

2016 NATIONAL SYMPOSIUM

ON SEX OFFENDER MANAGEMENT AND ACCOUNTABILITY

JULY 26-27 | KANSAS CITY MARRIOTT DOWNTOWN, KANSAS CITY, MO

ADAM WALSH ACT

10th

ANNIVERSARY

New Initiatives to Help Prevent Sexual Violence on College Campuses

Joan Tabachnick

Robert Prentky

Keith Kaufman

Kurt Bumby



SMART

Agenda

- **Overview**
- **Campus Sexual Misconduct: Using Perpetrator Risk Assessment & Tailored Treatment to Individualize Sanctioning**
- **Preventing Campus Sexual Assault: Developing & Implementing A Sustainable Situational Prevention Approach**
- **Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions: Adapting an Evidence-Based Model**

Four Pillars For Action:

White House Campus Sexual Assault Task Force



Identify the scope
of the problem

**Help schools
respond effectively
to assaults**

**Help prevent
campus sexual
assault**

Improve
government's
enforcement

Not Alone

- CDC sponsored Campus Think Tank
https://c.ymcdn.com/sites/safestates.site-ym.com/resource/resmgr/Fowler_43015_0145PM.pdf
- Campus climate validation study by OVW and BJS:
<http://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf>
- OVW Roundtable Discussions



A Perfect Storm



EVERY Risk Factor!

FEW Protective Factors!

8 Risk Converging Factors

1. Age of the victims
2. Victim access
3. A social culture
4. Drugs are ubiquitous
5. Coercion-supporting peer groups
6. Age of the offenders
7. Ubiquitous victim pool
8. Perceived sense of immunity

4 Precondition Model

- Motivation to sexually abuse
- Overcoming internal inhibitions
- Overcoming external inhibitions
- Overcoming victim's resistance



Fear of Exposure

- Fear of what an increase in reporting means for their image
- Fear that participation might increase their “exposure”
- Fear of losing funding, alumni support, etc.



Reporting of Sexual Assault

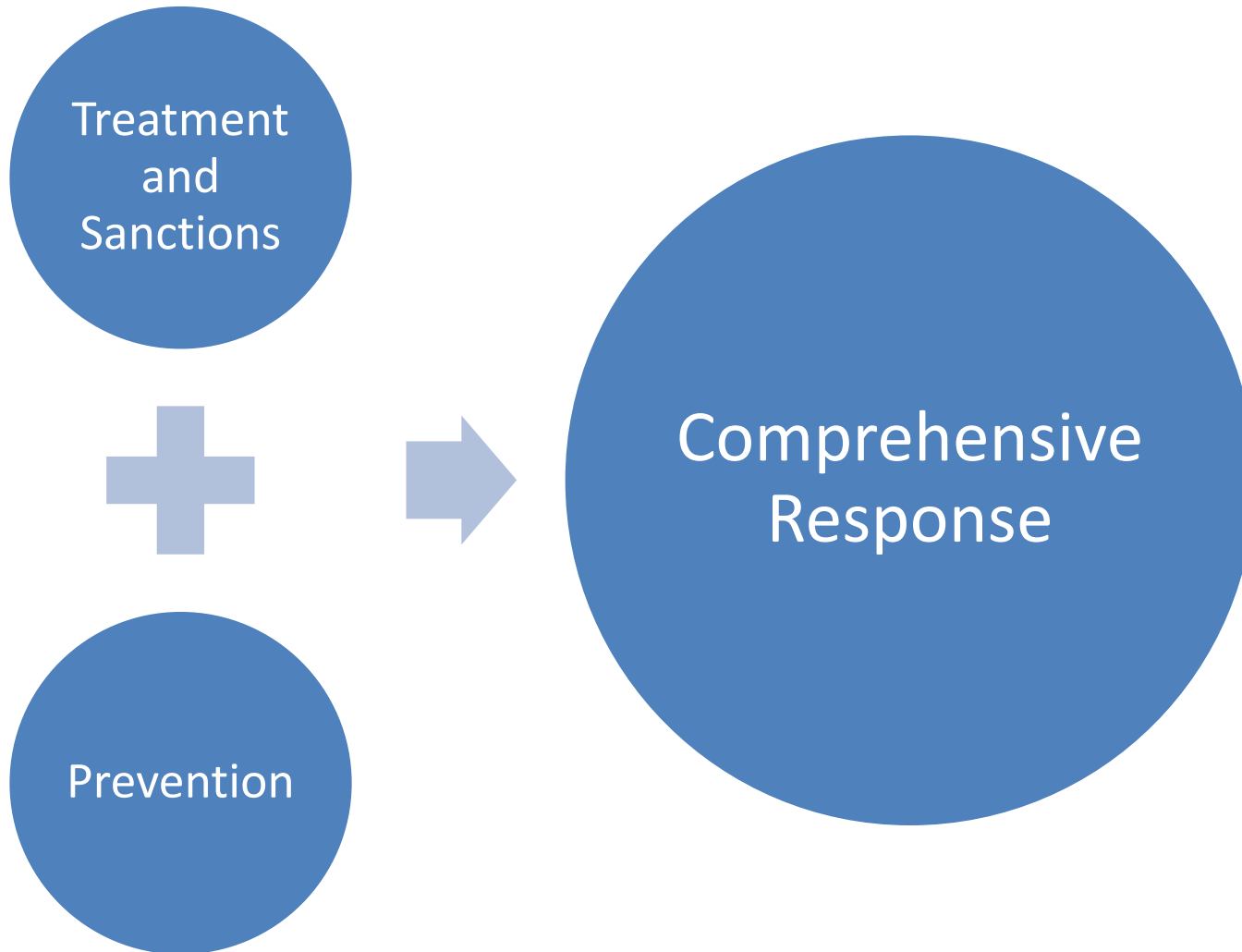


Media Attention

- Media attention is high – NOW is the time for a comprehensive response!



How do we respond?



