

Making the Connection: Sexual Health Promotion and Sexual Assault Prevention

Kari Kesler

Public Health– Seattle and King County (White Center)

Mo Lewis

King County Sexual Assault Resource Center

Rebecca Milliman

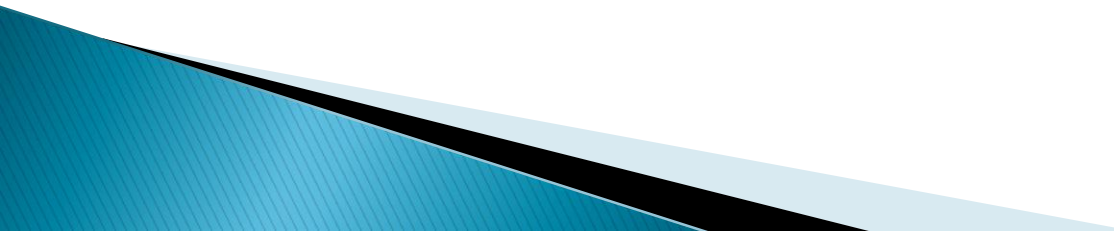
Harborview Center for Sexual Assault and Traumatic Stress

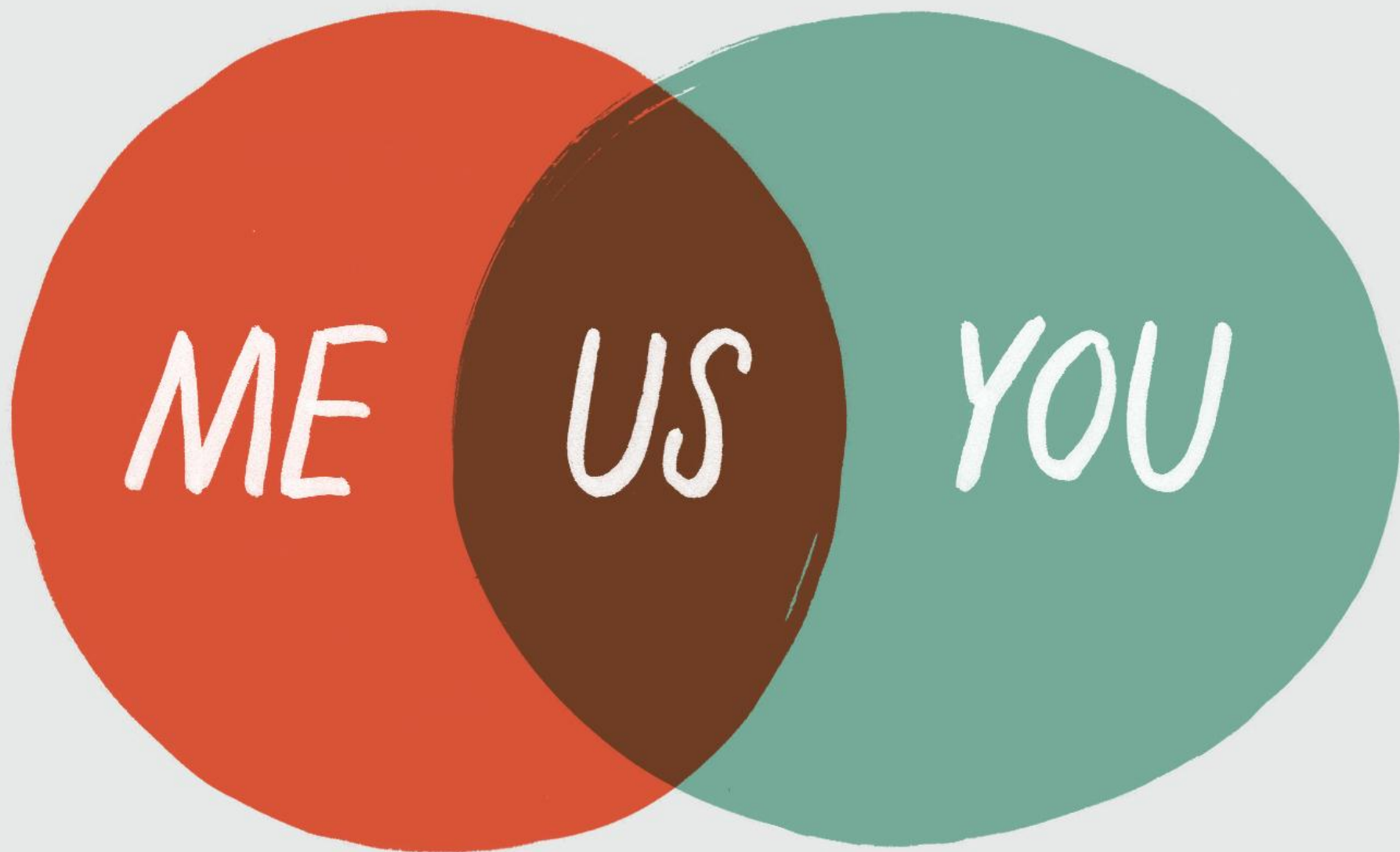
Becky Reitzes

Public Health– Seattle and King County (Eastgate)



Objectives

1. Participants will be familiar with current sexual health and sexual assault prevention research, and where they overlap.
 2. Participants will understand the value of partnering with sexual health education professionals.
 3. Participants will be better prepared to partner with sexual health education professionals where they exist in the local communities.
 4. Participants will be familiar with existing resources including the FLASH curriculum.
- 



