

CAMPUS BASED ADVOCACY:  
*EVALUATION, IMPLEMENTATION,  
AND EFFECTIVENESS FOR DIVERSE  
CAMPUS CONTEXTS*

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## IMPACT OF IPV AND SA FOR COLLEGE STUDENTS

“They may not be safe on campus based on their experience and who perpetrated that harm. We do see attrition related to, you know, the incident or experiences that they’ve had. Then, we sometimes see cases where people had been re-victimized, so they may have been abused in childhood. Then, they come, and then they are victimized again. The totality of the experiences also, I think, is impactful for their stamina, their ability to—their grit, you know, and just be able to sustain, you know, their personal and academic well-being. We see financial impacts as well.”

*Campus Advocate*

# NEED FOR SUPPORT

## College Services

- Many colleges have implemented service models to address needs of students experiencing IPV and SA, however, student accessing those services remains low.
- Risk for institutional betrayal.
- Students employ various routes to find support, both formal and informal, in the wake of a sexual assault.
  - However, they are more likely to report to their informal network.

### Students at higher risk include:

- Undergraduate females
- Latinx students
- Non-Latinx students of color
- International students
- Queer-identifying and/or LGBTQ+ students

# INTRODUCTION TO PROJECT

## Project Goals

- Understand the processes and outcomes of campus-based advocacy programs,
- Empirically develop an evaluation framework.
- Create an evaluation Toolkit for assessing program outcomes.
- Pilot the Toolkit materials on three University of Texas campuses.

## Project Team

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# CAMPUS-BASED ADVOCACY EVALUATION TOOLKIT

EDITION 1.0

## Toolkit at a glance...

- **Introduction:** Toolkit Project Goals
- **Section 1:** What is Advocacy?
- **Section 2:** Adapting Campus Advocacy for your Campus
- **Section 3:** How do you evaluate campus-based advocacy efforts?
- **Section 4:** Additional Resources

	<b>% (n)</b>
<b>Help getting safe</b>	<b>27.5% (11)</b>
<b>Medical help</b>	<b>7.5% (3)</b>
<b>Housing</b>	<b>5% (2)</b>
<b>Emotional Support/Counseling</b>	<b>15% (30)</b>
<b>Information about law enforcement</b>	<b>37.5% (15)</b>
<b>Information about reporting to Title IX</b>	<b>30% (12)</b>
<b>Help with alcohol/drugs</b>	<b>12.5% (5)</b>
<b>Financial needs</b>	<b>20% (8)</b>
<b>Academic accommodations</b>	<b>37.5% (15)</b>
<b>Other</b>	<b>5% (2)</b>

## NEEDS OF STUDENTS ENGAGING IN ADVOCACY SERVICES

ADVOCACY APPROACH: STUDENT SURVIVOR CENTERED: “*VERY ME-DRIVEN, BUT VERY HER-SUPPORTED.*”

They don't try to change you. They don't try to enforce things that are not you. They don't ask you to be anything or that you have to be like this or be like that... They don't have a list of criteria that you must follow in order to be able to work with them. *Survivor Participant*

# CAMPUS-BASED ADVOCACY IS TRAUMA-INFORMED: “*SHE DEFINITELY RESPECTED MY PRIVACY.*”

<b>Principal</b>	<b>Application to Advocacy</b>
Collaboration	Working for and with; across campus
Safety	Attention to built environment
Peer and Social Support	Build and re-build social connections; “open door”
Trustworthiness and Transparency	Provide information, psychoeducation and connection to resources while managing expectations
Attention to cultural, historical and gender issues	Inclusive language, staff diversity, and collaboration with campus partners
Empowerment	Options and choice

## CAMPUS-BASED ADVOCACY APPROACHES

	% (n)
<b>Help with safety</b>	40% (16)
<b>Help with managing classes &amp; coursework</b>	48% (19)
<b>Information about the impact of trauma/violence</b>	45% (18)
<b>Counseling/Education support</b>	53% (21)
<b>Education about health/unhealthy relationships</b>	40% (16)
<b>Information on drug or alcohol use</b>	7.5% (3)
<b>Help finding additional support</b>	80% (32)
<b>Referrals to other resources</b>	73% (29)

# ADVOCACY ADAPTATION POINTS FOR EMERGING ADULTS

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Wide use of psychoeducation

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Scaffolding of self-care/wellness skills

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Guidance on help-seeking and life skill development

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Use of technology and communication approaches commonly used in generation of emerging adults

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*“... if they're going for a SANE exam, this might be the first pap-smear and pelvic exam that they've ever had. I'm gonna' explain to them the entirety of what a pelvic exam and pap-smear looks like...”*

## ADAPTATION: UNIVERSITY COMMUNITY EXPERIENCE

Physical setting and access of advocacy program

Education and training for campus community

Proximity of peers

Adaptation in safety planning

- Focus on academic and social goals
- Shifting risks to those associated with a small community
- Advocates' role as employees of the institution

ADVOCACY  
ADAPTION  
POINT:  
ACADEMIC  
SAFETY  
PLANNING

Modifications of safety planning academic campuses focus on:

- The need for academic accommodations.
- The importance of working with other campus collaborators including campus police and disability services.
- A focus on providing safe passage to students within and around physical locations in the campus.
- Supporting students to manage the impact of trauma triggers on academics.
- Providing guidance and support through complex decisions related to schooling, with an eye towards maintaining long term educational options.

Safety planning is adapted for the college environment and the shifting risks in a small community.

