Applying the CFIR Model to a Sexual Assault Prevention Program for High School Students

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BACKGROUND

- Sexual assault is a serious concern for youth.

- 56% of females and 48% of males in high school reported experiencing some form of unwanted sexual advances by a peer (Hill & Kearl, 2011).

- "Your Voice, Your View" (YVYV) is a sexual violence prevention program based in bystander intervention.

- The program was implemented in 26 Rhode Island high schools in the context of a CDC-funded research study.

- The purpose of this study was to apply the Consolidated Framework for Implementation Research (CFIR) to examine the context of program implementation across schools.

METHODS

- Eight stakeholder interviews were conducted. Interview were analyzed in NVivo using the CFIR model (Damschroder et al, 2011).

- The CFIR model uses five major constructs, with 26 subconstructs and 13 smaller nodes nested within.

- Kappa statistics were utilized to determine consensus between coders.

Consolidated Framework for Implementation Research

Inner Setting

Outer Setting

Intervention Characteristics

Process

Characteristics of Individuals

RESULTS

Inner Setting

FACILITATORS
- Positive comments referencing compatibility consisted of 57% of the Inner Setting construct.

BARRIERS
- Of the references to networks and communication, 33% mentioned experiencing difficulties between school and intervention staff.

Outer Setting

FACILITATORS
- Patient needs and barriers outlined the call for sexual violence intervention programs in high schools (63%) to address rise in cases and lack of programming built into curriculum.

Intervention Characteristics

FACILITATORS
- Of the references to design quality and packaging, 88% were positive reactions to the content and materials.

BARRIERS
- Complexity of the program was mentioned in 18% of references to intervention characteristics.

Process

FACILITATORS
- Reflecting and evaluating reported positive aspects of the program, such as student engagement and program design.

BARRIERS
- Limitations highlighted in reflecting and evaluating included poor communication and lack of available resources during implementation.

Characteristics of Individuals

FACILITATORS
- Knowledge and beliefs (73%) of the program revealed active participation from students and instilling buy-in from staff.

BARRIERS
- 80% of references to self-efficacy reported confusion with instruction and communication between staff.

QUOTES

"Teachers, the advisors reported that the students were engaged. The students reported that they were engaged and liked the program, they asked when you were coming back!...I understood that there was overall active participation from the students, the teachers being present helps with that..."

"So we had done a lot of work as a social work team throughout all the buildings about dating violence...which was really interesting because we had just done our piece on dating violence and then they were hearing it from Your Voice Your View."

IMPLICATIONS

- Why use the CFIR model as a framework for analyzing interventions?
  - Using the CFIR model as an analytical tool can reveal areas of improvement, as well as advantageous factors within interventions.
- What did this model teach us about proper implementation of sexual violence prevention programs in high school settings?
  - Communication is key in the successful implementation of year-long interventions.
  - Using this model also provided insight into how to expand this programming to other ages/demographics.

References

Hill C, Kearl H. Crossing the line: sexual harassment at school. Washington, DC: American Association of University Women; 2011. https://www.aauw.org/resources/research/crossing-the-line-sexual-harassment-at-school

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