



Moving Upstream

Virginia's Newsletter for the Primary Prevention of Sexual Violence

Building Healthy Futures - A conference you don't want to miss!

Kristi VanAudenhove, Co-Director
Virginia Sexual & Domestic Violence Action Alliance

Be sure that you have October 5-7 saved on your calendar for the wonderful training offered at *Building Healthy Futures: Tools to prevent sexual assault and domestic/dating violence*. VSDVAA, in collaboration with VDH and the VDSS will present three days of training that include national speakers, in-depth training on successful prevention projects from around the country, and a showcase of Virginia violence prevention initiatives.

Confirmed speakers and trainers include:

- Joe Ehrmann, a coach who inspired violence prevention in a setting where you might least expect it—amongst high school football players!
- Shanterra McBride whose prevention work with inner-city young women has inspired the nation.
- The Washington State Coalition Against Sexual Assault presenting a 21st century model for incorporating prevention into our response to sexual violence.
- The Violence-Free Communities Initiative of Ramsey County teaching about how they have engaged every segment of their community, from the Ruritans to schools to churches in their violence prevention efforts.



What's In A Name: Outreach or primary prevention?

Brad Perry, MA, Sexual Violence Prevention Coordinator
Virginia Sexual & Domestic Violence Action Alliance

In the previous issue of *Moving Upstream*, I discussed several concepts fundamental to the primary prevention of sexual violence. In this article, I will discuss efforts that are sometimes described as primary sexual violence prevention, but which are in fact not. The purpose of this article is not to imply that any of the initiatives described herein are ineffective or not worth pursuing. Rather, as local sexual and domestic violence agencies become increasingly interested in adding primary sexual violence prevention work to their missions, this article is meant to act as a buffer against common misconceptions about these strategies.

Categorizing a particular initiative (or aspect of an initiative) as either consistent or incon-

sistent with primary prevention can be based on several factors, such as content (does the initiative attempt to change the factors underlying sexual violence?), sustainability (does the initiative attempt to change people in an enduring manner?), and/or reach (does the initiative address all levels of the social ecology for a particular setting?). In my experience, misconceptions about primary sexual violence prevention most often involve outreach efforts being mistaken for primary prevention efforts. This article will attempt to more clearly contrast and define these efforts.

Perhaps the most common misconception is the assumption that any kind of community/youth education is synonymous with

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Inside this issue:

- "Outreach or primary prevention?" 1
- Brad Perry
- "Promising Practice" (Regular Feature) 2
- Katie Kirby
- "Funder's Forum: Announcements about e-mail list and CAP" 2
- Becky Odor
- "Funder's Forum: Stop It Now!" 2
- Erin Osbourne
- "Funder's Forum: Important funding announcement from VDHI!" 3
- Jayne Flowers
- "Guest Commentary: Using video for effective prevention efforts" 5
- David Lee



Promising Practices: Systematic Approach to Prevention Education

Katie Kirby, Education & Outreach Coordinator
Project Horizon in Lexington, VA

“One thing that I wanted to avoid was presenting the same material to the same set of students each year in the exact same way.”

- Katie Kirby

As the Education Coordinator for Project Horizon, I present to K-12 students in the 14 schools across our three localities. While it is not always possible, my goal is to visit each grade level 3 to 4 times per school year. By doing so, it allows adequate time to present a variety of topics and establish a relationship with the students so they are aware there is a place that can help them if they are experiencing violence in their lives.

In order to ensure the students in each of the localities receive the same prevention information, I developed a curriculum notebook that is divided by grade level. Each grade section has a list of presentation topics that are age appropriate for that particular grade as well as the lesson plans and activities for those topics. The lesson plans are very detailed, which has proven to be extremely helpful when other staff members not accustomed to doing youth education work might have to cover a presentation. This may also be helpful for a new person entering the position. Each plan includes the time and materials needed, as well as key

discussion points. Also, each plan coincides with the Virginia Standard of Learning requirements to ease access to school systems, especially those that may be hesitant to give up academic time.