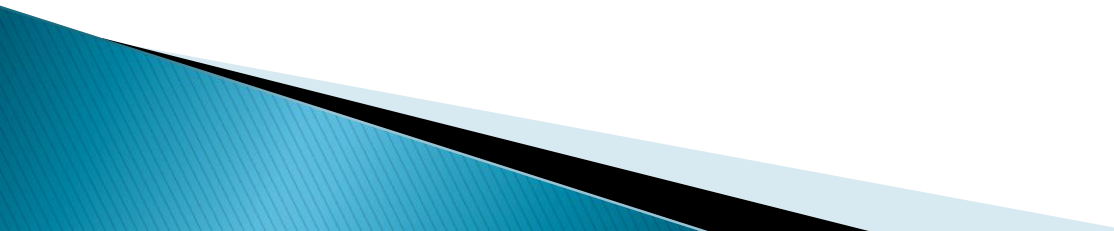
How to Find your Local Sexual Assault Program

- ▶ Washington State Coalition of Sexual Assault Programs has a list of local programs by county

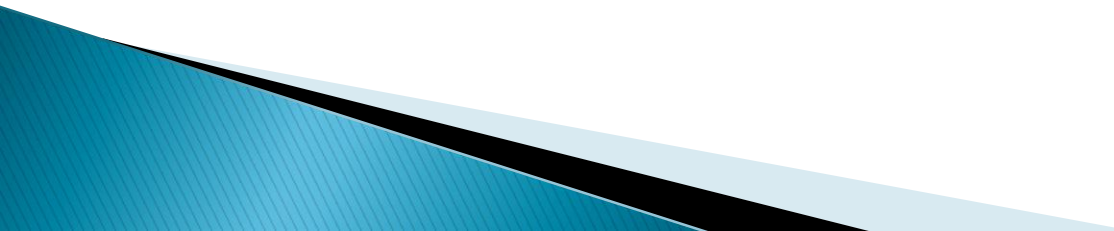
<http://www.wcsap.org/find-help>

- ▶ Outside of Washington, find your state's SA coalition and inquire re: local programs

<http://www.nsvrc.org/organizations/state-and-territory-coalitions>



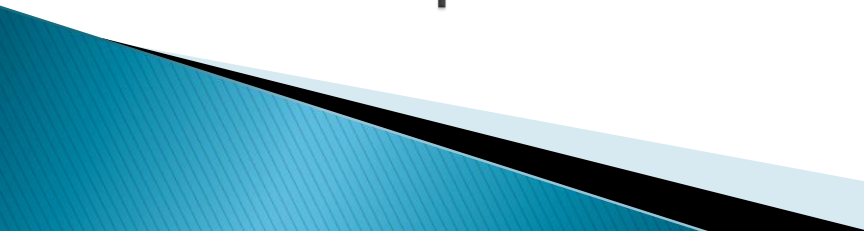
How to Find your Local Sexual Health Provider/ Partner

- ▶ Local Health Department
 - ▶ Planned Parenthood
 - ▶ HIV organizations
 - ▶ Health Teachers
 - ▶ LGBTQ organizations
- 




How our fields are connected

Sexual Assault Prevention + Sexual Health Education

- Natural connection in a sexual health unit
 - Both are about reducing risks and promoting safety and protection
 - Many of the same skills are needed – communication, listening, respecting boundaries
 - Both are about teaching skills and changing attitudes and beliefs around sexual health and sexual relationships
- 

