

Intersections in Prevention

Workshop Description: Our panelists are here to discuss the important intersections in prevention work. While they each have their concentrated areas of focus on social issues such as gender based violence, racial inequality, substance misuse, mental health, and poverty, they also strive to see where their efforts can and do overlap. This type of collaboration strengthens their prevention efforts as they combine resources and engage the community in effective multi-faceted prevention. Our panelists will explore the work they engage in together, prevention strategies that focus on shared protective and risk factors, and next steps for community initiatives. We will use an engaging format called a ***User Experience Fishbowl***.

Panelists: Sung-Hee Chung, Powered Magazine; Brian Duff, The St. Johnsbury School CatCH Afterschool Program; Henekis Stoddard, Umbrella; Carolyn Towne, Northeast Prevention Coalition/**Moderator:** Kari White, Northern Counties Health Care (Bios on following page)

Purpose: Foster understanding, spark creativity, and facilitate adoption of prevention practices among members of a larger community.

Hoped for Outcomes:

1. Participants are able to identify important intersections in prevention work
2. Participants gain one connection they didn't have before
3. Participants imagine ways to combine resources and engage in and with community in effective multi-faceted prevention

Agenda:

10:45 – 11:00am: Welcome & Introductions
11:00 – 11:05am: Fishbowl Setup
11:05 – 11:25am: User Experience Discussion
11:25 – 11:40am: Observations & Questions
11:40am - Noon: Next steps & Networking

Bios

Sung-Hee Chung: Founder & Executive Director, [Powered Magazine](#)

Sung-Hee is a founder and manager of charitable organizations with extraordinary longevity and impact. She is a passionate rower and cross-country skier, and to reduce her carbon footprint and overcome hills in her town, she joyfully travels on a pedal-assist e-bike whenever possible. Her passion for sharing human-powered outdoor activities with others led her to found Powered Magazine, a non-profit striving to build equitable outdoors for all and is dedicated to improving the mental, physical, and social health of Black, Indigenous, and People of Color by increasing access and creating opportunities to engage in outdoor activities. Sung-Hee serves on the board of Local Motion and is on the Governor's Council on Physical Fitness and Sports. She became a resident of NEK by choice where she appreciates the abundant beauty of nature and believes every person of all abilities has the right to connect with the outdoors and find joy.

Bryan Duff: Director, [Catamount Community Hours \(CatCH\)](#) at St. Johnsbury School

"Dr. B," as students call him, is the director of CatCH (Catamount Community Hours), which runs afterschool and summer programs for St. Johnsbury youth. Bryan earned a bachelor's degree in psychology and a master's and Ph.D. in education. As a college professor, Bryan's focus was service learning: courses that allowed college students to test and refine what they were learning in class through weekly work in the community--in this case, in afterschool programs. Though he enjoyed supervising young adults, he found the kids' honesty and goofiness so invigorating that, as he neared his 50s and longed for a fountain of youth, he decided to go ahead and immerse himself!

Henekis Stoddard: Director of Social Change, [Umbrella](#)

Henekis has worked as an advocate and gender based violence prevention educator for almost twenty years. She is passionate about social justice and creating social change that provides people safety, self-direction and equity. In addition, she is an adjunct professor at Northern Vermont University-Lyndon in the Applied Psychology & Human Services department.

Carolyn Towne: Substance Misuse Prevention Coordinator at Northeastern Vermont Regional Hospital and the Coordinator of the [Northeast Prevention Coalition](#)

Carolyn earned her BA in Psychology from the University of New Hampshire at Manchester in 2000, graduating *summa cum laude*. Carolyn has more than 20 years' experience working in social services, including community mental health, homeless and housing services, substance misuse treatment and recovery, domestic and sexual violence intervention and prevention, and suicide prevention. Carolyn is currently participating in the New England Leadership Development Program and working towards certification as a Prevention Specialist.

Kari White: Director of Community Health Equity at Northern Counties Health Care (NCHC) and Backbone Integrator for [NEK Prosper!](#) and [Vibrant ONE](#)

Kari grew up in central Vermont before heading off to college and her early career in investment banking and theatre in NYC and England. Since heading back home to Vermont more than 16 years ago, Kari has been working in healthcare in the Northeast Kingdom – eleven of those years with NCHC. In her current role, Kari's job is to facilitate and support the local Collective Impact Accountable Health Communities with embedding diversity, equity, and inclusion, to develop and implement system-change strategies to achieve impact, while engaging community members in meaningful and authentic ways.

