

# Applying Principles-Focused Evaluation in the Sexual Violence Prevention Context

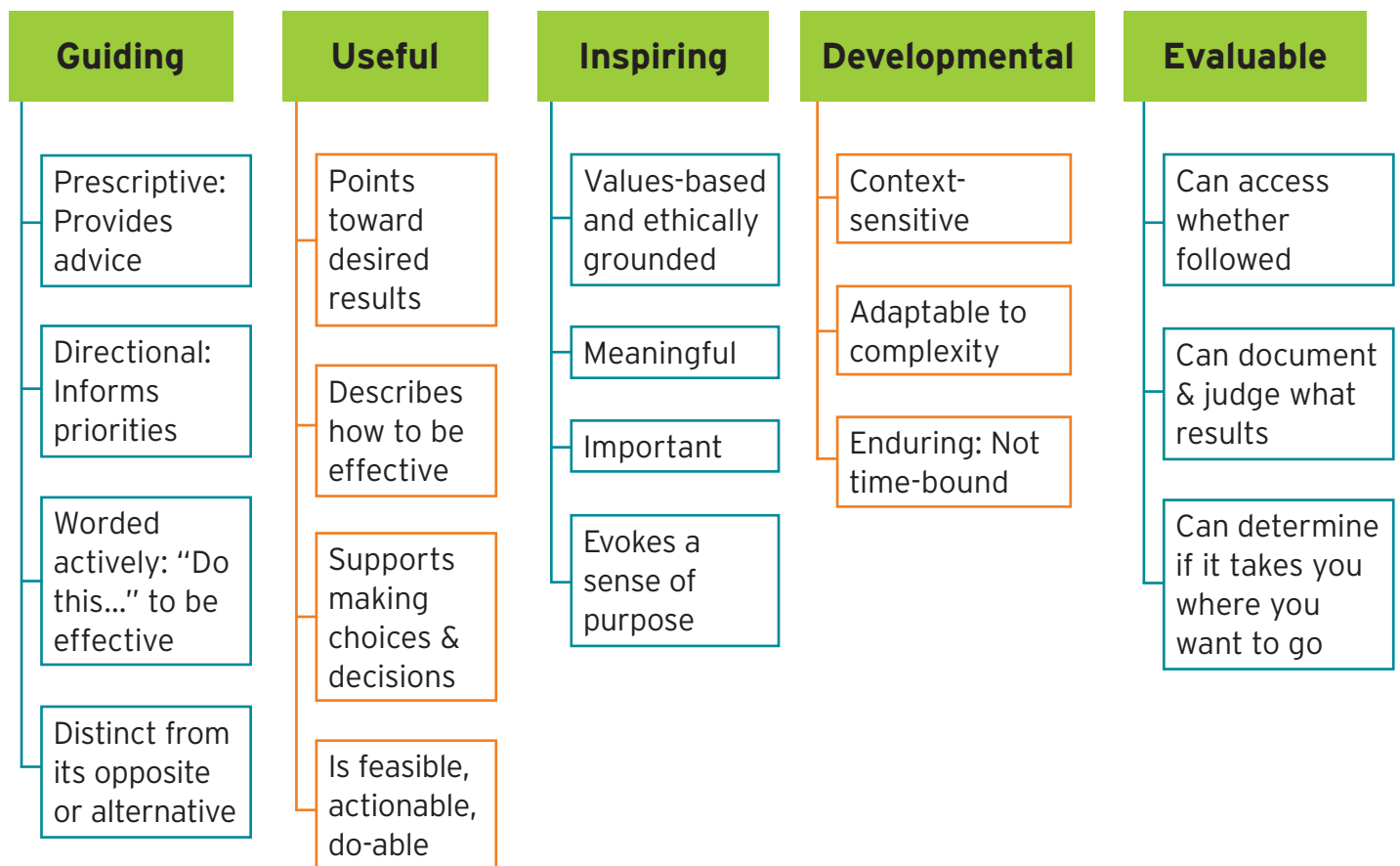
## Webinar Series Handout

Developed by Tatiana Masters and Erin Casey

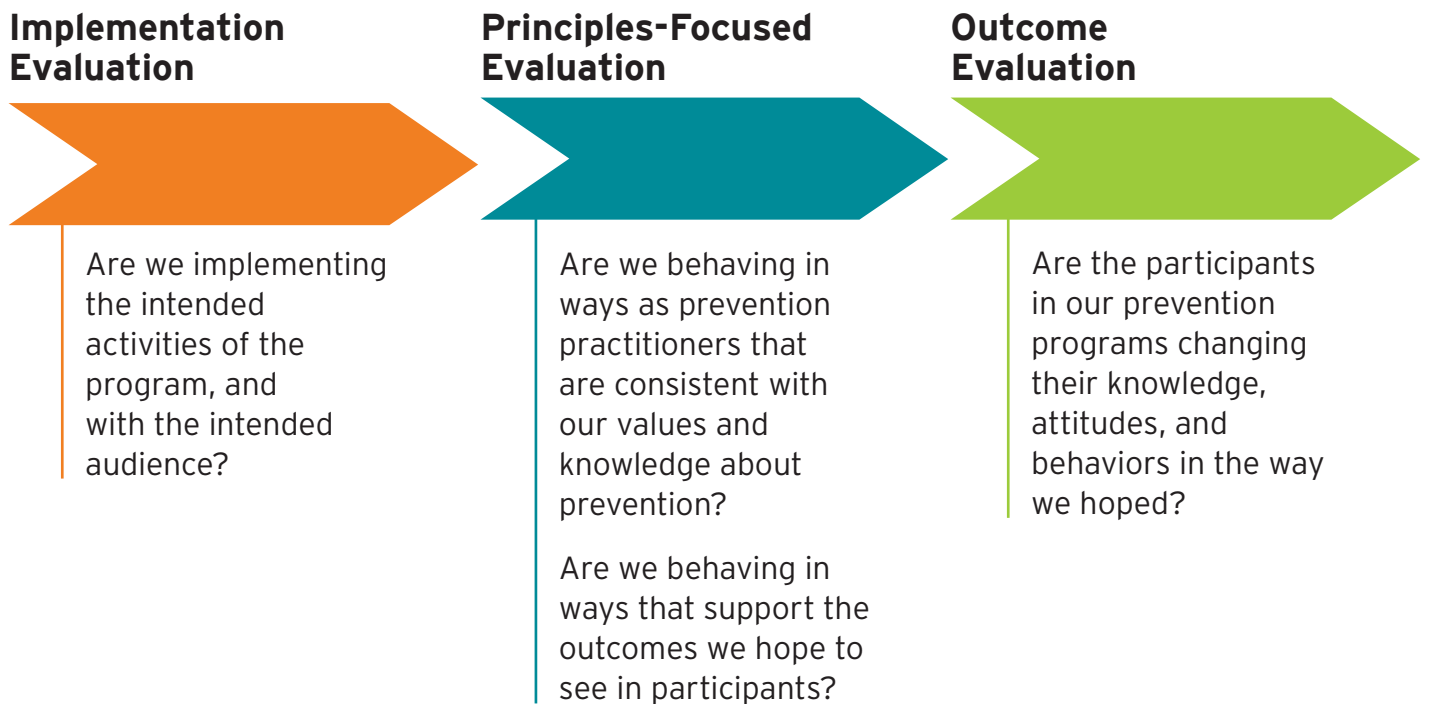
View webinar recording: [www.nsvrc.org/resource/2500/applying-principles-focused-evaluation-sexual-violence-prevention-context](http://www.nsvrc.org/resource/2500/applying-principles-focused-evaluation-sexual-violence-prevention-context)

Visit [www.nsvrc.org/evaluation-toolkit](http://www.nsvrc.org/evaluation-toolkit) for more information.

### In Principles-Focused Evaluation, Principles should be...



## How do principles fit into other kinds of evaluation?



### Washington State RPE Principles

**Prevention is Possible:** Believe that people and communities can eliminate sexual violence.

**Intersectional Feminism:** Address how power, privilege, and gender, especially in combination, can create different experiences of oppression.

**Consent Culture:** Promote mutual consent in all sexual and other human interactions.

**Shared Power:** Engage with others in ways that value diverse contributions and encourage equal participation.

**Holistic Engagement:** Recognize and address people's broader experiences and needs.

**Meaningful Relationships:** Develop trusting relationships by showing genuine interest and respect.

**Modeling:** Demonstrate how to recognize boundaries and communicate in open, respectful ways.

### Success Story

Name a risk factor; this kid has it. He adheres to strict gender norms, displays hostility toward women, is hyper-masculine, experiences violence in the home. He lives in a rural, under-resourced community that lacks employment opportunities and has a general tolerance of sexual violence and male entitlement. This cannot possibly be a success story, you think. Admittedly, Blaine's\* current attitudes and behavior are not remarkable, but his progress is.

When I first met Blaine, a white-identified student, in the context of his health class prevention curriculum, he was so entrenched in his hyper-masculinity that he would not even admit to ever experiencing physical pain. After a time, I noticed that when Blaine realized I saw him paying