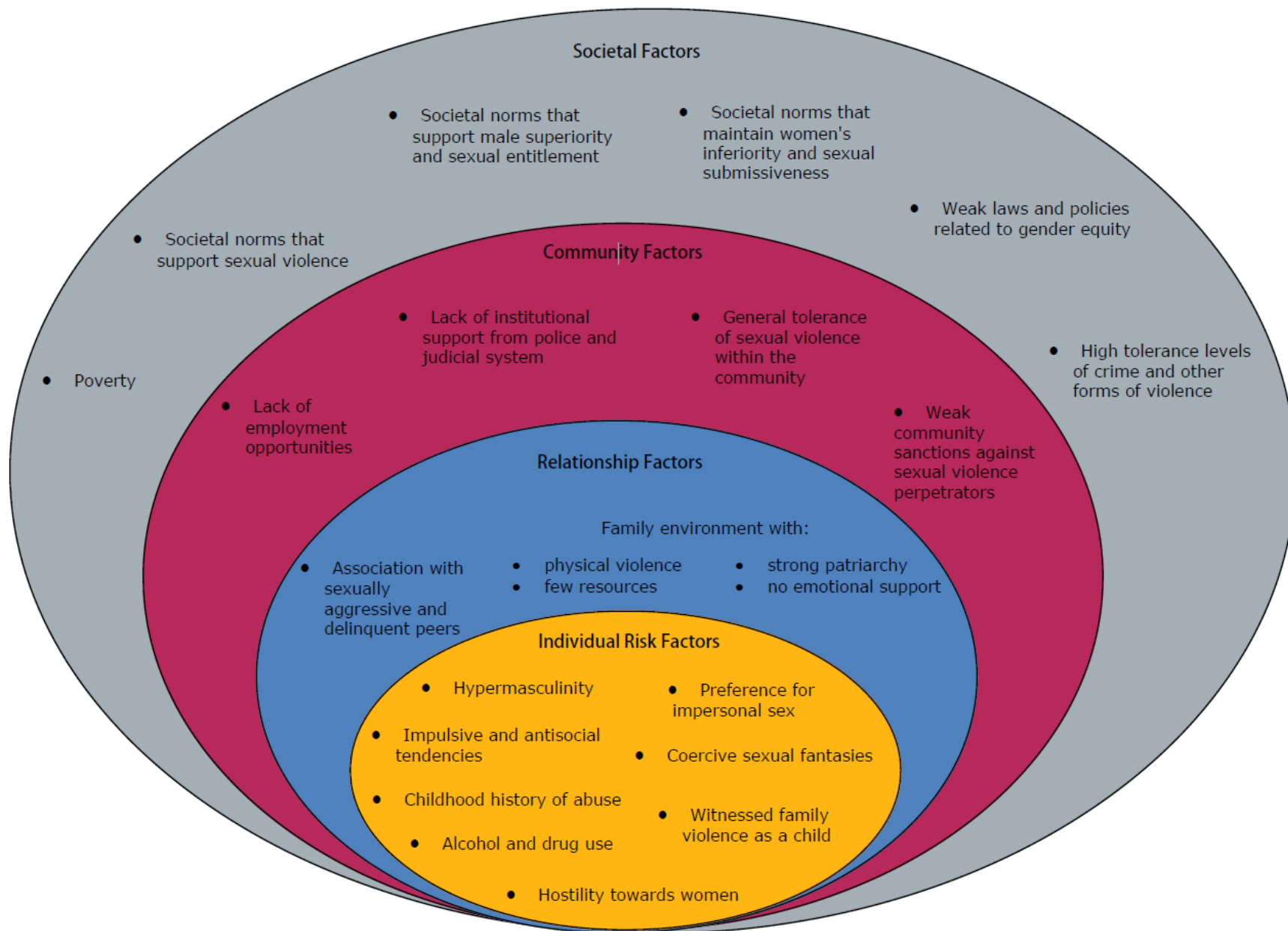
Real Life Example:

Jonna expresses interest in learning more about condom use, but is very skeptical that she could ever convince her boyfriend to use them. After class, she tells you that she is worried about getting an STD but her boyfriend is the one who “calls the shots” about sex in their relationship.



Theoretical Basis

- ▶ Sexual Violence Prevention
 - Social Ecological Model
 - CDC risk factors
 - Confluence Model
- ▶ Teen Pregnancy and STD Prevention
 - Douglas Kirby: Emerging Answers
 - Jemmott: Abstinence Education



CDC Risk Factors of Focus

- ▶ Hostility towards women
- ▶ Hypermasculinity
- ▶ General tolerance of sexual violence within the community
- ▶ Societal norms that support male superiority and sexual entitlement
- ▶ Societal norms that maintain women's inferiority and sexual submissiveness
- ▶ Source: U.S. Centers for Disease Control

Sexual Violence – Confluence Model


“...the individual either develops into a person who uses sexual conquest and sometimes coercive tactics as a means of elevating his peer status and self- esteem, or someone who holds strong adversarial and mistrustful attitudes about women and uses sexual aggression as a means of domination, control, and humiliation.”

Source: Center for Sex Offender Management,
U.S. Department of Justice

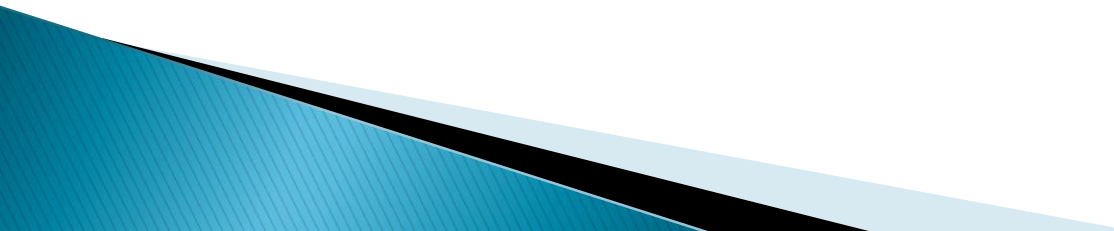
Teen Pregnancy Prevention Research

- ▶ Teens likelihood of becoming pregnant or acquiring an STD is influenced by specific risk and protective factors, called determinants (approx 70).
- ▶ Effective prevention education focuses on determinants that are most amenable to change, and most appropriate for an educational setting.

Teen Pregnancy Prevention Research

- ▶ Protective factors
 - Positive attitudes towards condoms and other birth control
 - Positive peer norms about condoms and other birth control
 - Greater confidence in using condoms and other birth control
 - ▶ Risk Factors
 - History of sexual coercion or abuse
 - History of physical abuse or maltreatment
- 

Effective Abstinence Education


- ▶ First successful abstinence only curriculum, published by Jemmott & Jemmott
 - Positive attitudes and positive peer norms about abstinence
 - Intentionally does not denigrate condoms or other birth control
 - Does not shame those who are sexually active
 - Teaches refusal skills
- 

National Sexuality Education Guidelines

New national standards, K-12. Divided into 7 content areas

- ▶ Anatomy and Physiology
- ▶ Puberty and Adolescent Development
- ▶ Identity
- ▶ Pregnancy and Reproduction
- ▶ Sexually Transmitted Diseases and HIV
- ▶ Healthy Relationships
- ▶ Personal Safety

National Sexuality Education Guidelines: Healthy Relationships

- ▶ By the end of grade 2:
 - Identify healthy ways for friends to express feelings to each other
 - ▶ By the end of grade 8:
 - Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others
 - ▶ By the end of grade 12:
 - Define sexual consent and explain its implications for sexual decision-making
- 

Healthy Youth Act

Every public school that offers sexual health education must assure that it is...

- Medically and scientifically accurate;
- Age appropriate;
- Appropriate for students regardless of gender, race, disability status, or sexual orientation;
- Include abstinence and birth control education to prevent pregnancy and sexually transmitted diseases.
- Outside speakers or curriculum in compliance with this act are permitted.

Healthy Youth Act Definition

“Medically and scientifically accurate” :

- ✓ verified or supported by research in compliance with scientific methods
- ✓ published in peer-review journals, where appropriate
- ✓ is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health

<http://www.k12.wa.us/hivsexualhealth/Healthyyouthact.aspx>



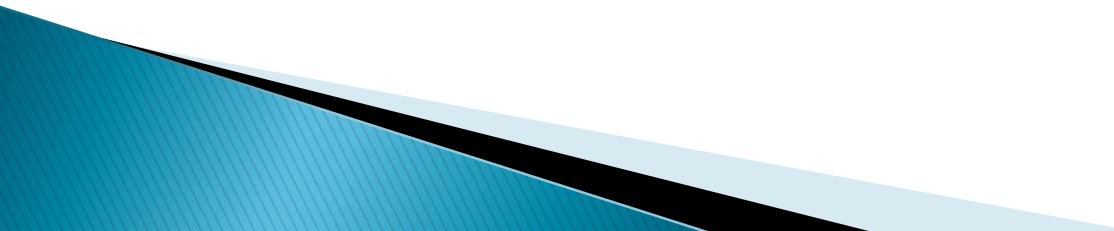
Healthy Youth Act

- School districts remain in control of whether to teach sexual health education and what curriculum to use.
- Parents still have the option to excuse their child from receiving this education.
- Requires that sex education is consistent with the WA DOH and OSPI 2005 *Guidelines for Sexual Health Information and Disease Prevention*.

Guidelines for Sexual Health Information & Disease Prevention

- ▶ Based on Kirby's research
- ▶ Made into law through the Health Youth Act
- ▶ Provide a framework for medically-accurate sex education for Washington youth that is based on evidence and science-based approaches to sex education.

<http://www.k12.wa.us/hivsexualhealth/pubdocs/SexEdGuidelines011005.pdf>

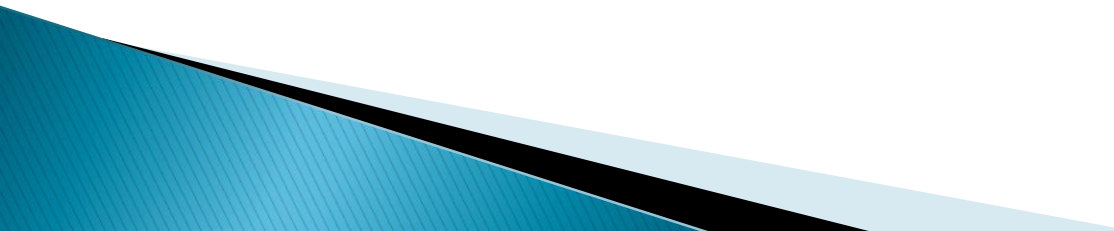


Guidelines for Sexual Health Information & Disease Prevention

These approaches:

- ▶ Provide medically-accurate and age appropriate information
- ▶ Encourage children and young people to communicate with trusted adults
- ▶ Stress abstinence and delaying sexual activity
- ▶ Address health needs of sexually active youth

<http://www.k12.wa.us/hivsexualhealth/pubdocs/SexEdGuidelines011005.pdf>



Guidelines for Sexual Health Information & Disease Prevention

- ▶ Include information and resources about preventing sexually transmitted diseases and pregnancy
- ▶ Stress decision making, interpersonal skills, healthy self-esteem and healthy relationships
- ▶ Recognize and respect people with differing personal and family values

<http://www.k12.wa.us/hivsexualhealth/pubdocs/SexEdGuidelines011005.pdf>





F.L.A.S.H

What is F.L.A.S.H?

- Family Life and Sexual Health
- Public Health– Seattle and King County
- Elementary, Middle School, High School, Special Education
- Evidence–based sexual health education curriculum



OCVA Sexual Assault - Windows Internet Explorer

https://fortress.wa.gov/ocva/online/Default.aspx?mid=17 State of Washington [US] flash curriculum

File Edit View Favorites Tools Help

Convert Select

Favorites

Page Safety Tools

Criminal Justice System

- ☐ Direct Services
- ☐ Crisis Intervention/ Info. & Referral
- ☒ **Prevention Activities**
- ☐ Community Organizing, Training and Education
- ☐ SASP Narrative
- ☐ CSAP Activities
- ☐ Success Stories

Building Skills **Community Development** **Native American and Marginalized Communities**

Please report all primary prevention activities your agency has conducted. **Primary Prevention is defined as approaches that take place BEFORE sexual violence has occurred to prevent initial perpetration or victimization.**

Date: 2/16/2012

Audience: Lakeview High School

Do you have a project name you would like to give this: (not required.):

Type: Training

Other:

Participants: Children/Youth

Age: High School

Number of Participants: 28

Activity, check as many as apply:

- ☒ Enhance personal safety skills
- ☒ Promote nonviolent behavior
- ☒ Enhance bystander intervention skills
- ☒ Address topics logically connected with sexual assault prevention
- ☒ Activity that influences participants on an individual level
- ☒ Activity that influences participants on a relationship level
- ☒ Activity that influences participants on a community level
- ☐ Activity that influences participants on a societal level

Subject: Teen Sexual Assault

If you selected "Other", please specify here:

Curriculum:

Are you using a purchased or professionally developed curriculum? Yes

If so, what: F.L.A.S.H.



Meets Required Prevention Standards for Sexual Assault

High School Sexual Violence Prevention

Lessons:

- *Lesson 4: Undoing Gender Stereotypes

- *Lesson 5: Healthy Relationships

- *Lesson 6: Sexual Assault Prevention

Lesson 7: LGBT Youth

Lesson 19: Sexual Violence: Digital Safety and Communication

Middle School Lessons (coming soon)

- * Rules of Dating Lesson

- * Hearing and Respecting No

- * Helping a Friend

Gender Stereotypes Lesson (Lesson 4 from High School FLASH)

- ▶ Introduce the lesson.
- ▶ Facilitate a Gender Box and Debrief
- ▶ Facilitate the Small Group Scenario Activity and Group Report Backs
- ▶ Summary
- ▶ Administer *Sexual Attitudes Survey*

Act Like A Man

don't cry buff tough
provider builders
strong violent
hero-saves the woman
handsome
in control sports
always want sex
rough rugged

Act Like A Man

fag

girl

sissy

weak

gay

pussy

don't cry buff tough

provider

builders

strong

violent

hero-saves the woman

handsome

in control sports

always want sex

rough rugged

wimp

queer

baby

weird

emo

Act Like A Lady

emotional

pretty

loves to shop

loves clothes

loves pink

little princess

takes care of
others

pure / innocent

looks hot

plays "hard
to get"

virgin

sex = bad

polite

gossips

house

wife

clean

Cook

baby

Act Like A Lady

lesbian

gay

slut

bicycle

butch

whore

uptight

emotional

pretty

loves to shop

loves clothes

loves pink

little princess

takes care of
others

pure / innocent

looks hot

plays "hard
to get"

virgin

sex = bad

polite

gossips

house

wife

clean

cook
baby

dyke

weird

loner

ball
buster

Debrief Gender Box Activity

- ▶ How do these words keep people in the box?
- ▶ Sexist and Homophobic (risk factors for perpetrating sexual violence)
- ▶ Limiting and dangerous
- ▶ Keep us from having healthy relationships

Healthy Relationships

(Lesson 5 from High School FLASH)

- ▶ Communication role play
 - Three people: person asking, person answering, the friend
 - Three ways of asking: passive, aggressive, assertive
 - Observers (rest of the class) review their “Effective Communication Tips” handouts while watching the role plays







Healthy Relationships

(Lesson 5 from High School FLASH)

Debrief questions for the first and second attempts:

- What didn't go so well in these scenarios?
- Why didn't Person B agree to go out with Person A?
- Did Person A do any of the things from your handout?
- Let's say Person A is your friend, and you really want to help them out. What advice would you give them?

Debrief questions for third attempt:

- What did Person A do well?
- Did Person A do any of the things from your handout?
- Why did Person B agree to go out with them?

Sexual Violence Prevention (Lesson 6 from High School FLASH)

Lesson Overview:

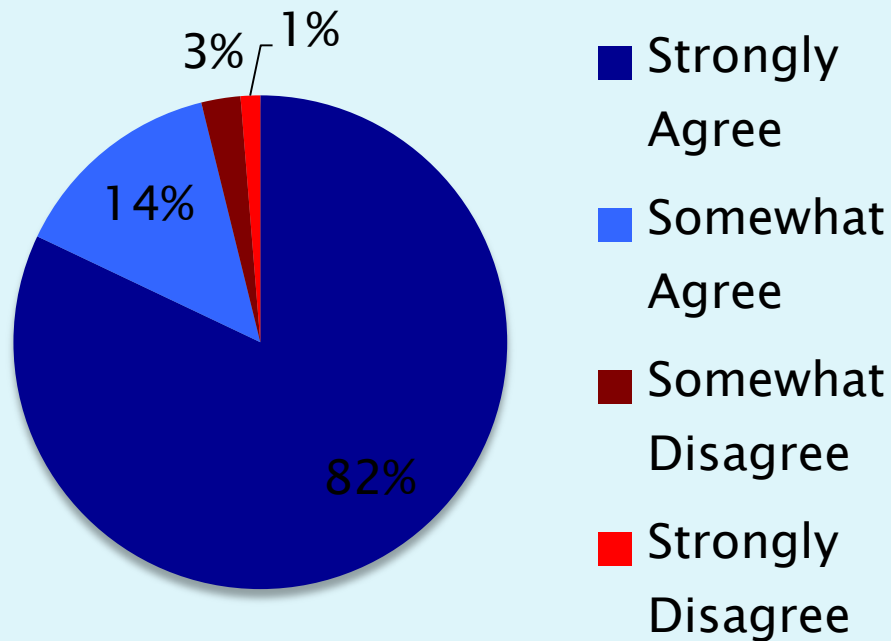
1. Share the results of the Sexual Attitudes survey
2. Definitions and laws regarding Sexual violence, coercion, consent
3. Small groups to discuss scenarios regarding consent

Sexual Attitudes Survey

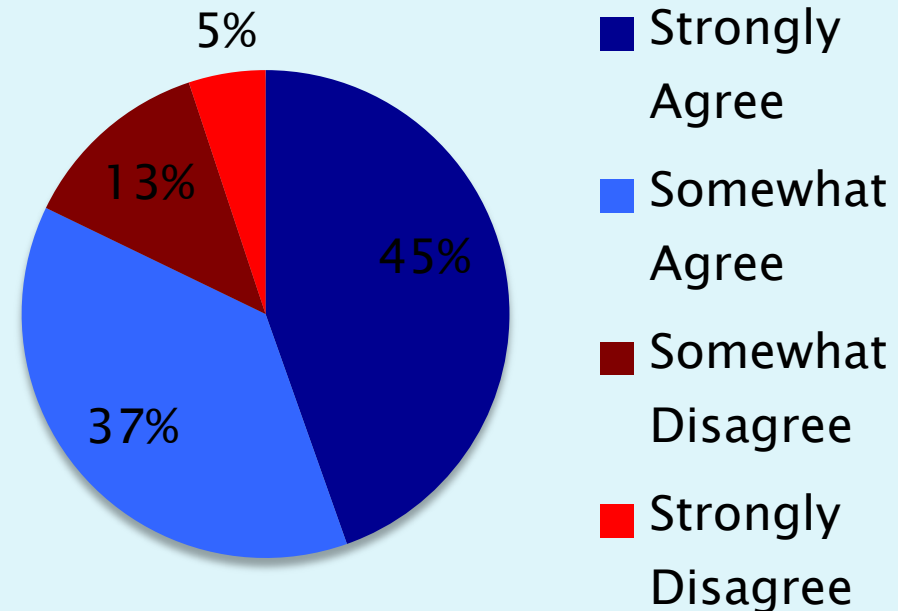


I think someone should stop the first time their partner says no to sexual activity

YOUR Answer

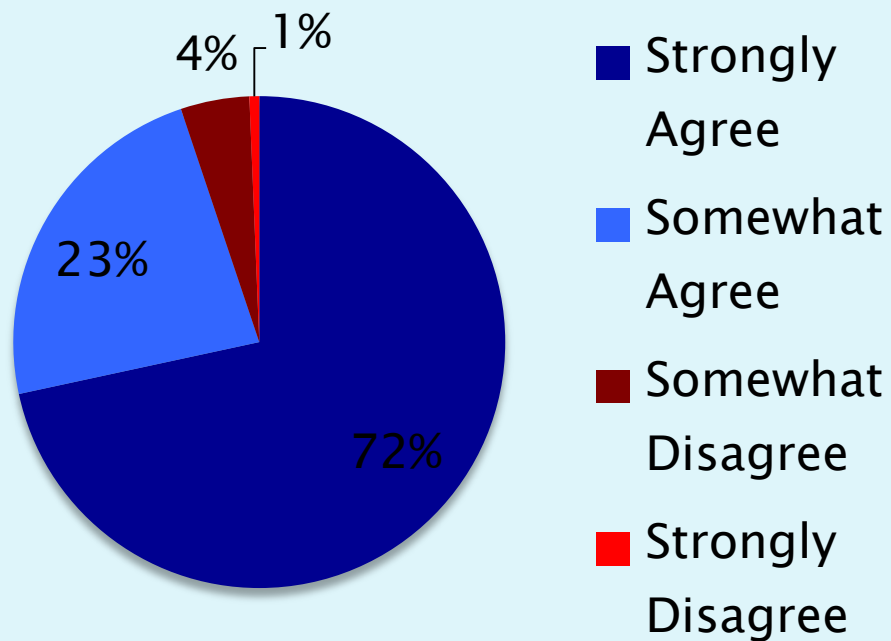


What you think your PEERS would answer

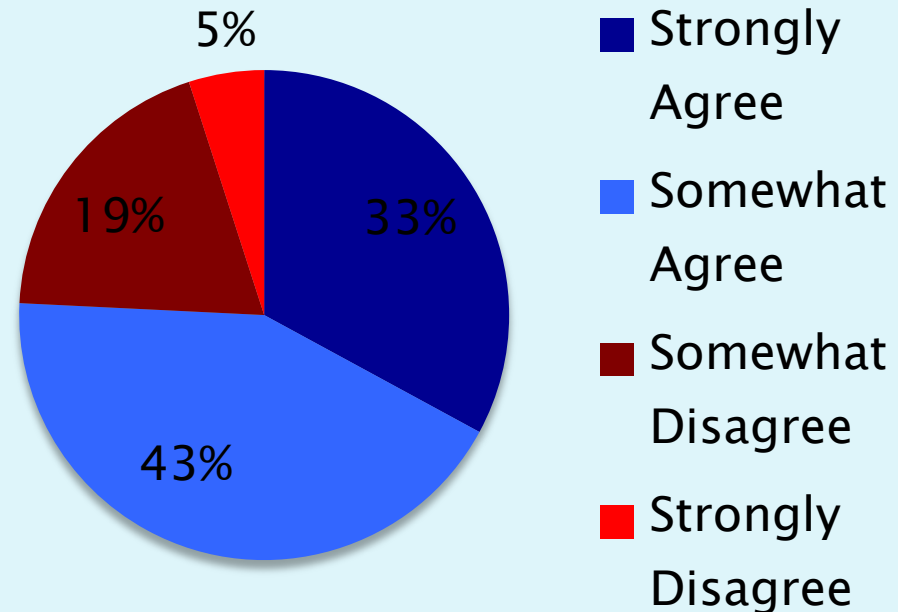


Even if two people have had sex in the past, it is still important to make sure the other person is giving consent the next time they want to have sex

YOUR Answer

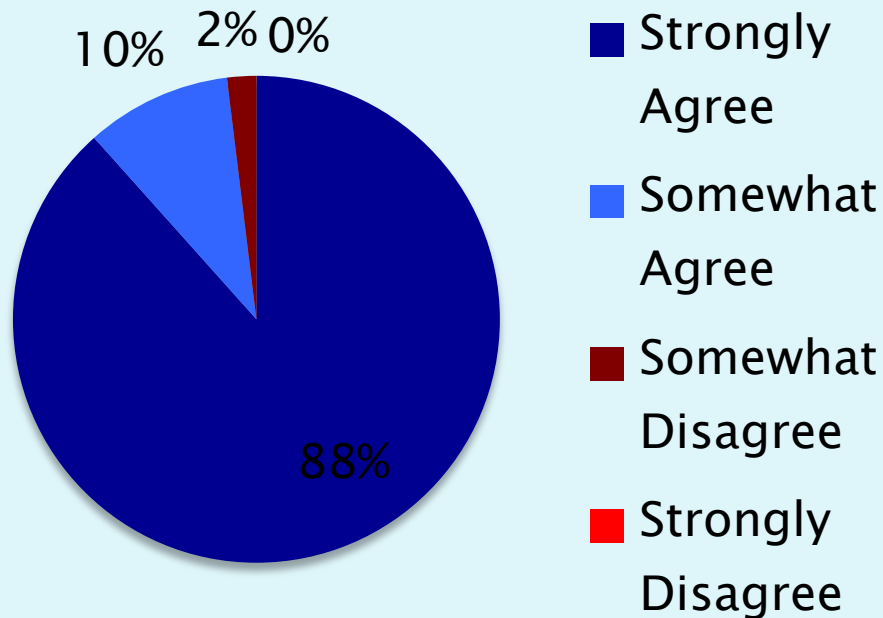


What you think your PEERS would answer

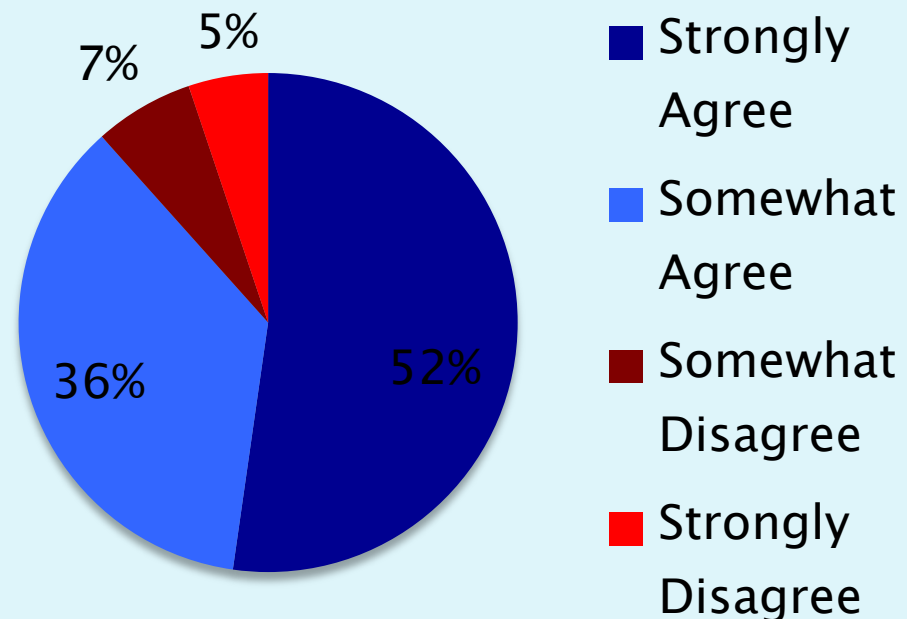


In a sexual relationship, it is important for partners to talk about what they are comfortable with and respect the other person's boundaries

YOUR Answer



What you think your PEERS would answer



Scenarios regarding consent

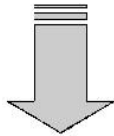


Rules of Dating (draft MS lesson)

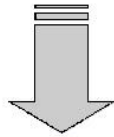
1. Introduce Steps of Dating
2. Generate Steps of Dating lists with students and lead gender debrief
3. Lead gender debrief of Steps of Dating Lists
4. Presidential Teen Dating Commission Activity in small groups
5. Voting on Presidential Teen Dating Commission rules
6. Final debrief of rules with focus on key messages

