

Catalog of Intimate Partner Violence Prevention Programs and Curricula For Post-Secondary Educational Institutions



PROMOTE ADDRESS SUSTAIN
ADVOCATE PROMOTE
ADDRESS SUSTAIN ADVOCATE

Development Supported by:

The North Carolina Coalition Against Domestic Violence - The North Carolina DELTA State Steering Committee - The University of North Carolina School of Public Health

The NC DELTA State Steering Committee members use this catalog when recommending IPV prevention programs and curricula that promote healthy relationship norms to post-secondary educational institutions including colleges and universities, community colleges and technical schools. The catalog includes descriptions of each program along with its key features including the population served, goals and objectives, delivery method, and the resources required to implement and sustain the program.

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An estimated 1 in 5 North Carolina women report experiencing physical violence by an intimate partner in their lifetime.¹ Intimate partner violence (IPV) occurs when one partner in an intimate relationship uses physical violence, sexual violence, threats of physical or sexual violence, psychological, emotional abuse, stalking and/or economic abuse to establish a pattern of coercive power and control over his/her intimate partner.² Such violence has serious health consequences including fatal and non-fatal injuries, unwanted pregnancies, sexually transmitted infections, and a variety of mental health problems.³⁻⁶

In 2009, the state of North Carolina developed a 10-Year Plan to Prevent IPV. The 10-Year Plan focuses on primary prevention of IPV, which is defined as preventing IPV perpetration and victimization from initially occurring. This involves changing conditions that support IPV, promoting conditions that inhibit IPV, and promoting factors that support healthy relationships. Prevention efforts should address change at all levels of the social ecology that influence IPV: individual, relationship, community, and society.²

One goal of the 10-Year Plan is to increase IPV prevention and healthy relationship building programming within post-secondary educational institutions including colleges and universities, community colleges and technical schools.² It is important to involve colleges and universities in prevention efforts, because young women between the ages of 16-24 are at the highest risk for intimate partner violence.⁷ Approximately 21% of college students report experiencing IPV by their current partner, and 32% report violence by a previous intimate partner.⁸

Strategies for Success!

This catalog offers a collection of evidence-based and promising practices for IPV prevention on college and university campuses. Each entry describes the program along with key features including the population served, goals and objectives, delivery method, and the resources required for implementation of the program. General strategies for successful IPV prevention initiatives within post-secondary institutions are discussed below:

- Organize a coordinating committee
 - Include campus groups currently involved in prevention efforts
 - This allows for a multi-disciplinary approach by involving students, faculty, staff, and administration in the prevention effort
- Develop secondary prevention efforts
 - Consolidate resources for survivor safety and support
 - Remember to consider the perpetrators by identifying appropriate consequences (such as academic probation) and interventions (such as counseling)
- Issue a public statement about the campus' commitment to IPV prevention
 - Review your university's policy on sexual and relationship violence
 - In consultation with stakeholders such as interpersonal violence prevention staff and student-based groups, local rape crisis and domestic violence agencies, revise if necessary
 - Hold a publicity event to "kick off" the prevention program being implemented
- Implement primary prevention programs such as the ones in this catalog
 - Be sure to consider the issue of sustainability, so that the program can continue over the necessary period of time
 - Plan for evaluation from the beginning, being sure to measure process (if the program is being delivered correctly) and outcome (is the program effective in meeting goals) objectives.

Men Can Stop Rape's "Campus Strength Program"

www.mencanstoprape.org

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Program Factor	Information from Literature
Population Served	Male only; college-aged students; university or community-based setting
Goals, Objectives, and Outcomes	<p>Purpose: To engage college and university men in preventing violence against women, developing and supporting healthy masculinity, and sustainably organizing to create campuses and cultures free from violence</p> <p>Encourages Participants In:</p> <ul style="list-style-type: none"> • Mentoring and role modeling healthy masculinity • Partnering with campus and community women’s groups • Conducting peer education • Sponsoring social and educational events • Engaging in activism • Exploring the many ways men can be allies of women and girls
Delivery Method	Variety of activities and services offered including workshops, training sessions, and campus chapters
Required Resources and Sustainability	<p>Three options for implementation:</p> <ol style="list-style-type: none"> 1. Men Creating Change Chapters (only cost is training 2 members, \$350 per person, funding resources are available) 2. Campus Strength Affiliates (no cost) 3. Workshops/presentations (cost varies)

