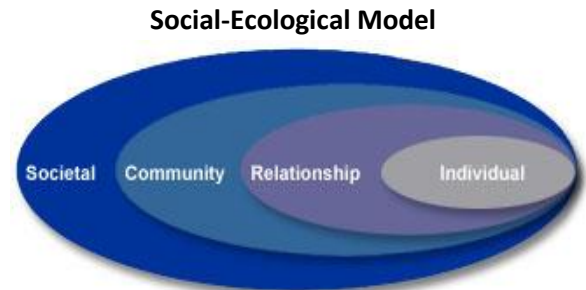


Comprehensive *Education Model*

The University of Iowa’s model for comprehensive education is guided by both research and compliance, with a goal to end *gender-based discrimination and violence*¹ in our community. While the goal is to eliminate the problem and education is critical to achieving this goal, education alone is not enough. Education is one component of a multi-faceted comprehensive prevention strategy that recognizes the breadth of factors suggested by the social-ecological model (SEM). The Comprehensive Education Model is intended to fit within a larger comprehensive prevention strategy based on the SEM framework.



Dahlberg & Krug, 2002

A CLOSER LOOK AT EACH LEVEL OF THE SEM
<p>Individual</p> <p>Identifies biological, social and personal history factors; such as age, education, income, substance use, or history of abuse, that increase the likelihood of becoming a victim or perpetrator or violence. Prevention strategies at this level are often designed to promote attitudes, beliefs, and behaviors that ultimately prevent violence. Specific approaches may include education and life skills training.</p>
<p>Relationship</p> <p>Examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person’s closest social circle – peers, partners and family members – influences their behavior and contributes to their range of experience. Prevention strategies at this level may include parenting or family-focused prevention programs, and mentoring and peer programs designed to reduce conflict, foster problem solving skills, and promote healthy relationships.</p>
<p>Community</p> <p>Explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence. Prevention strategies at this level are typically designed to impact the social and physical environment – for example, by reducing social isolation, improving economic and housing opportunities in neighborhoods, as well as the climate, processes, and policies within school and workplace settings.</p>
<p>Societal</p> <p>Looks at the broad societal factors, such as health, economic, educational and social policies, that help create a climate in which violence is encouraged or inhibited and help to maintain economic or social inequalities between groups.</p>

Centers for Disease Control, 2015

The Campus Education Subcommittee has identified three domains that comprise comprehensive education. The central domain is *primary prevention*, which aims to stop discrimination and violence before initial perpetration or victimization (Centers for Disease Control and Prevention, 2004). Primary prevention encompasses efforts aimed at changing the cultural norms that allow gender-based discrimination and violence to persist, and even thrive. It does so by targeting,

¹ Gender-based discrimination and violence includes sexual assault and other forms of sexual misconduct, as well as sexual harassment, dating violence, domestic violence, and stalking.

through education, risk and protective factors at individual, peer, and societal levels as illustrated by the SEM.

Awareness raising is the second domain of the comprehensive education model. It's concerned with educating community members about gender-based discrimination and violence, and about resources for victims/survivors. Awareness raising also encompasses efforts to improve understanding of the tools that guide administrative and law enforcement responses to gender-based discrimination and violence, such as laws, regulations, policies and procedures. In doing so, awareness raising promotes both help-seeking behavior and offender accountability.

Culture change is a long-term strategy. It requires a sustained commitment over a period of time. Meanwhile, we must work to mitigate risk by empowering community members to protect themselves, should they become (or fear becoming) a target of gender-based discrimination or violence. *Risk mitigation* includes strategies and programs that focus on vulnerability and eliminating opportunities for offenders. Risk mitigation typically focuses on a potential victim's behavior, thereby exacerbating the cultural tendency to blame victims. For this reason, the Campus Education Subcommittee is cautious about risk mitigation and believes such efforts must be solidly supported by evidence and implemented in such a way to minimize potential harm. Fortunately, risk mitigation becomes increasingly unnecessary as we get closer to our goal of ending violence.

In summary, the Campus Education Subcommittee (CES) has identified three domains of comprehensive education:

1. Primary Prevention
2. Awareness Raising
3. Risk Mitigation

The domains provide a framework for planning and evaluation of educational programming. For clarity, the CES has elaborated on the scope of topics in each of the identified domains as follows.

Primary Prevention

Intersecting forms of violence and oppression

- Acknowledgement of diverse backgrounds and identities and appropriately tailoring programming
- Recognize and address how multiple forms of violence intersect, with an emphasize on sexual violence & discrimination

Attitudes, beliefs, perceptions, norms, skills, and behaviors

- Recognize where people are at, work to challenge where they are, and aim to foster growth in areas around gender based violence
- Account for related and connected community concerns
- Focus on changing the behavior of potential perpetrators

- Create community of active bystanders empowered with safe, realistic options for bystander intervention
- Promote strategies and teach skills for bystanders to intervene to prevent sexual violence
- Encourage campus and community members to recognize and challenge rape culture
- Challenge social norms that promote unhealthy relationship dynamics
- Encourage affirmative consent practices and building skills around gaining consent in interpersonal interactions
- Training bystander intervention peer educators

Risk and protective factors

- Foster protective factors and address risk factors for perpetrating violence among student populations
- Offer developmentally appropriate violence prevention strategies with clear connections between various programming across time

Awareness Raising

Creating a foundation for understanding the issues, options for victims/survivors, and resources.

