Working Towards More Effective Sexual Violence Prevention Programming

For Young Men

Student Voices Survey (2019)[1,2]
University Students Experiences of Sexual Violence (2017-2019):

23% reported sexual assault

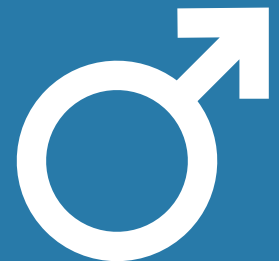**63%** reported sexual harassment

24% reported stalking

50% of sexual assault incidents, the perpetrator was another student

87% of incidents, the perpetrator was a male-identifying individual

Created in collaboration with

Western Education

Western — Centre for Research & Education on Violence Against Women & Children

anova — a future without violence.

Common Responses to Sexual Violence[3,4]

These responses are common in universities and colleges.

RISK REDUCTION PROGRAMMING FOR FEMALE-IDENTFYING STUDENTS

BYSTANDER INVERVENTIONS

PROGRAMMING FOR MALE-IDENTIFYING STUDENTS
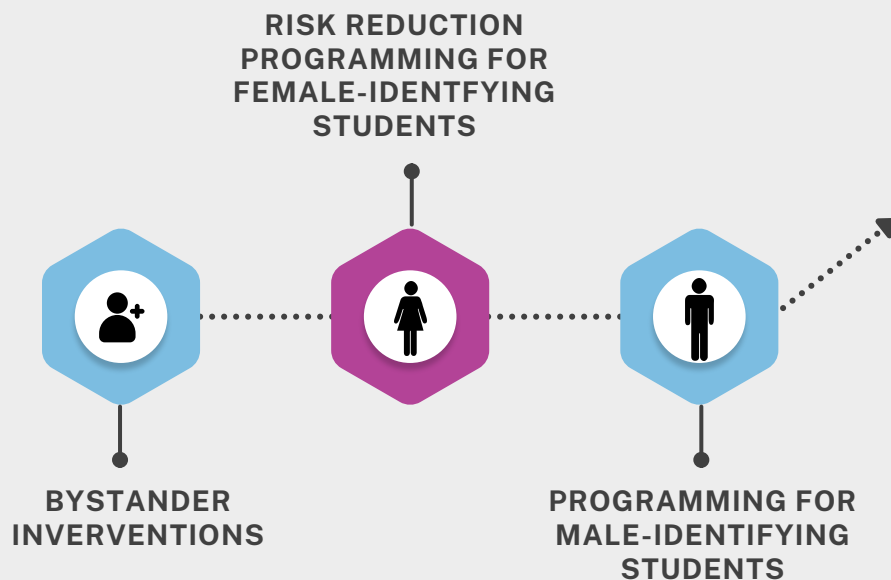
While these programs are the only ones that directly address men's risk for sexual violence perpetration, evaluations of such programs in Canada are limited.

Where available, these programs are often provided by community experts in sexual violence prevention.

Bringing Together Community Partners[3]

