PISC

PARTNERS IN SOCIAL CHANGE

A Publication of the **Sexual Assault Prevention Resource Center**, dedicated to providing technical assistance to those engaged in sexual violence prevention in Washington State

WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS SPRING 2009

Volume XII Issue 1
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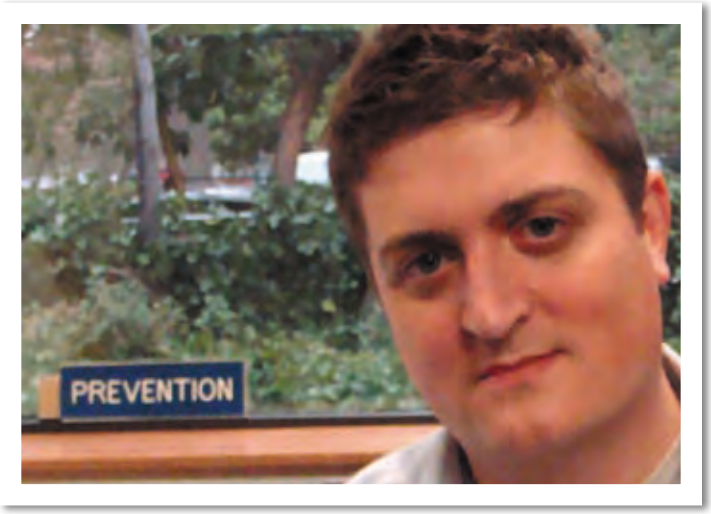
Prevention Notes



Grant Stancliff, Prevention Specialist

It is an exciting time to be doing prevention here in Washington! The statewide planning process is going strong, and is focused on making the prevention strategies we do already in Washington even better.

This issue of Partners in Social Change explores current prevention strategies in our state and delves into community development as a primary prevention strategy. Additionally, it discusses educational presentation efficacy.

The Prevention Resource Center at WCSAP is experimenting with innovative ways that we can host meaningful spaces for prevention dialogues. One new mechanism is that we are posting newly published articles from Partners in Social Change on Partner Net! This will allow you to comment on articles and connect with other Prevention Professionals throughout the state of Washington.

Never been on PartnerNet? No problem, simply log onto PartnerNet by visiting http://partner.wavawnet.org/.

We look forward to hearing from you!

Best,

Grant Stancliff
Prevention Specialist
Prevention Resource Center, WCSAP

PISC PARTNERS IN SOCIAL CHANGE

SPRING 2009

WCSAP
Washington Coalition of Sexual Assault Programs

The mission of the Washington Coalition of Sexual Assault Programs is to unite agencies engaged in the elimination of sexual violence through education, advocacy, victim services and social change.

The Prevention Resource Center is a project of WCSAP, designed to provide support and technical assistance to individuals, communities and agencies engaged in sexual violence prevention within Washington State.

Volume XII Issue 1
Prevention

Partners in Social Change
is published quarterly by the WCSAP Prevention Resource Center from its offices in Olympia, Washington. The focus of this publication is to present information and resources for the prevention of sexual violence, with a special emphasis on social change. Issues are mailed to subscribing members of WCSAP. For membership information, visit www.wcsap.org.

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Community Development

is Primary Prevention of Sexual Violence

Grant Stancliff, Prevention Specialist, WCSAP

The anti-rape movement has a rich history of utilizing unique and varied approaches to address sexual violence. These approaches have been dedicated to addressing survivor needs and to prevent sexual violence by raising awareness of sexual violence by changing underlying conditions that promote rape culture.

Initial approaches to addressing rape culture were born in the anti-sexual violence movement. Their grass roots origin was based on personal experiences of what worked and as a response to community needs. Community development became a strategy by synthesizing past successes with theory and advanced efficacy methodology. Community development uses the strengths of individual communities to shift ownership of solutions from organizations to the communities themselves.