- Prevalence of sex discrimination and violence
- Responding to peer disclosures of victimization
- Responding to peers who have been accused
- Sexual assault is a medical emergency
- When, how, what, and to whom to report sexual harassment
- Victim's option to notify law enforcement and campus authorities
- Neurobiological effects of trauma
- Confidential reporting options
- Resources for victims (counseling, legal assistance, advocacy, financial aid)
- Rights of victims to seek orders of protection and administrative no contact directives
- Rights of victims to request and receive reasonable accommodations (academic, living, transportation, work)
- Importance of preserving evidence

Federal regulations and guidance that inform university policies and practices.

- Overview of institution's responsibilities to address sexual harassment under Title IX
- Overview of Clery Act responsibilities
- Role of federal government in enforcing Title IX
- Overview of rights of students and employees under Title IX
- Define and explain the differences between sexual harassment, sex discrimination, sexual assault, and sexual violence.
- Prohibitions against retaliation as defined by Title IX and the Clery Act

Institution's rules and procedures governing complaints involving student respondents.

- How institution protects confidentiality of victims and other parties (accommodations, publicly available documents, investigative information)
- Differences between criminal and Title IX investigations

- Policies and prohibitions regarding sexual harassment, sexual assault, domestic violence, dating violence, and stalking
- When institution has jurisdiction
- Policies prohibiting retaliation
- Institution's complaint procedures
- Preponderance of evidence standard
- How the institution analyzes whether conduct was unwelcome
- How the institution analyzes whether conduct creates a hostile environment
- Appeal options and procedures
- Responsible Action Protocol
- Force, incapacitation, and consent
- Both parties have the same right to have others present and to present evidence
- Both parties are entitled to have advisor of choice
- Both parties will be simultaneously informed in writing of the outcome
- Both parties entitled to same appeal options
- Both parties entitled to regular updates during administrative process
- Possible sanctions and protective measures the institution may impose

Risk Mitigation

Strategies and programs that focus on reducing vulnerability and eliminating opportunities for offenders.

- Circumstances that are potentially high risk
- Recognize the need to prepare/train for high risk situations
- Offender behavior
- Reducing individual vulnerability (alcohol, technology, safety planning)
- Empowerment-based self-defense (verbal and physical)

Planning for Future Work

The Campus Education Subcommittee (CES) has adapted the Principles of Prevention (Nation et al., 2003) to help identify strengths and needs within the three education domains. The Principles of Prevention are the product of an examination of literature reviews spanning prevention in four areas: risky sexual behavior, substance abuse, school failure, and juvenile delinquency. Nation et al. (2003) identified common aspects of effective prevention programs that provide an evidence base for prevention work more broadly. This is especially useful in the area of gender based discrimination and violence, as rigorous program evaluation in college environments is limited.

Nation et al. (2003) examined 35 literature reviews and from these generated 252 characteristics of effective prevention programs that the authors organized into groupings. The groupings were then ranked based on the frequency with which characteristics within those groupings were endorsed by the literature reviews. Table 1 describes the nine groupings or "principles," and

indicates the strength with which each is recommended by the literature (labeled Endorsement). The first five refer to characteristics of effective programs, the next two are concerned with matching programs with a target population, and the last two have to do with implementation and evaluation (2003).

Table 1: Principles of Prevention

Principle	Endorsement	Definition
Comprehensive	80%	Multicomponent interventions (e.g., family, peers, community) that influence the development and perpetuation of the behaviors to be prevented
Varied teaching methods	62%	Programs involve diverse teaching methods that focus on increasing awareness and understanding of the problem behaviors and on acquiring or enhancing skills
Sufficient dosage	60%	Programs provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects
Theory driven	42%	Programs have a theoretical justification, are based on accurate information, and are supported by empirical research
Positive relationships	41%	Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes
Appropriately timed	65%	Programs are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants
Socioculturally relevant	46%	Programs are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation
Outcome evaluation	35%	Programs have clear goals and objectives and make an effort to systematically document their results relative to the goals
Well-trained staff	31%	Program staff support the program and are provided with training regarding the implementation of the intervention

Adapted from Nation et al., 2003, p. 452

These principles provide an evidence-based approach to reviewing campus work across the domains. However, it is the view of the CES that the principles are most apt to primary prevention and need to be modified given the distinct and more limited goals of awareness raising and risk mitigation efforts. The operational definition of each principle (comprehensive, sufficient dosage, appropriately timed, etc.) will be specific to each educational domain.

Priorities

The Principles of Prevention are a tool for identifying needs, which will be prioritized in consideration of the following:

- Meet minimum compliance obligations
- Aim to end, not reduce gender based discrimination and violence
- Recognize that the learning curve for some topics is higher, specifically those relating to culture and behavior change, and that additional investment in these areas is needed to have the desired impact
- Reflect community needs and risk factors

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