Campus Sexual Misconduct

Using Perpetrator Risk Assessment and Tailored Treatment to Individualize Sanctioning



Robert Prentky, PhD
Raina Lamade, Ph.D
Fairleigh Dickinson University

**This project was funded by the SMART Office of DOJ;
It is a national study with study sites around the country.**

Principal Personnel include

- **RAP – PI (FDU)**
- **Mitch Abrams, Psy.D. (Rutgers / NJ DOC)**
- **Judith Becker, Ph.D. (U. of AZ) – co-PI**
- **Ann Wolbert Burgess, D.N.Sc., FAAN (B.C.)**
- **Mark Huppin, Ph.D., J.D. (UCLA)**
- **Mary Koss, Ph.D. (U. of AZ) – co-PI**
- **Raina Lamade, Ph.D. (FDU) – P.M.**
- **Austin Lee, Ph.D. (MGH)**
- **Elise Lopez, M.A. (U. of AZ) – P.M.**
- **Neil Malamuth, Ph.D. (UCLA)**
- **Sue Righthand, Ph.D. (U. Maine)**
- **Barbara Schwartz, Ph.D. (Maine)**
- **Kevin Swartout, Ph.D. (G.S.U.)**
- **Jay Wilgus, J.D.**

SMART FY 14 Campus Sexual Assault Perpetrator Treatment Pilot Project
Campus Sexual Misconduct:
Using Perpetrator Risk Assessment and Tailored Treatment to Individualize Sanctioning

Phase I
Data to Inform Treatment Protocol

University Data

Administrator
Online Survey

Preliminary
Informational
Meetings with
University
Stakeholders

Student Data

Student
Surveys

Student Focus
Groups

Extant Literature

Clinical Expertise & Experience

Student Conduct Expertise

Legal Consultation

PHASE II
Pilot Treatment Program
CBT, RNR, MI, Reinforcing activities,

University Feedback &
Results

PHASE III
Final Treatment Program & Recommendations

Grant Structure and Overview

Two Phases, Six Goals

Phase I: Survey Administrations

Goal 1

- Survey college students at 15 sites
- Identify risk factors & treatment needs that distinguish students with a greater likelihood of committing sexual assault in a diverse sample of about 1,000 undergraduate males
- Survey a sample of 1,000 female undergraduates regarding campus climate, perceptions of risk, reasons for not reporting *unwanted sexual behavior*, and perspectives about decisions to report or not report

Grant Structure and Overview

Phase II: Development and Implementation

Goal 2

- Design a risk and needs assessment protocol
- Design an evidence-based treatment curriculum

Goal 3

- Education and training

Goal 4

- Training clinicians to administer the treatment curriculum with fidelity to intervention modality and dosage recommendations

Goal 5

- Pilot-test the model at colleges/universities

Goal 6

- Evaluate the implementation through a structured debriefing after 12 months

Phase I – Goal 2

We argued that:

- (1) extant empirical literature on risk in adult sex offenders or juvenile sex offenders is not adequate (generalizable) for the college student population;**
- (2) extant empirical literature on treatment of juvenile or adult sex offenders is not adequate (generalizable) for the college student population.**

Content Domains Covered by Male Survey

- Demographics
- Situational Factors
- Criminal / Delinquent Behavior
- Alcohol / Drug Use
- Sexual Experiences
- Big Five Personality Factors
- Empathy
- Attachment
- Short Dark Triad [Narcissism; Machiavellianism; Psychopathy]
- Hostile Masculinity
- Self-Report Psychopathy
- Resisting Peer Influence
- Rape Myth items- selected
- Attraction of Sexual Aggression (ASA)
- Sexual Perpetration (SES)
- Additional sexual misconduct items
- Student feedback

17

Content Domains Covered by Women's Survey

- **Demographics**
- **Student Safety Perceptions**
- **Campus Climate Survey**
- **Environmental Situational Experiences**
- **Sexual Victimization (SES)**
- **Failure to Report**
- **Opinions on Reporting**
- **Impact of Decision to Report**
- **Feedback on coping with sexual victimization**
- **General Feedback box**

Phase I Data Collection Males: 14 campuses*

Fairleigh Dickinson [Teaneck & Madison]	186
U.C. Los Angeles	249
U.C. Santa Barbara	95
Univ. of Texas – Austin	78
Univ. of Washington	85
Georgia State University	98
University of Arizona	92
Boston College	53
Long Island University	47
Bowling Green State University	79
John Jay College (CUNY)	28
California State – Long Beach	70
Springfield College, MA	07
TOTAL:	1,167

19

Phase I Data Collection Females: 14 campuses

Fairleigh Dickinson [Teaneck & Madison]	145
U.C. Los Angeles	237
U.C. Santa Barbara	92
Univ. of Texas – Austin	93
Univ. of Washington	100
Georgia State University	100
University of Arizona	96
Boston College	134
Long Island University	77
Bowling Green State University	100
John Jay College (CUNY)	85
California State – Long Beach	108
Springfield College, MA	32
TOTAL:	1,399

23 Phase II Sites Explored

Rutgers University*	University of Maine*
Oregon State University*	Univ. of Hartford
Tulane University*	Williams College
Michigan State University*	Purdue University
Ohio State University*	Indiana University
Univ. North Caroline – Greensboro*	Skidmore College
Georgia State University*	Westminster College
University of Texas – El Paso*	Swarthmore College
University of Utah*	University of West Virginia
University of West Virginia*	University of Florida
University of New Hampshire*	Louisiana State University
contacted	University of Mass. – Boston

Preliminary Reach-Out / Discussion with Stakeholders

Onsite meetings & conference calls with stakeholders (Title 9, Risk Management, Legal, Clinical / Counseling, Student Conduct) at colleges to elicit the greatest needs, the biggest challenges & problems

Overview: Phase II “Products”

