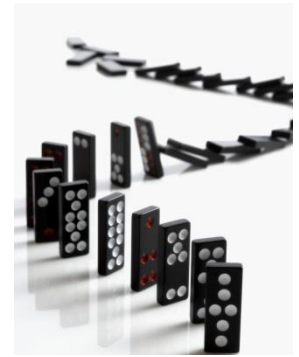


Researching Prevention Interconnections

Creating a Web of Prevention



Connecting Across Issues



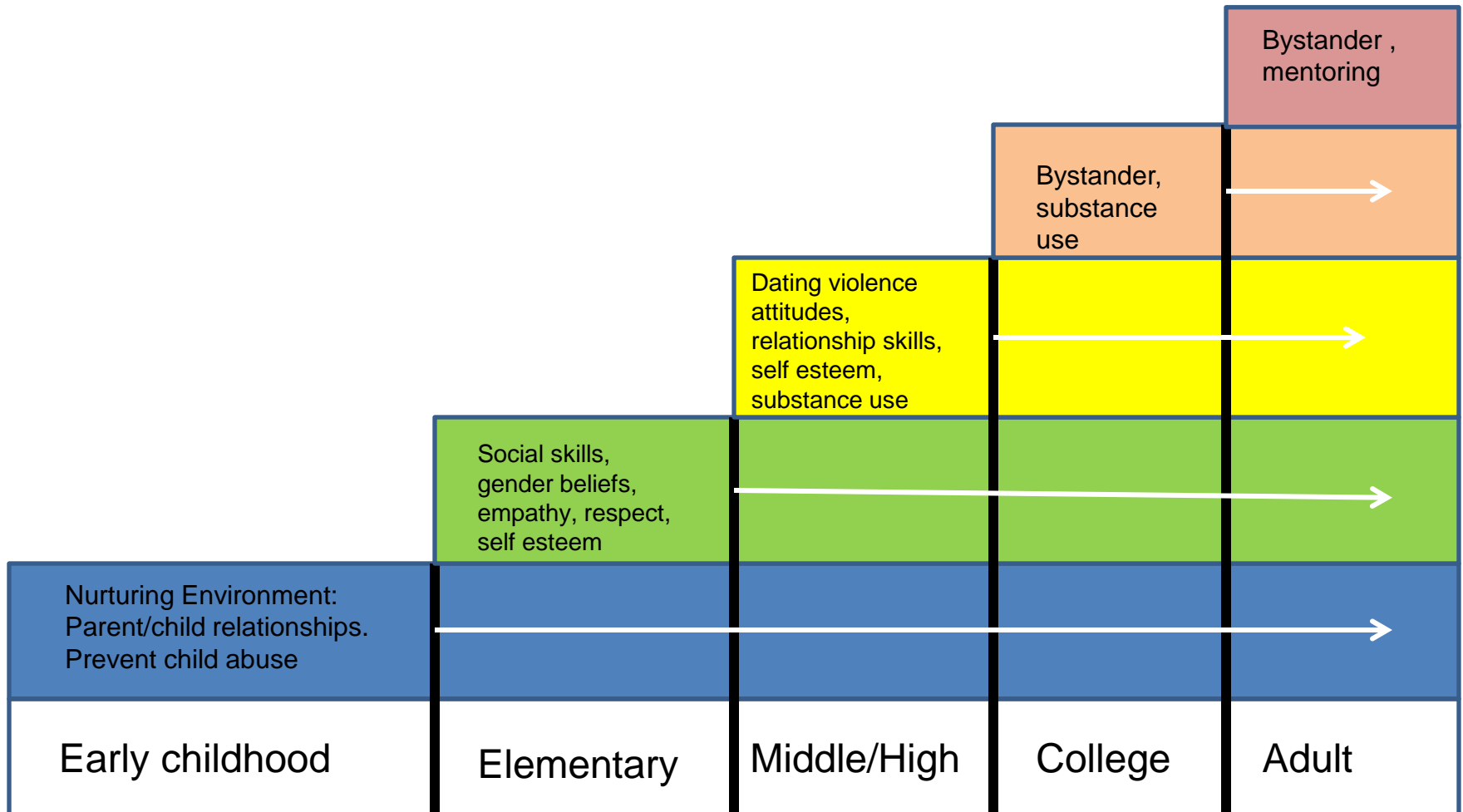
- Many prevention efforts on campus
- Some common risk factors (e.g. alcohol) that different prevention efforts address
- How can we partner with these efforts?
- Build shared foundation of protective factors?
- Then attend to specific and unique VAW risks?
- Research can help here