The curriculum used for these multiple visits is unique in that it grows with the children throughout their scholastic life. One thing that I wanted to avoid was presenting the same material to the same set of students each year in the exact same way. For instance, if I presented “Hands Are Not for Hitting” to Kindergartners in a particular school, then I would be sure to present new information the following year when they are First-graders. I feel that children retain the information our program provides, and are able to remember the activities in which they participated. If you repeat those activities, then they lose interest quickly and tune-out the information. Therefore, I developed new lessons that go a step further than those learned the previous year. The kindergarten lessons are very basic in that the children

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Funder’s Forum: Updates-VDH List & CAP Training

Becky Odor, MSW, Director of Violence Prevention Center for Injury & Violence Prevention, VDH

New VDH E-mail list:

The Sexual Violence Prevention Program at the Department of Health has added a new feature to their website. Please visit www.vahealth.org/civp/sexualviolence to check out the new “Email List” page where you can learn about and sign up for different email lists and listserves pertaining to all aspects of sexual violence including prevention, intervention, treatment, and prosecution. Connect yourself with not only local professionals, but also with advocates and allied professionals across the world to get the most recent data, program ideas and initiatives, news and technical assistance for your programming needs.

Child Assault Prevention (CAP) Training:

Also, CIVP is working with Citizens Against Sexual Assault in Harrisonburg to provide a Child Assault Prevention Facilitator's Training on September 13-15th. For more information, go to: www.vahealth.org/civp/sexualviolence/CAPbrochureSept2005.pdf

Funder’s Forum: Stop It Now! to be launched in VA

Erin Osbourne, MSW, S.V. Prevention Specialist
Center for Injury & Violence Prevention, VDH

The CIVP at VDH along with the VA Stop It Now! Steering Committee is pleased to announce the launch of Stop It Now! Stop It Now! consists of a media campaign and a helpline. The media campaign is designed to promote the idea that stopping child sexual abuse is the responsibility of adults, and to advertise a free helpline for adults ready to take that responsibility.

The helpline’s purpose is to answer adults’ questions or concerns about child sexual abuse, particularly if they suspect inappropriate sexual behavior between an adult and a child or between two children. Since it started operation in the late 1990’s, the helpline has assisted callers who suspect an adult might be perpetrating sexual abuse against a child, who are concerned about a friend or family member who sexually abused a child, or who admit to sexually abusing a child and want to stop. The helpline also receives calls from friends and family members of victims, as well as from parents of children with sexual behavior problems.

More information about this exciting project will be coming soon!

Funder's Forum: Important Funding Announcement!!! **SEXUAL VIOLENCE PREVENTION Request For Proposals**

Jayne Flowers, Sexual and Domestic Violence Prevention Specialist
Center for Injury & Violence Prevention, Virginia Department of Health

The Virginia Department of Health/Center for Injury and Violence Prevention (CIVP) has issued a competitive Request for Proposal (RFP) for sexual violence prevention proposals. CIVP is working to prevent sexual violence by funding primary prevention approaches, broadly defined as education to a population before violence occurs.

As a competitive RFP, each proposal will be reviewed and evaluated by a panel of reviewers. The evaluation and scoring of each proposal will be based on the responsiveness of the proposal to the specifics of the RFP. Some of the items that are likely to be significant are: appropriateness of the proposed project(s), appropriateness of the goals/objectives/work plan, and reasonableness of the budget. RFP funding decisions will not be based on prior contracts that CIVP may have had with the sexual assault center that is submitting the proposal.

At this time, CIVP anticipates that this RFP will be released in mid-June. Optional pre-proposal conferences are currently scheduled for Tuesday, June 28, 2005 and Wednesday, June 29, 2005. Proposals are due by July 29, 2005 and the awards will be announced in September.

Approximately \$600,000 is available for this funding process. It is anticipated that the average award will be \$40,000, with multiple awards. The period of the contract will be from November 1, 2005 to October 31, 2006.

Projects must involve primary prevention initiatives. Projects are limited to the following:

A. Intensive Youth Programming: Projects will use youth as the primary deliverers of messages. These projects involve youth in developing, delivering and/or implementing sexual violence prevention messages. The projects will be based on multiple contacts with the youth throughout the development and implementation process. Intensive youth programming should provide a focus that allows for building knowledge, enhancing skills, and promoting positive behaviors in youth.

(Examples: A peer education program where the youth deliver a sexual violence prevention program to other youth, or an after school club that works to spread a message through poster campaigns and other awareness-raising events.)

B. Multi-Session Curriculum-Based: Projects will use a pre-developed curriculum to provide information on sexual violence prevention. These projects will use a curriculum that is based on multiple contacts with the same audience members and will likely involve an educator who delivers the curriculum to the same group more than once. Multi-session curriculum-based projects should provide a focus that allows for building knowledge, enhancing skills, and promoting positive behaviors in youth.

(Examples: A program that delivers all lessons of the "Expect Respect" program to a youth group, or an educator who delivers five lessons from the Virginia Responds Facilitator's Guide to the same health class.)

