This mapping process will help you determine how comprehensive your prevention programming is across your organization / or community prevention coalition. It maps the outcomes of each strategy onto the social ecological model, and helps you do the following:

✓ Identify and plan for comprehensiveness of programming
✓ Identify intended impacts and outcomes across the social ecology
✓ Display the overlapping outcomes of complementary prevention programs

It is important to note that primary prevention is multifaceted in practice, and multiple complementary strategies are required for reducing population rates of a problem. This is especially true when trying to prevent complex social problems like domestic violence and sexual assault (IPV/SA). When preventing IPV/SA, it is also important to acknowledge, and identify when possible, the overlapping risk and protective factors between IPV/SA and other problems behaviors (e.g., suicide, youth violence, substance abuse), which helps in the identification of complementary prevention strategies.

## This mapping process includes these three steps:

### Step One: Overall Program / Strategy Mapping

The purpose of Step One is to determine what prevention strategies are currently being implemented and what expected outcomes would result from the implementation of these strategies. The identification of outcomes across the levels of the SEM helps us to understand the comprehensiveness of programming being implemented by your organization or coalition.

### Step Two: Grouping Strategies Into Categories

Group strategies into similar "categories" based on their predominant programmatic focus. A "category" represents a set of strategies that are intended to impact the same type of "change" within knowledge, attitudes, behaviors, beliefs, relationships, systems, structures, policies, communities, etc. For example, all strategies working to encourage proactive bystander behavior fall into a category of "bystander intervention." Review the maps from Step One and identify common outcomes within each type of program/strategy category.
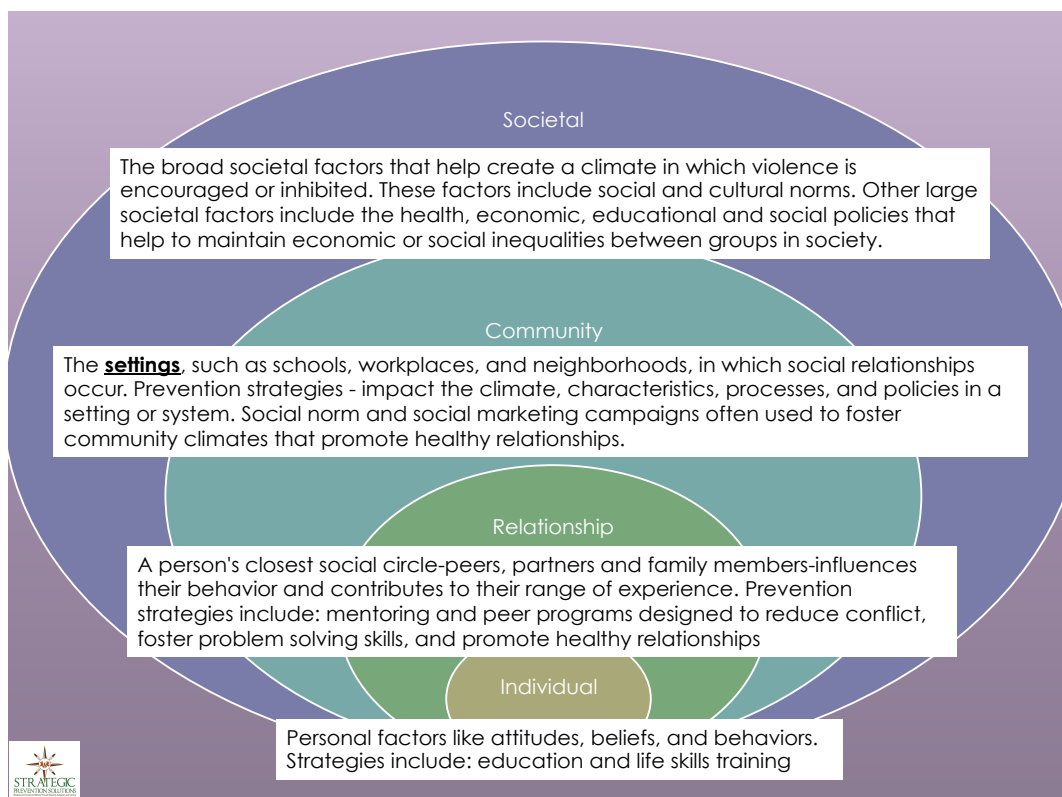
### Step Three: Writing Outcomes

Develop or identify 2 – 3 outcomes to be measured that are specific to the prevention strategy change category. It is the intention that grantees will be asked to measure these 2 – 3 outcomes if they are being funded to implement a strategy or strategies that focus within an identified change category.

# Step One: Overall Program / Strategy Mapping

**This step uses 2 worksheets**: the Outcome Mapping Worksheet and the SEM mapping worksheet. Mapping the outcomes across the social ecology allows us to see the extent to which the outcomes of your programming span across the levels of the ecological model.

One of the hallmarks of comprehensive prevention programming is that complementary strategies are implemented across all levels of the social ecology, *within and across overlapping populations*. The idea of overlapping populations is often overlooked when planning prevention efforts, and is often referred to as "saturation." For example, the people who participate and/or are impacted by a relationship-level strategy should be connected to (or be the same person as) those who are exposed to a media strategy at the societal level. It will be important for your team to see where complementary programming is being implemented across the same population.

**Societal**

The broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms. Other large societal factors include the health, economic, educational and social policies that help to maintain economic or social inequalities between groups in society.

**Community**

The **settings**, such as schools, workplaces, and neighborhoods, in which social relationships occur. Prevention strategies - impact the climate, characteristics, processes, and policies in a setting or system. Social norm and social marketing campaigns often used to foster community climates that promote healthy relationships.

**Relationship**

A person's closest social circle-peers, partners and family members-influences their behavior and contributes to their range of experience. Prevention strategies include: mentoring and peer programs designed to reduce conflict, foster problem solving skills, and promote healthy relationships

**Individual**

Personal factors like attitudes, beliefs, and behaviors. Strategies include: education and life skills training

# OUTCOME MAPPING WORKSHEET

| Prevention Strategy / Effort | Timing of Implementation | Target Population | Measureable Outcomes (SEM level) I = Individual, R = Relationship, C = Community, S = Societal |
|---|---|---|---|
| Fourth R Curriculum | 3-year, multi-site evaluation | Curriculum 7th-9th grade students<br><br>Evaluation 9th grade only | a. Reduction in age of onset of teen sexual behaviors (I)<br>b. Reduction in prevalence of teen dating violence (I, R)<br>c. Classroom settings are supportive and instructive of healthy relationships (C) |
| Green Dot | 3-year, multi-site project | Adult community members 18 and older | a. Increase in number of adults safely intervening in at risk situations for violence. (I)<br>b. Increase in number of community members involved in GD prevention strategy (I, R, C)<br>c. Increase in number of community agencies practicing GD as an agency wide strategy for prevention (C) |
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## *Mapping onto the Social Ecological Model*

The following page displays where each of the outcomes (listed in the above table of prevention strategies) fall when placed into the social ecological model. Below are a few things to note about the process.

- ✓ The outcomes listed in the concentric circles are unduplicated. Although some outcomes may seem to fit within more than one level of the social ecology, place the outcome into the level in which it was either a) most visibly present, or b) where it would be measured. For example, a change in attitudes for an individual (individual level) may have a ripple effect and impact that individual's relationships (relationship level). However, individual attitudes will be measured by asking individuals to self-report their attitudes, so the outcome is placed at the individual level. One of the strengths of the ecological model is that change happens when impacts spill over into other levels. It is a strength, not a weakness, although may seem confusing at first.

- ✓ All of the outcomes listed in the preceding table should be represented in at least one of the circles of the social ecological model.

- ✓ Do NOT include reductions in the incidence or prevalence of the overall problem (e.g., dating violence) as outcomes in the model. All of the programming that you are implementing should combine to reduce prevalence rates. While some prevention strategies will measure reductions in rates of self-reported perpetration, victimization or experiencing the problem as part of their individual-level evaluation efforts, it will take multiple strategies at multiple levels of the social ecology to impact incidence and prevalence rates at the population level.

# Prevention Efforts – Measureable Outcomes

NOTE: Long-term impact of ALL strategies is the reduction in incidence of _____. No one strategy at any one level of the social ecology is expected to reduce incidence rates.

