Building the Prevention Infrastructure: Working together to achieve shared goals

Rhonda DiNovo, MSW
Marguerite O’Brien, MSW

Sexual Assault and Violence Intervention & Prevention
Student Health Services
Presentation Objectives

1. Introductions

2. Discuss using a Strategic Prevention Framework to inform strategies aimed at high-risk drinking by:
   - Assessing and prioritizing problem areas
   - Assessing resources and political will
   - Strategically planning, implementing and evaluating a comprehensive set of solutions to promote healthy behavior and address high-risk drinking

3. Describe how alcohol and sexual assault prevention partners are collaborating to apply a similar framework to address the prevention of sexual assault

4. Discuss the challenges and successes encountered throughout the process
Established: 1801
Enrollment: 31,288
23,363 undergraduate
7,925 graduate
Campuses: Main campus in city of Columbia, the state’s capital.
Employees: 6000+

Greek Life: 39 organizations, 4600 students
(21% of student body)
Carolina Football: 80,000+ fans
Entertainment: Five Points, 27 bars in 3 mile radius, average sales per night $10,000-$12,000
Residences: Approximately 7,000 live on campus, 23,000 live off campus
The Office of Substance Abuse Prevention and Education:

Creating a diverse campus environment that engages students in healthy, low-risk behaviors related to the use of alcohol and other drugs through environmental strategies and practices
Vision: A Carolina community in which each person respects the rights of others and practices the skills of bystander accountability.

Mission: To provide support and advocacy services to survivors of all forms of interpersonal violence, as well as to educate the campus on prevention strategies aimed at lowering the risk of such acts of violence.

Goal: To contribute to the overall reduction of interpersonal violence and its consequences at the University of South Carolina.
PURPOSE

To build capacity and to perform ongoing assessment, planning, implementation, and evaluation of substance abuse prevention strategies, and to make recommendations for policy change.

GOAL

To contribute to the overall reduction of high risk substance use and its consequences at the University of South Carolina.
The SPF process enables campus communities to:

- Plan and develop substance abuse prevention infrastructure
- Implement effective prevention strategies
- Environmental approaches and educational initiatives
- Achieve population level outcomes

A Model for Reducing High Risk Drinking Behaviors on Campus: The Strategic Prevention Framework

- **ASSESSMENT** Profile population needs, resources, & readiness to address needs and gaps
- **CAPACITY** Mobilize and/or build capacity to address needs
- **Sustainability & Cultural Competency**
- **IMPLEMENTATION** Implement evidence-based Prevention programs & activities
- **PLANNING** Develop a Comprehensive Strategic Plan
- **EVALUATION** Monitor, evaluate, sustain, and improve or replace those that fail
Data, Assessment and Evaluation Subcommittee

**PURPOSE**
To inform and guide the coalition in problem and asset identification, strategic planning and implementation, and outcome evaluation

**GOAL**
To conduct ongoing, comprehensive community-campus assessment and process/outcome evaluation

**OBJECTIVE**
To conduct assessment to determine the extent of:
- Risk factors associated with the problem
- Protective factors (assets and resource availability)
- Community-campus readiness to address the problem and fill needs and service gaps
- To conduct process and outcome evaluation of prevention strategies
Comprehensive Assessment

Three Areas:
- Problem Identification and Prioritization
- Resource Identification
- Readiness for Change
Comprehensive Assessment:
#1: Problem Identification and Prioritization

The subcommittee has identified many indicators that help to explain student substance use and patterns. Specifically we look at:

- prevalence of use
- locations of use
- drinking patterns
- consumptions levels
- student subpopulation(s) most affected
- types of substances being used/abused
- average age of use
- environmental factors, such as availability, accessibility, and cultural norms
Number of first-year students drinking at a “bar or nightclub” more than doubled between 2012 and 2013.
Negative Consequences and Safety Threats by Drinking Location

Students who drink mainly in a bar or nightclub experience negative consequences at a higher rate than those who drink in all other locations.

