

Sexual Assault Awareness Month and the Spectrum of Prevention: A Planning Tool

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Introduction

Since 2000, the National Sexual Violence Resource Center (NSVRC) has been pleased to work collaboratively with individuals and organizations to sponsor the annual Sexual Assault Awareness Month campaign in April. As Sexual Assault Awareness Month has evolved over the years, the focus has shifted to primary prevention, recognizing it as the next step along the continuum from awareness to true social change. It has become critical to examine how the issue impacts multiple levels of society, and how each level can be targeted for change over time. Sexual violence persists at least in part because of oppression and social norms that support its existence. Therefore, ending it requires comprehensive interventions. To address this, the NSVRC has chosen to frame Sexual Assault Awareness Month in the context of a systems approach using the *Spectrum of Prevention* (http://preventioninstitute.org/tool_spectrum.html) framework.

The *Spectrum of Prevention*, developed by Larry Cohen of the [Prevention Institute](http://preventioninstitute.org/index.html) (<http://preventioninstitute.org/index.html>), is a model that places public health problems, including sexual violence, within a larger context, beyond individual behaviors, to highlight the community and societal factors that influence the issue (Cohen & Swift, 1999). The *Spectrum* is a tool that allows us to think strategically about the primary prevention of sexual violence. Below is a table adapted from the NSVRC’s publication, *Sexual Violence and the Spectrum of Prevention: Towards a Community Solution* that further defines each level of the *Spectrum* as it relates to sexual violence. For more on the theoretical foundations of the *Spectrum of Prevention* and primary prevention of sexual violence, please click [here](http://www.nsvrc.org/saam/resources/primary-prevention) (www.nsvrc.org/saam/resources/primary-prevention.)

Level of Spectrum	Definition of Level
1: Strengthening individual skills and knowledge	Enhancing an individual’s capability of preventing violence and promoting safety
2: Promoting community education	Reaching groups of people with information and resources to prevent violence and promote safety
3: Educating providers	Informing providers who will transmit skills and knowledge to others and model positive norms

Level of Spectrum	Definition of Level
4: Fostering networks and coalitions	Bringing together groups and individuals for broader goals and greater impact
5: Changing organizational practices	Adopting regulations and shaping norms to prevent violence and improve safety
6: Influencing policies and legislation	Enacting laws and policies that support healthy community norms and a violence-free society

Adapted from: Davis, R., Fujie Parks, L., & Cohen, L. (2006). *Sexual violence and the spectrum of prevention: Towards a community solution*. Enola, PA: National Sexual Violence Resource Center.

Sexual Assault Awareness Month and the *Spectrum of Prevention*

Sexual Assault Awareness Month is an opportunity to garner community attention and support about sexual violence, the causes of perpetration, its impact on victims, and ways that everyone can become involved in the solution. It can also be viewed as the culmination of year-long efforts around prevention that rely on ongoing relationship-building, outreach, training, and communication. During Sexual Assault Awareness Month, many organizations incorporate primary prevention messages and programs into their efforts, or would like to do so (for a definition of “primary prevention” please click [here](#) or see the end of the document). The *Spectrum of Prevention* is a useful tool for comprehensive Sexual Assault Awareness Month planning in any setting. In this document, we will examine how the *Spectrum* can be used as a strategic planning tool on campus with activities across each of the six levels, while providing case examples from the field.

Using the *Spectrum* Strategically

A comprehensive prevention campaign involves bringing together key players on campus to identify a specific goal and then develop coordinated activities at each of the *Spectrum* levels in order to achieve that

goal. Goals should describe the overall change you are aiming for, rather than program activities; they are the outcome you want to see as a result of your program. Here are some examples:

- To decrease students' rape-supportive attitudes and beliefs.
- To engage men on campus in sexual violence prevention work.
- To increase the ability of students to recognize and respond to acts along the continuum of sexual violence ([bystander engagement](#)).

Write out your organization's goals here:

Once you have identified the main goal, the *Spectrum* provides broad strategies that can be used to accomplish that goal. For example, if the goal is to increase the ability of students to recognize and respond to acts of sexual violence ([bystander engagement](#)), you can come up with strategies at each level of the *Spectrum* that meet this goal:

Level 1: Incorporate a training segment into first-year student orientation with information on how to recognize sexual violence and how to safely intervene.

Level 2: Create posters that contain examples of students being engaged bystanders and put them up around campus. Include a link to your organization's website where they can find more specific information on active bystander behavior and sexual violence.

Level 3: Attend faculty department meetings and hold trainings on how professors can model and encourage active bystander behavior.