- Advocates focus on academic and social goals – keeping the reasons students choose to attend college in mind as they navigate shorter term safety needs.
- Safety is defined beyond physical and emotional needs to include long-term academic, economic, and developmental impacts of violence.
- Advocates are keeping in mind their role as employees of an university, with aims for students that reflect this setting.

*Yes. It starts on campus and then we move them outward towards their residence, wherever that is, but it can start even just in the classroom. Is the other person of concern in your same classroom? Are they in your same program or major that you would have interactions with them in the future? Are they in your residence hall? Or do you feel safe going to those places, even if the event isn't related to that, do you feel safe going to class or to the residence hall? Then moving outwards to the community like organizations that you're apart of, is there a level of safety there?*

*–Campus Advocate*

## Academic Safety Planning Activities

<b>Support and advocate for physical and mental safety</b>	<b>Support and advocate for access to academic accommodations</b>	<b>Build trust with the academic institution</b>
<p>Assess physical safety from perpetrator</p> <p>Assess for school sabotage (tactics to intervene with academic progress)</p> <p>Create plan for and facilitate safety traveling to and from, and around campus</p> <p>Assess physical safety of locations around campus</p> <p>Provide psychoeducation on the impacts of trauma</p> <p>Provide connections to mental healthcare</p> <p>Help identify trauma triggers</p> <p>Identify resources for any financial or property loss</p>	<p>Contact professors for accommodations for specific support on missed classes or extensions on assignments and tests</p> <p>Allow survivor to move class sections to reduce exposure to trauma triggers</p> <p>If students decide to withdraw, support process to ensure opportunity to re-enroll</p> <p>Work with other services and departments (like campus police and disability services) to access accommodations</p>	<p>Support student’s decision to withdraw and support process to ease ability to re-enroll</p> <p>Connect student with student-led networks</p> <p>Accompany student through institutional processes including Title IX processes</p>

# ADAPTATION: ROLE OF INSTITUTION AND INSTITUTIONAL POLICY

- Impact of university-level implementation of Title IX
- Impact of federal and state policies on international student survivors experiences and concern
  - Immigration/citizenship status
- Level of institutional trust among university community members and surrounding community members
- System-level advocacy and accommodations

ADVOCACY  
ADAPTION  
POINT: PRIVATE  
OR  
CONFIDENTIAL  
STATUS

*They have to report it regardless if I want them to or not, so that's why I would probably tell a really reserved version of what was going on, but with them, because I knew that they didn't have to say anything to anybody, I felt like I could talk more easily about it all. Campus Service User*

*We never want to start a process for someone that they don't want. It could be a process that person wants in the future, but if we've broken that trust and made it happen before they're ready, then that's not helpful to anyone. Campus Advocate*

# ADVOCACY ADAPTATION POINT: INSTITUTIONAL CULTURE

## EXAMPLE CULTURAL ACCOMMODATIONS FOR CAMPUS-BASED ADVOCACY

**Resource lists, intake, and evaluations available in the preferred language of campus stakeholders**

## EXAMPLE CULTURAL ADAPTATIONS FOR CBA

Integrating cultural values like personalismo into the day-to-day operations of an advocacy program located in a Hispanic Serving Institution (HSI) by emphasizing the importance of warm, friendly, and personal interactions.

**Arrangements in place for ASL interpretation or language-line assistance**

Developing an intake process that includes a focus on relationship building and cultural support networks.

**Ask survivors for preferred pronouns/using gender neutral language to discuss partners and relationships**

Recognizing the social location of the University Community in the lives of older-adult students through developing processes focused on linkages outside the university to the student's community, family, workplace, and other spaces.

- *Cultural accommodations*, which are modifications in the way a practice is delivered so that it can be utilized with a particular community (e.g., translating forms, changing language, or using interpreters), and
- *Cultural adaptations*, which are changes to the structure of a program in order to more appropriately fit the needs and preferences of a particular cultural group or community (Booth & Lazear, 2015).

# ADVOCACY ADAPTATION POINT: CAMPUS AND PROGRAM SETTING

## ■ Settings

- Standalone advocacy center
- Advocacy within a counseling center
- Advocacy program within campus law enforcement
- Student affairs
- Campus-community collaborations

## ADAPTING YOUR PROGRAM WORKSHEET

Program Goal	Activity	Needed Adaptation	Plan for Adaptation
Ask: Are goals consistent with the advocacy model, or are there unique goals in our setting?	Ask: What do we need to do to meet our unique goals?  Are there other activities that will help us meet the advocacy framework goals on our unique campus?	Ask: Why is the adaptation needed? Who/what does it serve?	Ask: Who is responsible? How will our program logic model look?  What changes in evaluation approach are needed to match this change in program logic or functioning?

# LONG-TERM CAMPUS-BASED ADVOCACY OUTCOMES

Violence and risk for violence decreased

Increased or restored power in own life

Increased knowledge and access to community and campus supports

Reduced negative consequences of mental health symptoms

Survivor-identified long-term goals are met

Increased positive coping skills to mitigate trauma and impact of violence

Enhanced physical well-being

Increased sense of community

Increased positive social and peer support.

Academic goals are met.

Increased institutional trust.

## TOOLKIT RESOURCES

Adaptable campus-based advocacy logic model

Listening session with survivors guide

Fidelity checklists

Brief feedback survey tool

Impact interview tool

Impact survey tool

Measures table

Sample consent language

Sample recruitment language

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**Campus-based Advocacy Evaluation Toolkit**

<https://www.utmb.edu/bhar/resources>