Note: Percentages represent the number of students who reported experiencing a particular consequence at any time in the past two weeks.
Comprehensive Assessment:
#1: Problem Identification and Prioritization

Enterprise Risk Management
• Risk Assessment
• Risk Control Assessment
• Final Risk Score and Ranking
Risk Assessment

**PROBABILITY**
Measures the likelihood or potential of something happening. *What is the chance of the risk type occurring?*

**SEVERITY**
Measures the impact the risk type would have on the University. *What would be the potential loss or gain to the university if the risk occurred?*

**VELOCITY**
Measures the speed or onset of the risk type. *How quickly do we expect the risk type to manifest itself on our campus?*

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PROBABILITY</th>
<th>SEVERITY</th>
<th>VELOCITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low</td>
<td>Low</td>
<td>&gt;10 years</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>Moderate</td>
<td>5-10 years</td>
</tr>
<tr>
<td>3</td>
<td>High</td>
<td>Major</td>
<td>0-5 years</td>
</tr>
</tbody>
</table>
Risk Control Assessment

Common Risk Treatment Techniques:

Avoid the risk - Stop or never start an activity
Modify the risk - Alter the likelihood and/or impact of an activity
Transfer the risk - Contract to another entity to manage the risk
Retain the risk - Accept residual risk
Exploit the risk - Pursue an activity

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>CONTROL STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No controls implemented</td>
</tr>
<tr>
<td>1-8</td>
<td>Some controls implemented</td>
</tr>
<tr>
<td>9</td>
<td>Controls fully implemented</td>
</tr>
</tbody>
</table>
Comprehensive Assessment: #2: Resource Identification

Identify past and current organizational and individual resources, and categorize those resources by key community sectors.

Identify future resources needed to achieve our desired outcomes

Ask the following questions:
- Who has the knowledge we need?
- Who has the time to assist?
- Who has the human resources we need?
- Who can hold us accountable for outcomes?
- Who can provide financial support?
- Who can encourage us and recognize our successes?
- Who has helped with this issue in the past?
- Who has an interest in our outcome?
- Who has decision making power?
- Who cares about this issue?
- Who has other resources like space, food, giveaways, that we may need?
Comprehensive Assessment: #3: Readiness for Change

Determine important aspects to consider when assessing readiness to change. Considerations include:

- Examining multi-levels and multi-facets of campus and the surrounding community
- Determining political will for change
- Measuring shared resolve/commitment to implement change
- Determining if there is a shared belief in our capability to make change
- Determining if there is a shared value that change needs to occur
- Assessing the campus community’s ability to meet task and resource demands
- Concluded that the higher the readiness for change, the more likely change will be initiated, the greater the effort, persistence, and cooperation members will give
Problem Identification and Prioritization 2014-15

1. Priority: Bars and nightclubs
2. Priority: Off campus residences
3. Priority: Other high risk substance use
4. Priority: Community organizing and advocacy
Conduct Strategic Prevention Planning

Steering Committee utilized assessment information to:
• Identify and prioritize the problem(s)
• Develop logic models to identify root causes and contributing local factors

Coalition members then formed subcommittees to:
• Create SMART Goals
• Select the intended outcome(s) and measure(s)
• Identify intermediate variables and measures
• Identify strategies for changing intermediate variables
SAVIP’s Strategic Planning Goal:

To review SAVIP’s vision/mission, the strategic prevention framework, and data; to identify and prioritize problems, to identify root causes and local contributing factors, and determine next steps.
Data Review

Sources:

• National College Health Assessment (NCHA)
• Haven
• Healthy Campus 2020
SWOT Analysis

**Strengths (Best Practice)**

- Collaboration with Richland County and Lexington County Sexual Assault Response Teams
- Programs, services and advocacy initiatives addressing the all levels of the Socio-Ecological best practice model as well as levels of interventions – prevention, risk reduction and treatment. (Weisz, 2005)
- Carolinian Creed addressing expectations of civility, honor, respect and nonviolence for all members of the community
- Implementation of the Haven module to Alcohol Edu for all incoming first year students
- Implementation of training and educational events focused on men
- Partner with Verizon on the Domestic Violence at Work grant
SWOT Analysis

