

Appendix A

Evaluation of Prevention Principles

Principles of Sexual Violence Prevention

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Appendix A

Evaluation of Prevention Principles

Principles of Sexual Violence Prevention



Prevention principles are a part of principles-focused evaluation (PFE). PFE complements outcome evaluation and provides guidance for decision-making during prevention program implementation. The principles described below were developed with preventionists in Washington to describe core practitioner values and behaviors that foster successful prevention work.

The following seven principles contribute to preventing sexual violence:

Prevention Principle 1: Prevention is Possible

Expect that people and communities can eliminate sexual violence.

Prevention Principle 2: Intersectional Feminism

Address how power, privilege, and gender, especially in combination, create different experiences of oppression.

Prevention Principle 3: Consent Culture

Promote mutual consent in all sexual and other human interactions.

Prevention Principle 4: Shared Power

Engage with others in ways that value diverse contributions and encourage equal participation.

Prevention Principle 5: Holistic Engagement

Recognize and address people's broader experiences and needs.

Prevention Principle 6: Meaningful Relationships

Develop trusting relationships by showing genuine interest and respect.

Prevention Principle 7: Modeling

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

Sexual violence is rooted in the **oppressive exercise of power** based on culturally embedded gender discrimination.

Preventing sexual violence begins with believing that **people and communities can eliminate sexual violence.**

To eliminate sexual violence, we must act in ways that address how **power, privilege, and gender**, especially in combination, create different experiences of oppression, and promote mutual consent in all sexual and other human interactions.

This requires us to engage with others in ways that:

value diverse contributions,

encourage equal participation,

recognize and address people's **broader experiences** and needs,

develop meaningful relationships by showing genuine interest and **respect,**

demonstrate how to **recognize boundaries,** and

communicate in open, respectful ways.

Evaluation of Prevention Principles

In order to begin evaluating prevention principles, first determine which prevention principles are most relevant to your work. All the principles are aligned to the risk/protective factors and outcomes identified in the state-level logic model.

When selecting your principles, **make sure they align with the risk and protective factors and outcomes your program is targeting.** The outcomes of these principles, described on the following pages, can be divided into two categories: **preventionist interaction** and **program content**.

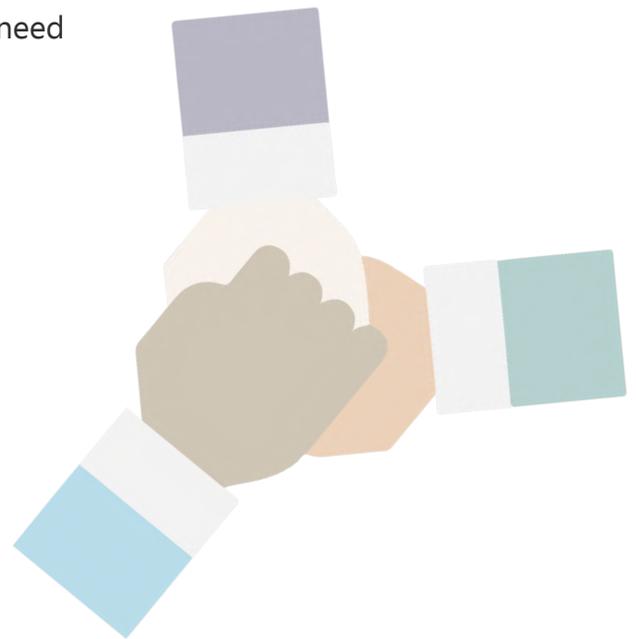
After selecting your principles, use all the associated questions — provided in the following tables — to survey both the **preventionist** and **participants**. This module provides separate lists of questions for the preventionist and for program participants. You will need both.

Don't use principle names and definitions when posing questions to program participants and target audiences, as it may bias their responses.

Finally, if a question is used in more than one principle, you only need to ask it once.

Washington State requires all RPE grantees to evaluate their use of the RPE Prevention Principles. In this section, we will review these principles and offer two sets of evaluation questions for each principle.

The first set of questions evaluates how much **preventionists** use the principles when delivering their programs. The second set evaluates the effect that the principles have on program **participants**.



Remember

“Sexual violence” refers to a range of unwanted sexual experiences, including both physical and non-physical acts.

Evaluation of Prevention Principles

Prevention Principle 1: Prevention is Possible

Believe that people and communities can eliminate sexual violence.

What preventionists can do to implement this principle

- Focus on preventing sexual violence, rather than responding after it has occurred.
- Encourage people to stop blaming victims and work together to prevent sexual violence.
- Challenge attitudes that accept or normalize sexual violence, and foster beliefs that people who perpetrate sexual violence can stop. Do these both with yourself and with your communities.
- Know that these prevention efforts are adaptable to meet the needs of specific audiences.