- A modularized, multicomponent treatment curriculum comprised of 12+ separate modules for maximum flexibility
- Semi-structured interview and guidelines to assist the therapist in tailoring an assessment during Session 1 to determine treatment needs
- Risk Appraisal Scale (RAS-TV) for the adjudicators to be completed *after* a finding of responsibility to assist with determination of sanctions
- Treatment Needs & Progress Scale for the therapist (TNPS-TV) to be completed periodically

Treatment Modules

- #1: Orientation, Assessment & Treatment Planning**
- #2: Sexual Behavior & Sexual Abuse**
- #3: Focus on Socialization & Sexualization in Society**
- #4: A Perfect Storm: Understanding Risks for Sexual Abuse**
- #5: Healthy Sexual Identity & Sexual Behavior / Hostile Masculinity**
- #6: *Consequences* of Sexual Abuse**
- #7: *Behavior is a Choice*: Choosing Wisely**
- #8: Developing Healthy Relationships**
- #9: Accountability: Making amends and making a difference**
- #10: Wrapping up & Going forward**

Each Module includes:

- ❖ Narrative for clinician describing the clinical focus of the Module, “core” treatment targets of the module, and discussion points; training resources for the clinician as well as treatment resources for the client
- ❖ **We project that these Modules may also include additional resources:**
 - ✓ Videos / video clips / YouTube links for selected Modules
 - ✓ Experiential exercises for selected Modules
 - ✓ In-between session assignments for selected Modules
 - ✓ Selected readings

Deliverables

- Summary of the university administrator survey results
- Summary of college student surveys
- A pre-sanction risk and needs scale
- A modularized, multicomponent treatment curriculum
- A Risk & Needs Inventory to be completed by the therapist at the beginning and periodically during treatment
- Treatment Project implementation guidelines & Manual
- Compilation of feedback from participating student conduct professionals and clinicians

Phase I Challenges

- **Climate**
 - Negative publicity / P.R. / damaging “the brand” / recruiting / retention problems
 - Liability and action concerns
 - Pressure, scrutiny from alumni, the press, the Feds
- **Campus survey saturation with surveys, policies, publicity, etc.**
 - Campus level
 - Student level
- **Limitations**
 - Subject pool - predominantly females
 - Lack of volunteers for research studies / volunteers do not reflect higher risk students
 - Access to athletics and Greek life VERY difficult / athletes shielded from research
 - Range of students, range of responses
- **IRB and DOJ vetting process**
 - Unified protocol was developed, training and monitoring – use of site PIs, connection to resources (site-specific resource sheets)
 - Consistency, safety and ability to connect students to resources.
 - Confidentiality agreements and Privacy Certificate
 - Concerns about online versus paper and pencil
 - Know who will participate, Frat night party
 - Reactions, want to assure connecting them to MH services
- **Paper and pencil versus online**
 - P&P - more time-consuming, greater resources needed (personnel, time)
- **Reluctance of participating**
 - Bringing things to light
 - The blame game
 - Instructed not to participate on the advice of university counsel

Phase II Challenges

- **Developing assessment tools based on the literature and surveys**
 - No existing risk assessment tools for this “emerging adult” population
- **Requirements of empirically based treatment modalities**
 - Drawing from the adult and juvenile sex offender literature, but seem to be different..... Reason for Phase I is so important - Nothing specifically tested for this population – drawing from adult and juvenile literature
- **Needs**
 - “Democratic” – for all students, not just male perpetrator - female victim; LBGT, Transgender, etc.
 - High risk students, as a recommendation
- **Buy in / engagement across many levels and systems and addressing needs**
 - University Administrators / Student Conduct / other stakeholders / General Counsel / Risk Management
 - Risk concerns / Exposure – “dueling” law suits
 - Students - perpetrators scoff at idea of “therapy” or sue or simply go to another school
- **Limits of confidentiality, reporting requirements of the provider to the institution and future use**
 - What is required to divulge; variability across institutions
 - Need to clarify requirements in informed consent
 - Client agreement? / Partial confidentiality? / whose holds privilege?
- **Feasibility**
 - Training of therapists / Who is the therapist? – independent? Employed by school? Who pays therapist?
 - Cost and resources
 - Comprehensive, cohesive treatment with structure and organization but allowing for maximum flexibility
- **Logistical variability across sites**
 - Serious crimes expelled, but others vary in sanctioning and recommendations
 - On-campus versus off campus
 - Victim considerations and feedback

Preventing Campus Sexual Assault: Developing & Implementing A Sustainable Situational Prevention Approach



Keith L. Kaufman, Ph.D.

Psychology Professor, Portland State University

kaufmank@pdx.edu

29

Goals

- To describe the **overall structure** of our SMART funded, “situational-focused,” campus sexual assault prevention project
- To provide details regarding **key elements** of our prevention approach

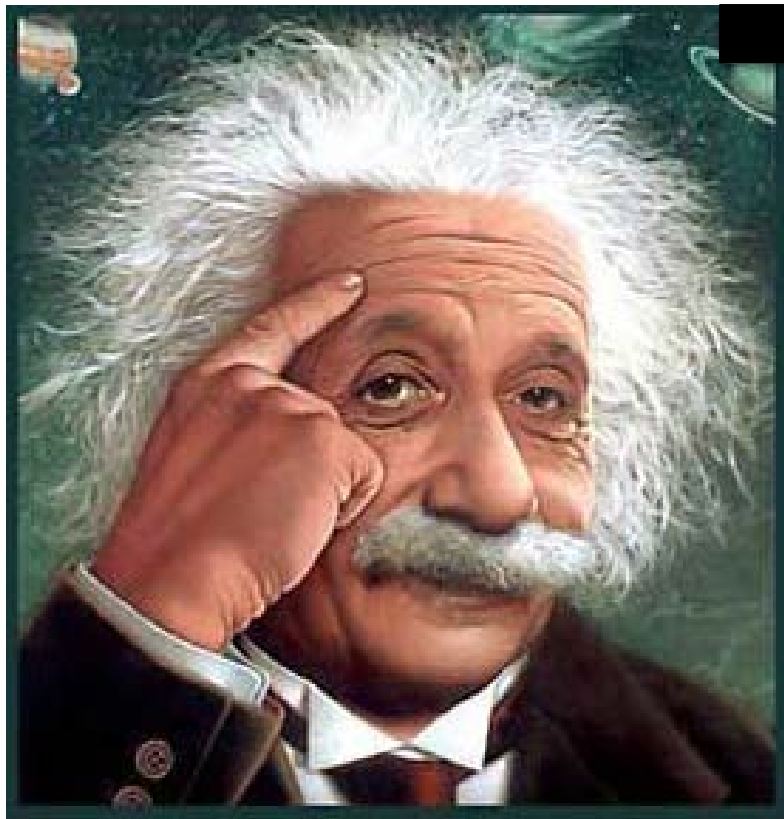
(Questions)