- **Weaknesses**
  - Lack of centralized campus hotline
  - Need more consistent centralized messaging regarding protocols for campus departments in relation to response as well as access to resources, referrals, and helping strategies for victims of sexual assault
  - Need comprehensive campus prevention strategic plan utilizing Healthy Campus 2020 and evidence based prevention models
  - Need for more effective leadership and strategic planning for the SARV (Sexual Assault Relationship Violence) committee
  - Need for streamlined, clear and relevant information on the SAVIP Web site
SWOT Analysis

• **Opportunities**
  - Greater collaboration with SAPE to develop messages on association between alcohol abuse and sexual assault
  - Update marketing/health communication materials
  - Dedicated staff for sexual assault training (train the trainers)
  - Formalize a strategic plan using national prevention framework
  - Enhance and increase frequency of social norming, social marketing campaigns to impact culture and perceptions
  - Strengthen focus on patterns of and determinants of perpetration rather than of victimization
  - Consider an amnesty policy for underage drinking specifically for victims who report sexual assault
Student Wellness Issues are Connected

- Substance abuse is as predictive of student GPA as time spent studying\(^1\)
- High-risk drinkers are 8 times more likely to commit sexual assault as low-risk drinkers\(^3\)
- More than 50\% of students paid a bill late in the last year\(^2\)
- 70\% of students polled said their colleges should increase financial education programs\(^4\)

Sources:
1. EverFi Research, 2013
3. EverFi Research, 2013
## Violence on Campus – NCHA 2013

<table>
<thead>
<tr>
<th>Percent (%) experienced w/in last 12 months</th>
<th>2008 USC</th>
<th>2010 USC**</th>
<th>2013 USC</th>
<th>2012 NCHA Reference</th>
<th>USC HC 2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual touching without their consent *</td>
<td>8.1</td>
<td>4.3</td>
<td>5.9</td>
<td>6.0</td>
<td>3.9%</td>
</tr>
<tr>
<td>Sexual penetration attempt without their consent</td>
<td>4.1</td>
<td>1.8</td>
<td>2.8</td>
<td>2.4</td>
<td>N/A</td>
</tr>
<tr>
<td>Sexual penetration without their consent*</td>
<td>2.3</td>
<td>1.1</td>
<td>2.2</td>
<td>1.5</td>
<td>1.0%</td>
</tr>
<tr>
<td>Stalking</td>
<td>N/A</td>
<td>5.9</td>
<td>4.8</td>
<td>5.6</td>
<td>N/A</td>
</tr>
<tr>
<td>An emotionally abusive intimate relationship *</td>
<td>15.3</td>
<td>9.7</td>
<td>9.3</td>
<td>9.7</td>
<td>8.7%</td>
</tr>
<tr>
<td>A physically abusive intimate relationship *</td>
<td>1.8</td>
<td>1.7</td>
<td>2.3</td>
<td>2.2</td>
<td>1.5%</td>
</tr>
<tr>
<td>A sexually abusive intimate relationship *</td>
<td>1.3</td>
<td>1.1</td>
<td>1.4</td>
<td>1.6</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
### Violence on Campus – NCHA 2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence Prevention</td>
<td>31.7%</td>
<td>46.6%</td>
<td>45.8%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Helping Others in Distress</td>
<td>N/A</td>
<td>33.5</td>
<td>42.3</td>
<td>36.9</td>
</tr>
</tbody>
</table>

**Healthy Campus 2020 Summary Findings**

- 14.1% increase in students reporting they have received information on violence prevention since 2008.
- 8.8% increase in students reporting they have received information on helping others in distress since 2010.
- Of the top 5 health topics, helping others in distress is the fifth topic students would prefer to get information on.
- Decrease from 8.1% to 5.9% reporting sexual touching without consent within the last 12 months. (2008 to 2013)
- Decrease from 5.9% to 4.8% and below national average for stalking from since 2010.
- Decrease from 4.1% to 2.8% reporting sexual penetration attempt without consent since 2008.
- Decrease from 15.3% to 9.3% and below national average reporting emotional abusive intimate relationship since 2008.
## Awareness and Attitudes – University of South Carolina - Columbia