C. Train-The-Trainer: Projects will focus on training providers (such as teachers, youth service workers, counselors) to deliver a curriculum in sexual violence prevention. These providers will then be expected to deliver the curriculum to targeted audiences. Train-the-trainer projects should focus on building the capacity of allied youth-serving professionals to address the issue of sexual violence prevention.

(Example: An educator provides training for health teachers on a teen violence prevention curriculum. The health teachers then teach the curriculum in the classroom.)

D. Community Education: Community Education is limited to 20% of the total contact hours planned in any Offeror's portfolio. Contact hours are the number of hours that are spent in direct client contact for the purpose of delivering training, education, or programming. Projects will be one-time projects that raise the awareness of sexual violence prevention within the community. These projects may include a one-time classroom presentation to students or presentations to large, community groups where the educator only sees the audience one time.

(Examples: A presentation to a Boys and Girls' Club on healthy relationships. A presentation at an assembly at the local high school. A church group receives a presentation on sexual violence prevention strategies.)

To download the complete RFP, go to: www.vahealth.org/civp/sexualviolence



“While many valuable primary sexual violence prevention initiatives do involve educational sessions, it is the largely content and intent of these sessions that makes them consistent with a primary prevention approach, not the fact that the information is delivered through an educational presentation to students.”

- Brad Perry



FVVPF’s “Coaching Boys to Men” media campaign

“Outreach efforts empower people to confront shame, fear, and trauma, and to be safe in a world that allows rape to thrive.

Primary prevention efforts empower people to act as agents to change this world.”

- Brad Perry

Outreach or primary prevention (cont. from 1)

primary prevention. While many valuable primary sexual violence prevention initiatives do involve educational sessions (particularly with youth in a school setting), it is the largely content and intent of these sessions that makes them consistent with a primary prevention approach, not the fact that the information is delivered through an educational presentation to students. For example, imagine that a health teacher in a local school wants you to speak to a class of 30 9th-graders for an hour over an entire school-week (5 sessions) about any set of sexual violence topics you deem appropriate. There are so many different aspects to the topic of sexual violence that you could present in an infinite variety of formats over those 5 days. However, for the sake of clearly illustrating a point, pretend that you have narrowed it down to two possible agendas (see below).

The content for the first mock agenda exhibits a strong emphasis on what is commonly referred to as “outreach” education. Typically, the goal of outreach education is to make people aware of the scope and impact of sexual violence, as well as what to do if they or someone they know is a victim of sexual violence.

Mock Agenda: Outreach Education

Day 1: Define sexual violence and discuss statistics (including the fact that most sexual violence is committed by someone the victim knows); Highlight agency services and contact information

Day 2: Class activity on the impact of sexual violence (e.g., physical, emotional, and behavioral)

Day 3: Discuss how teens can reduce their risk for being sexually assaulted (e.g., recognizing warning signs of an abusive partner, using the buddy system, self-defense tips, etc.)

Day 4: Presentation on “date rape drugs” (e.g., alcohol, Rohypnol, GHB, Ketamine, etc.)

Day 5: Presentation about where a teen can go if they have survived sexual violence / how to support a friend who has survived sexual violence; Highlight agency services and contact information

The content for the second mock agenda demonstrates an approach that is consistent with primary prevention. Typically, the goal of

sexual violence education from a primary prevention framework is to impact individual knowledge, attitudes, and behaviors that correspond to the root causes of sexual violence. Specifically, this education usually seeks to provide individuals with: 1) Insight on how and why we all behave in ways that perpetuate sexual violence, and 2) Inspiration, tools, and incentives for thinking critically about our worldview/behavior (as it pertains to sexual violence), treating others with respect and dignity, and becoming an “ally” in ending sexual violence.

Mock Agenda: Primary Prevention Education

Day 1: Class activity on the definition of sexual violence (e.g., “Harmful – not harmful” continuum exercise)

Day 2: Class activities on the context of sexual violence Part 1 (e.g., MVP’s “Mars/Venus” exercise, Gender box activities with a follow-up discussion on the relationship between gender-roles and sexual violence)

Day 3: Class activities on the context of sexual violence Part 2

Day 4: Class activities/discussions about sexual consent and healthy/unhealthy relationships

Day 5: Skill-building activity on how to “walk the walk” (e.g., Men Can Stop Rape’s “Visible Allies” information; “active bystander” exercises from MVP and others); Review of Days 1-5

Again, for the purposes of providing a clear contrast, these agendas are at extreme ends of a community/youth education content continuum. The content in the first mock agenda contains information that is useful in the aftermath of sexual assault, as well as some information about how to “stay safe”. The content in the second mock agenda focuses on motivating people to examine/change the factors that cause people to be victimized in the first place.

