Unmet Needs, Unexpected Allies

Engaging Upper-Level, Graduate, and Professional Students in Prevention Work
Facilitators

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Introductions
Who we all are?

- Name, pronouns: How would you like to be addressed?
- Institution
- Role: Where do you spend most of your energy?
- What are some of the contextual factors at your school/institution that are important to your work?
Road Map

1. Engaging students
2. Building interesting programming
3. Collaborating with campus partners
4. Leveraging compliance as a tool
5. Evaluating your programs
6. Identifying your resources
Engaging students.
Why work with upper-level and G&P students?
Worksheet – Part I:
Student Engagement

- What are your motivations for working with upper-level and/or graduate and professional students?
- What do you know about the interests and needs of these students?
- What are the gaps in your knowledge?
Building interesting programming.
Where do the things we want to teach and the things they want to learn overlap?
Campus Example: Grinnell College

- Off Campus Party Host Training
- Life After Grinnell course
Campus Example: Yale University

- TIPS - Bartender Training Course
- Sexual and Romantic Communication Workshop
Campus Example: Tulane University

- Online Course: Groundwork
- Art Show: What does sex mean to you?
- Roundtables: Consent
- Trauma-informed care in medicine
Worksheet – Part II:
Programming

- What programming is already happening for upper-level and/or graduate and professional students?
- What are there gaps?
- What factors do you want to keep in mind while trying to fill those gaps?
Collaborating with campus partners.
How do you create generative campus partnerships?
Campus Example: Grinnell College

- Off-Campus Study
- Residence Life
- Athletics
Campus Example: Yale University

- Athletics
- Center for Teaching and Learning
- Arts Faculty, Students & Staff
Campus Example: Tulane University

- Office of International Students and Scholars
- Office of Graduate and Postdoctoral studies
- School of Professional Advancement
- Sexual health testing and institutional research
- Non-affiliated entities
Worksheet – Part III:
Partnerships

- With whom are you currently collaborating?
- With whom are you not yet collaborating but could?
- For those entities listed in the previous question, what might their motivations be to collaborate with you? What can you offer them?
Leveraging compliance as a tool.
How can compliance help you?
Campus Example: Grinnell College

- NCAA Board of Governors Attestation Form
- Responsible Employee Title IX training
Campus Example: Yale University

- Registrar’s Office
- Responsible Conduct of Research Trainings
- Faculty Sexual Harassment Trainings
Campus Example: Tulane University

- Groundwork
- Foundations in Medicine
- Deans’ Hours
- Orientation to working in the field
- Orientation to Tulane
Worksheet – Part IV:

Compliance [as a tool]

- What compliance-driven initiatives are already underway at your institution?
- How can you piggyback on these initiatives to meet your goals?
Evaluating your programs.
How do you make your assessment work for-and with-you?
Campus Example: Grinnell College

- Integrated activities
- Leveraging campus-wide surveys
Campus Example: Yale University

- Intervention planning sheet
- Athletics “ARMS”
- Notecards
Campus Example: Tulane University

- Collaboration with Columbia University’s MPH Program
- Integrating assessment into Groundwork quizzes
- One-on-one conversations to increase chances of a more formal needs assessment
Worksheet – Part V: Evaluation

- How do you keep track of your objectives?
- How do you make assessment organic within your programming?
- What other assessment strategies can you pursue? Who might you collaborate with to accomplish this?
Identifying your resources.
Worksheet – Part VI:

Resources

- What physical resources can you access? (space, time, technology, materials, etc.)
- What intellectual and/or human resources can you access? (compliance, expertise, abilities, collaborators, speakers, student workers, etc.)?
- What cultural resources can you access? (a campus crisis, media, national watershed moments, etc.)?
Worksheet – Part VI:
Wrap-Up

- What are threads or themes that have come through in your work today? What is a project that you’re inspired to pick up this spring or summer? What would be your first steps?
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