Level 4: Create a "We Speak Up" taskforce of student leaders and meet regularly to discuss the challenges of being engaged bystanders and how individuals overcome barriers to speaking up. Strategize together about how to spread the word to other students.

Level 5: Collaborate with athletic coaching staff on campus to educate them on behaviors that support rape culture among their athletes and how they can use their leadership roles on campus to model healthier ways of interacting. Help them come up with a pledge that student athletes can sign about becoming engaged bystanders.

Level 6: Create a group to create a policy on mandatory bystander intervention training for all incoming students, faculty, and staff.

After developing your strategy or strategies, the next step will be writing out the activities that will be involved in implementing the strategy. For example, at Level 1, this might include reaching out to orientation planners, developing the training segment, finding facilitators, and providing support materials to participants. Activities can be thought of as the "nitty-gritty" tasks to be accomplished.

Depending upon resources and time available, you may not be able to plan a campaign that involves multiple strategies right away. Perhaps during the first year, you could facilitate discussions with partners and define one or more goals that your campus would like to address, and at least one strategy to implement. You could brainstorm how the programs and events currently involved in your campus Sexual Assault Awareness Month efforts work toward new goals or strategies. Alternatively, you could identify ways to make slight adjustments to existing programs and events that would match them with the strategy areas you have identified, and therefore meet the new goals you have established.

In the years that follow, your campaign can build, adding new activities, new strategies, or even new goals as resources shift or priorities change. Comprehensive prevention work will take time, and that's okay - the important thing is to get started, and to continually add or improve over time.

Additional Considerations

During the initial planning process, there are a few important things to consider. Below are some suggestions for elements to include in your planning process and to keep in mind when you make changes to your plans over time.

- **Collaboration.** Collaboration occurs when multiple people or organizations work together to achieve a common goal by sharing knowledge and information and building consensus. Breaking down barriers between and among community groups is critical for long-term social change to happen. Prevention work is rooted in changing systems and organizations and therefore requires creative outreach strategies and new messages. Consider the ways you can collaborate with existing and new partners from the very beginning when you sit down to write out goals and objectives and to identify potential strategies. Bring in these partners throughout the process as you do work at each level of the Spectrum.
- **Know Your Community.** While many tools and resources already exist to effect change at multiple levels of society, your community is unique. It has a unique culture, including diverse individuals and organizations, and unique needs around sexual violence prevention and response. Engaging diverse community members as leaders in the planning process will help to make it relevant and responsive to your specific community. Take time and effort to get to know your community. The more you understand and can identify what is important to your audience, the better prepared and equipped you will be to organize events and activities that engage them. Doing so will make your efforts at each level of the *Spectrum* more effective, as you will be able to tailor messages and services in a way that makes the most sense to each audience.
- **Saturation.** You want your primary prevention messages to reach many people, but you also want individuals to be exposed to the message repeatedly so that it sinks in, or “saturates” the audience. People have to hear the same thing over and over again, in multiple settings, in order for the message to lead to behavior change. By planning and implementing activities at multiple levels of the *Spectrum*, messages will be heard across campus by a wide variety of individuals. Over time, the goal is for messages to sink in and start to have an impact on the norms and behaviors of people on campus and the campus culture.
- **Consistency.** It is critical that messages be consistent across settings and exposures and that they work within your overall strategy. It may seem redundant to repeat the same message in a poster, a brochure, a workshop, and a policy, but this is the key to long-term change. You can always alter your

specific wording slightly to keep things fresh and creative and to meet the needs of your specific sub-audience (like students as opposed to administrators), but the underlying message should be the same.

It is also important that messages about sexual violence prevention come from multiple organizations or institutions on campus and use consistent messaging. This is another reason collaboration is important. Working with diverse departments from the start will ensure that all partners convey the same messages to the broader campus community.

The remainder of this document offers suggestions and examples using strategies at each level of the *Spectrum* for various audiences.

Level 1: Strengthening Individual Knowledge and Skills

Enhancing an individual's capability of preventing violence and promoting safety

Workshops that educate audiences about the definition of sexual assault, its impact, how to respond to disclosures, and where to find local resources fit into this level. These [awareness-raising](#) activities are critical in that they give information on what to do when incidents of violence have occurred. They also make the case that sexual violence is a serious problem. Changes you might make at this level to incorporate primary prevention information and skills-building are likely to be minor and more about content than format. For example, integrating information about what healthy relationships look like, talking about gender socialization, teaching critical media analysis skills, or including role-plays on how to be a proactive bystander would add primary prevention messages to your workshop. The NSVRC has developed a PowerPoint workshop and associated Facilitator's Guide for campus communities based on bystander intervention theory, the *Making a Difference: Your Role in Sexual Violence Prevention On Campus* workshop. Click [here](http://www.nsvrc.org/saam/campus-workshop) (<http://www.nsvrc.org/saam/campus-workshop>) to access these tools.