I should note that these mock agendas are not meant to be prescriptive – I am in no way implying that these formats or the example activities/exercises are “correct”. The mock agendas and examples are only intended to be illustrative. In practice, it would be irresponsi-

Outreach or primary prevention (cont. from 4)

ble to provide only primary prevention content in your educational sessions. That is, information about local victim service agencies should always be included, even if only briefly, since any discussion of sexual violence could raise issues for victims in attendance.

I also want to note that it is entirely understandable why those of us who come from a sexual assault crisis background might mistake outreach education for primary prevention education. Community/youth education is often the only major undertaking of a SACC not directly related to serving victims. Also, as previously mentioned, many primary prevention initiatives include a prominent education component (although, as discussed in the previous issue of *Moving Upstream* change would ideally be facilitated through broader means as well). Thus, it makes sense that we would assume that anytime one of us goes to a school to present, we must be doing primary prevention work. However, as the above example demonstrates, primary sexual violence prevention education is in fact far more distinct. Additionally, while the nature of content is a defining element of primary sexual violence prevention education, other factors such as, “dosage,” – the number and length of educational sessions – relevance to the audience, and the fit and progression of new content in relation to previous content also figure prominently into this definition. Furthermore, a truly comprehensive primary prevention approach would also be characterized by its sustainability and how well it impacts all levels of the social ecology (see previous issue for more information).

Media campaigns are another type of initiative often mistaken for a primary prevention activity, regardless of the content of the campaign’s message. Similar to the confusion about community/youth education, the content and corresponding intent of a media campaign’s message is an important clue in determining whether or not it is consistent with a primary prevention approach. For example, two hypothetical 60-second televised public service announcements, or “PSAs” about sexual violence could have entirely distinct goals.

Outreach PSA

In this example, the objective of the PSA is to raise awareness about the prevalence of sexual violence, inspire hope in survivors of sexual violence, and advertise the services and contact information for sexual assault crisis services. It might show several survivors telling their stories, provide some alarming statistics, and end with a voice-over/text telling the audience how and where to find help. The primary audiences of this PSA are survivors of sexual violence and their loved-ones; the expectation being that survivors will then be more likely to seek services. A more general goal is to inform everyone about the scope and impact of sexual violence.

Primary Prevention PSA

In this example, the objective of the PSA is to challenge a belief or a norm that perpetuates sexual violence (e.g., “Real men” should

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Guest Commentary: Using video for effective prevention efforts

David Lee, MPH, Prevention Connection Manager
California Coalition Against Sexual Assault

Typically, I am cautious about using videos for violence against women prevention work. Sometimes we use a video because we think that it is what the audience wants. I believe that we first need to identify what specific objective we want for our audience and determine if a video can help achieve that objective.

I also have some concerns about the limitations of videos:

- Videos become dated (i.e. music, clothes, language) very quickly
- All too often the video will not reflect the diversity of my specific community (ethnic, racial, sexual orientation, etc)
- Most videos are too long - use short video clips as a starting point for deeper discussion
- Most educational videos cannot compete with Hollywood production values that dominate television, cable and movies.

Of course, using the medium of video can be very useful. Videos are a good way to get attention and present the authentic voice of people impacted by violence. There are other ways to use video:

Media Literacy: I strongly recommend using a media literacy approach to help our audience develop a critical eye toward the me-

dia. One exercise is to ask students to bring in video, music, magazines to illustrate the issues of violence against women, ranging from gender roles to depictions of violence. Typically I ask the students to collect media to which they are exposed, and I bring in some examples from my culture (often The Beatles “Run for Your Life” with the line “I’d rather see you dead than with another man”, “Fire” by Bruce Springsteen with romanticized line “You say no, I know you mean yes” and the Opera Carmen). I intentionally do not target only youth culture since the acceptance of male violence exists throughout all cultural production, not only rap or other culture intended for youth. Using a media literacy approach, the audience develop skills to understand the role of the media and are then ready to consider action they can take.

Peer Created Media: I have used a peer educator model for teen dating violence prevention. We train teens to develop their own curriculum, and to build new social norms in their community. In the spirit of primary prevention, youth then develop their own counter media (posters, radio PSA, video PSA, dramatic productions). Much of this is local and effective in their own communities.