30

Taking Action To Prevent Campus Sexual Assault



31



***“Intellectuals solve problems;
geniuses prevent them.”***

- Albert Einstein

32

Project Structure



- **3-year grant from the DOJ's SMART Office**
(Sex Offender Sentencing, Monitoring, Apprehending, Registering, & Tracking)
- One of two campus **prevention** grants awarded nationally & on the heels of the SMART campus **offender** investigation
- Represents a great opportunity to foster a **shift toward prevention** on college & university campuses

Grant Project Team

- Keith L. Kaufman, Ph.D., Principle Investigator & Sarah McMahon, Ph.D., Co-Investigator (Rutgers)
- Judith Zatzkin, Kelly Stewart, Erin McConnell & Hayley Tews – Graduate Research Assistants



Project Goals & Foundation

- **Goal:** To develop a “situation-based” sexual violence prevention program to enhance student safety and prevent campus sexual assault.
- **“Situation-based”** refers to a focus on environmental factors, risky situations, and policy concerns as well as resources, protective factors, and strengths. Concerns itself with a combination of static & dynamic risk factors.
- Prevention **program development** grant

35

Project Goals & Foundation

Scope: Primary focus on preventing sexual violence. Secondary focus on other safety risks (e.g., physical assault, accidental injury, health concerns)

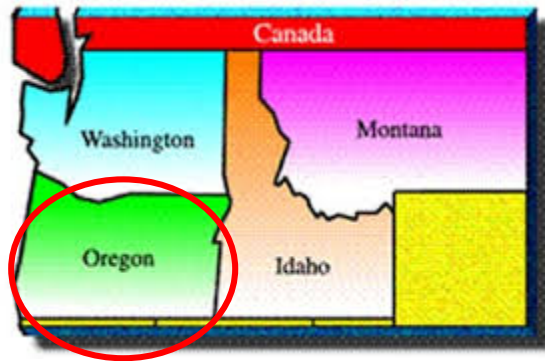
Intended to complement existing, more individual-based prevention approaches (e.g., education, bystander)

“Campus Situational Prevention Approach”

Project Collaborators

Eight College & University Partners

Oregon Cluster



Portland State University,
Portland Community College, &
Linfield College

Northeast Cluster



Penn State University, Rutgers
University, Catholic University,
Fairleigh Dickinson University, &
Northern VA Community College

Participating Campus Units

Six Participating “Units” On Each



Athletics



Housing



Greek System



Diversity



Kids on Campus



Campus Safety & Community

38

Campus Unit - Key Informants

Online Student Survey



- Student only input on risks
- Qualtrics survey format

Student Only



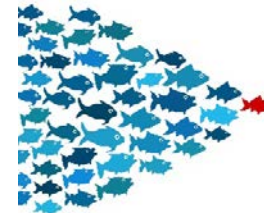
- 6-8 students connected to the unit
- Focus on risk brainstorming

Unit Workgroup



- Administrator, staff/faculty, students, diversity representative & campus safety representative
- Risk brainstorming & solutions steps

Unit Leadership



- Unit administrators
- Focus on prioritization & solution implementation steps

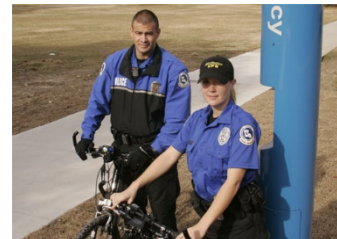
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Project Core Components

Campus Situational Prevention Approach



Campus Safety Policy “Best Practice” Audit





“Best Practice” Safety Policy Audit

41

“Best Practice” Safety Policy Audit



- Based on review of the **literature** & professional **organizations' practices**
 - NSVRC & PSU reviews
- Compares existing college/university policies to what is **most effective**
- Provides **resources** for policies that colleges & universities would like to add

Situational Prevention Approach



Situational Prevention Approach

- **Demonstrated History of Success**
 - 50+ yrs. of creating safer housing
 - 20+ yrs. of application in crime prevention
- **Rooted in Research**
- **Adapted For Use With Sexual Violence & Youth Safety Concerns**
 - Kaufman & colleagues (2012, 2010, 2006)
 - Smallbone & Wortley (2006)



The Situational Prevention Approach (SPA) Has Characteristics of “Ideal” Prevention Strategies



45

SPA's Ideal Prevention Characteristics

- ✓ Easy to use – self-directed**
- ✓ Focus on campus units' specific concerns**
- ✓ No monetary cost**
- ✓ Sensitive to changes over time (dynamic)**
- ✓ Works with existing safety programs**

SPA's Ideal Prevention Characteristics

- ✓ Utilizes local individuals' expertise
 - Students, staff, administrators, faculty, key stake-holders
- ✓ Benefit from diverse input
- ✓ Effective at identifying key “local” risks
- ✓ Can guide development of effective, affordable, and tailored prevention solutions

47

Situational Prevention Approach

Four Step Process:

1) Identifying campus unit safety **risks**

2) Developing practical **solutions** for each risk

3) **Prioritizing** risks to address

4) Developing implementation plans & **Taking Action**

Situational Prevention Approach Details



Step 1:

Brainstorming To Identify Risks



Student only group completes the risk brainstorming meeting only

Unit workgroup completes risk brainstorming process, as well

Eight risk-prompts are used to help identify units' existing concerns

50

CSPA BRAINSTORMING AREAS

Campus Environment

HIGH RISK LOCATIONS

- Isolated buildings & classrooms
- Parking garages
- Dorm Laundry room
- Fraternity & Sorority parties
- Park and woods on campus

LIFESTYLE & ROUTINE ACTIVITIES

- Non-residents in the dorms
- Drinking as a regular part of socialization
- Classes ending late in remote campus locations
- Athletics related travel and hotel stays
- Limited campus safety staff

FACILITATORS

- Free or cheap drinks at bars
- Being a freshman
- "On campus" non-university housing
- Tail-gate Saturdays

HEALTH, ACCIDENT PREVENTION & PHYSICAL SAFETY

- Mold in building walls
- Bathrooms left wet and slippery
- Limited access to health & mental health services
- Lack of healthy food options

UNIVERSITY CLIMATE & POLICIES

- Lack of required campus healthy sexuality education
- Campuses with a "hook-up" culture
- Lack of "sober monitor" policy for campus parties
- Policy that allows faculty to be sexually involved with students

SEXUAL ASSAULT RISKS

- Freshman women targeted for parties
- Women given stronger drinks at parties
- Sports team or fraternity/sorority hazing/pledging
- Lack of emphasis on getting consent
- Frequent use of drugs and/or alcohol

LARGER COMMUNITY ENVIRONMENT

- Poorly lit streets around the campus
- Criminals in homeless camps near campus
- Isolated bus stops with long waits at night
- Neighborhood gang activity
- Multiple bars

COMMUNITY POLICIES

- Hedges too high in a park next to campus
- Locker rooms not safe at a community pool
- Dangerous streets around campus without traffic lights
- Infrequent Police patrols in community around campus

Community Environment

Step 2: **Developing Solutions For Identified Risks**



52

Step 2: Develop Solutions For Each Risk

- For each risk, develop a **realistic solution** tailored to the unit's unique needs
- Give **priority to prevention** strategies & use risk reduction approaches when necessary
- Identify the **real costs** of this strategy
- Task for the **unit workgroups**



Prevention & Risk Reduction

- **Prevention**

- Reflects efforts to **remove or avoid** risk factors and enhance protective factors
- For example, locking doors to control access

- **Risk Reduction**

- Recognition that some risks will continue to exist, but can be **minimized**
- For example, IDs and name tags for community events on campus

Step 3:

Prioritizing Risks & Intervention Strategies



Step 3: Prioritize Risks & Intervention Strategies

- **Unit leadership** team is responsible
- **Prioritize** risks based on cost, resources, and degree of concern
- Divide solutions into “**easier**” & “**more challenging**” to implement & then prioritize each list

Step 4:

Developing Implementation Plans & Taking Action



57

Step 4: Developing Implementation Plans & Taking Action

- Task for **unit leadership** team
- Work on resolving **5 risks** at a time (“Top 5”)
 - 3 “easier” & 2 “more challenging”
- Develop a detailed **implementation plan** for each identified risk
- **Adjust policies** as necessary
- Plan for annual **reassessment**



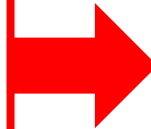


The Big Picture

Project Phases

The Big Picture – Pilot Study

**PILOT - Situational Prevention
Approach (SPA) – Boys & Girls
Clubs Of American (BGCA)**



**4 Years
16 Clubs Across 4 States**

BGCA – Pilot Study

- Very **promising** preliminary findings
- Clubs **engaged** despite heavy demands
- **High satisfaction** with SPA – 3.2 on 4 pt scale
- SPA successfully identified more risks – **7x - 10x more risks** than “business as usual” controls
- SPA led to solutions for all risks

(Funded by Pennsylvania Coalition Against Rape – THANKS!)

Big Picture: The Development Phase

PILOT - Situational Prevention
Approach (SPA) – Boys & Girls
Clubs Of American Pilot Study

4 Years

16 Clubs Across 4 States

(Funded by: Pennsylvania Coalition
Against Rape – THANKS!)



Phase 1: Development*

3 Campuses

Tailor SPA For Campus Use

CSPA & Policy Audit

Develop Implementation Manual

* Evaluation Feedback Received Throughout

Big Picture: The Development Phase

PILOT - Situational Prevention
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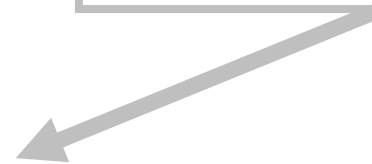
Phase 1: Development*

3 Campuses

Tailor SPA For Campus Use

CSPA & Policy Audit

Develop Implementation Manual



Phase 2: Strengthening Phase* (Formative Evaluation)

5 Campuses

Independent Administration of CSPA

CSPA & Policy Audit

*** Evaluation Feedback Received Throughout**

63

Big Picture: The Development Phase

PILOT - Situational Prevention Approach (SPA) – Boys & Girls Clubs Of American Pilot Study

4 Years

16 Clubs Across 4 States

(Funded by: Pennsylvania Coalition Against Rape – THANKS!)



