Implementation Fidelity for Hazing Prevention Programs
Professional and Volunteer Practitioner Guide

Using Data to Advance Prevention

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Implementation fidelity includes assurance, capacity, and saturation. The following are descriptions from the Campus Consultation conversation with Dr. Rob Turrisi and Dr. Jason Kilmer about hazing program fidelity. A focus on the quality of hazing programs is essential for student behavioral change. The following short descriptions, questions, and concepts to consider are organized in a way to assist your campus or organization in developing your Implementation Fidelity plan.

Select a hazing prevention program you feel is critical on changing student behavior. Briefly summarize the program.
Develop a plan for Assurance

Quality assurance includes evaluation, supervision, training, and retraining protocols to increase program fidelity.

Questions to Ask

- How is program consistency being measured to ensure quality?
  - What is your program evaluation protocol to ensure facilitator adherence to the program or select programs?
  - How are you collecting evaluation data on facilitator efficacy?
- How is the program(s) being supervised?
  - What is the planned feedback cycle?
  - How is evaluation data being used to improve program delivery?
- What is your initial training protocol/curriculum?
  - What key points are most important for facilitators?
  - What key points are most important for students to understand?
- What is your follow-up training protocol/curriculum to ensure the program is not drifting away from your desired outcomes or that the quality is decaying over time?

Concepts to Consider

**Evaluation**

- Program Evaluation
  - Create an evaluation of the program(s)
  - Assessment should be tied to outcomes
  - Facilitator reflective self-evaluation
- Objective Observation
  - Collect objective data (both internally and externally reviewed)
  - Supervisor evaluation
  - Third-party evaluation
  - Do outcomes match with the activities being presented?
  - Overall goal is to allow for someone to offer suggestions for improvement.

**Supervision**

- Critique and Feedback
  - Develop a protocol for facilitators to receive feedback on program delivery.
- Coaching
  - What coaching or retraining can occur?
- Follow-up Processing

**Training**

- Training Curriculum
  - Facilitation skills
  - Student scenarios
  - Student questions
- Retraining
  - What parts of the program are not well delivered?
Develop a plan for Capacity

Capacity is measured by documenting facilitator competency to deliver curriculum/hazing prevention programs. The overall goal is to develop ideal and minimum criteria.

Questions to Ask

- Who is delivering the programs?
- How is program consistency being measured to ensure quality?
  - What are the ideal criteria for facilitators?
  - What are the minimum standards for facilitation?
  - What training and/or certifications do they possess?

Concepts to Consider

Criteria: Knowledge of Topic

- Forms of hazing, myths, and definitions
- Barriers to intervention
- Council-level differentiation (cultural competency)
- Applicable campus, local, state, and federal regulations
- Reporting procedures

Criteria: Facilitation/social skills

- Achievement-driven to reach program goals
- Ability to deliver all content
- Ability to hold the attention of a group
  - Comfort with groups of different sizes - minimum/maximum
  - Ability to deal with disengaged students and students exhibiting less willingness to change

Criteria: Willingness to adapt style to audience

- Assertiveness and quick-thinking
- Empathy
- Cultural competency and understanding of cultural context, including history, terms, etc.
Develop a plan for Saturation

Document the critical number of students reached by the program.

Questions to Ask

• If programs are effective, what proportion of students will lead to positive change?
• Who is attending the programs?
• Who are these programs reaching and in what proportion?
• What individuals, organizations, and councils are at-risk populations?
• How are we tracking the impact on individuals, organizations, and council levels?
• What data do we need to collect to determine our saturation goals?
• Who can we partner with to extend our messaging to create social norms?

Concepts to Consider

Tracking
• Collect data to assess the proportion of students impacted by the program for saturation

Program Selection
• Determine saturation for the overall program and/or individual programs

Subpopulations
• Plan for what councils or subpopulations need saturation
• Prioritize highest risk groups (based on prior issues, dramatic drop in grades, and other risk assessments)

Permeating Messages
• Social norming of key messages
• Key relationships with offices/departments

Further Reading