Strategic Prevention Framework (SPF)



The SPF includes these **five steps**:

1. **Assessment:** Identify local prevention needs based on data (What is the problem?)
2. **Capacity:** Build local resources and readiness to address prevention needs (What do you have to work with?)
3. **Planning:** Find out what works to address prevention needs and how to do it well (What should you do and how should you do it?)
4. **Implementation:** Deliver evidence-based programs and practices as intended (How can you put your plan into action?)
5. **Evaluation:** Examine the process and outcomes of programs and practices (Is your plan succeeding?)

The SPF is also guided by **two cross-cutting principles**:

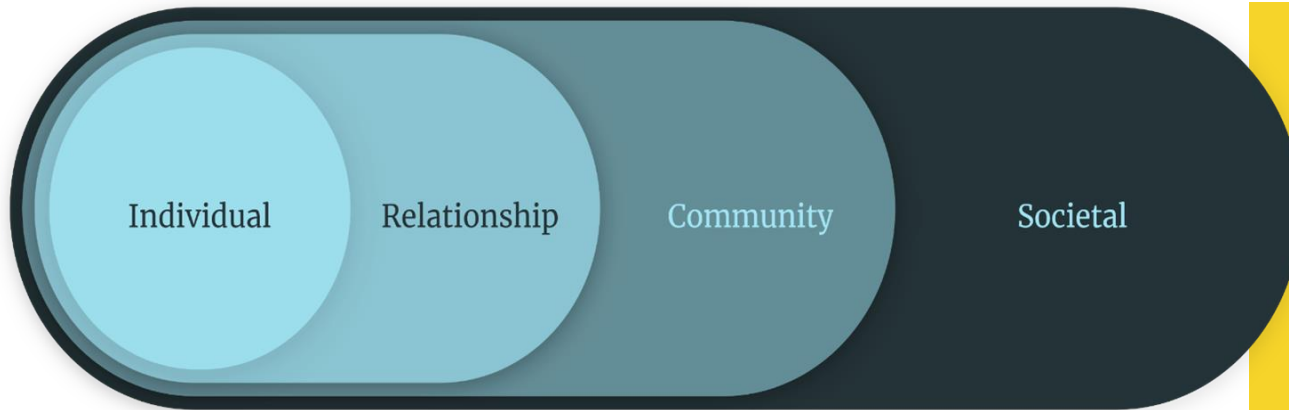
- **Cultural competence.** The ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships.
- **Sustainability.** The process of building an adaptive and effective system that achieves and maintains desired long-term results

Seven Strategies for Creating Effective Community Change

Identifying a comprehensive selection of evidence-based substance abuse prevention strategies/interventions is vital to implementing effective substance abuse prevention efforts in your community leading to positive change. It is equally vital to implement each of the evidence-based strategies/interventions you select in the most comprehensive manner possible.

<i>PROVIDE INFORMATION</i>	Educational presentations, workshops or seminars or other presentations of data (e.g., public announcements, brochures, dissemination, billboards, community meetings, forums, web-based communication).
<i>BUILD SKILLS</i>	Workshops, seminars or other activities designed to increase the skills of participants, members and staff needed to achieve population level outcomes (e.g., training, technical assistance, distance learning, strategic planning retreats, curricula development).
<i>PROVIDE SOCIAL SUPPORT</i>	Creating opportunities to support people to participate in activities/strategies that reduce risk or enhance protection.
<i>REDUCE BARRIERS</i>	Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services (e.g., assuring healthcare, childcare, transportation, housing, justice, education, safety, special needs, cultural and language sensitivity). This can include identifying barriers and possible strategies to overcome.
<i>CHANGE CONSEQUENCES</i>	Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior (e.g., increasing public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).
<i>ALTER ENVIRONMENT'S PHYSICAL DESIGN</i>	Changing the physical design or structure of the environment to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).
<i>CHANGE POLICIES AND RULES</i>	Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations).

THE SOCIAL-ECOLOGICAL MODEL: A FRAMEWORK FOR PREVENTION



This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

Besides helping to clarify these factors, the model also suggests that in order to prevent violence, it is necessary to act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time and achieve population-level impact.

Individual

The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse. Prevention strategies at this level promote attitudes, beliefs, and behaviors that prevent violence. Specific approaches may include conflict resolution and life skills training, social-emotional learning, and safe dating and healthy relationship skill programs.