Phase 1: Development*

3 Campuses

Tailor SPA For Campus Use

CSPA & Policy Audit

Develop Implementation Manual



Phase 2: Strengthening Phase*
(Formative Evaluation)

5 Campuses

Independent Administration of CSPA
CSPA & Policy Audit



**Final Campus
Situational
Prevention Approach
Manual For National
Dissemination**

* Evaluation Feedback Received Throughout

64

Next Steps



- **Initial focus on:**
 - The **literature review** to identify policy best practices
 - The development of the Campus Situational Prevention Approach **process and forms**
 - Conducting **simulations** with campus groups to “de-bug” the process
- **Begin **Phase 1** with Portland State University & Portland Community College units in August**
- **Begin **Phase 1** with Rutgers in the early Fall**
- **Ongoing incorporation of Phase 1 findings to improve the prevention process**

65

Preventing Campus Sexual Assault: Adapting an Evidence-Based Model of Situational Prevention



Dr. Kurt Bumby
Director, Center for Sex Offender Management

66

Systematic Review of Sexual Violence Perpetration Strategies

- Examined 30 years' worth of outcome studies on *perpetration* prevention (140 studies)
- Not focused on strategies for victimization prevention
- Not aimed at recidivism reduction among perpetrators

(DeGue et al., 2014)

Systematic Review (cont.)

- Most strategies were single or limited dose psycho-educational interventions
 - Designed to increase knowledge, change attitudes, and ideally behaviors at the individual level
- Some impact on knowledge, attitudes, bystander intentions or behaviors
- Generally not effective in changing *behaviors*
- Higher dose needed for lasting behavior change

(DeGue et al., 2014)

Systematic Review (cont.)

- Very few were comprehensive strategies
 - Educational
 - Skills building
 - Social norms
 - Relationships
 - Policy
 - Community
 - Environmental, contextual
- Multicomponent approaches more effective in changing behaviors

(DeGue et al., 2014)

Evidence-Based Strategies Effective in Changing Behavioral Outcomes

- *Safe Dates* (Foshee et al., 2004)
- Funding associated with the 1994 *Violence Against Women Act* (VAWA; Boba & Lilley, 2009)
- *Shifting Boundaries* (Taylor, Stein, Woods, & Mumford, 2011)

(DeGue et al., 2014)

The author(s) shown below used Federal funds provided by the U.S. Department of Justice and prepared the following final report:

Document Title: Shifting Boundaries: Final Report on an Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools

Author: Bruce Taylor, Ph.D., Nan D. Stein, Ed.D., Dan Woods, Ph.D., Elizabeth Mumford, Ph.D.

Document No.: 236175

Date Received: October 2011

Award Number: 2008-MU-MU-0010

This report has not been published by the U.S. Department of Justice. To provide better customer service, NCJRS has made this Federally-funded grant final report available electronically in addition to traditional paper copies.

Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

<https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>

SHIFTING BOUNDARIES:

Lessons on Relationships for Students in Middle School

by Nan D. Stein, Ed.D.

with Kelly Mennemeier, Natalie Russ, and Bruce Taylor, Ph.D.

with contributions from the New York City Department of Education:

Elayna Konstan, Lois Herrera, Eric Pliner, Marion Thomas,

Nicole Yarde, Michele Singer, Rhonda Paganetti,

Neil Rothberg, Zahidali Rohoman, and Olmon Hairston;

the 50 Substance Abuse Prevention/Intervention Specialists who
worked with us in this research project; and Dr. Catherine Stayton
of the New York City Department of Health and Mental Hygiene

December 2010

This project was supported by Award Nos. 2010-MU-MU-0006, 2006-MU-MU-0010, and 2005-WT-BX-0002, awarded by the National Institutes of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect those of the Department of Justice.

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<http://www.wcwonline.org/images/stories/projects/datingviolence/ShiftingBoundaries.pdf>



Current Initiative

Shifting Boundaries: College Adaptation

THE CENTER
CENTER FOR EFFECTIVE PUBLIC POLICY

Wellesley
Centers for
Women



CALCASA



ARS



Duke

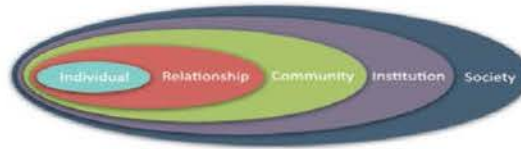
U N I V E R S I T Y



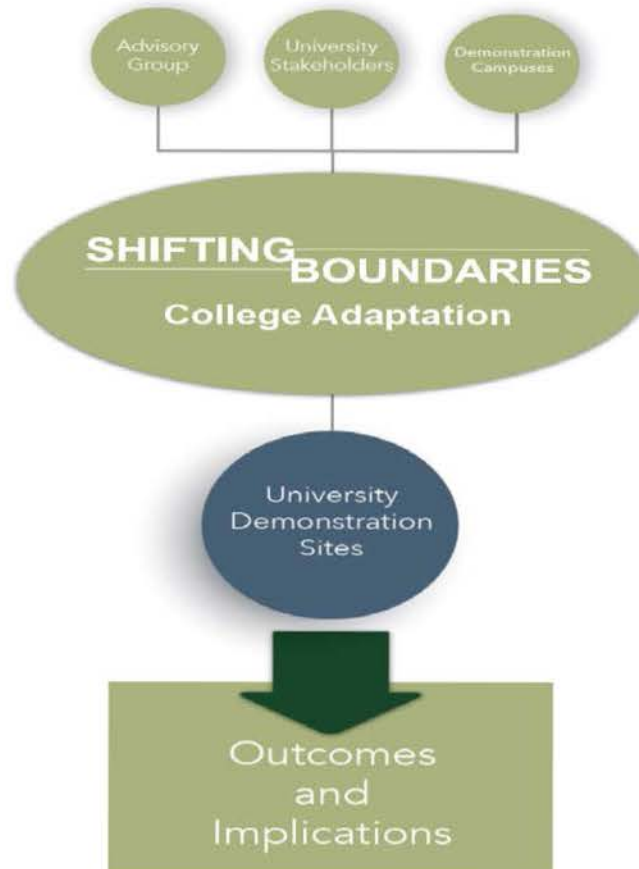
**Massachusetts
Institute of
Technology**

Williams

Adapted Socio-Ecological Model



Proposed Situational Intervention Initiative



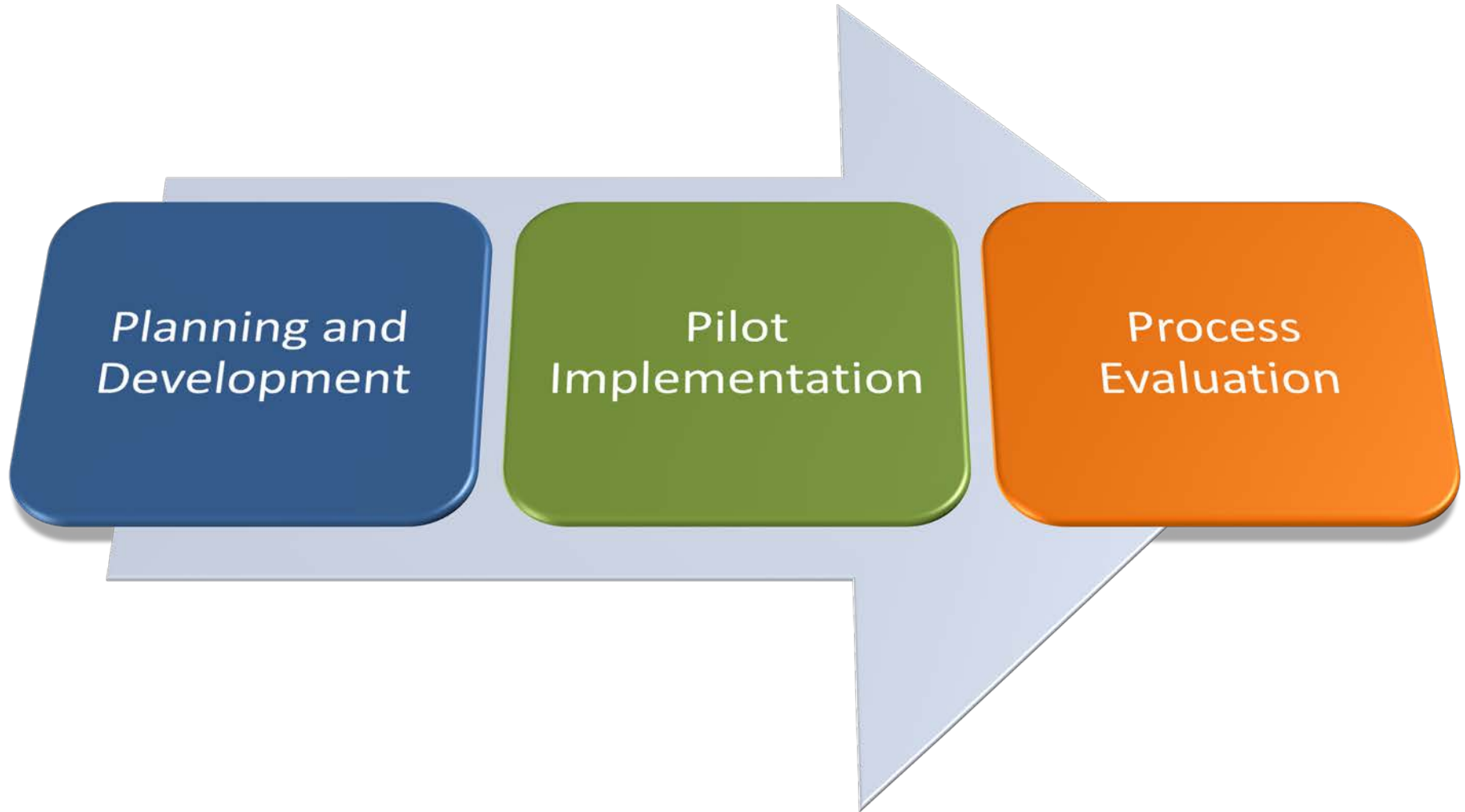
Overarching Approach

- Complement existing prevention activities
- Intended focus
 - Environmental conditions
 - Location-based
 - Policy-related
 - Temporally influenced
- Potential focus on subgroups of students
 - Recognize places that various students live, socialize, recreate, and congregate can vary

Anticipated Elements of “Shifting Boundaries: College Adaptation”

- Multidose sessions to address:
 - Defining consent, harassment, sexual assault
 - Bystander interventions
 - Relevant laws, campus policies, resources
 - Establishing, measuring, claiming, asserting, and renegotiating personal space/boundaries
- Facilitated student mapping activities
- Strategically planned situational interventions

Three Phases



Obtain Comprehensive Snapshot

- Explore campus-specific data
 - Student population, subgroups
 - Incidence, prevalence
 - Survivor, perpetrator demographics
 - Campus climate, other relevant student surveys
- Review policies, protocols
 - Definitions
 - Campus law enforcement, other investigations
 - Student conduct, sanctioning
 - Follow-up for survivors, perpetrators
- Explore programs, services
 - Crisis services, counseling for survivors
 - Prevention programs/strategies
 - Program evaluations
 - Interventions for perpetrations

Initial Series of Campus Visits

- Engage university officials, students, other stakeholders
- Foster collaborative tone
- Establish shared mission, shared ownership
- Promote shared understanding of situational prevention, project goals, objectives
- Reaffirm complementary nature of situational interventions

Initial Series of Campus Visits (cont.)