Equitable and meaningful collaborations between University researchers and community experts in sexual violence prevention **can help communities build evaluation mechanisms for pre-existing programs**, supporting evidence-informed decision making.
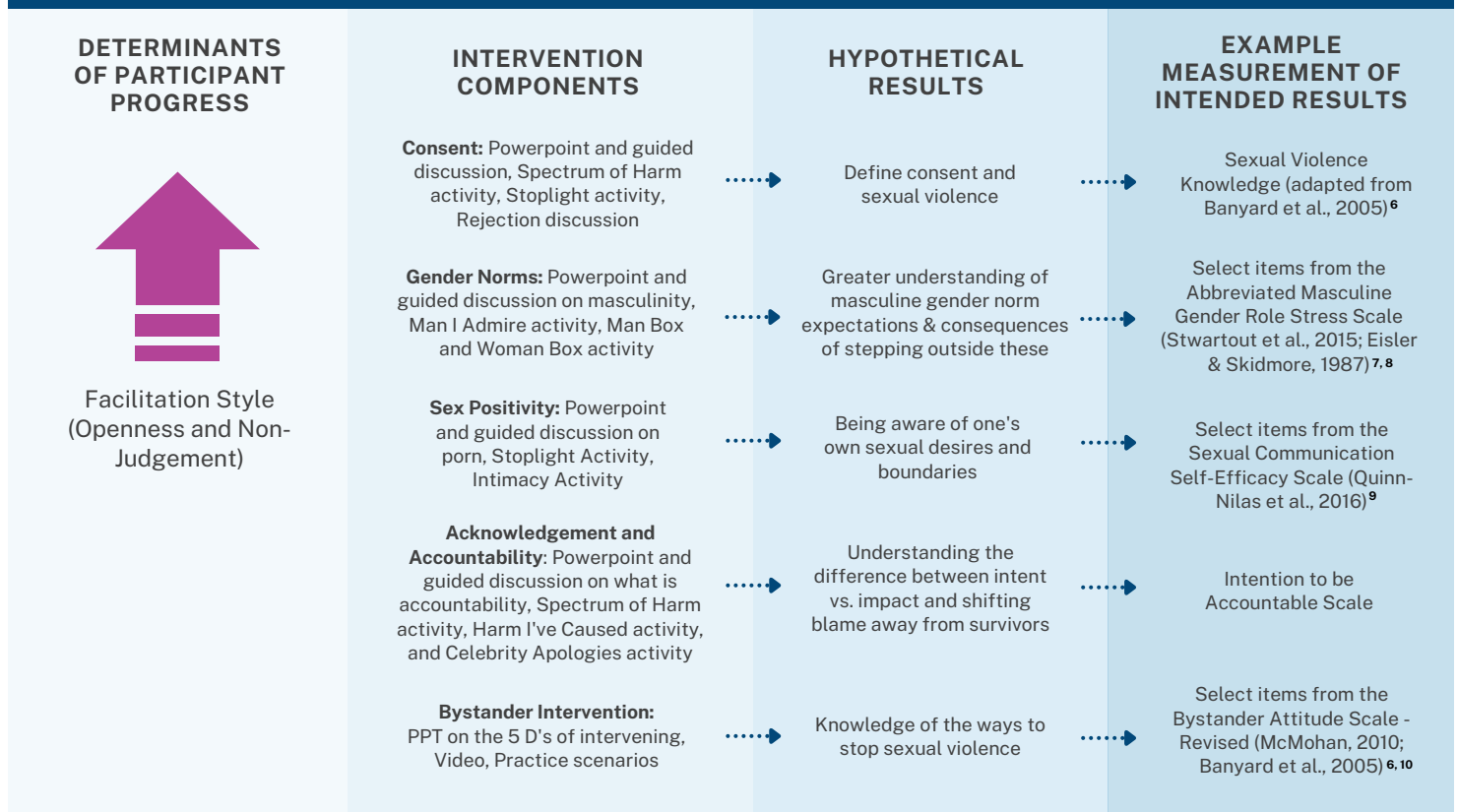
Illustrative Example: Man|Made [5]

Man|Made is a five-week psychosocial program developed by Dr. Annalise Trudell at Anova, London, for young men on college and university campuses, aimed at helping reduce men's risk for sexual violence perpetration and to help men who have perpetrated violence take accountability for their actions.

Program Overview

MASCULINITY

Aim: Help men critically analyze gender role expectations for men and what happens when men try to step outside of these expectations

CONSENT

Aim: Broad men's understanding of consent and what it looks like in practice and think more critically about intent versus impact in the context of sexual violence

PORN LITERACY

Aim: Deepen men's understanding of the negative impacts of mainstream pornography and discuss more ethical ways of consuming pornography

ACCOUNTABILITY

Aim: Help men take accountability for past harmful behaviours and make a commitment towards honouring the impact of their actions in the future