It can seem like a challenge to implement and balance primary prevention strategies with limited resources and ever-present needs in our organizations and communities. It may feel that we have neither the resources nor time to effect meaningful change in every individual through expensive campaigns or other one-size-fits-all approaches. Community development is primary prevention tactic that can work with limited resources, and addresses the unique needs of communities.

Primary prevention is not a strategy to keep an individual safe, but rather a strategy to keep entire communities safe. Primary prevention strategies are not novel to sexual assault work, as they are used in many areas of public health to avoid injury and promote well-being. The application of primary prevention strategies vary depending on what sort of injury is trying to be prevented, so prevention measures will look differently depending on what kind of injury or violence is being prevented. To illustrate, let us examine strategies aimed at reducing the impact of motor vehicle accidents against the population, then draw correlations to sexual assault prevention.

Primary Prevention:
Approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization.

Secondary Prevention:
Immediate response after sexual violence has occurred to deal with the short-term consequences of violence.

Tertiary Prevention:
Long-term responses after sexual violence has occurred to deal with the lasting consequences of violence and sex offender treatment interventions.
(Centers for Disease Control and Prevention, 2004)

risk•factors
are elements of a context that increase the possibility of, or contribute to, injury.

protective•factors
are elements of a context that decrease the likelihood, or significance, of injury and promote health.

Applications of Public Health Principles: Motor Vehicle Safety

In 2006, over 42,642 deaths occurred on highways (RITA, n.d.). In order to create effective prevention strategies to reduce fatalities public health prevention professionals considered:

- What were the specifics of the motor vehicle accidents?
- What risk factors need to be evaluated before a plan can be implemented?

In public health theory, risk factors are behaviors of individuals, properties of situations, or elements of an environment that put people at risk for injury. In order to reduce the number of highway fatalities and injuries, risk factors must be determined. For motor vehicle accidents, risk factors might be things like a lack of seatbelt use, drug or alcohol use, insufficient roadside signage, or poor visibility. On the other hand, protective factors are circumstances or resources that promote healthy outcomes and increase the likelihood of avoiding risk. Safe driving campaigns, a reduction of alcohol consumption, or elimination of driving distractions might be protective factors.

Risk and protective factors are a guide for generating prevention strategies. If you know what conditions you want to deemphasize, and what conditions you want to elevate, you can begin crafting a primary prevention strategy.

The word "primary" may seem a bit odd, but it makes sense within the whole of public health theory. It works like this: prevention is about reducing the impact of a negative event on the community. Primary prevention reduces the negative impact by precluding the possibility the thing happening (the way we normally think of prevention). Secondary prevention reduces the negative impact on the community by providing immediate response right after the event occurs-- like an ambulance for motor vehicle accidents, or a crisis line for survivors. Tertiary prevention relates to long-term follow up: counseling or rehabilitation.

Primary prevention of motor vehicle injury might be a campaign intended to reduce alcohol or drug impaired driving. The science of where and how to place signs or lights for maximum visibility is primary prevention. Primary prevention of motor vehicle accidents is about creating an environment such that traffic accidents simply do not occur. For those that do, secondary prevention methods kick in, like airbags or seatbelts. Mandatory seatbelt laws are a stunning example of secondary prevention: they appear to reduce fatalities by nearly half (Bédard, Guyatt, Stones, Hirdes, 2002).

These concepts can be applied to sexual violence prevention, but require some modification.

Sexual Violence Risk and Protective Factors

The Centers for Disease Control and Prevention (CDC) provide a set of risk factors for sexual violence aggregated from several sources (Centers for Disease Control and Prevention, n.d.). Individual risk factors include alcohol and drug use, coercive sexual fantasies, and hostility towards women. Risk factors at the relationship level are association with sexually aggressive peers and a lack of emotional support in families. A tolerance of sexual violence is indicated as a community level risk factor. Societal risk factors include social norms and weak gender equity laws.

The CDC's list is not exhaustive, nor will any list be sufficient across all communities. Community development hinges on this premise. Sexual violence is primarily a result of oppression, inequality, and socialization, and it manifests uniquely dependent upon the community experiencing it.