Relationship

The second level 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 contribute to their experience. Prevention strategies at this level may include parenting or family-focused prevention programs and mentoring and peer programs designed to strengthen parent-child communication, promote positive peer norms, problem-solving skills and promote healthy relationships.

Community

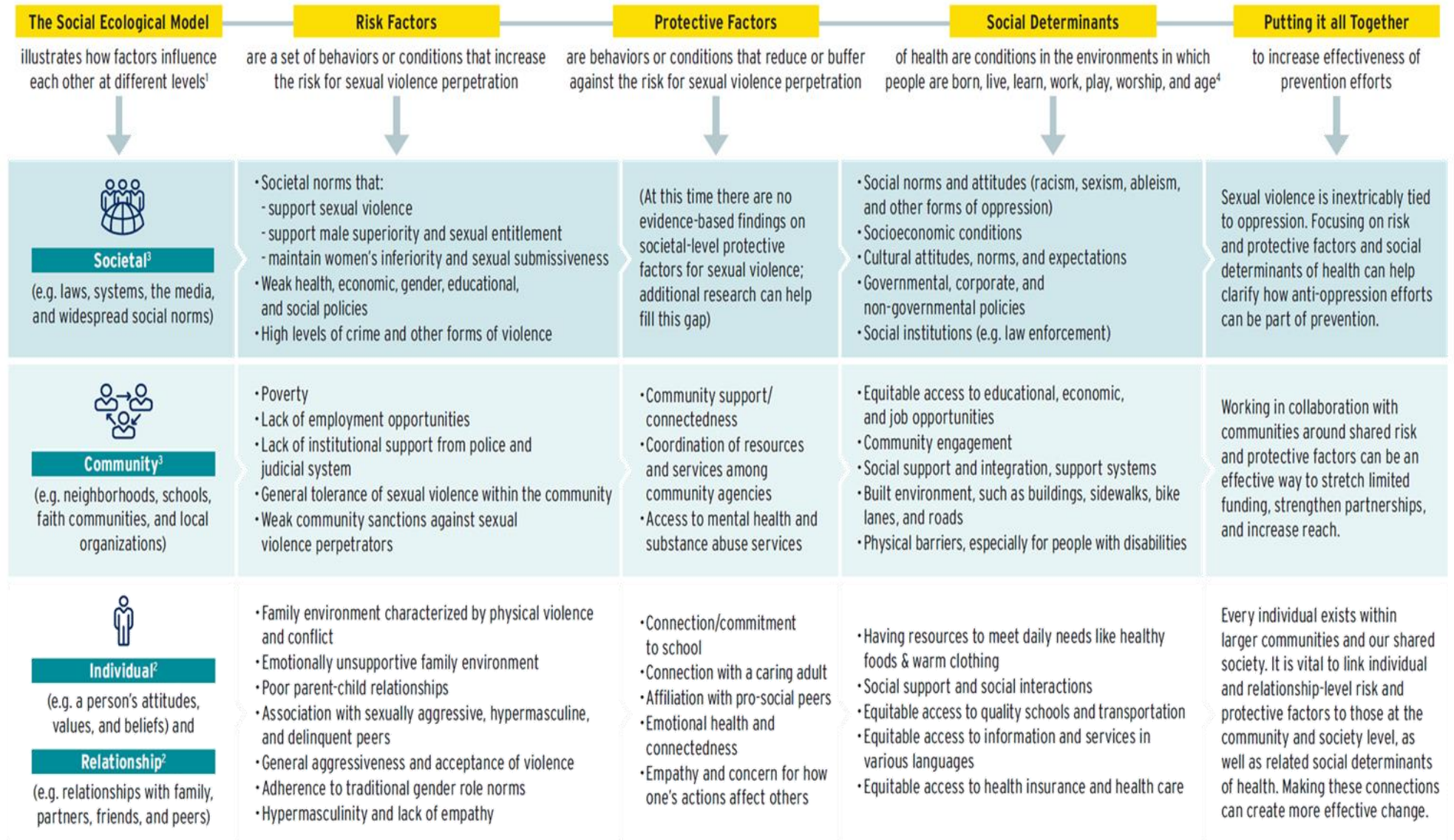
The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence. Prevention strategies at this level focus on improving the physical and social environment in these settings (e.g., by creating safe places where people live, learn, work, and play) and by addressing other conditions that give rise to violence in communities (e.g., neighborhood poverty, residential segregation, and instability, high density of alcohol outlets).