attention to my words, or intently watching a video, he would quickly divert his eyes. He would try to pretend as if he hadn't been paying attention. Then, I noticed that sometimes he would nod his head in agreement with something I said.

In general, I made it a practice to stick around after class to check in with students, and I casually mentioned during class that these debriefs were a time when folks who haven't had a chance to speak could let me know their thoughts. One day, Blaine covertly stayed. He told me that he was having a hard time reconciling what was happening in class with what his friends would think, and shared that he felt anxious all the time. We talked about how it is normal to feel uncomfortable when trying on different ideas. I also worked with him to consider talking to a counselor about some of his anxious feelings.

During the next class session, I worked in some content about the role of peers, and the ways we can feel pressure to conform, but also sometimes be mistaken in what we assume peers think or believe. I tried to find moments of not only teaching bystander skills, but of modeling, myself, how to respectfully disagree with someone in a caring way. I also asked the young people to talk about their community - about its strengths, and also how the community might sometimes look the other way when folks were at risk of violence. Together, we generated strategies for navigating tough moments that took their home, peer, and community realities into account.

Now, Blaine occasionally comes up to me after class to quietly say thank you or to apologize for his classmates' behavior, but he does not yet have the courage to do these things when his peers are watching. I see him engaged and nodding more often, and he told me that he is talking with someone about his anxious feelings. I count this as a success.

\* Blaine is a pseudonym.

## References

Patton, M. Q. (2018). *Principles-focused evaluation: The GUIDE*. Guilford Press