For workshops or trainings to be most effective, they should be culturally relevant and tailored to the unique audience you are working with. Collaborating with partners who have expertise in the cultural needs of specific populations on campus will help increase cultural relevancy.

One way to improve the efficacy of one-on-one skills-building programs is to hold multiple-session workshops to reinforce knowledge and build skills rather than host one-time training events. Nation and colleagues developed a set of nine principles that contribute to successful prevention education programs that can help when examining potential curricula for use on your campus. The [nine principles](#) include: (http://www.mentoring.org/downloads/mentoring_4.pdf)

- 1) Comprehensiveness: Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors.
- 2) Varied teaching methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.
- 3) Sufficient dosage: Participants need to be exposed to enough of the activity for it to have an effect.
- 4) Theory-driven: Preventive strategies should have a scientific justification or logical rationale.

- 5) Positive relationships: Programs should foster strong, stable, positive relationships between children and adults.
- 6) Appropriately timed: Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.
- 7) Socio-culturally Relevant: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
- 8) Outcome Evaluation: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- 9) Well-Trained Staff: Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision. Follow-up (booster) training and technical assistance to staff are critical.

CASE EXAMPLE: BRINGING IN THE BYSTANDER

The Bringing in the Bystander (BITB) program was developed in 2002 by Elizabeth Plante, Victoria Banyard, Mary M. Moynihan, and Robert Eckstein at the University of New Hampshire (UNH). This curriculum translates research on bystander intervention (whether someone witnessing an act of crime or violence will intervene to stop the act or help the victim) and early programs by Jackson Katz and Alan Berkowitz into a sexual violence primary prevention program for college students.

The goals of the program include helping participants identify a range of sexually violent behaviors, understand bystander intervention, identify their own barriers to intervening, become motivated and make a commitment to intervene, and learn a range of skills that could be used to intervene safely in the future. The program uses role-playing and interactive learning to convey the lessons and realistically analyze the challenges in being an engaged bystander. By focusing on the role both men *and* women play in being engaged bystanders, this program helps to remove the sense of blame men may hear, in more traditional rape prevention programs, for being potential perpetrators, and that women may feel for failing to protect themselves from sexual assault.

Multiple research studies have been conducted on the BITB program with a variety of audiences, including the general student population, fraternities and sororities, athletes, and student leaders at UNH. The program has also been adapted and used on many other college campuses. These studies have shown the program to be effective at increasing positive bystander attitudes, increasing self-confidence in being able to intervene (self-efficacy), and increasing self-reported bystander behavior. According to Bringing in the Bystander lead trainer Robert Eckstein, a few components of the program are particularly powerful for student participants:

- Using a real-life story from UNH's history. Giving an example from the local community helps the issue hit home for students. In addition, often these types of cases highlight situations where bystanders clearly could have made a positive difference and did not.
- Including information on the continuum of sexual violence, especially highlighting the fact that smaller, seemingly benign, sexist behaviors contribute to a greater culture where sexual violence is more likely to occur. By showing participants that rape culture exists in a manner that does not

provoke defensiveness, students are reminded that pro-social bystanders are needed everywhere along the continuum of violence.

- Walking students through an empathy-building exercise to understand how difficult things can be for individuals who are survivors of sexual assault. This is especially effective at reminding participants why they're talking about this and why their help is needed.

For more information about Bringing in the Bystander, visit

<http://www.unh.edu/preventioninnovations/index.cfm?ID=BCC7DE31-CE05-901F-0EC95DF7AB5B31F1>

The Bringing in the Bystander Facilitator's Guide is available for free by contacting

Mary M. Moynihan at (603) 862-2675 or marym@unh.edu. Training on using the program at other universities and communities is also available through UNH.

Level 2: Promoting Community Education

Reaching groups of people with information and resources to prevent violence and promote safety

Many awareness-raising activities associated with Sexual Assault Awareness Month fall into this category. Take Back the Night, the Clothesline Project, speak outs, and similar events are aimed at reaching a large number of people at once with information about sexual violence, particularly its impact on victims and communities. Primary prevention messages can be interjected in these events by adding a speaker who discusses the connections between oppression and sexual violence, or how the media impacts public perceptions of women and violence, for example.

This level of the *Spectrum* also covers public education and [social marketing campaigns](#). Campaigns that use public service announcements, posters, flyers, and brochures and target a wide segment of the campus population fit here. These types of campaigns can include a wide range of messages, from statistics about rape to how to support a friend to how to safely intervene in a bad situation. The goal with these efforts is to educate as many people as possible at once about the issue, to change attitudes and beliefs about sexual violence and, in the case of social marketing campaigns, to change behaviors. Some behaviors that could be the target of a social marketing campaign include getting people to vote for new policies, intervene when they see acts of sexual violence, and speak out against sexism, just to name a few.

Consider how this level works nicely with Level 1 in that you may be able to plan events that compliment and reinforce the learning and skill building you have accomplished through one-on-one programs in Level 1.

There are many ways to incorporate prevention messages into campus public education campaigns; click [here](http://www.nsvrc.org/saam/campus-resource-list) (<http://www.nsvrc.org/saam/campus-resource-list>) for some examples from the field. For more on planning and implementing an effective public education campaign, click [here](http://www.nsvrc.org/saam/resources/campaign-planning) (<http://www.nsvrc.org/saam/resources/campaign-planning>).

CASE EXAMPLE: THE RED FLAG CAMPAIGN

The Red Flag Campaign began in 2005 through a partnership between the Virginia Sexual & Domestic Violence Action Alliance (Action Alliance) and the Verizon Foundation. The vision behind the campaign was to create the first statewide awareness and education campaign designed specifically to address dating and sexual violence among students on Virginia campuses. The campaign targets college students who are friends or peers of victims and perpetrators of sexual and dating violence and seeks to educate them about “red flags” (warning indicators) of violence. The campaign also includes bystander intervention messages that encourage friends/peers to “say something” (i.e., intervene in the situation). The Action Alliance collaborated on this project with local public relations agencies as well as an Advisory Committee of campus representatives from around the state.

The Advisory Committee came up with the strategy and messages based on focus group research with college students in VA. Focus group research was also used to finalize the poster design and messages. Before the state-wide launch of the Red Flag Campaign, the Action Alliance pilot tested the campaign with 10 campuses around the state.

The Red Flag Campaign consists of 8 double-sided posters with messages about emotional abuse, sexual coercion, excessive jealousy, isolation, sexual assault, stalking, and victim-blaming. The reverse side of each poster gives more information on the characteristics of healthy relationships. Additionally, participating campuses receive small red flags for use on campus to attract attention and awareness to the campaign before its launch and throughout the year. The online resource center, <http://www.theredflagcampaign.org>, has more in-depth information about each of these topics and sexual and dating violence in general. A comprehensive Campus Planning Guide offers step-by-step directions for launching The Red Flag Campaign on campus. It includes concrete suggestions for maximizing the impact of The Red Flag Campaign, how to use it to enhance current campus programming, and how to build new campus events around it. Specific attention is given to spreading the word by involving groups, such as resident advisors, faculty and staff, athletes, fraternities and sororities, LGBTQ groups, and other campus service organizations.

Since the 2007 full launch of the campaign, 58 colleges, community organizations, and/or military bases around the country have purchased and used The Red Flag Campaign.

Virginia State University (VSU), a Red Flag pilot campus, has gone on to use the campaign with much success for two years. VSU is a Historically Black University located about 30 miles south of Richmond, VA in a suburban area. VSU has approximately 5,000 undergraduate and graduate students, with 92% of students identifying as Black. VSU used the campaign resources in a variety of creative ways that promoted student involvement and student-led programming:

- Worked with campus administration to obtain permission to place small flags in high-visibility areas prior to the poster launch which sparked conversation and interest.
- Held programs based on the campaign in both October (Domestic Violence Awareness Month) and April (Sexual Assault Awareness Month) to increase exposure to the messages.
- Placed posters in residence halls, bathroom stalls, academic buildings, administration buildings, and gymnasium during sponsored events. Obtained permission from building managers so posters would remain for the awareness activities and beyond.

- Encouraged student creativity to develop skits around each poster to perform before other students. The audience was given hand-made red flags and white flags on popsicle sticks, to “vote” on which acts contained signs of violence and which did not.
- Created a highly successful program, Open Mic Poetry Night, around the campaign for students to read or perform poems, songs, and readings about dating violence and relationships. Posters were hung around the room; light refreshments and music were provided. Partnered with the VSU Radio Station and Mass Communications Club to arrange for a DJ, program emcee and free air time to play PSAs on the campus radio station.
- Utilized campaign red flags, signs, laminated posters, and banners during the Alcohol and Sexual Assault Awareness March on campus in April.
- Developed a Red Flag Word Scramble puzzle game based on signs of dating violence for faculty, staff, and students to win a Red Flag Campaign Banner pen. Depending on the number of pens available, the first 25 -50 staff and students to correctly solve the puzzle were given a pen.

For more information about any of the activities that Virginia State University planned, please contact Dr. Evelyn V. Whitehead, Coordinator of Substance Abuse & Sexual Assault Prevention in the University Counseling Center, at (804) 524-5939 or ewhitehc@vsu.edu.

For more information about the Red Flag Campaign and how you can bring this campaign to your campus (you do not have to be located in VA to purchase the campaign), please contact Kate McCord (kmccord@vsdvalliance.org) or Liz Cascone (lcascone@vsdvalliance.org) at (804) 377-0335. Be sure to visit the campaign website at <http://www.theredflagcampaign.org>.

Level 3: Educating Providers

Informing providers who will transmit skills and knowledge to others and model positive norms

Understanding who has influence in your community is critical. Faculty, staff, and student leaders are key allies in sexual violence prevention work. Campus healthcare providers, discipline officers, law enforcement or security personnel, advocates, resident advisors, and student government leaders are often important campus resources. These individuals play a key role in setting the campus culture and modeling social norms for the campus community. By having these leaders on board with prevention activities, and ensuring that they understand the impact their actions and words have on others around them, your messages can reach a wider audience more quickly and with greater impact.

The type of training and the content provided to individuals in this category will depend on the specific needs and gaps in knowledge. Some individuals may be primarily concerned with providing direct services to victims of sexual violence, or in handling the disciplinary process after an assault. Prevention messages for these individuals could emphasize the importance of listening and counteracting common myths about victims and perpetrators of sexual violence. For those that interact more often with students in a general setting (e.g., residence hall staff or student government leaders), messages about healthy relationship promotion and respect could be incorporated into existing trainings on sexual violence. The NSVRC has developed three customizable fact sheets that combine awareness and prevention messages for campus administrators, faculty and staff, and campus healthcare providers. Visit

<http://www.nsvrc.org/saam/campus-fact-sheets> (available in Word and PDF formats) to access these new resources.

CASE EXAMPLE: UNIVERSITY OF MICHIGAN'S STRIVING FOR JUSTICE: A TOOL FOR JUDICIAL RESOLUTION OFFICERS ON COLLEGE CAMPUSES

University of Michigan's Sexual Assault Prevention and Awareness Center (SAPAC) developed a toolkit specifically for individuals working in student conflict resolution on campus to help increase their understanding and familiarity with the issues of sexual assault and intimate partner violence. With funding from the U.S. Department of Justice's Office on Violence Against Women, SAPAC collected information from other universities to develop this tool and also worked closely with a local domestic violence shelter, SafeHouse Center, in Ann Arbor, MI.

The toolkit provides both general and legal definitions of sexual assault, discusses consent, coercion, common rape myths, campus sexual violence statistics, under-reporting, and policies for UM specifically. The toolkit provides a section on common survivor responses (including counterintuitive responses), what to say to survivors, and information about sexual violence in multicultural communities. Additionally, a section is dedicated to perpetrators, including how perpetrators might respond, male socialization, personality characteristics of offenders, and recidivism. The document includes a separate section on dating and domestic violence on campus.

In developing this toolkit, SAPAC staff aimed to combine awareness messages and primary prevention information into one training tool. By educating providers about the underlying causes of sexual violence, like gender socialization and victim-blaming culture, disciplinary personnel will understand the larger context in which sexual violence occurs and be able to act as change agents in the future. In addition, they will be better prepared to handle sexual violence cases in a victim-centered and sensitive manner, demonstrating administrative support for victims on campus and increasing the chances that survivors will come forward and report their experiences.

SAPAC has used this toolkit to train arbiters in the Office on Student Conflict Resolution and has begun to offer trainings to other campus staff, including law enforcement. They will continue to expand the reach of the training and develop support materials over the next few years.

To obtain a free copy of the toolkit, please contact Anne Handeyside at annekh@umich.edu or (734) 998-9368.

For more information about SAPAC, visit <http://www.umich.edu/~sapac/>.

Level 4: Fostering Coalitions and Networks

Bringing together groups and individuals for broader goals and greater impact

Social change requires the commitment of many different groups and institutions at all levels of society. Collaboration brings more resources, perspectives, and experiences that can help expand the reach of prevention messages. In expanding this reach, it might be most effective to build upon your existing partnerships and collaborations. Many campus anti-sexual violence organizations have built coalitions and networks with partners to provide crisis services to victims. These relationships are a critical part of successful prevention and advocacy work. Consider seeking out other campus organizations committed to

justice and equality, such as LGBTQ student groups and groups for students of color, and talk about how your issues intersect. Click [here](http://www.nsvrc.org/saam/expand-allies) (<http://www.nsvrc.org/saam/expand-allies>) for more tips on expanding your allies.