Note how David’s suggestions complement the concepts discussed in the media campaign section of the “Contrasting outreach/prevention” article. - Editor



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Systematic approach to ed. (cont. from 2)

learn that it is wrong to hit when they get angry. The next year, they learn not to say angry words to each other. The next year, they learn how it feels when these things are done to them, etc. Each year the material that they learned is re-capped, but also extends into another topic. As the children become more mature, the topics mature as well, until eventually they are in middle and high school learning about dating violence.

The topics covered by the curriculum go beyond the typical sexual and domestic violence content. They include subjects such as self-esteem, accepting differences, and cooperation. These topics are foundations for prevention work. They introduce children to the feelings they have about themselves and what types of treatment they deserve, and how they should treat others. Learning these concepts will both reduce their chances of entering an abusive relationship, or if they do find themselves in this type of relationship, they will be better able to identify it as such. Perhaps most fundamentally, they will be less likely to commit abuse themselves.

By the end of the 4 visits, the students are able to connect each of the topics together. When I presented to an elementary school class on cooperation, I asked the question, "Why would an agency like Project Horizon, which deals with abuse, come talk to you about cooperation?" A boy responded, "Because we need to learn to cooperate and respect when people say no to us." This is why I do the work I do. This is prevention.

Outreach or primary prevention (cont. from 5)

be entitled to have sex with anyone they want anytime they want it"). This TV spot might show a couple kissing, one of whom is an attractive man. Before they get "hot and heavy," he stops and asks if it's OK if they share more, and makes it totally clear that his partner's decision will be respected with no strings attached. Text appears on the screen saying, "Respect is sexy". The primary audience of this PSA is men - particularly young men - and the hope is that they will see an alternative to the belief about how a "real man" is supposed to act in a sexual encounter, and begin to change their behavior accordingly. Ideally, the PSA would also provoke conversation about the harm of the belief itself, and thus begin to dismantle the norms supporting such beliefs.

The differences between these examples should be fairly evident. The basic difference is that the first PSA seeks to impact/increase the number of survivors coming forward and seeking services from a sexual assault victim advocacy provider (an outreach goal), whereas the second PSA seeks to impact/decrease the likelihood of male perpetration of sexual violence (a primary prevention goal). The message of one type of PSA is not more valuable than the other. Both outreach and primary prevention media campaigns are relevant and helpful to our work - they are simply different. Like the community education mock agendas, these examples are not meant to be prescriptive. The content provided is only intended to be illustrative.

Similar to community/youth education, there are reasonable explanations as to why we might mistakenly view all media campaigns as primary prevention projects. Possibly because of the high-profile nature intrinsic to media campaigns, many comprehensive prevention initiatives are most well-known for this component of their larger approach (e.g., Men Can Stop Rape's "Strength Campaign", Family Violence Prevention Fund's "Coaching Boys To Men," CCASA's "Why Not Ask" posters). Other organizations have created memorable stand-alone media campaigns containing messages that encourage critical thinking about the underlying causes of sexual violence, and are thus consistent with primary prevention (e.g., LACAAW's "This is not an invitation to rape me" posters/PSAs, SHARPP's "Got Consent" posters). Thus, it is tempting to assume that any media campaign is synonymous with primary prevention. Even VAWnet, a project of the National Resource Center on Domestic Violence, makes this mistake in a document they released about primary prevention. The authors of the document erroneously state that primary prevention media campaigns, "...typically provide information regarding the warnings signs of violence and community resources for victims...". Hopefully, the examples provided here will make it easier to recognize the difference between media campaigns with outreach objectives, and those with primary prevention objectives.

It should be noted that media campaigns should only be used as one component in a more comprehensive primary sexual violence prevention plan. A media campaign alone, without a larger effort aimed at impacting the underlying causes of sexual violence at all levels of the social ecology, cannot make a lasting impact. An effective primary sexual violence prevention media campaign would also be as concise as possible, creatively and memorably reinforcing the more complex concepts delivered through other avenues that allow interaction and more time for absorbing the message (e.g. educational sessions, community dialogues, etc.).

Primary prevention initiatives and outreach activities are both important elements of our work. A better understanding of their respective defining characteristics can clarify the purpose, planning, and implementation of such efforts. Primary prevention concepts and activities can be difficult to grasp since their application to the sexual violence field/movement is relatively recent. However, these concepts hopefully become clearer when contrasted with the concepts and activities related to outreach work. The essential goal of both primary prevention and outreach strategies is to empower people. Outreach efforts empower people to confront shame, fear, and trauma, and to be safe in a world that allows rape to thrive. Primary prevention efforts empower people to act as agents to change this world.