SOCIETAL

COMMUNITY

RELATIONSHIP

INDIVIDUAL
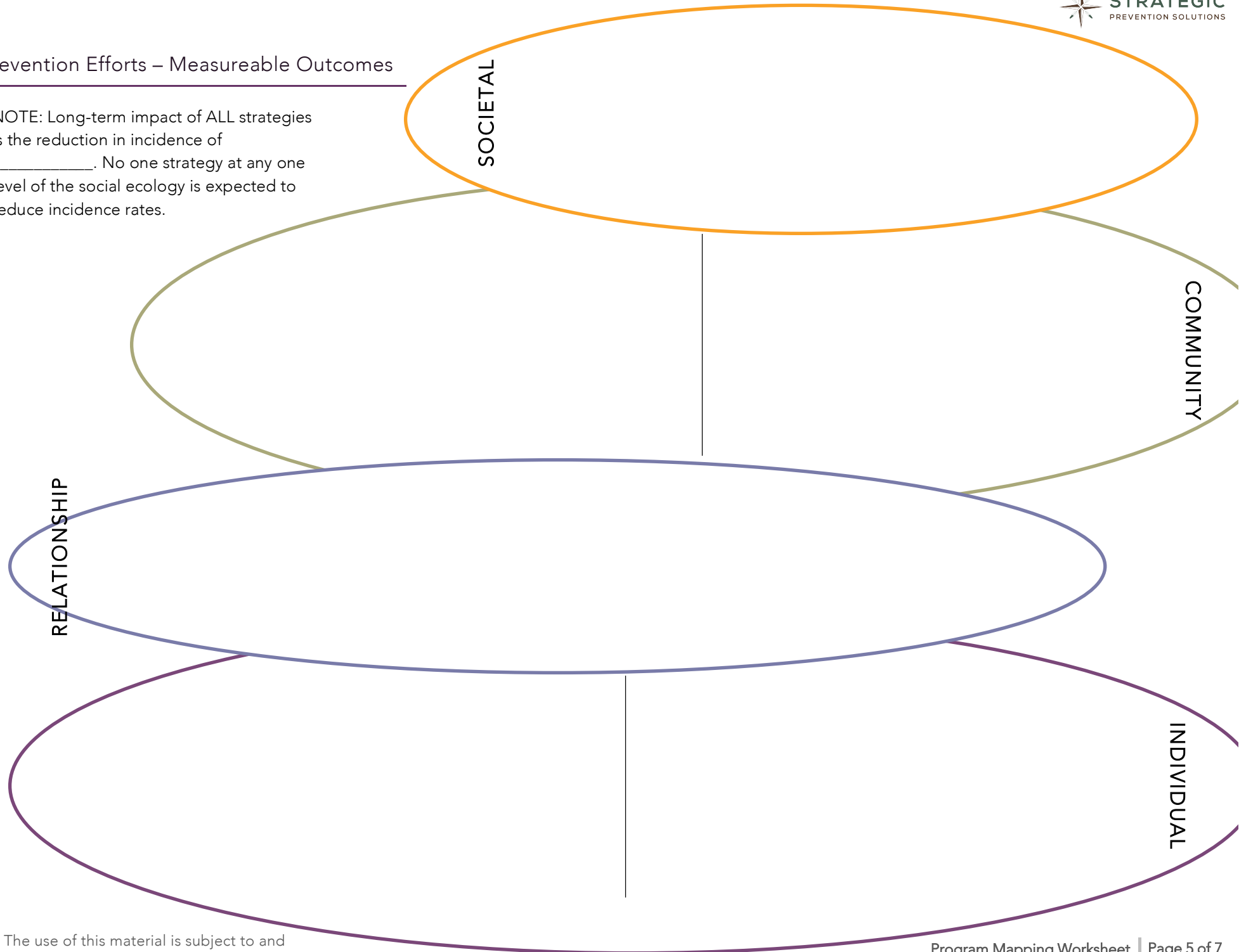
## Step Two: Grouping Strategies Into Categories

List your prevention programming that is implemented by your organization or coalition into "categories of change" based on the main intended impacts of the programming:

| Category | Example Programs / Strategies |
|---|---|
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<u>Consider these potential programmatic categories</u>: Bystander intervention, Healthy teen relationships/sexuality, Community engagement in IPV/SA prevention, Public awareness of IPV/SA, School settings, Positive social norms of respect in relationships, Community IPV/SA prevention capacity, Youth socio-emotional development, Youth engagement in IPV/SA prevention, Public awareness of consent laws and concepts, Youth social norms about respect and relationships, Adult social norms about masculinity, Cultural connectivity

**STRATEGIC** PREVENTION SOLUTIONS

Purpose: Develop 2-3 outcomes for each of the categories of programming identified in Step Two. This way of selecting outcomes keeps outcome measurement efficient.

Example:        Category is "Bystander Intervention"

All programs or strategies that work to change or address "bystander intervention" should be measuring (at a minimum) these 2-3 outcomes…

| Category | Constructs (Changes) | Questions or Measurement Tools |
|---|---|---|
| Youth socio-emotional development | a.  Use of pro social interpersonal relationship skills such as:<br>    a.  Conflict resolution<br>    b.  Help-seeking behaviors<br>    c.  Empathy<br>b.  Leadership skills | Use questions from Fourth R survey which draw upon:  Prosocial Personality Battery |
|  | c. |  |
|  | d. |  |
|  | e. |  |
|  | f. |  |
|  | g. |  |
|  | h. |  |