An Intersectional Theory of Change and Logic Model for Violence Prevention and Response

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The Plan

1. Acknowledge the necessity for intentional strategic work in violence prevention and response work
2. Explore the process of developing a prevention and response-based theory of change and logic model using Intersectionality and the Social-Ecological Model
3. Learn tips and challenges to developing a theory of change and logic model
What is a LM & TOC?

Strategic maps to organize and guide agency or program work

• Logic Model (internal): *comprehensive mapping* of resources, activities, outputs, outcomes, and impacts (*assessment/evaluation*)

• Theory of Change (external): *abridged illustration* that depicts how an organization/program plans to achieve its goal(s)
Value of LM and TOC

**Logic Model**
- Provides a road map of activities
- Driven by an overarching problem, reflected by data
- Shared understanding among colleagues
- Aids assessment efforts through “success” indicators
- Can identify gaps (e.g. inputs/resources, program areas)
- Integrate planning, implementation and evaluation efforts
- Maps each P/R activity to outcomes and evaluation plans
- Keeps internal and external partners focused

**Theory of Change**
- Easily-digestible and concise illustration of change we are working towards
- Shared language between internal and external stakeholders about the work
- Shows connection (and distinction) between prevention and response
- Communicates intentional, strategic, methodologies to campus for increased legitimacy/ethos
Selected Frameworks for SHARE

**Intersectionality**
- Oppression is at the root of interpersonal violence
- Social/cultural identities and experiences impact how we understand (and respond to) violence

**Social Ecological Model**
- Addressing oppression/violence at all levels of society is vital for social change.
Components of Our Logic Model

1. Problem/context statements
2. SHARE office purpose statement
3. SEM domains (modified)
4. Outputs or activities
5. Outcomes
6. Measures to capture impact
Problem/Context Statements

1. Overarching prevalence: 1 in 5 undergrads (1:11 grads) experienced sexual misconduct in 2016-17
2. 61% of undergrads (22% grads) who reported SA, identified assailant as another Princeton undergrad
3. LGBQAQ were 2 times more likely to experience sexual misconduct
4. Sexual violence is a public health concern linked to an onset of many adverse health outcomes (Zinzow, 2012)
5. Race, class, gender, sexual orientation, ethnicity, age, and other social systems and constructions, simultaneously shape survivors' experiences of violence (Collins, 1999; Ross, 2016)
6. “...rape culture is the mechanism that channels toxic masculinity into specific, socially legitimizened practices of sexual violence” (Posadas, 2017)
Purpose or Mission Statement

SHARE strives to foster a safe, respectful, inclusive and supportive campus through interpersonal violence prevention efforts and by supporting survivors.

As advocates, we help to empower survivors through accessible, trauma-informed, survivor-centered and culturally relevant services, from individual to systematic levels.

Our prevention work emphasizes the intersectionality between oppression and violence and uses multifaceted pedagogical approaches, such as peer-facilitated education, skills-based development of mindful allyship and bystander intervention as well as the promotion of healthy and respectful relationships.
SEM Mapping...

Measures of impact
Outcomes
Outputs/Activities
Inputs

Individual  Group  Institutional  Community-based/societal
<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs/Activities</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>• Expert and administrative staff</td>
<td>• Programs</td>
<td>• Client satisfaction and the provision of supportive, informed, accessible and relevant services and referrals</td>
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<tr>
<td>• Student/peer leaders</td>
<td>• Services</td>
<td>• Supportive and efficient interdisciplinary/interdepartmental response to assist survivors</td>
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<tr>
<td>• Fiscal allocations</td>
<td>• Policy work</td>
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<td>• MOUs and other contracts</td>
<td>• Committee work</td>
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<td>• QI</td>
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<td>• Evaluation</td>
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Our Logic Model

Program and Clinical (Measurable) Impact Based on Findings from Assessment/Evaluation Tools, Client Satisfaction Surveys, Consultative Surveys, Scorecard

**Measurable Impact**

- Client satisfaction and the provision of supportive, informed, accessible and transparent services and solutions
- If/when client receives support on interpersonal dynamics, safety planning and engagement into campus community
- Appropriate range of issues after business hours
- Student-facilitated intrapersonal Violence and Support Services Network
- Services for students and survivors
- Selection of supervised students
- Supervised students work to support victims
- Supportive campus environment for survivors of sexual assault and gender-based violence
- Effective trauma-informed, healthy choices and coping strategies
- Effective and inclusive collaborations