Although it seems like Prevention Professionals could greatly benefit from a list of reliable risk factors, the complexities of sexual violence make such a list ineffective. Indeed, if we as Prevention Professionals were to rely solely on any general list of authoritative risk factors, we run the risk of engaging in the kind of systemic oppression we seek to eliminate through prevention. Therefore, it is essential to our work that all voices are elevated in a meaningful way. This means allowing, creating space for, or deferring to voices marginalized by privilege for leadership within communities we are engaging.

Creating dynamic prevention strategies for sexual violence prevention is the work of community development. When a community works on determining underlying conditions often they may resemble risk factors on a list like the CDC's, but they will be more specific to that community. This is the main philosophy of community development. A one-size-fits-all approach ends up fitting few, and for those communities it does fit, it is unlikely the resulting strategies will effect the root causes of all sexual violence. This dilemma requires a community specific strategy.

Developing tailored approaches is key to community development. Risk factors are established by determining underlying conditions (referred to as identifying Condition A). Working on the vision of an ideal world (Condition B) produces a list similar to protective factors. It is helpful to be specific so that the ideal world is something that is achievable within your community. For example, it would be very difficult to eliminate all sexist advertising. A more approachable Condition B would relate to local media, or local advertisers.

In a thriving community development initiative, the Condition A's and the Condition B's will be revisited fairly often and may change. Once an evaluation is implemented, the initiative will have the tools to determine if the plan to get from A to B is working. If the plan is not working, stakeholders may revise the plan. The opposite is also true. If the plan works and is successful, it may be time for a new plan and to revisit underlying conditions. Oppression takes time to wear down. Often when confronted, it changes clothes and goes by a different name. Revisiting a prevention plan with stakeholders allows an initiative to stay relevant and stay effective.

Stakeholders and evaluations may require a change to the scope or approach of the plan. This is normal and should be expected. Though risk and protective factors relating to sexual violence might seem opaque, our communities have the knowledge and ability to discover and address them. Community development relies on the strength and wisdom of the voices in our communities to decide novel and appropriate ways of preventing sexual violence. ◈

What are your thoughts on primary prevention and community development? What challenges or successes have you had? Log in to PartnerNet and join the conversation! @ http://www.partner.wavawnet.org

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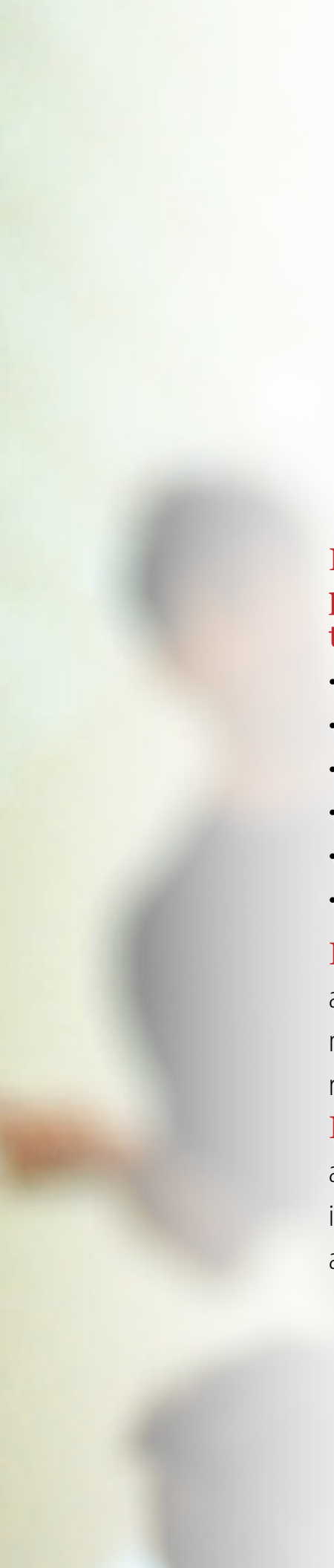


Single Presentations and Prevention

Grant Stancliff, Prevention Specialist, WCSAP

Often we are invited. Other times we sneak in the back-door (and it's hard to sneak with a projector and hand-outs). Front or back, we rarely get more than a single session with a group. Educational presentations have been a staple in the anti-rape movement for 3 decades, and cover everything from gender role socialization to sexual aggression. As with anything we do, it's important to step back, put prevention at the center, and evaluate our effectiveness.

We know the rape culture is the problem. It seems to follow that if we can change minds, then we can watch rape culture slowly lose power. Education sessions are aimed at this task.

Presentations are used in a number of ways. In terms of a larger community development strategy, they might be used to increase a community's readiness to participate in a community development initiative. They might even be a project of a community development initiative.

One of the more common uses of a single presentation is as an activity intended to directly contribute to the prevention of sexual violence.

Our centers and agencies are known in the community for the educational services we provide. Often the same schools, colleges, or organizations call year after year for presentations. While we are generally happy to oblige, how do we know our education is effective? Is a single presentation really prevention?

The short answer is: no. Not usually. This does not mean single presentations do not have a use, however. Single presentations are and will continue to be used effectively for systems coordination and to let partners and community members know about sexual assault, services provided, and the role of sexual assault services within the community. Systems coordination-the how and what of working together-is essential for connecting services to survivors, but is not prevention.

Beyond systems coordination, educational sessions can still be used as a prevention vehicle. Research is still growing in this area, but there exists enough to provide us with at least promising practices to increase our effectiveness.

Educational presentations tend to include:

- Discussion on rape myths
- Influence of the media
- The experience of survivors
- Toxic social norms
- Gender roles
- Pre-test & post-tests

Pre-test:
a short survey intended to measure attitudes prior to receiving the intervention

Post-test:
a survey issued after the intervention to measure attitude change

Limitations of Educational Presentations

Somewhere, there is a box of pre-test and post-tests that I have painstakingly tabulated. If I were to condense them into a proper data set, I bet I could demonstrate that my presentations have created change in beliefs and values. Unfortunately if I followed up a few months later, the change would likely be gone or reduced.

In one study that confirms my hunch, students were given a single-session 1-hour presentation on sexual assault. The content included statistics, definitions, information on rape myths and facts, and information about survivors. Researchers followed the group who received the presentation and another group that did not. After nine weeks, the group that went through the presentation had not demonstrated any changed behavior. While they had decreased tolerance for rape myths, the program had no effect on the victimization rates of the women, or the sexually aggressive behavior of the men (Gidycz, Layman, Rich, Crothers, Gylys, Matorin, Jacobs, 2001).

This is a pattern that is observed repeatedly. Post-tests from educational presentations typically display an initial appearance of a positive attitude change, however it has been found that following up at a later date typically finds the magnitude of change to be greatly reduced, and likely falling to pre-intervention levels over time (Anderson and Whiston, 2005; Brecklin and Forde, 2001).

If our goal is to prevent sexual violence by changing minds and social norms, one-shot presentations are not a sufficient strategy. So what promising practices exist to help us out?

1. ***Keep it simple***— Presenting on bystander action, gender roles, and media literacy all in a single hour? Programs that have multiple focuses tend to be less effective (Anderson and Whiston, 2005). Choose a single topic and go deep.
2. ***Don't let them forget***— Program participants need to receive enough of the intervention for it to have a meaningful, lasting effect (Nation, Wandersman, Kumpfer, Seybolt, Morrissey-Kane, Davino, 2003). Think of it like antibiotics. Without sufficient dosage, the illness returns. This might mean multiple sessions, if your venue is kind enough to have you back.

Keeping it simple and providing sufficient dosage sounds great in a perfect world, but many schools or groups will not have time or resources for multiple sessions. Read on for a strategy to reinforce your prevention messaging even without the luxury of education specific time with participants. The real secret is activity and reinforcement.

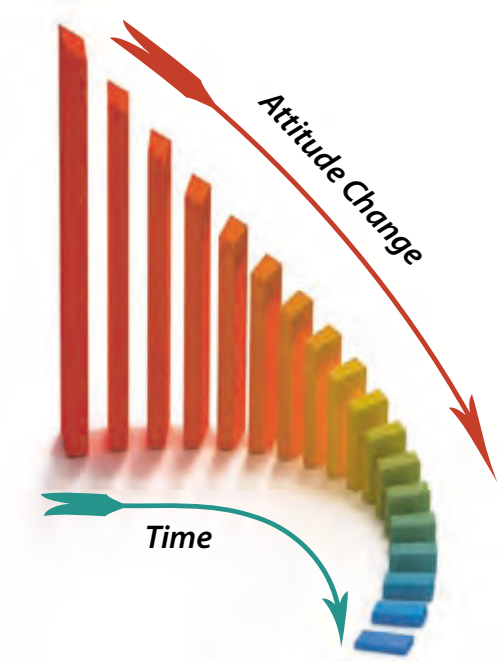
The trick to providing sufficient dosage with prevention messaging and limited resources is to spread activities to as many learning contexts as possible.

One context of influence is at the individual level. This is the level a presentation generally works at. Sexual assault is a social problem, and by definition out of control of any one person. An education setting is an opportunity to make that problem personal, and position it within someone's grasp.

But action is influenced by more than what is rattling around in just 1 person's head. We know that.

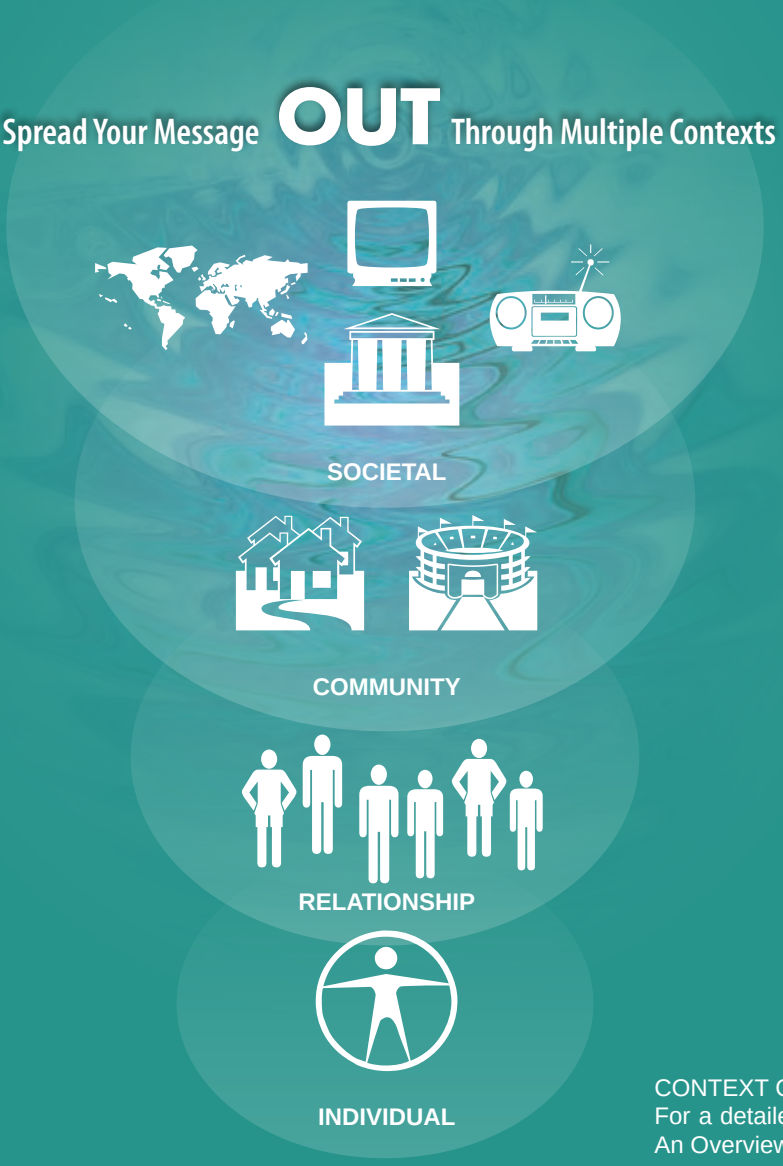
The ecological model is a way to frame all the different factors that influence decision making. It's really about contexts.

An individual's behavior is influenced by their community in an entirely different way than they are influenced by, for example, television programming. A community's public spaces or social structure influences an individual differently than watching the latest episode of Lost. Though different contexts, both influence one's ability and potential for thought and action. Likewise, pressure from peers is different than the little voice in someone's head. The ecological model breaks these down into different contexts.



After a single intervention, magnitude of attitude change tends to drop with time.

Spread Your Message OUT Through Multiple Contexts



The more contexts messaging is angled toward, the more it will be reinforced. A high school presentation, for example, could be reinforced through a follow up specialized bystander intervention training. That would cover portions of two contexts: individual and relationships.

Perhaps instead, the initial presentation was focused on media literacy. A possible follow up strategy (within the societal context) would be for students to author or remix their own media. They could remake a music video or generate ads that promote positive expressions of gender. The media could be posted on YouTube or their Facebook pages. Both strategies create a site of action in multiple contexts of the ecological model and reinforce prevention messaging.

Individual behavior is effected by all levels of the social ecology. Their home, the attitudes of their parents and friends, media messaging, laws, norms, and values are just some of the things that effect people's actions. If prevention programming can exist at multiple levels simultaneously, they will reinforce each other and increase the strength and lasting power of the message.

CONTEXT OF THE ECOLOGICAL MODEL
For a detailed discussion on the ecological model, see The Ecological Model: An Overview for Advocates, Partners in Social Change, Volume XI, Issue 3.

The Takeaway

- Single presentations are useful for systems coordination, but in isolation are not a sufficient prevention strategy
- Attitude change requires sufficient dosage like multiple sessions or additional, reinforcing activities.
- Go deep with curriculum, not wide.
- Presentations are useful portions of larger strategies when used with the ecological model. ◈

What tricks do you have for changing attitudes? How do you reinforce your message? Log in to PartnerNet at http://www.partner.wavawnet.org for tips and resources.

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Prevention Accreditation Standards:

A Quick Look at Prevention Service Standards in Washington State

Prevention Resource Center

Prevention Professionals at Community Sexual Assault Programs in Washington adhere to three service standards. The standards are Social Change, Information and Awareness, and Building Skills.These service standards are the result of the implementation of the 1997 Sexual Assault Prevention Plan for Washington State. The standards were developed to ensure continuity of effective programming throughout our state and to promote non-competitive funding. To see the 1997 service plan in full, visit the WCSAP website www.wcsap.org.

Social Change

Information and Awareness

Building Skills

Prevention: Social Change
Standard CS7

The agency facilitates the process of community mobilization to eliminate factors that cause or contribute to sexual violence.

Evidence of Compliance:

1. Evidence of leadership by the agency in a community development planning process. Projects can target specific communities within the broader service area (i.e., schools, religious sector, summer camps).
2. Evidence of participation by at least five potential stakeholders, reflective of the community's diversity, with the intent to develop and implement a community development plan focused on eliminating sexual violence.
3. Evidence of appropriate training and supervision for all direct service volunteers and staff.
4. Evidence that supervisors of prevention staff have the relevant social change and community development experience.

The goal of the social change service standard is to address the underlying causes of sexual violence. This is accomplished through the community development process. Activities that relate to facilitating a community in developing specific sexual assault prevention strategies fall within this standard.