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Focus on preventing sexual violence, rather than responding after it has occurred?					
Encourage participants to work together to prevent sexual violence?					
Challenge beliefs that victims are to blame for their sexual assault?					
Challenge attitudes that allow or normalize sexual violence?					
Foster beliefs that people who perpetrate sexual violence can stop?					
Tailor your prevention messages to your specific audiences?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- Sexual violence can be prevented.
- Victims are not to blame for their sexual assault.

Questions to evaluate this principle with participants

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Emphasized that sexual violence can be prevented.					
Talked about ways we all can help prevent sexual violence.					
Showed how victims of sexual violence get blamed for their own victimization.					
Encouraged me to speak out against sexual violence.					

In the past, how likely were you to...		Never	Rarely	Sometimes	Usually	Always
Thinking about the future, how likely are you to...						
Challenge people when they say things that make sexual violence seem acceptable?	• Past:					
	• Future:					
Recognize you can do things to help prevent sexual violence?	• Past:					
	• Future:					

Before this class, how much did you agree with these statements?		Strongly disagree	Disagree	Agree	Strongly agree
How much do you agree with these statements now?					
I believe sexual violence is a problem that can be prevented.	• Before:				
	• Now:				
People are not to blame when sexual violence happens to them.	• Before:				
	• Now:				
Some people are sexually assaulted because they put themselves in risky situations.	• Before:				
	• Now:				

Prevention Principle 2: Intersectional Feminism

Address how power, privilege, and gender — especially in combination — can create different experiences of oppression.

What preventionists can do to implement this principle

- Understand that people’s identities and characteristics have a large effect on their lives. These include things such as race, class, gender, sexual orientation, ability, language, religion, immigration status, age, education level, and geographic location.
- Understand how different combinations of these characteristics lead to increases or decreases in power and oppression.
- Be particularly aware of how understanding gender norms is important in preventing sexual assault.
- Reflect on your own identity, power, privilege, and biases.
- Validate others’ identities.

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Think about your own biases and sources of privilege?					
Help others be aware of the effects of power, privilege, and biases?					
Acknowledge and respect participants’ diverse identities?					
Elevate the perspectives of traditionally marginalized people?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- Racism, sexism, and heterosexism can impact people and perpetuate sexual violence.
- Increased reflection on their own identities, power, privileges, and biases.

Questions to evaluate this principle with participants

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Encouraged me to think about the advantages and disadvantages I have in my life compared to other people.					

Thinking about the future, how likely are you to... In the past, how likely were you to...	Never	Rarely	Sometimes	Usually	Always
Think about how things like my race, gender, and sexual orientation have given me advantages and/or disadvantages?					

Before this class, how much did you agree with these statements? How much do you agree with these statements now?		Strongly disagree	Disagree	Agree	Strongly agree
People who are treated unfairly due to their gender or race are at increased risk of being sexually assaulted.	• Before:				
	• Now:				

Prevention Principle 3: Consent Culture

Promote mutual consent in all sexual and other human interactions.

What preventionists can do to implement this principle

- Define what consent is and is not.
- Teach that children as well as adults have autonomy over their own bodies.
- Teach ways both consent and lack of consent can be communicated.
- Provide examples of situations where people may feel pressured or unable to consent (such as power differences or being under the influence of substances).
- Teach how to recognize and intervene in situations where others' consent may be compromised.
- Model and provide opportunities to practice asking for and verifying consent, as well as respecting lack of consent.

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Define both what consent is and is not?					
Model that children as well as adults have autonomy over their own bodies?					
Teach ways both consent and lack of consent can be communicated?					
Model asking for and verifying consent, and respecting when it is not given?					
Model that gaining consent or permission to do something is the responsibility of the asker, not the person being asked?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- Consent to do something is the responsibility of the asker, not the person being asked.
- Better understanding of ways that consent and lack of consent can be communicated.

Questions to evaluate this principle with participants

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Described different ways people communicate lack of consent.					
Explained how to make sure someone is giving consent.					
Taught that everyone has the right to control what happens to their bodies.					

Thinking about the future, how likely are you to... In the past, how likely were you to...	Never	Rarely	Sometimes	Usually	Always
Make sure a person you are making out or being sexual with also wants to do so?					

Before this class, how much did you agree with these statements? How much do you agree with these statements now?		Strongly disagree	Disagree	Agree	Strongly agree
I could/can recognize when someone has not given their consent to do something sexual.	• Before:				
	• Now:				
If a person wants to do something sexual it is their responsibility to make sure the other person also wants to.	• Before:				
	• Now:				

Prevention Principle 4: Shared Power

Engage with others in ways that value diverse contributions and encourage equal participation.

What preventionists can do to implement this principle

- Engage all participants by being welcoming in your attitudes and actions.
- Act as facilitators rather than top-down experts.
- Validate and give credit to each participant's contributions.
- Solicit contributions from different people (e.g. people with different identities and experiences, staff, administrators, families, and former participants) in many forms (e.g. group participation, volunteering).