- Observe routine orientation, prevention-related activities
- Conduct interviews, focus groups with university stakeholders and students
- Establish local planning team, committee
- Review multiple data, information sources, and implications
- Begin to identify potential campus-relevant strategies
- Anticipate local needs for training, technical assistance

Facilitated Student Mapping

- Examine why students consider particular locations, conditions, circumstances to be safe/unsafe
 - Time of day
 - Density of students
 - Subpopulation-specific vulnerabilities
 - Routine activities occurring in specific spaces
- Empowers students to create safe spaces, transform unsafe spaces, conditions
- Assists campus officials and other students to reduce perpetration opportunities



Collection of Additional Situational-Related Information Sources

- Temporal analyses
 - Timing may vary regarding when perpetration occurs (or may be more likely to occur)
 - Time of day
 - Days of week
 - Points in semester (e.g., move-in week, post-finals)
- Identify types of activities that may contribute to perpetration opportunities
 - Home games/athletic events
 - Out of town formals
 - Greek Life parties

University X: Temporal Analysis for Situational Policy Interventions

- Explored alcohol harm at points in time in semester
 - 5 years of data
- Identified high rates of high risk alcohol-related concerns during move-in week
 - Self-reported binge drinking/blackouts
 - Increased transports to hospitals
 - BAC levels
- Attributed in part to extended period of unstructured free time

University X: Temporal Analysis for Situational Policy Interventions (cont.)

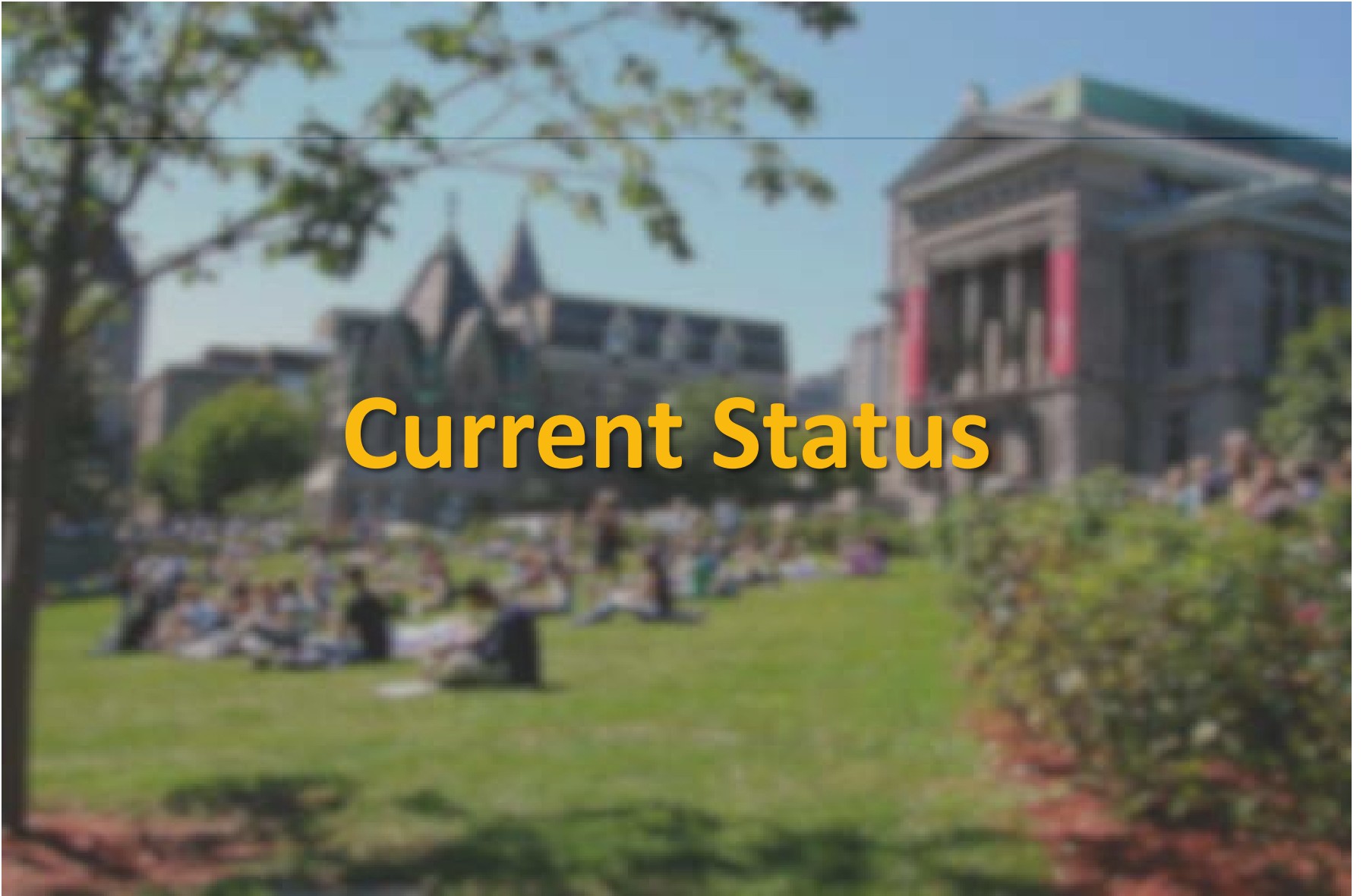
- Changed policy for move-in period
 - From 1 week to 1½ days
 - Reduced unstructured free time
- Identified positive impact, 2 year follow-up
 - Reduced alcohol harm
 - Reduced self-reported binge drinking/blackouts
 - Reduced alcohol-related transports to ER
 - Lower BACs measured at ER
- Other potential impact?
 - Reduced sexual harm?

Create “Shifting Boundaries: College Adaptation”

- Use data, multiple sources of information to guide interventions
- Collectively identify possibilities for
 - Content and approach
 - Mode of delivery
 - Target population
 - Timing and sequencing

“Shifting Boundaries: College Adaptation” Package

- Introduction and overview
- Facilitator’s guide and materials
- Student workbook, exercises, materials
- Examples of location-based, policy-related, and campuswide situational interventions
- Supplemental resources section
 - Campus and community resources
 - Available services for victims, other students
 - Relevant laws, campus policies



Current Status

Questions?



Thank You

R. A. Prentky, Ph.D.

Fairleigh Dickinson University, rprentky@fdu.edu

Keith L. Kaufman, Ph.D.

Portland State University, kaufmank@pdx.edu

Kurt Bumby, Ph.D.

Center for Sex Offender Management, kbumby@cepp.com