Building and maintaining coalitions will require some compromise and careful planning to meet the needs of all the parties involved, but in the end they will be beneficial to everyone. When approaching new partners, reinforce the widespread benefits of changing the destructive norms underlying sexual violence for the overall health and safety of all members of the campus community.

Another important part of coalition-building for campus advocates will occur outside the campus with community organizations and agencies. Local rape crisis centers can provide information, resources, training, and expertise to assist on-campus leaders with this work. In addition, state, territory, and tribal sexual assault coalitions can provide resources and technical assistance, often around campus prevention issues. Locate your state or territory sexual assault coalition [here](http://www.nsvrc.org/organizations/state-and-territory-coalitions) (<http://www.nsvrc.org/organizations/state-and-territory-coalitions>).

CASE EXAMPLE: MEN CAN STOP RAPE CAMPUS STRENGTH PROGRAM

The Campus Strength Program was developed by the national organization Men Can Stop Rape (MCSR) as a way 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. The program is centered on collaboration and coalition-building among students, faculty, staff, and community members on campus. MCSR provides on-site training, organizing tools, guidance, and technical assistance to each program site.

Male members of each chapter meet regularly to discuss issues around their lived experience as men, traditional masculinity and how it impacts them, and how they can define and live new definitions of masculinity that promote safety and health for all. Members also serve as mentors and role models in the community, work closely with local organizations, conduct educational workshops, and participate in events.

The Men Organizing for Rape Education (MORE) group at Washington University in St. Louis began in 2002 and has established a strong positive presence on campus. In 2008, MORE became an official Campus Strength Chapter. MORE is composed of 15-20 male students and is a recognized student group through the administration. The group includes men representing a wide variety of interests and backgrounds, including fraternities, athletics, and student government. Members of the group are responsible for recruiting, training, and sustaining the group with the assistance of two male staff advisors, one from the campus counseling center and one from resident life. MORE members engage in many activities throughout the year, including facilitating first-year student orientation trainings on sexual violence, hosting campus-wide educational events, conducting presentations for other college students as well as area high-school students, and co-sponsoring large events with other student groups, such as an annual Take Back the Night rally.

Each spring, MORE brings together male leaders on campus, including the chancellor, various deans, athletic directors, coaches, administrators, and professors to pose for a photograph that is used on posters and other materials throughout the following school year. To recruit the male leaders for the photograph, group members and advisors visit many different individuals on campus, explain ongoing projects in a concise manner, and detail the time and work that will be involved for anyone offering to help. Over time,

MORE has reached out to new and different groups and individuals on campus to collaborate on projects using this strategy, including housing, campus police, judicial services, health services, and relevant academic departments such as gender studies. In addition, MORE works closely with area agencies that provide direct services to domestic violence and sexual assault victims. This collaboration has helped MORE establish a presence outside the campus and reach more community members with messages about healthy and positive masculinity.

For more information about Washington University's MORE program, contact Craig Woodsmall, PsyD, Coordinator of Training for Student Health Services, at (314) 935-5988 or cmwoodsmall@wustl.edu.

For more information about Men Can Stop Rape's Campus Strength program and how to become a recognized chapter or receive training, contact Joseph Vess, MCSR Director of Training and Technical Assistance, at (202) 265-6530 ext. 36 or jvess@mencanstoprape.org. View an overview of the program at http://www.mencanstoprape.org/usr_doc/MCSR_Campus_Strength_Program.pdf.

Level 5: Changing Organizational Practices

Adopting regulations and shaping norms to prevent violence and improve safety

Campuses are made up of a multitude of smaller organizations and communities each with its own unique culture and norms. Activities at this level may focus on specific academic departments, faculty senate, student organizations, athletic teams and departments, media, or residence hall communities, among others. Level 5 focuses on improving the internal culture and norms of these sub-groups and organizations around gender, sexual violence, and relationships. For example, offering bystander intervention training to student leaders in fraternities and sororities could work to change norms around intervening when they witness inappropriate behavior during a party. Another example is encouraging the student health center to distribute brochures about healthy relationship and healthy sexuality.

High rates of alcohol use and abuse is common on campus, and social norms surrounding alcohol use often encourage unhealthy consumption. Excessive use of alcohol is also correlated with sexual assault on campus. Collaborating with campus groups working on decreasing alcohol use and abuse is another opportunity to influence the norms and practices around drinking. If underage drinking is a problem on your campus, consider ways that you can tie drinking culture to sexual assault in a non-victim-blaming way to promote healthier behaviors. Perhaps reaching out to local bars and bartenders about their role in preventing sexual violence by becoming active bystanders could also be effective. For more resources on alcohol and sexual violence on campus, visit <http://www.nsvrc.org/saam/campus-resource-list>.