An important step in community mobilization is deciding if a community is ready to participate in the process. Elevating community readiness to participate in a community mobilization process requires significant investment in relationship building and resources. The process of relationship building and increasing community readiness may fall into one of the other service standards.

Prevention: Information & Awareness Standard CS8

The agency must demonstrate efforts to inform the community and increase awareness about sexual abuse/assault with the goal of increasing the community's acceptance of responsibility for prevention of sexual abuse/assault within the community defined in CS7 and in the broader service area.

Evidence of Compliance:

1. Evidence that the agency is disseminating information about sexual abuse/assault, including information on underlying causes of sexual violence (i.e. brochures, speakers bureau, PSAs, press releases, media kits and community events).
2. Evidence that the agency is reaching out to diverse populations.
3. Evidence of appropriate training and supervision for all direct service volunteers and staff.
4. Evidence that supervisors of prevention staff have the relevant social change and community development experience.

The goal of information and awareness standard is to increase the willingness of the community to take responsibility for the prevention of sexual violence through the distribution of information. This can be accomplished in a few ways, such as outreach to marginalized communities and educational presentations. Tabling at community events and distribution of materials are also Information & Awareness activities. This is a prevention standard, so only prevention related activities are counted within it. Distributing materials or providing information on services available to survivors is Systems Coordination rather than Information & Awareness.

It is hoped that changing an individual's knowledge will also change their behavior. Behavior change is challenging, and one particular format or medium for distributing information will not work for everybody. One individual might learn better from a personal story or emotional appeal, while another might learn better from statistics.

Prevention: Building Skills Standard CS9

The agency must provide programs and presentations focused on building skills of individuals and developing strategies to prevent sexual abuse/assault within the community defined in CS7 and the broader service area.

Evidence of Compliance:

1. Evidence of programs/activities that build leadership, enhance decision-making, build relationship skills, and enhance positive self-concept (i.e. physical defense training, assertiveness training, personal-safety awareness, educational support groups, community organizing, social change theory, community development process or classroom presentations)
2. Evidence of technical assistance being provided focused on skill-building to prevent sexual abuse/assault.
3. Evidence that the agency is reaching out to diverse populations.
4. Evidence of appropriate training and supervision for all direct service volunteers and staff.
5. Evidence that supervisors of prevention staff have the relevant social change and community development experience.

Information & Awareness is about information and Building Skills is about skill sets. Skill building is a logical progression from Information & Awareness. There are many skills which are essential for the prevention of sexual violence. CS9 is aimed at enhancing the capacity of individuals, communities, and groups in addressing sexual violence through increasing their skills.

Learning skills requires repetition, opportunities to practice, and reinforcement. The nature of those things demands time and resources, so this standard is fulfilled easiest when it is intentional and aimed at a community or group who is ready to receive and use the skills. ◈

What kinds of Information & Awareness and Building Skills activities are you engaging communities with? We'd like to know, and so would your peers. Log on to ParnterNet and join the conversation.

Update of the State Sexual Violence Prevention Plan

? *News and Announcements @ www.ocva.wa.gov*

Stephanie Condon, Sexual Assault Services Program Manager
Office of Crime Victims Advocacy

The Spring 2008 Partners in Social Change had an article describing the update of the Washington State Sexual Violence Prevention Plan. The article outlined the background, anticipated outcomes, and the partners involved in this process.

The Centers for Disease Control (CDC), the federal agency that administers federal Rape Prevention and Education (RPE) funds, is requiring each state to develop a statewide prevention plan. Since our state completed a sexual violence prevention plan in 1997, Washington's process will be to update the existing prevention plan.

To date, representatives from across the state have met for seven (7) all-day meetings with the goal of providing OCVA and the Washington State Department of Health (DOH) with guidance on the updated plan. Members of the Community Voices workgroup, have had four discussions as part of their regularly scheduled meetings about their ideas and strategies to guide the plan. The completed plan must by submitted to the CDC by June 2009. ◈

Meeting minutes are available on the OCVA website www.ocva.wa.gov. For more information, please contact Stephanie Condon, OCVA.