The Steps of Dating

1. Asking Someone Out/
Getting Together



2. Dating/ Going Out



3. Breaking Up

Rules of Dating

Draft MS lesson

1. Introduce Steps of Dating
2. Generate Steps of Dating lists with students and lead gender debrief
3. Lead gender debrief of Steps of Dating Lists

Asking Out / Getting Together

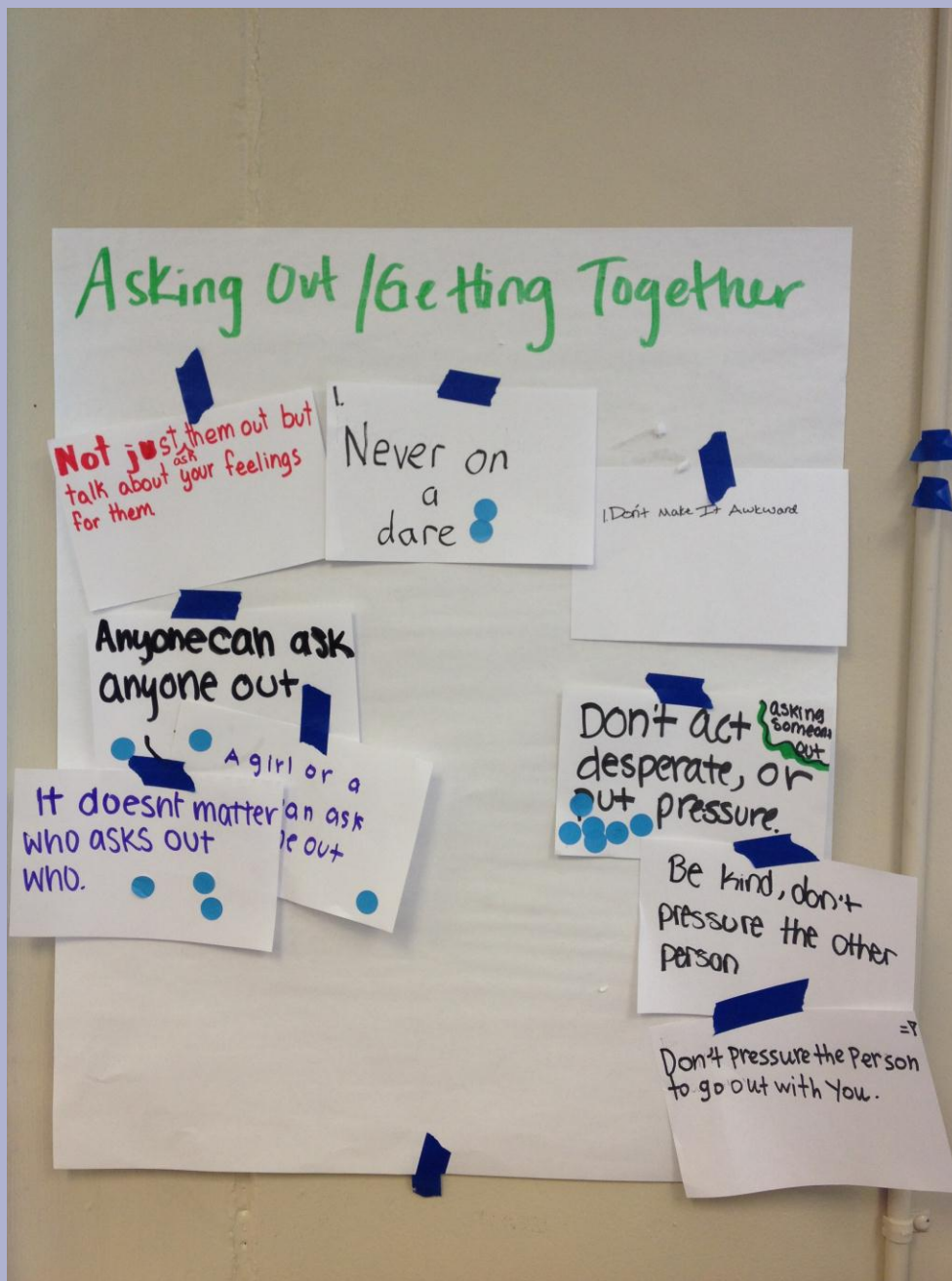
- Following each other around
- Spending time
- Asking out one on one (in private
not in a group)
- Asking out in text
- Write a poem or note for them
- Ask if they want to go out
- Boy asks girl for number
- Buy a ring or gift or flowers
- Ask to be their Valentine
- Flirt (compliments, hugs, show off, ♡)

Dating/Going Out

- Awkward (saying hi, acting nervous)
- Go to movies
- Hold hands
- Hug & Kiss
- Smiling in general
- Spending a lot of time together
- Less time with friends
- Hearing a lot about the person (positive)
- Having influence on each other

Breaking UP

- After break up, sad + depressed
- Awkward things on text to try and break up
- Saying mean things about their ex
- Maybe a friend dares them to break up or to do something mean
- Before breaking up, talking to friends about it
- Might hear about it
- Avoiding the other person



4. Presidential Teen Dating Commission Activity in small groups

5. Voting on Presidential Teen Dating Commission rules



Questions?

Email:

- ▶ Kari Kesler, Kari.Kesler@kingcounty.gov
- ▶ Becky Reitzes, Becky.Reitzes@kingcounty.gov
- ▶ Rebecca Milliman, rebamill@uw.edu
- ▶ Mo Lewis, mlewis@kcsarc.org