Developmental Sequencing

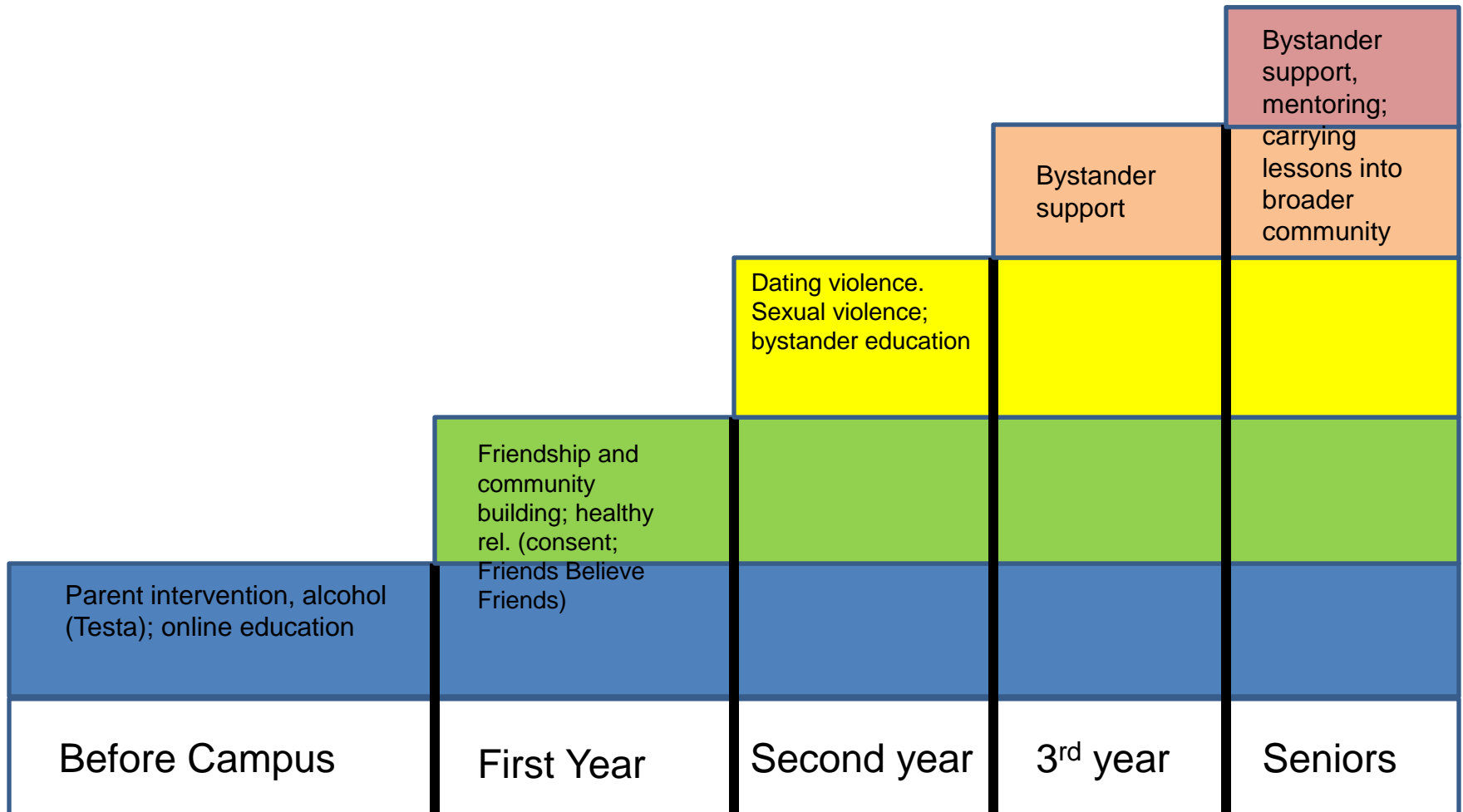
- What is best order of information about VAW?
- Testa et al (2010) parent based intervention for incoming college women
- Banyard et al qual study of bystander behavior



Layers of Prevention



Layers of Prevention



Reaching Our Audience



- Motivating participation and retention in research and in prevention programs
- Delivery mechanisms?
 - How and where do we best reach students?
Faculty and staff? Administrators?(Cares article)
- How do we frame messages to be consistent with what interests/motivates our audience?
 - Need to focus on positive skills and behaviors
 - Students tell us they want novelty
- Methods challenges in recruitment/retention

Who does prevention work for?

The lens of gender

- For content of discussion
- For recruitment and retention in research

The lens of previous experience

- Gidycz et al (2011) – previous perp history
- Hamby et al (2014) and Banyard et al (2014)- role of previous bystander history and consequences for bystanders

The lens of attitudes (Moynihan et al, in press)

- Impact of readiness to engage/help; opportunity

How do we unpack key change components?

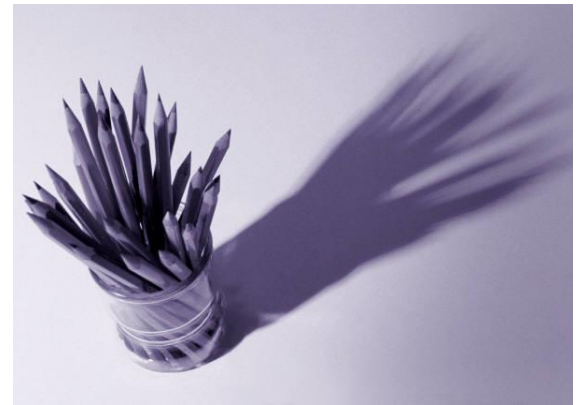
- What are the essential elements of a prevention tool?
- What type of tool creates what type of change?
- Do programs work elsewhere?
 - Noonan (2009) – Translation principles
 - “components of fidelity”
 - “critical components”
 - These can be measured



How do we study and change context not just individuals?

- Contextual factors impact prevention efficacy
 - Community readiness
 - Noonan (2009): “innovation fit” and “climate for implementation”
 - Translation of 2 programs to new communities
 - We can measure translation
- Balancing program fidelity with need to adapt so that people see themselves in the program (Potter, Moynihan et al – social self identification).

How can we improve our measurement to better document successes and challenges?



- Measurement development needed
 - Developmental outcomes
 - Need to measure not only long-term outcomes but benchmarks along the way in our theory of change.
- Focus on behavior not just attitudes
- Community surveys (e.g. USES) to look at community shifts over time.
- Lab based analogues (Parrott et al, 2012)
- Life Paths Research Project – partner assessments of helping

How do we take next steps to build local communities of practitioners and researchers to guide prevention paths ?



How do we continue the conversations and share the knowledge?