Societal

The fourth level looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms that support violence as an acceptable way to resolve conflicts. Other large societal factors include the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society. Prevention strategies at this level include efforts to promote societal norms that protect against violence as well as efforts to strengthen household financial security, education and employment opportunities, and other policies that affect the structural determinants of health.

RISK & PROTECTIVE FACTORS

This chart maps out risk and protective factors and social determinants of health along various points in the social ecological model. Understanding these factors and determinants at the societal, community, and individual/relationship levels can increase the effectiveness of sexual violence prevention efforts.



RISK & PROTECTIVE FACTORS

What are risk and protective factors?

Risk factors are a set of behaviors and/or conditions associated with a greater likelihood of sexual violence perpetration, and protective factors are behaviors and/or conditions that may reduce or buffer against the risk for sexual violence perpetration. These are contributing factors and might not be direct causes. Not everyone impacted by risk factors goes on to use violence against others.

Why are they important to use in our work?

Risk and protective factors can connect us to others doing complementary work.

There are risk and protective factors common to many public health issues, such as suicide, bullying, and teen dating violence. There are even connections with efforts to increase healthy families and communities, create pay equity and economic justice, and end racism and other forms of oppression. We can work together around shared risk and protective factors to stretch limited funding, create and strengthen partnerships, and increase reach.

Risk and protective factors can connect larger societal issues and oppression to our prevention work.

We choose how to behave based on our beliefs and values, which are shaped by our relationships, families, communities, and societal norms. Because primary prevention aims to prevent sexual violence before it even has a chance to happen, we must influence all the areas that shape our beliefs and values. This means that focusing on societal issues like pay equity, anti-oppression, and healthy communities is also a way to prevent sexual violence.

Risk and protective factors can help us talk about our prevention work.

Referencing risk and protective factors can be a helpful way to show that our prevention work is based in evidence. It can help us connect our work to specific behaviors, values, and systemic norms associated with a lower prevalence of sexual violence. It can also help us highlight the connections between social determinants of health and sexual violence prevention.

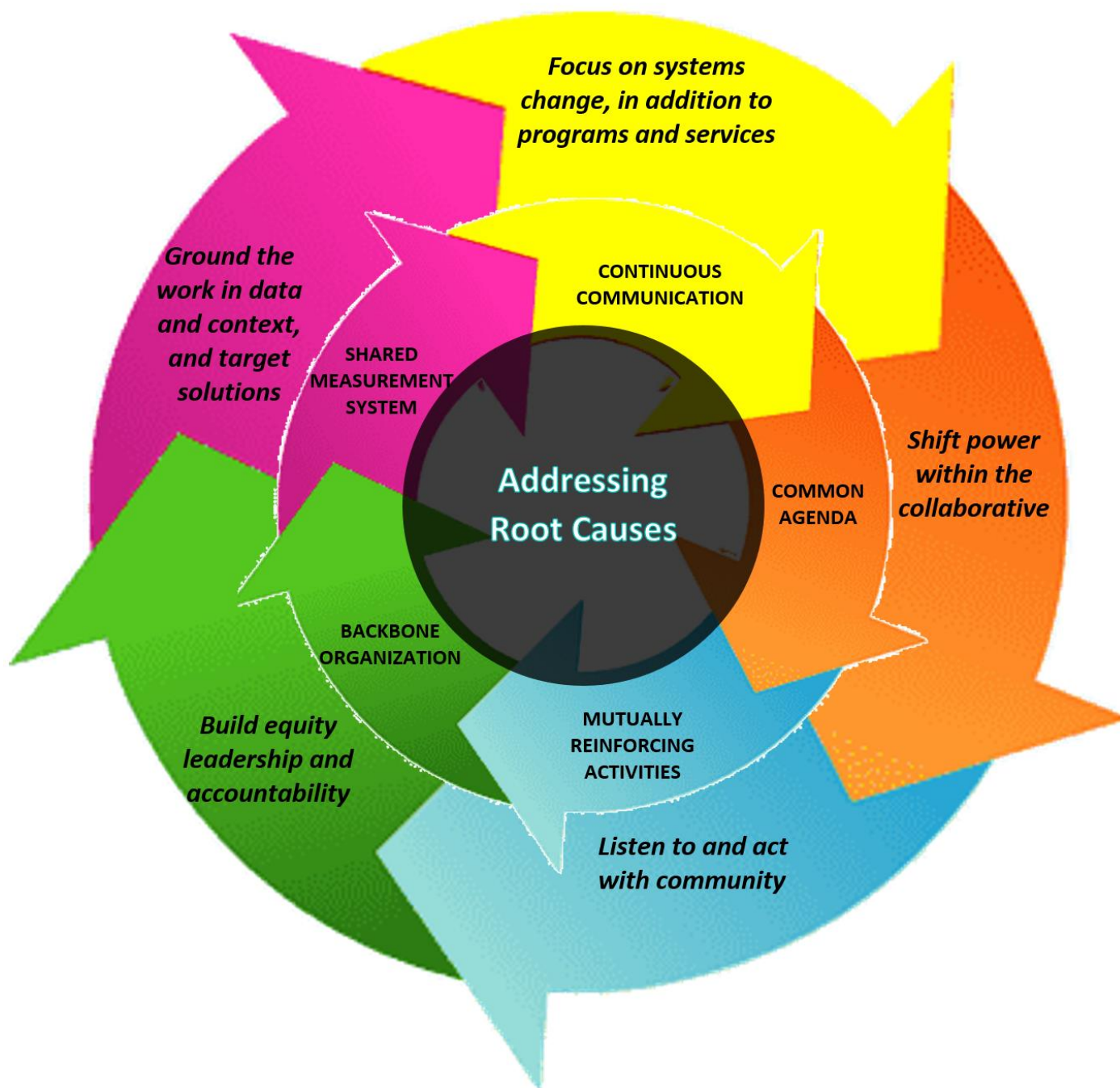
Additional Resources:

Centers for Disease Control and Prevention. (n.d.). *Connecting the dots: Exploring the overlaps between multiple forms of violence and working toward collaborative prevention*. Retrieved from <https://yvetoviolence.cdc.gov/apps/connecting-the-dots/>
Wilkins, N., Tsao, B., Hertz, M., Davis, R., & Klevens, J. (2014). *Connecting the dots: An overview of the links among multiple forms of violence*. Retrieved from Centers for Disease Control and Prevention: https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

References

Centers for Disease Control and Prevention. (2019). *The social-ecological model: A framework for prevention*. Retrieved from <https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>
Tharp, T. T., DeGue, S., Valle, L. A., Brookmeyer, K. A., Massetti, G. M., & Matjasko, J. L. (2012). A systemic qualitative review of risk and protective factors for sexual violence perpetration. *Trauma, Violence, & Abuse, 14*, 133-167. doi:10.1177/1524838012470031
Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (Eds.). (2002). *World report on violence and health*. Retrieved from the World Health Organization: https://www.who.int/violence_injury_prevention/violence/world_report/en/full_en.pdf?ua=
World Health Organization. (n.d.). *Social determinants of health*. Retrieved from https://www.who.int/social_determinants/sdh_definition/en/

Collective Impact brings people together in a structured way to achieve social change.



Collective impact is a network of community members, organizations, and institutions who advance equity by learning together, aligning, and integrating their actions to achieve population and systems level change.

Systems Change

Collective impact is defined by long-term alignment around a common agenda that seeks to address root causes of a systemic problem by “shifting the conditions that hold the problems in place.”

Six Conditions of Systems Change

DEFINITIONS

Policies: Government, institutional and organizational rules, regulations, and priorities that guide the entity's own and others' actions.