**Outcomes**

- Individual counseling
- Advocacy services (academic, medical, judiciary etc.)
- Crisis intervention
- Community Integrity Program
- Referrals
- PeerCall and SHARE after hours support
- Collaborative partnerships (e.g. USS, DPS, Title IX, 2016)
- The Way You Move Program
- MEABRC
- Not Anonymity
- Unifying Consent
- Mentor-Student Matches
- Take Back The Night
- Additional awareness programs/initiatives
- Collaborative partnerships (e.g. SHARE/Title IX presentation)

**Outputs:**

- Expert and administrative staff; student peer leaders, faculty, directors, MOPS and other contacts; QI; Service and programmatic evaluation/assessment
- Expert and administrative staff; student peer leaders, faculty, directors; trustworthy collegiate relationships; QI; Programmatic evaluation/assessment

**Inputs:**

- Individually based efforts
- Group-level efforts
- Institutional efforts
- Community-based and societal efforts

**Purpose Statement**

SHARE strives to foster a safe, respectful, inclusive and supportive campus through interpersonal violence prevention efforts and by supporting survivors. As advocates, we help to empower survivors through accessible, trauma-informed, survivor-centered and culturally relevant services, from individual to systemic levels. Our prevention work emphasizes the intersectionality between aggression and violence and uses multifaceted pedagogical approaches, such as peer-facilitated education, skill-building development of mindful allyship and bystander intervention as well as the promotion of healthy and respectful relationships.

**Problems**

- Overcoming prevalence
  - 1 in 3 undergraduate (11%)
  - 67% of undergraduate (23%) who reported they are at risk for violence (W1617)
  - 120% of undergraduate (23% who reported they are at risk for violence (W1617)
  - GBVQ were 2 times more likely to experience sexual misconduct (W1617)
  - Sexual violence is a public health concern linked to an array of adverse health outcomes (GLASS2012)
  - Race, class, gender, sexual orientation, ethnicity, age, and other social systems and constructions simultaneously shape survivors’ experiences of violence (Gillham, 2016; Ross, 2003)

  "... each culture in the nation that channels toxic masculinity into specific, socially legitimated practices of sexual violence” (Bovina, 2013)
Quick Roadmap for LM Development

1. What issue(s) are you trying to address (Context/Problem Statement)?

2. Identify theoretical framework(s) that help you best address the issue in order to anchor the LM.

3. Decide how you will use the LM (assessment, activity mapping, program development, etc.).

4. Identify key elements for your LM that would be most helpful in using the LM (impact/goal, resources/input, outputs/activities, outcomes, measurement tools).
Our Theory of Change

SHARE strives to foster a safe, respectful, inclusive, and compassionate campus free from interpersonal violence and abuse, including sexual harassment, sexual assault, dating/domestic violence, and stalking. As advocates, we help to empower survivors through accessible, trauma-informed, survivor-centered, and culturally relevant services, from individual to systems levels. As prevention educators, we emphasize the intersectionality between oppression and violence and use multi-faceted pedagogical approaches. Driven by research and assessment, our peer-facilitated and skill-based programming promotes community engagement in mindful allyship, bystander intervention, and the development of healthy relationships.
Considerations for TOC

1. *Who* is your target audience? Who will help you develop/implement?
2. *What* is your strategic focus?
3. *Where* are stakeholders in understanding/valuing your work?
4. *When* will you develop and implement?
Our Process

- Research
- Frameworks
- Mapping
- Refinement
Post-Process Reflections

**Assets**

- Leadership’s commitment
  - Dedicated staff member’s focus (job description)
  - Collaboration & feedback
- Time/flexibility
- Eye toward assessment
- Shared language about overall mission and methodologies of our work
- Driven by institutional data
  - Climate survey
  - Clinical themes
  - Program evaluation data

**Challenges**

- No ideal LM model for us to replicate
- Effort lead by new staff within her first year
- Mixed/inconsistent information about LM and TOC
- Mapping our work retrospectively and prospectively
- Delays based upon shifting landscape (local and national)
What assets and challenges do you have with developing a LM and/or TOC for your work?
Your next steps?!
**Our Next Steps**

- External launch of our TOC
- Development of our 4-year prevention curriculum
- Ongoing strategic assessment
Any Questions?

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https://share.princeton.edu/  
https://umatter.princeton.edu/
Other LM/TOC Examples