Resources for Prevention

Helping You Stop Violence Before It Happens

- **Classifications of Prevention Strategies**: Caplan's (1964) taxonomy of primary, secondary and tertiary prevention defines strategies according to when we intervene. The Institute of Medicine (1994) taxonomy of universal, selective and indicated prevention defines strategies by determining the recipients of the prevention messages (who is the prevention for?). Both of these classifications can help prevention practitioners make strategic and evidence-informed decisions about the work they do.

  http://www.cdc.gov/violenceprevention/pdf/svprevention-a.pdf

  http://www.vawnet.org/applied-research-papers/print-document.php?doc_id=1313

  http://vetoviolence.cdc.gov/basics-primary-prevention.html

- **Community Readiness for Prevention**: The Community Readiness Model (CRM) is an innovative method for assessing the level of readiness of a community to develop and implement prevention programming. It can be used as both a research tool to assess levels of readiness across a group of communities or as a tool to guide prevention efforts.

  http://triethniccenter.colostate.edu/communityReadiness_home.htm

  http://www.pcar.org/sites/default/files/file/CampusWholeBook_Web.pdf

- **Core Competencies in Prevention:** A core competency is defined as "an area of expertise that is fundamental to a particular job or function." Core skills and qualities of effective practitioners working to prevent sexual and domestic violence include things like knowledge, skills, and attitudes that are necessary to carry out prevention initiatives in communities.

  http://www.savirweb.org/assets/210_corecompetenciesivpapril2.pdf

  http://safestates.org/displaycommon.cfm?an=1&subarticlenbr=41

  http://nsvrc.org/sites/default/files/Publications_NSVRC_Core-competencies-sexual-violence-prevention-practitioners.pdf

- **Guidelines for Primary Prevention of SV & IPV**: Guidelines and support materials to serve as a technical assistance tool in developing primary prevention initiatives at local sexual and domestic violence agencies. These guidelines pose questions that are meant to act as benchmarks, facilitating constant improvement in primary prevention program development.

  http://www.vsdvalliance.org/secPublications/Prevention%20Guidelines%202009%5B1%5D.pdf

- **Principles of Effective Prevention**: Maury Nation and colleagues identified criteria that were commonly found in these effective prevention programs. These are referred to as the Nine Principles of Effective Prevention Programs. The Nine Principles serve as a good checklist when reviewing prevention plans.

  http://www.ncdsv.org/images/AmPsy_WhatWorksInPrevention_6-7-2003.pdf

  http://www.wcsap.org/principles-prevention

- **The Public Health Approach to Prevention**: The public health approach is a four-step process that can be applied to sexual and domestic violence and other health problems that affect populations.

  http://www.cdc.gov/violenceprevention/pdf/ph_app_violence-a.pdf

  http://www.ncdsv.org/images/SafeStates_PreventingViolenceRolesForPublicHealthAgencies_10-2011.pdf

- **The Social Ecological Model**: Violence is complicated and results from a combination of multiple influences on behavior. The four-level social-ecological model allows us to identify the risk and protective factors for experiencing or perpetrating violence and the prevention strategies that can be used at each level to address these factors.

  http://www.cdc.gov/violenceprevention/pdf/sem_framewrk-a.pdf

  http://www.wcsap.org/social-ecological-model

  http://tcfv.org/pdf/prevention/The%20Social%20Ecological%20Model%20of%20Prevention.pdf

- **The Spectrum of Prevention**: The Spectrum identifies multiple levels of intervention and encourages people to move beyond the perception that prevention is about teaching healthy behaviors. The Spectrum's six levels for strategy development (listed below) is a framework for a more comprehensive understanding of prevention. These levels are complementary and when used together produce a synergy that results in greater effectiveness than would be possible by implementing any single activity.

  http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html

  http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Booklets_Sexual-Violence-and-the-Spectrum-of-Prevention_Towards-a-Community-Solution_0.pdf

  http://www.tcfv.org/pdf/prevention/DV_Spectrum.pdf

Pitching Your Program

Non-Sales Selling for Prevention Practitioners

According to Dan Pink[1] (2012), in the twenty-first century, the "elevator speech" -- the idea that if you ever ended up with a "big boss" in the elevator, you should be able to explain who you were and what you did in the time it takes the elevator to arrive at its destination and open its doors -- has grown a bit threadbare for at least two reasons:

- Organizations are more democratic now. The closed door is less and less the norm. Many CEOs sit in cubicles or in open floor plans that allow contact. We don't need to hope we will end up with organizational leaders in the elevator (as people did 50 years ago), we can swing by her workstation, send an email or ask a question at a team meeting.
- Ideas are everywhere. Decision-makers now face a torrent of information at every turn.

Not to mention, people now use an elevator ride as an opportunity to check their smartphones and may not even acknowledge others in the elevator.

Due to these changes, Pink argues for a broader repertoire of pitches and researches best practice on how to sell ideas. The most successful pitches of ideas are ones where the pitcher allows the catcher to become engaged at some level. Your description of your prevention work should contain an invitation for your listener to begin a longer conversation or an opportunity to collaborate to improve the idea -- not a definitive declaration.

Pink describes six successors to the elevator speech; and -- because people love stories -- we will focus today on the last of these:

- The One-Word Pitch
- The Question Pitch
- The Rhyming Pitch
- The Subject-Line Pitch
- The Twitter Pitch
- The Pixar Pitch

Once upon a time there was ___.
Every day, ___.
One day ___.
Because of that, ___.
Because of that, ___.
Until finally ___.

EXAMPLE: "Once upon a time there was a widowed fish named Marlin who was extremely protective of his only son, Nemo. Every day, Marlin warned Nemo of the ocean's dangers and implored him not to swim far away. One day in an act of defiance, Nemo ignores his father's warning and swims into the open water. Because of that, he is captured by a diver and ends up as a pet in the fish tank of a dentist in Sydney. Because of that, Marlin sets off on a journey to recover Nemo, enlisting the help of other sea creatures along the way. Until finally, Marlin and Nemo find each other, reunite, and learn that love depends on trust." (Pink, 2012, 172)

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[1] Pink, D.H. (2012). *To Sell is Human: The Surprising Truth about Moving Others*. New York: Riverhead Books.