Mentors in Violence Prevention

www.mvpngational.org

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Program Factor	Information from Literature
Population Served	Mixed gender or male only; racially/ethnically diverse; college-aged students
Goals, Objectives, and Outcomes	Goals: <ul style="list-style-type: none"> • Raise awareness of participants about the level of men's verbal, emotional, physical and sexual abuse of women • Challenge thinking by countering mainstream messages about gender, sex and violence • Open dialogue by creating a safe environment for men and women to share their opinions and experiences • Inspire leadership by empowering participants with concrete opinions to effect change in their respective communities
Delivery Method	Interactive trainings for college and community-based leadership groups, sports teams, teachers, coaches, administrators, as well as campus-based professionals based on a bystander approach to violence prevention
Required Resources and Sustainability	Four options for Implementation: <ol style="list-style-type: none"> 1. Train The Trainer (TTT) Programs for graduates of the program 2. 90-Minute Awareness Raising Sessions 3. Three-hour Training Sessions 4. Six-hour Training Sessions <p>MVP is highly replicable, allowing institutions to utilize the curriculum after campus leaders have graduated from training.</p> <p>Cost depends on which training is chosen; MVP is supported by grants and offers many free programs.</p>

Red Flag Campaign

www.TheRedFlagCampaign.org

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Program Factor	Information from Literature
Population Served	College-aged students; university setting
Goals, Objectives, and Outcomes	<p>Designed to encourage college students to intervene when they see “a warning sign” of intimate partner violence in a friend’s relationship. It gives students concrete examples to communicate the expectation that all intimate relationships be respectful and safe.</p> <p>The campaign:</p> <ul style="list-style-type: none">• Encourages friends to be active bystanders• Provides a healthy response to abusive statements• Gives students examples of what to say in order to stop violence before it occurs
Delivery Method	<p>A social marketing, public awareness campaign based primarily on a series of posters, featuring students from various racial/ethnic backgrounds. Each poster focuses on a particular component of dating violence (ex: emotional abuse, stalking, sexual assault) and how friends can object to the negative behavior before it escalates.</p> <p>In addition to the posters, campuses post miniature red flags (4” x 5”) around campus in order to pique students’ interest prior to distributing the posters.</p> <p>The website (www.TheRedFlagCampaign.org) supplements the poster campaign by acting as an online resource center</p>
Required Resources and Sustainability	<p>One option for implementation:</p> <ol style="list-style-type: none">1. Campaign package (\$850), which includes:<ul style="list-style-type: none">• 20 copies of each poster• The Red Flag Campaign Campus Planning Guide• 200 flags

White Ribbon Campaign

<http://www.whiteribbon.ca>

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Program Factor	Information from Literature
Population Served	Male-only; for all ages and cultures; university and community setting
Goals, Objectives, and Outcomes	<p>Goals:</p> <ul style="list-style-type: none"> * Challenging everyone to speak out, and think about their own beliefs, language and actions * Educating young people, especially young men and boys, on the issue through the educational resources we produce * Raising public awareness of the issue. * Working in partnership with women’s organizations, the corporate sector, the media and other partners to create a future with no violence against women * Supporting White Ribbon Campaigns around with our experience, resources and networks
Delivery Method	<p>Environmental change strategy in which participants often speak at schools, workplaces, and communities about the problem of violence against women.</p> <p>Groups might organize events to raise awareness and encourage other men to join the effort to prevent violence against women and are encouraged to wear a white ribbon as a personal pledge to never commit, condone, or remain silent about violence against women.</p> <p>Programs and their delivery methods are highly varied.</p>
Required Resources and Sustainability	<p>Various options of implementation: No official resources required; it is a decentralized effort such that anyone who believes in the goals and philosophy of the WRC can start a campaign.</p>

Green Dot Campaign

<http://www.greendotkentucky.com>

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Program Factor	Information from Literature
Population Served	Mixed gender; college-aged students; university setting
Goals, Objectives, and Outcomes	<p>Community-level approach to violence prevention that capitalizes on the power of peer and cultural influence.</p> <p>The model targets all community members as potential bystanders, and seeks to engage them, through awareness, education and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations</p> <p>The program proposes to target socially influential individuals in the community. The goal is for these community leaders to engage in a basic education program that will equip them to integrate moments of prevention within existing relationships and daily activities.</p>
Delivery Method	<p>This is a social marketing campaign. A green dot is any action that counters a red-dot of violence by promoting safety for everyone and communicating utter intolerance for sexual violence, interpersonal violence, stalking and child abuse. These green dots are reported to a central office, so positive bystander behavior data is collected and monitored, resulting in the ultimate reduction of violence.</p> <p>By doing so, new norms will be introduced and those within the sphere of influence will be influenced to become proactively involved.</p>
Required Resources and Sustainability	<p>Two options for implementation:</p> <ol style="list-style-type: none"> 1. No official materials required; recommended materials can be printed from website 2. Trainings are offered but not required (\$600) for campus leaders

Men Stopping Violence

<http://www.menstoppingviolence.org>

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Program Factor	Information from Literature
Population Served	Targets males specifically; college-aged students and adults; racially/ethnically diverse; classroom or community-based setting
Goals, Objectives, and Outcomes	The goal of individual modules and the curriculum as a whole is to: <ul style="list-style-type: none">• Move men toward taking action to stop male sexual violence• Encourage men to leave their roles as inactive bystanders and observers of violence against women• Enable men to take on roles as change agents in their communities
Delivery Method	Multi-session, curriculum-based program with 3 modules on gender-based violence. Curriculum is taught in a classroom setting. Request a training, consultation or presentation on topics such as domestic violence, men's role in ending violence, principles of effective interventions, etc. Mentor Training program trains male college students to mentor high school boys who are having disciplinary problems and are at risk for dropping out. The MTP focuses on training mentors to rely on strategies that value education and reflect healthy definitions of masculinity.
Required Resources and Sustainability	Various options for implementation: <ol style="list-style-type: none">1. Cost of the curriculum (unspecified)2. Cost of trainings and presentations vary by implementation strategy chosen

Know More Say More

<http://www.knowmoresaymore.org>

Contact Information: Family Violence Prevention Fund

San Francisco, California

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Program Factor	Information from Literature
Population Served	Mixed gender; college-aged students and adults; racially/ethnically diverse; university or community-based setting
Goals, Objectives, and Outcomes	This social norms campaign: <ul style="list-style-type: none">• Encourages survivors of violence to speak up about their experience• Encourages bystanders to speak up in order to prevent violence• Educates the audience about the reproductive health consequences of violence and sexual coercion• Encourages the audience to say ‘no more’ to reproductive coercion and know more about how to stop it
Delivery Method	The Campus Toolkit helps students on college campuses develop events, programs and trainings on violence against women and its link to reproductive health. It can be adapted for your local college or university. The Campus Toolkit includes: <ul style="list-style-type: none">• What can you do to prevent domestic and sexual violence?• Sample programs for your school.• Sample Panel Discussion• Sample Keynote Speaker• Resources for contacting domestic violence and sexual assault agencies in your community.• Posters, safety cards and fact sheets that can be distributed on your college campus.
Required Resources and Sustainability	One option for implementation: 1. Campus Toolkit is free for download from the website

Fraternity Anti-Violence Education Project

www.wcupa.edu

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Program Factor	Information from Literature
Population Served	Male-only or mixed gender; college-aged students; racially/ethnically diverse; university setting
Goals, Objectives, and Outcomes	<p>Goals include:</p> <ul style="list-style-type: none"> • Having men educate other men about violence against women • Assisting men with developing leadership skills necessary to address this problem • Creating an open atmosphere for male dialogue <p>Outcomes and objectives include reducing incidents of dating violence, shifting the problem to a multi-level social issue characterized by unequal gender power differential, creating leaders in Greek system that cause attitude and behavior change such as shift in rape supportive myths, and linking knowledge about violence against women to other forms of oppression.</p>
Delivery Method	<p>Multiple session, curriculum-based training and one-time workshops with two implementation levels:</p> <ol style="list-style-type: none"> 1. Training of college-aged men in fraternities to be peer educators 2. Those peer educators deliver programs in various contexts: male only/fraternity environment, mixed-gender campus-wide programs, mixed-gender classroom programs, or community-based programs <p>Activities include small group discussion, role-plays, video, interactive activities, handouts, and mentoring</p>
Required Resources and Sustainability	<p>Two components of implementation:</p> <ol style="list-style-type: none"> 1. Cost for peer educator training is unspecified 2. Programs are led by volunteer peer educators from the community

Bringing in the Bystander

www.unh.edu/preventioninnovations

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Program Factor	Information from Literature
Population Served	Single-gender groups for men and for women; college-aged students; racially/ethnically diverse; classroom, residence hall, and conference settings
Goals, Objectives, and Outcomes	Goals and results include: <ul style="list-style-type: none">• Increase knowledge about sexual violence and bystander behaviors• Improve attitudes about sexual violence and bystander behaviors• Increase positive bystander behaviors to prevent violence against women
Delivery Method	Single or multiple session, curriculum-based training available in a single, 90-minute or 3, 90-minute sessions Curriculum content is specific to sexual violence and bystander behaviors, and can easily be expanded to include other forms of violence against women Trained peer educators led the program for groups of approximately 15 participants. The program utilizes active learning methods, role playing for single-sex groups of approximately 15 participants
Required Resources and Sustainability	Two components of implementation: <ol style="list-style-type: none">1. Cost for peer educator training is unspecified2. Programs are led by volunteer peer educators from the community

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