Campus media is another important cultural institution on campus and an outlet for raising awareness and disseminating messages about prevention of sexual violence. The NSVRC has created, in collaboration with the Pennsylvania Coalition Against Rape, three op-ed articles specifically for campus media. Click [here](http://www.nsvrc.org/saam/campus-op-eds) (<http://www.nsvrc.org/saam/campus-op-eds>) to view these op-eds (they are available in Word format so you can customize and edit them).

CASE EXAMPLE: UNIVERSITY OF VERMONT PRESIDENT'S COMMISSION ON SOCIAL CHANGE

In 2007, University of Vermont President Daniel Mark Fogel established the President's Commission on Social Change to lead the way in a campus-wide anti-violence initiative following the rape and murder of a UVM student. The mission of the President's Commission on Social Change (PCSC) is "to make

recommendations to the President, acting as a catalyst and advocate in addressing key challenges facing the health and safety of UVM's campus community." The Commission is composed of subcommittees that address the following:

- Bias (including race, ethnicity, religion, gender, sexual orientation)
- Gender-based and sexual violence
- Alcohol and other drug use/abuse
- Sexual Violence Response Team (SVRT)

Committee members are responsible for researching, monitoring, and reporting on the status of the campus community's health and safety as it relates to each of these areas. Committee members identify institutional efforts to deal with challenges to health and safety and review policies and programs that could be implemented to improve these areas. Members then collaborate with other campus leaders and organizations to ensure that recommendations are implemented (after approval by the larger commission and the President). The commission monitors programs after implementation and assists in evaluating the effectiveness of each implemented recommendation.

While still a fairly new entity, the gender-based and sexual violence committee has successfully led the way in changing practices related to sexual and interpersonal violence on the UVM campus. After reviewing the Athletic Department Code of Student-Athlete Conduct, committee members, in collaboration with athletic department staff, updated the policy to include more specific language on violence and stalking, thereby strengthening it and showing commitment on behalf of the athletic department to protecting student safety.

More recently, the committee has been working with the Student Government Association to create and publicize a Victim's Bill of Rights. In addition to having campus policies related to gender-based & sexual violence, the committee wanted to create a document that was student friendly. To help spread the word about resources and services for victims of violence and their rights, the Women's Center and student leaders plan to conduct a public education campaign once the Victim's Bill of Rights is completed. An additional goal was to emphasize that the UVM community supports victims of gender-based and sexual violence.

The PCSC provides an opportunity for leaders across campus, from diverse organizations and departments, to work together on issues of sexual violence prevention and response. The commission also provides an opportunity for individuals working on overlapping topics, like sexual assault and alcohol use, to share knowledge and expertise in developing new policies and programs. By creating this commission, the President has shown his commitment to raising awareness about and decreasing sexual violence at UVM, and has opened up the dialogue around the issue, an important element of long-term social change. By creating an interdisciplinary team with administrators, faculty, staff, coaches, law enforcement personnel, healthcare providers, and students, organizational change across campus can happen more quickly and effectively.

For more information about UVM's President's Commission on Social Change, visit <http://www.uvm.edu/~president/?Page=commissions/pcsc/socialchange.html&SM=submenu5.html>

Level 6: Influencing Policies and Legislation

Enacting laws and policies that support healthy community norms and a violence-free society

Much work has been done to create policies to address and end sexual assault on college campuses. Many policies address options for victims and response to acts of sexual violence. Strong policies ensure that victims have access to services, can take actions that protect their safety and promote recovery, and can seek justice through the campus discipline system. For example, survivors should be offered campus housing relocation following an assault. While these policies often focus on what happens after an assault, they are an important part of primary prevention because they establish a norm that sexual violence is not tolerated on campus and that perpetrators will face consequences for their actions. In addition, victim-centered policies show support for survivors, helping counteract a victim-blaming culture.

As policies are set in place and improved over time, consider incorporating specific language about prevention. For example, you can build support for prevention strategies by including language about promoting healthy relationships, consent, and pro-active bystander behavior. In addition, you can work to get the university to require all incoming students to receive sexual violence prevention education that focuses on those topics.

For examples of strong campus policies around sexual violence, visit the Students Active For Ending Rape (SAFER) [College Sexual Assault Policies Database](http://database.safercampus.org/drupal-5.5/) (<http://database.safercampus.org/drupal-5.5/>). For more information about campus policymaking in general, visit <http://www.nsvrc.org/saam/campus-res-list>.

