

Criteria for Reviewing and Approving the Use of Sexual Violence Prevention Programs, Strategies, and Activities

Basic Information

A. Name of reviewer:

B. I am reviewing a:

- Program: The combination of several strategies designed to deliver reinforcing messages to one or more intended population in a variety of settings.
- Strategy: An approach intended to reduce violent behavior, such as social skills training, mentoring, social marketing, or policy changes. Approaches often include multiple activities that together are intended to achieve goals or results at a specific level of the social ecology.
- Activity: The processes, tools, events, technology, and actions required to implement a strategy. Common activities include developing a product, providing training, developing an implementation plan, and building infrastructure (e.g., relationships and capacity).

C. The name of the program, strategy, or activity is:

Criteria #1: Evidence of Effectiveness¹

A. The program, strategy, or activity:

- has undergone rigorous evaluation and shown to produce desired outcomes.
⇒ Cite source here:
⇒ No additional review is necessary; APPROVAL for use can be granted.
- is based on the best available evidence and has been identified as a promising practice by a credible source.
⇒ Cite source and any additional relevant information here:
⇒ No additional review is necessary; APPROVAL for use can be granted.
- is based on some best available evidence (i.e., effectiveness, evaluation, replication, implementation guidance, validity).
⇒ Cite source and any additional relevant information here:
⇒ Enter score of “AVERAGE” on Summary Sheet.
⇒ Review the program, strategy, or activity against Criteria 2-8.

¹ See CDC's Continuum of Evidence of Effectiveness:
<http://www.cdc.gov/violenceprevention/pdf/continuum-chart-a.pdf>.

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- does not appear to be based on any best available evidence.
 - ⇒ Enter score of “LOW” on Summary Sheet.
 - ⇒ Review the program, strategy, or activity against Criteria 2-8.

Comments:

Criteria #2A: Comprehensive Components

A. The program, strategy, or activity includes the following components (list all here):

B. The program, strategy, or activity includes:

- multiple components (4 or more components).
 - ⇒ Enter score of “HIGH” on Summary Sheet.
- some components (2-3 components).
 - ⇒ Enter score of “AVERAGE” on Summary Sheet.
- a single component (1 component).
 - ⇒ Enter score of “LOW” on Summary Sheet.

Comments:

Criteria #2B: Comprehensive Settings

A. The program, strategy, or activity affects the following settings (list all here):

B. The program, strategy, or activity affects:

- multiple settings (4 or more settings).
 - ⇒ Enter score of “HIGH” on Summary Sheet.
- some settings (2-3 settings).
 - ⇒ Enter score of “AVERAGE” on Summary Sheet.
- a single setting (1 setting).
 - ⇒ Enter score of “LOW” on Summary Sheet.

Comments:

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Criteria #2C: Comprehensive Risk/Protective Factors

A. The program, strategy, or activity addresses the following CDC-identified risk and protective factors for perpetrating sexual assault (check off all that apply):

<p><u><i>Individual Factors</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> alcohol and drug use <input type="checkbox"/> coercive sexual fantasies <input type="checkbox"/> impulsive and antisocial tendencies <input type="checkbox"/> preference for impersonal sex <input type="checkbox"/> hostility towards women <input type="checkbox"/> hypermasculinity <input type="checkbox"/> childhood history of sexual and physical abuse <input type="checkbox"/> witnessed family violence as a child <p><u><i>Relationship Factors</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> association with sexually aggressive and delinquent peers <input type="checkbox"/> family environment characterized by physical violence and few resources <input type="checkbox"/> strong patriarchal relationships or family environment <input type="checkbox"/> emotionally unsupportive familial environment 	<p><u><i>Community Factors</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> lack of employment opportunities <input type="checkbox"/> lack of institutional support from police and judicial system <input type="checkbox"/> general tolerance of sexual violence within the community <input type="checkbox"/> weak community sanctions against sexual violence perpetrators <p><u><i>Societal Factors</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> poverty <input type="checkbox"/> societal norms that support sexual violence <input type="checkbox"/> societal norms that support male superiority and sexual entitlement <input type="checkbox"/> societal norms that maintain women's inferiority and sexual submissiveness <input type="checkbox"/> weak laws and policies related to gender equity <input type="checkbox"/> high tolerance levels of crime and other forms of violence
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B. The program, strategy, or activity addresses:

- multiple sexual assault perpetration risk/protective factors (3 or more factors).
⇒ Enter score of "HIGH" on Summary Sheet.
- some sexual assault perpetration risk/protective factors (1-2 factors).
⇒ Enter score of "AVERAGE" on Summary Sheet.
- no sexual assault perpetration risk/protective factors (0 factors).
⇒ Enter score of "LOW" on Summary Sheet.

Comments:

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Criteria #3: Sufficient Dosage

Note: Research has not reached a conclusive number for sufficient dosage because “the amount of dosage needed to produce positive outcomes is contingent on the participant’s level of risk and the amount of deficits. The greater the risk factors of the participants, the greater the dosage necessary.”²

A. For each of the questions below, check the box that best describes the program, strategy, or activity.

	Yes	Some what	No
Does the strategy occur multiple times, building upon previous messages?			
Does the strategy provide sessions long enough to present the program content?			
Does the strategy’s intensity match the participants’ risk level?			
Does the strategy include a schedule for follow-up or booster sessions?			

