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
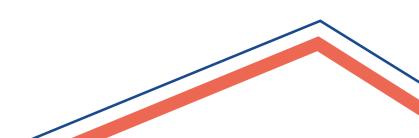
Criteria: Knowledge of Topic

- **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

Biddix, J. P., Sasso, P. A., Perlow, E., Joyce, B. & Veldkamp, S. (2022). *Evaluating hazing and related behaviors, intervention, & prevention efforts: A solutions-based approach*. The University of Tennessee Knoxville, Penn State University Piazza Center, and North American Interfraternity Conference (NIC).

Langford, L. (2004). Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach. Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention. https://eric.ed.gov/?id=ED537696

Langford, L. (2008). A Comprehensive Approach to Hazing Prevention in Higher Education Settings. Working Paper. *Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention*. https://www.researchgate.net/publication/238723234_A_Comprehensive_Approach_to_Hazing_Prevention_in_Higher_Education_Settings

United States Government, Drug Enforcement Administration (2018). Prevention with Purpose: A Strategic Planning Guide for Preventing Drug Misuse Among College Students. https://www.campusdrugprevention.gov/preventionguide