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Facilitate in a way that 1) communicates that each participant is welcome and important, and 2) was welcoming in your philosophy and actions?					
Act as a facilitator rather than a top-down expert?					
Incorporate participants' input into the programming?					
Validate and give credit to each participant's contributions?					
Solicit contributions from different people?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- Their opinions and experiences are of equal value to those of other people.
- Increased respect for the opinions and experiences of others.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Encouraged equal participation from everyone.					
Treated my ideas and contributions with the same importance as others.					
Allowed me to share my opinions, rather than just stating their own.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				

Prevention Principle 5: Holistic Engagement

Recognize and address people’s broader identities, experiences, and needs.

What preventionists can do to implement this principle

- Recognize people are complex, with many aspects and identities.
- Embrace participant differences and perspectives, and take them into account while delivering your program.
- Be prepared to make referrals to other resources when people’s needs go beyond those addressed in your program.

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Help participants feel comfortable when they revealed different aspects of themselves?					
Understand participant behavior in the context of their experiences and larger environment?					
Accept people without judgment?					
Deliver your program in ways that take participant differences into account?					
Provide participants with referrals they may need outside of this program?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- Increased acceptance of all people without judgment.
- How to engage all people by considering their unique needs.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Made me feel comfortable when I revealed different aspects of myself.					
Accepted me without judgment.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				
I believed what the facilitator said was trustworthy.				
I felt the facilitator cared about my learning and well-being.				

Prevention Principle 6: Meaningful Relationships

Develop trusting relationships by showing genuine interest and respect.

What preventionists can do to implement this principle

- Understand the importance of developing trusting and respectful relationships with participants.
- Ask about and show interest in different parts of participants' lives. View these relationships as opportunities for mutual learning.
- Act in trustworthy ways, such as by offering choices and respecting confidentiality.

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Show genuine interest in different aspects of participants' lives?					
Seek to learn from participants?					
Offer choices whenever possible to participants?					
Respect participants' confidentiality?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- How to feel comfortable with the preventionists.
- How to trust that preventionists want to be helpful.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Showed genuine interest in me.					
Treated me with respect.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				
I believed what the facilitator said was trustworthy.				
I felt the facilitator cared about my learning and well-being.				

Prevention Principle 7: Modeling

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

What preventionists can do to implement this principle

- Demonstrate setting your own personal boundaries.
- Seek to understand and respect the boundaries of others.
- Keep your words consistent with your actions.
- Communicate non-aggressively and with respect.
- Admit and correct your own mistakes.

Questions to evaluate this principle with preventionists

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Demonstrate setting your own personal boundaries?					
Seek to understand and respect the boundaries of others?					
Keep your words consistent with your actions?					
Communicate non-aggressively and with respect?					
Admit and correct your own mistakes?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

Evaluation of Prevention Principles

What participants may learn from this principle

- Confidence in setting their own personal boundaries.
- Increased effort to understand and respect the boundaries of others.
- Increased ability to communicate with others in an open and respectful way.

Questions to evaluate this principle with participants

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Communicated in an open and respectful manner.					
Pressured people to say or do things they seemed uncomfortable with.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				
I believed what the facilitator said was trustworthy.				
I felt I could speak up without being judged by the facilitator.				

EVALUATION OF PREVENTION PRINCIPLES WORKSHEET

Implementation Principles

Reporting on prevention principles is an important step in evaluation reporting. At the end of each program cycle, you must ask questions of both the preventionist(s) and all of the participants you served. Because programs are different lengths, principles evaluation frequency will vary. For example, if your program is eight weeks long, you'll ask the principles questions once every eight weeks.

To complete this table, insert the name of the principle you're evaluating into each column and complete the questions in the rows below. If your evaluation plan contains more or fewer principles, just add or remove columns.

Principle 1	Principle 2	Principle 3
<p>Implementation Principle 1 Description</p> <p><i>For RPE grantees, enter the prevention principles from your Evaluation Plan here. For example, "Consent Culture."</i></p>	<p>Implementation Principle 2 Description</p>	<p>Implementation Principle 3 Description</p>
<p>Reporting Results</p> <p><i>Who responded to the questions:</i></p> <p><i>Calculate the average score for all responses — on the 1 (never) to 5 (always) scale — to each question:</i></p> <p><i>Percent saying principle was followed 'usually' or 'always':</i></p> <p><i>Other information gathered:</i></p>	<p>Reporting Results</p> <p><i>Who responded to the questions:</i></p> <p><i>Calculate the average score for all responses — on the 1 (never) to 5 (always) scale — to each question:</i></p> <p><i>Percent saying principle was followed 'usually' or 'always':</i></p> <p><i>Other information gathered:</i></p>	<p>Reporting Results</p> <p><i>Who responded to the questions:</i></p> <p><i>Calculate the average score for all responses — on the 1 (never) to 5 (always) scale — to each question:</i></p> <p><i>Percent saying principle was followed 'usually' or 'always':</i></p> <p><i>Other information gathered:</i></p>