### Majority vs. Minority

**Green** = Positive finding  
**Red** = Negative finding

<table>
<thead>
<tr>
<th></th>
<th>Majority (~75% of students)</th>
<th>Minority (~25% of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Survey 1</td>
<td>Survey 3</td>
</tr>
<tr>
<td>I am aware of resources for relationship violence on my campus. <em>(moderately - strongly agree)</em></td>
<td>60%</td>
<td>66%</td>
</tr>
<tr>
<td>I can identify warning signs of abuse in dating relationships. <em>(moderately - strongly agree)</em></td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>I would take action in a situation in which someone was trying to take advantage of someone sexually. <em>(moderately - strongly agree)</em></td>
<td>95%</td>
<td>78%</td>
</tr>
<tr>
<td>Most students at my school would take action if they saw someone trying to take advantage of someone sexually. <em>(moderately - strongly agree)</em></td>
<td>62%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Percentage of students with healthy/positive responses as indicated by the "moderately – strongly agree" or "moderately – strongly disagree" label for each item.
### Awareness and Attitudes—University of South Carolina - Columbia

#### Majority vs. Minority

<table>
<thead>
<tr>
<th>Item</th>
<th>Majority (-75% of students)</th>
<th>Minority (-25% of students)</th>
<th>Percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would respect someone who intervened to prevent sexual assault.</td>
<td>99%</td>
<td>68%</td>
<td>-13%</td>
</tr>
<tr>
<td>(moderately - strongly agree)</td>
<td>86%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Most students at my school would respect someone who intervened to</td>
<td>87%</td>
<td>51%</td>
<td>-11%</td>
</tr>
<tr>
<td>prevent a sexual assault. (moderately - strongly agree)</td>
<td>77%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>I would feel comfortable intervening if I witnessed abusive</td>
<td>83%</td>
<td>27%</td>
<td>-13%</td>
</tr>
<tr>
<td>behavior. (moderately – strongly agree)</td>
<td>72%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Most students at my school would feel comfortable intervening if</td>
<td>54%</td>
<td>14%</td>
<td>-7%</td>
</tr>
<tr>
<td>they witnessed abusive behavior. (moderately - strongly agree)</td>
<td>50%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

Green = Positive finding
Red = Negative finding

Percentage of students with healthy/positive responses as indicated by the “moderately – strongly agree” or “moderately – strongly disagree” label for each item.
Comprehensive Assessment

Three Areas:

• Problem Identification and Prioritization
• Resource Identification
• Readiness for Change
Primary Prevention

• Addressing norms around sexuality, violence, gender & oppression
• Public health approach
• Educational sessions
• Skill-building
Comprehensive Assessment:
#1: Problem Identification and Prioritization

Based on initial strategic planning with SAPE and SAVIP staff, we identified several factors that help to explain one's risk for being involved in interpersonal violence:

- Sexual assault committed by acquaintances
- Lack of reporting of interpersonal violence and sexual assault
- Lack of self-efficacy to be an active bystander
- Perception of risk of getting caught
- Inconsistent primary prevention messaging & communication
- High risk drinkers 8x more likely to sexually assault
Problem Prioritization

- Enterprise Risk Management
- Risk Assessment (probability, severity, velocity)
- Risk Control Assessment
- Final Risk Score and Ranking
Logic Models

• We won’t solve ALL sexual assault problems COMPLETELY
• We will choose to address those problems identified as our PRIORITIES
• We will also MONITOR additional problem areas throughout the academic year as needed
• We will utilize a logic model for CHANGE for each of the identified problem priorities
Challenges and Lessons Learned

- Culture
- Readiness
- Resources
- Communication
- Continuity
Culture
Readiness
Communication
Continuity
Questions & Answers

Rhonda DiNovo
dinovo@mailbox.sc.edu
Marguerite O’Brien
mobrien@mailbox.sc.edu