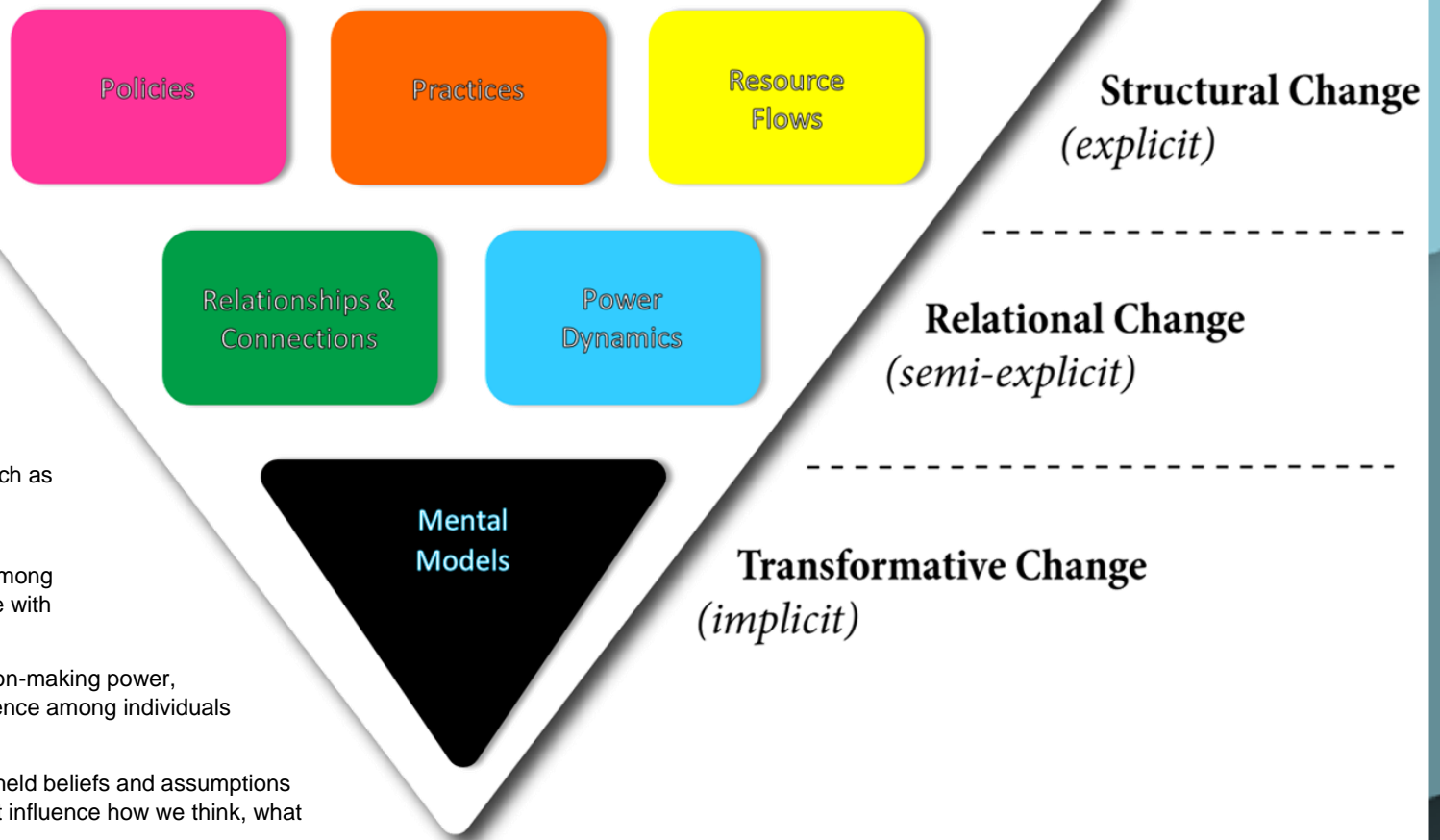
Practices: Espoused activities of institutions, coalitions, networks, and other entities targeted to improving social and environmental progress. Also, within the entity, the procedures, guidelines, or informal shared habits that comprise their work.

Resource Flows: How money, people, knowledge, information, and other assets such as infrastructure are allocated and distributed.

Relationships & Connections: Quality of connections and communication occurring among actors in the system, especially among those with differing histories and viewpoints.

Power Dynamics: The distribution of decision-making power, authority, and both formal and informal influence among individuals and organizations.

Mental Models: Habits of thought—deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk.



Informed by the research done by John Kania, Mark Kramer & Peter Senge in their article *The Water of Systems Change*, May 2018.

For more information or resources, please contact:

- **Sung-Hee Chung:** Founder & Executive Director, [Powered Magazine](#) at Sung-Hee@poweredmagazine.org
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- **Henekis Stoddard:** Director of Social Change, [Umbrella](#) at henekis@umbrellanek.org
- **Carolyn Towne:** Substance Misuse Prevention Coordinator at Northeastern Vermont Regional Hospital and the Coordinator of the [Northeast Prevention Coalition](#) at c.towne@nvrh.org
- **Kari White:** Director of Community Health Equity at Northern Counties Health Care (NCHC) and Backbone Integrator for [NEK Prosper!](#) and [Vibrant ONE](#) at kariw@nchevt.org

Or visit:

- [Collective Impact](#)
- [Risk and Protective Factors](#)
- [Seven Strategies for Creating Effective Community Change](#)
- [Social-Ecological Model](#)
- [Strategic Prevention Framework](#)
- [Systems Thinking and Systems Change](#)

Thank you!