

Instructions for Using the Primary Prevention Capacity Assessment Project Staff Team Self-Assessment

Purpose of the self-assessment: To assist the agencies/programs and Ohio Department of Health Rape Prevention Education Team in developing Training and Technical Assistance opportunities that focus on the priority needs of the service providers for building primary prevention and evaluation capacity.

1. The assessment should be completed once a year to determine Training and Technical Assistance (TTA) priority needs and subsequent changes in primary prevention capacity and training needs.
2. There are no right or wrong answers on the assessment. The assessment will not be used in a punitive manner or to make funding decisions. The self-assessment should be viewed as a tool to openly and honestly discuss with your team members and the RPE staff where your services are on the continuum of best practices in primary prevention & help you plan realistic priorities for building your primary prevention. Resource constraints often influence strength in some areas at a cost to others. For example, having multiple presenters representing diversity and modeling healthy relationships may make it more difficult to offer high dosage of sessions due to the time and cost of coordinating multiple presenters. So in some cases choices have to be made regarding which strength to prioritize. One use for this assessment tool is to help address these decisions by encouraging discussion within the agency about them.
3. Each of the site staff involved in delivering and supervising primary prevention services should take part in completing the assessment as a team. Team members may include supervisors of field staff, volunteers and prevention educators.
4. Review each of the three sections and discuss the various characteristics with your team to determine which level of each factor best describes your current primary prevention strategies/activities.
5. In the **Word or hard copy document**, select the level for each factor and mark the corresponding score, 1 through 5, for each within the factor box. For example; in section 1 (Program Characteristics) **Factor 1, Strategy/Activity Comprehensive:** if your strategies/activities most closely match the Moderately Comprehensive description, you would mark a “3” in that factor description box. For **Factor 2, Teaching and Learning Methods:** if your strategies/activities most closely match the Varied Teaching & Learning Methods described by *Strategies/activities emphasize skill development & incorporate peer modeling and/or club formats to extend learning & skill development*, then mark a “5” for that factor. Follow this procedure for each of the factors in Section1 then write in the Section Score after the “**Section Score=**” in the right

corner of the Section Header. Then move on to Section 2 and 3 to determine your capacity for each of the sections.

6. Enter the section score for each section and then the **Overall Score** at the top of the 1st page of the Word or hard copy document. The Overall Score is the sum of the three section scores.
7. Once you have completed the scored sections discuss the barriers/challenges and successes/lessons learned over the past years in implementing the strategies/activities and building primary prevention capacity with your team. Enter the comments in the sections marked “**Barriers/Challenges**”, “**Successes/Lessons Learned**”. Through this discussion the primary prevention and evaluation training and technical assistance priorities should emerge. It might be helpful to take notes as you discuss and score each factor.
8. In the third part of this section marked **Action Plan**, describe your three top priorities for the upcoming year for building your primary prevention & evaluation capacity.
9. Once you have completed the Word or hard copy form and feel that it accurately reflects your team’s capacity, transfer the information to the online form and inform your ODH program consultant that you have completed the self-assessment.
10. The project staff should be prepared to provide verification of each of the primary prevention capacity items scored by the program staff so the TTA assessor can verify the score assigned by the program staff.

The assessment matrix is adapted from:

Nations, M., Crusto, C., Wandersman, A., Kumpfer, K, Seybolt, D, Morissey-Kane, E & Davino, K. (2003), What Works in Prevention, Principles of Effective Prevention Programs, American Psychologist, Volume 58, No. 6-7, 449-456. There is a charge for the article from The American Psychologist, but the principles can be found in http://www.mentoring.org/downloads/mentoring_4.pdf

Ortega, S. (2006). The impact of outcome measurement on nonprofit organizations, Doctoral Dissertation, The Ohio State University. If you are interested you can ask Dr. Ortega and she will share the document with you.

Virginia Sexual and Domestic Violence Action Alliance (2009), Guidelines for the primary prevention of sexual violence & intimate partner violence. Available at <http://www.preventconnect.org/downloads/2009/VSDVAA-2009-Prevention-Guidelines.pdf>