BYSTANDER INTERVENTION

Aim: Learn about the different ways of intervening in bystander scenarios

Working Logic Model

DETERMINANTS OF PARTICIPANT PROGRESS	INTERVENTION COMPONENTS	HYPOTHETICAL RESULTS	EXAMPLE MEASUREMENT OF INTENDED RESULTS
Facilitation Style (Openness and Non-Judgement)	**Consent:** Powerpoint and guided discussion, Spectrum of Harm activity, Stoplight activity, Rejection discussion	Define consent and sexual violence	Sexual Violence Knowledge (adapted from Banyard et al., 2005) [6]
	Gender Norms: Powerpoint and guided discussion on masculinity, Man I Admire activity, Man Box and Woman Box activity	Greater understanding of masculine gender norm expectations & consequences of stepping outside these	Select items from the Abbreviated Masculine Gender Role Stress Scale (Stwartout et al., 2015; Eisler & Skidmore, 1987) [7,8]
	Sex Positivity: Powerpoint and guided discussion on porn, Stoplight Activity, Intimacy Activity	Being aware of one's own sexual desires and boundaries	Select items from the Sexual Communication Self-Efficacy Scale (Quinn-Nilas et al., 2016) [9]
	Acknowledgement and Accountability: Powerpoint and guided discussion on what is accountability, Spectrum of Harm activity, Harm I've Caused activity, and Celebrity Apologies activity	Understanding the difference between intent vs. impact and shifting blame away from survivors	Intention to be Accountable Scale
	Bystander Intervention: PPT on the 5 D's of intervening, Video, Practice scenarios	Knowledge of the ways to stop sexual violence	Select items from the Bystander Attitude Scale - Revised (McMohan, 2010; Banyard et al., 2005) [6,10]

Preliminary Findings

Pre- (n= 43) and post-program (n = 21) participant surveys and interviews from program participants and facilitators (n = 11) were triangulated at each level of the logic model.

Men's understanding of consent showed the greatest positive changes from pre- to post-program.

In questionnaires, many of the item means achieved ceiling or floor at pre-program (i.e., participants responded in socially desirable ways), meaning that there was little room for change at post-intervention.

Additional facilitators of (e.g., healthy discomfort, interactive facilitation style) and a barrier to (i.e., participant defensiveness) participant change were identified.

These findings helped the community and researchers understand what was working and what needed to be reconsidered (both in the program and in it's evaluation).

In interviews, participants also noted the impact of this program on men's attitudes and behaviours related to gender norms (i.e., understanding of how gender norm expectations impact their sexual interactions), sex positivity (i.e., understanding their right to set sexual boundaries), and accountability (i.e., acceptance of the harm that they caused).

Implications

By viewing evaluation as a collaborative and data-driven process, rather than a one-time method:

(a) Researchers can collaborate with community experts to help address current gaps in the literature on sexual violence prevention.

(b) Community partners get a mechanism of evaluation that continues to improve, alongside their program, grounded in the needs of the community and their clinical expertise of gender-based violence.

Implement • Generate Ideas • Improve • Learn • Evaluate
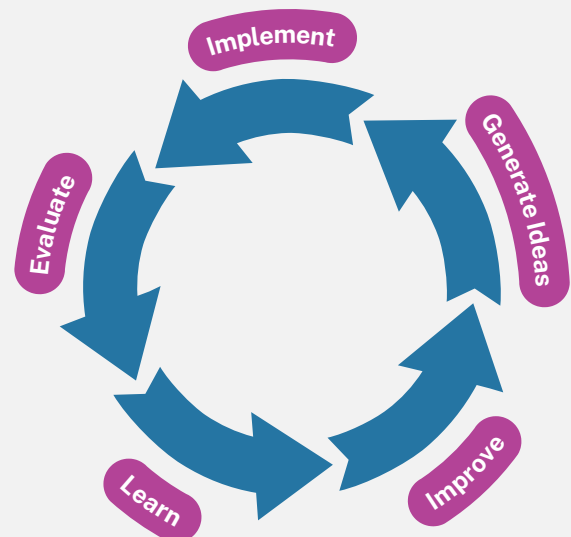
For More Information

Full Text & References

Vasudeva, Aadhiya, "Working Towards More Effective Sexual Violence Prevention Programming for Young Men in Canada" (2022). Electronic Thesis and Dissertation Repository. 8827. https://ir.lib.uwo.ca/etd/8827

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