CASE EXAMPLE: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN CARE PROGRAM

Originally established in the early 1990s, the Campus Acquaintance Rape Education (CARE) program was initiated on the University of Illinois at Urbana-Champaign (UIUC) campus after student activists pushed for formal sexual violence education. Students held rallies and planned extensive outreach efforts to fellow students to secure 3,000 signatures on a petition to set up school-sanctioned educational programs. As the student activists began working with the administration, the Counseling Center first offered to house the program. Later, the program was transferred to the Office of Women's Programs, in part to maintain the feminist and grass-roots history of the work. In addition to general education programs that were available to a wide variety of student groups, the Office of Women's Programs began providing advocacy and support for students impacted by sexual assault, domestic violence, harassment, and stalking. In 1992, Women's Programs began teaching a course that trained students to be facilitators for CARE workshops, allowing more direct involvement by students as well as the capacity to provide more frequent and longer education programs to groups on campus.

In 1995, following the rape and murder of a staff member, students, faculty, and staff advocated for making the CARE program mandatory for first-year students. The mandatory workshop was developed by the Office of Women's Programs in collaboration with the Student Health Center, the Counseling Center, University Police, the Office of Student Conflict Resolution, Housing, and other key partners. The two-hour program is offered in both single-sex and co-ed groups for 50-60 students at a time during the first semester of the first year. The Office of Women's Programs staff works closely with student housing to host the programs in the dormitories, making it logistically possible to accommodate the roughly 7,000 incoming first-year students. Peer educators, trained through a semester-long class and paid for their time, conduct the workshops. The department that houses the peer education class also receives benefits from

the arrangement, including student tuition money and a “free” adjunct instructor (a full-time sexual violence educator teaches the class, rather than a faculty member).

UIUC students were instrumental in ensuring that the mandatory program was started and that it has continued for 14 years. Staff members worked with administrators to design and implement programs after passionate, committed students had made their voices heard about the need for this program. The mandatory program continues to grow and change over time. Ross Wantland, former CARE program coordinator, says, “CARE provides a dialogue to counter the misinformation that exists about sexual violence on our campus. In this way, we can build a community that supports survivors of sexual violence and proactively works to end sexual violence on this campus. We all have a role in creating that change.”

For more information about the CARE program, visit <http://studentaffairs.illinois.edu/diversity/women> or call (217) 333-3137.

Conclusion

We hope you will use the *Spectrum of Prevention* as a long-range planning tool. At first, you may only have the resources to focus on one or two levels. Over time, you can add strategies at other levels of the *Spectrum* that work toward the same goal. Creating cultural shifts and social change takes time. Don’t hesitate to ask for help. Use the NSVRC technical assistance resources and share your successes, large or small, with colleagues around the country. Despite the challenges, your work does make a difference!

Glossary

Primary Prevention

The CDC defines primary prevention as “approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization” (CDC, 2004). Primary prevention focuses on changing the underlying norms and culture that support sexual violence. Sexual violence primary prevention efforts are based on theories about human behavior change and psychology that have shown to be critical in changing many other health behaviors. Researchers studying sexual violence prevention continue to learn more about these strategies and their application and build data to support their effectiveness. Some promising primary prevention strategies include bystander engagement training, consent education, and healthy relationship promotion, to name a few.

Outreach Education/ Awareness-Raising

Activities and programs with the goal of raising awareness about the scope and impact of sexual violence and what to do if an individual or someone they know is a victim of sexual violence (Perry, 2005).

For more information on how primary prevention is different from awareness-raising efforts, check out the article entitled “What’s in a Name: Outreach or primary prevention?” on page 1 of [this PDF](http://www.vsdvalliance.org/secPublications/Moving%20Upstream%201-2.pdf) (<http://www.vsdvalliance.org/secPublications/Moving%20Upstream%201-2.pdf>).

Social Marketing

Social marketing is the use of traditional marketing techniques and tools to change audience behaviors that benefit the target audience and society in general (for example, health behaviors). The key is that the campaign must have the goal of changing behavior, not just increasing knowledge about a topic. Another

key to using social marketing is a focus on the “consumer”, or the person whose behavior we want to change. This means conducting research with the audience prior to designing any posters, materials, or products, as well as testing messaging and design with the audience to make sure that messages address the pros and cons that people perceive when it comes to changing their behavior (Weinreich, 2006).

Bystander Engagement

The bystander approach relies on teaching individuals to recognize and respond to a range of acts of violence, thereby stopping these acts and preventing escalation. By involving all individuals in prevention efforts and shifting the focus away from just victims and perpetrators of sexual violence, the bystander approach places sexual violence in a larger societal and community context. For more information about bystander intervention for sexual violence prevention, click [here](http://www.nsvrc.org/publications/nsvrc-publications/engaging-bystanders-sexual-violence-prevention) (<http://www.nsvrc.org/publications/nsvrc-publications/engaging-bystanders-sexual-violence-prevention>).

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