CSAP News

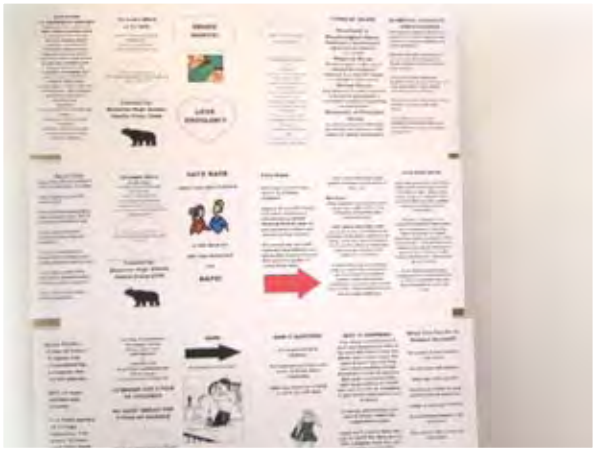
From Around the State

Program Updates

Glenda Freel, Director of Services
The Support Center, Okanogan County

In the 2008 winter edition of *Partners in Social Change* we talked about the 2007 Support Center Benefit Art Show and Auction and the work going on at Brewster High School with posters and brochures. The brochures have been completed and will be distributed at every high school in the Okanogan County. The brochures debut will be at Back to School night in Omak where they will be featured in a display and distributed to students and parents. Again this school year we will be going to the schools in Oroville, Tonasket, Omak, Okanogan, Brewster, Twisp, Winthrop, Grand Coulee/Coulee Dam and Nespelem. During March and April of 2008 all eighth graders in Brewster learned about Healthy Relationships. This was a cooperative effort of The Support Center, Family Empowerment Project and teachers. We did 5 weeks with boys and 5 weeks with girls that turned out exceedingly well. It made the students think about what kind of relationships they wanted and the difference between healthy and unhealthy relationships. Covered in the series was: physical abuse, sexual abuse and psychological abuse. 80 students participated.

(continued on page 14)



Student Created Brochures

Back to School Night

Sexual Assault Awareness Candlelight Vigil, April 2008

Every year in April we hold a Candlelight Vigil for Sexual Assault Awareness. April 2008 featured readings and prayers for victims followed by refreshments and coffee furnished by Starbucks. There was also a newspaper article and radio talk show.

In June of 2008, we had a very successful one day sexual assault/abuse training for professionals. In attendance were professionals in law enforcement, the prosecutor's office, teachers, counselors, mental health, the medical field, CASAs, juvenile office, sheriff's office, DSHS and other CSAPs. Feedback from the attendee's was that it was excellent and they hoped there would be more. We are extremely fortunate to have a highly qualified forensic consultant living within 50 miles of us who is willing to provide her expertise to our training. This 6.25 hour training was WCSAP approved. We plan on two or three more trainings for professionals in 2008 and 2009 with a grant we received from The Office of Crime Victims Advocacy for Child-Centered Sexual Assault Services. Other trainings we have provided were for law enforcement and another for clergy. ◈

We want to know what your program is up to. Send us your brief or detailed updates for the next Partners in Social Change! Email your updates to prevention@wcsap.org.

PISC

is your magazine.

We invite guest authors to submit pieces on a variety of topics, and welcome your submissions on prevention approaches, media reviews, and creative work like original art or poetry.

We would also like to feature highlights of your agency and the prevention work you are doing.

Direct submissions to prevention@wcsap.org.

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End Sexual Violence in our Communities

The Washington Coalition of Sexual Assault Programs and its volunteer member SAAM Campaign Committee are thrilled to unveil this year's 2009 SAAM campaign:

IT ALL STARTS WITH YOU.

Ending sexual violence takes all of us.
What will you do?

BE THE SOLUTION.

www.wasaam.org
Sexual Assault Awareness Month
Washington Coalition of Sexual Assault Programs