B. Based on the chart above, the program, strategy, or activity:

- exposes participants to a dosage that appears sufficient for full effectiveness (e.g., mostly answers in the “Yes” column).
⇒ Enter score of “HIGH” on Summary Sheet.
- exposes participants to a dosage that appears sufficient for partial effectiveness (e.g., mostly answers in the “Somewhat” column).
⇒ Enter score of “AVERAGE” on Summary Sheet.
- exposes participants to a dosage that appears insufficient to be effective (e.g., mostly answers in the “No” column).
⇒ Enter score of “LOW” on Summary Sheet.

Comments:

² Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449-456.

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Criteria #4: Varied Teaching Methods

A. The program, strategy, or activity:

- includes multiple teaching methods, including some type of active, skills-based component.
⇒ Enter score of “HIGH” on Summary Sheet.
- includes more than one teaching method, which may or may not include a skills-based component.
⇒ Enter score of “AVERAGE” on Summary Sheet.
- relies on one teaching method.
⇒ Enter score of “LOW” on Summary Sheet.

Comments:

Criteria #5: Socio-Culturally Relevant

A. The program, strategy, or activity is intended for use with the following population(s) (list all here):

B. The program, strategy, or activity:

- thoroughly reflects the cultural beliefs, the cultural practices, and the community norms of the target population.
⇒ Enter score of “HIGH” on Summary Sheet.
- somewhat reflects the cultural beliefs, the cultural practices, and the community norms of the target population.
⇒ Enter score of “AVERAGE” on Summary Sheet.
- reflects few, if any, of the cultural beliefs, the cultural practices, and the community norms of the target population.
⇒ Enter score of “LOW” on Summary Sheet.

Comments:

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Criteria #6: Positive Relationships

A. The program, strategy, or activity:

- definitely fosters strong, stable, positive relationships between children/youth and adults.
⇒ Enter score of “HIGH” on Summary Sheet.
- somewhat fosters strong, stable, positive relationships between children/youth and adults.
⇒ Enter score of “AVERAGE” on Summary Sheet.
- does not adequately foster strong, stable, positive relationships between children/youth and adults.
⇒ Enter score of “LOW” on Summary Sheet.

Comments:

Criteria #7: Appropriately Timed

A. The program, strategy, or activity:

- is delivered at a time (developmentally) that can have maximal positive impact in participants’ lives.
⇒ Enter score of “HIGH” on Summary Sheet.
- is delivered at a time (developmentally) that can have some positive impact in participants’ lives.
⇒ Enter score of “AVERAGE” on Summary Sheet.
- is delivered at a time (developmentally) that will likely have little to no positive impact in participants’ lives.
⇒ Enter score of “LOW” on Summary Sheet.

Comments:

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Criteria #8: Well-Trained Staff

A. The program, strategy, or activity uses the following means to support and/or ensure its delivery by well-trained staff (list all here):

B. The program, strategy, or activity:

- includes many supports to ensure its delivery by well-trained staff.
⇒ Enter score of “HIGH” on Summary Sheet.
- includes some supports to ensure its delivery by well-trained staff.
⇒ Enter score of “AVERAGE” on Summary Sheet.
- includes little to no supports to ensure its delivery by well-trained staff.
⇒ Enter score of “LOW” on Summary Sheet.

Comments:

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Summary Sheet

A. Name of the program, strategy, or activity:

B. Name of reviewer:

C. This program, strategy, or activity has been evaluated AND:

- is APPROVED because rigorous evaluation indicates desired outcomes. (STOP here.)
- is APPROVED because it is based on the best available evidence and has been identified as a promising program, strategy, or activity by a credible source. (STOP here.)

D. This program, strategy, or activity does not meet either of the two tests in C (above). (Check off the appropriate boxes for the review criteria).

The program, strategy, or activity . . .	High	Ave	Low	N/A
has evidence of effectiveness				
includes multiple components				
affects multiple settings				
addresses multiple SV perpetration risk/protective factors				
exposes participants to a sufficient dosage				
uses multiple teaching methods, incl. skills-based component				
reflects target populations' cultural/community beliefs/norms				
fosters positive relationships between children and adults				
is appropriately timed (developmentally) for maximal impact				
includes supports to ensure delivery by well-trained staff				
Tally checks in each column. Enter SUBTOTALS:				
VALUES:	3	2	1	0
Multiply SUBTOTALS by VALUES. Enter SCORES:				
Add the four scores above for a GRAND TOTAL:				

E. This program, strategy, or activity has been reviewed AND:

- received a score of 0-16. This program, strategy, or activity is NOT APPROVED.
- received a score of 17-21. This program, strategy, or activity is APPROVED with the following caveats or recommendations (list all here):
- received a score of 22-27. This program is APPROVED for use.

Comments: