

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 2007

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The Ecological Model of Health Behavior:

**An Overview for Sexual
Assault Advocates**

**From Theory to Practice:
*The Ecological Model
Applied in the Community***

Plus:

Book Review —
“The Macho Paradox”

Your CSAP News

***Community Development
Learning Circle* returns to the
WCSAP Annual Conference!**

from the

Director's Desk



Lydia Guy

BY LYDIA GUY
PREVENTION SERVICES DIRECTOR,
WCSAP

“I’ve always wanted to make the world a more rational place. I’m still working on it.”

— Penn Jillette

Illusionist and comedian known for his work with fellow illusionist Teller, as the team of Penn & Teller¹

The theme of the Prevention Resource Center this fiscal year has been “Frameworks.” Some frameworks help us understand and explain the world around us — these are the foundational models. Other frameworks present information that helps us organize our thoughts and to strategize — these are known as structural models. In the previous two issues of *Partners in Social Change*, we explored feminist rape-culture theory [foundational model] and the public health approach to rape prevention [a hybrid of foundational and structural models]. In combination, these two models could almost be considered the belief system that underlies the sexual violence prevention service system in Washington State.

This issue of *Partners in Social Change* explores the ecological model of health behavior. As the word “ecological” implies, this structural model explores the relationship between human behavior and the environment. The beauty of the model lies in its assertion that our natural environment includes not only our corporeal surroundings, but also social and cultural forces, making the model particularly useful in program planning. It gives us a systematic approach to determine the appropriate level of intervention, the timing of intervention and the focus of the intervention. We’ll focus on this model in two articles — one, an overview of the ecological framework and the other, a practical application of it. Also inside is a review of “The Macho Paradox,” a book by Jackson Katz.

A frequent criticism of theoretical models, and of academic discussions in general, is that they are dull and lack relevance to the real world. This is often a valid critique. Although I acknowledge the limitations inherent in analyzing and presenting theories, I readily admit my predisposition to apply rational, ordered thought to events that are neither (hence the quote from Penn Jillette, above). As a theorist with the big picture in mind, it is my goal to synthesize information, to communicate that information to you and to make it relevant, compelling and useful in your daily work to prevent sexual violence in your community. ♦

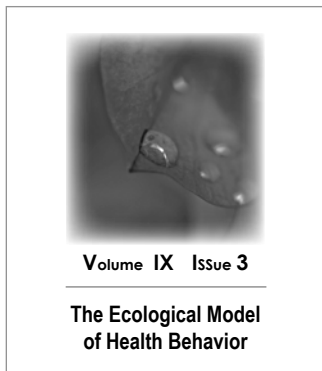
¹ “10 Questions: Penn Jillette” (18 June 2003) From <http://movies.ign.com/articles/424/424794.html>.



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.



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Issues are mailed to subscribing members of WCSAP. For membership information, visit www.wcsap.org.

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The ECOLOGICAL MODEL: An Overview for Advocates

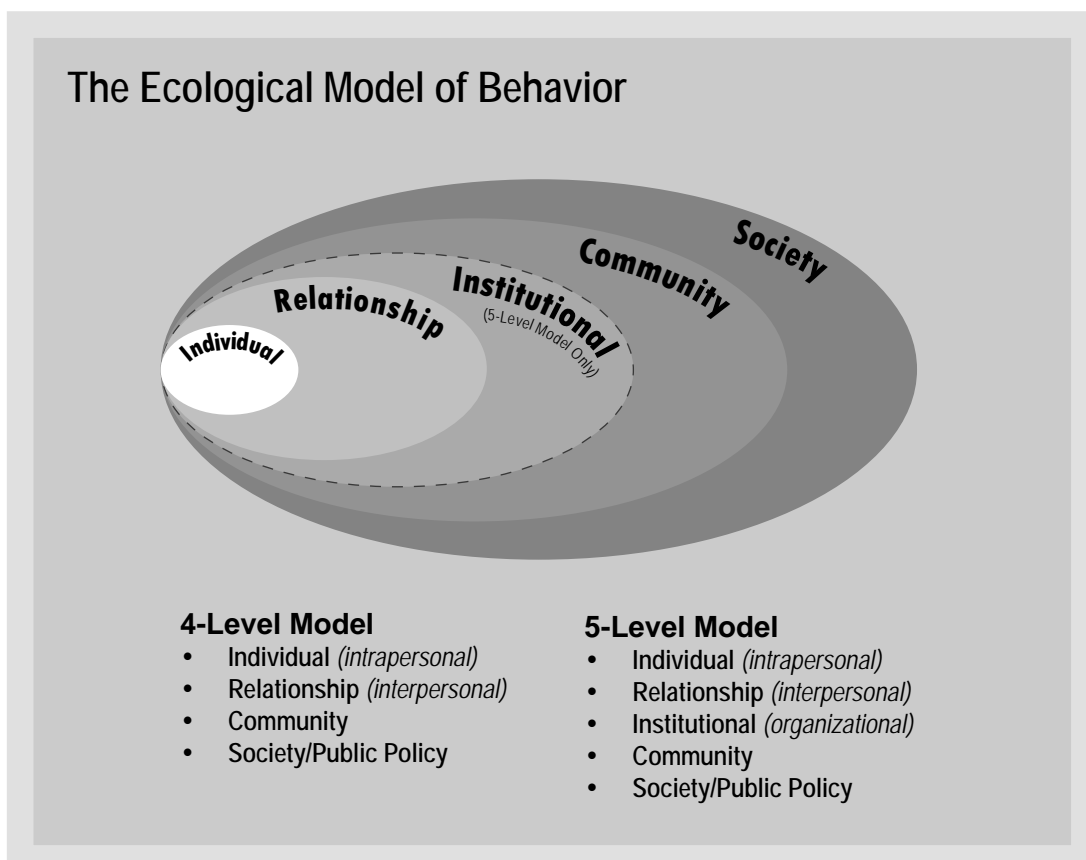
BY LYDIA GUY, PREVENTION SERVICES DIRECTOR, WCSAP

com-pre-hen-sive (kŏm'pri-ĕn'siv) adj.

1. So large in scope or content as to include much: *a comprehensive history of the revolution.*
2. Marked by or showing extensive understanding: *comprehensive knowledge.*

The ecological model is a public health concept. In sexual violence prevention circles, you will find it often referred to as the socio-ecological or the social-ecological model. We tend to include “social” as a modifying phrase because we want to make explicit that our application of the model includes an analysis of social issues. Ecological models are comprehensive health promotion models that are multifaceted, concerned with environmental change, behavior and policy that help individuals make healthy choices in their daily lives. Its defining feature is its comprehensive analysis of health behaviors. In applying it to any given health behavior, we evaluate its manifestations at the individual, interpersonal, community and societal levels. The core belief of the model is that human behavior does not happen in a vacuum. Rather, behavior is a complex interaction between individuals, their families, their communities and the society in which they live.

Ecological models are generally depicted as having four or five levels:



THE TARGET OF OUR INTERVENTION

The levels of the ecological model help us to determine the target of our intervention:

- **Individual [Intrapersonal] Factors**

This level focuses on factors related to an individual's behavior as it relates to her/his health. Factors include knowledge, attitudes and skills. In relation to sexual violence, strategies developed to target this level tend to include counseling, therapy and educational training sessions.

- **Relationship [Interpersonal] Factors**

This level focuses on the influence of family, intimate partners and an individual's immediate social circle. As human beings, family and social networks — particularly those learned early in life — dramatically affect our behavior as it relates to health. Sexual-violence-specific interventions for relationship-level influences include family therapy, bystander intervention skill development and parenting training.

- **Institutional [Organizational] Factors**

This level is only present in the five-level model and focuses on organizations and their ability to impact health. Organizations can include a variety of institutions. The significance of this level is that it acknowledges that people spend one third to one half of their time in institutional settings, particularly schools and workplaces. In the four-level model, the majority of interventions that would be included at this level are instead included in the community or societal levels.

- **Community Factors**

This level focuses on communities as specific entities. In developing interventions for this level, our goal is to impact the climate, systems and policies that support sexual violence. Many of the components of a sexual-violence-specific “community development initiative” target factors at this level.

- **Societal/Public Policy Factors**

The focus of this level is on the macro-level factors influencing sexual violence, such as gender inequality, religious or cultural belief systems, societal norms,

and oppressive economic or social policies, commonly referred to as “rape culture” in the anti-rape movement.² Macro-level factors are impacted both informally and formally. We may choose to legislate behavior (public policy), affecting norms indirectly, or develop interventions that influence social norms directly. An example of the latter would be to figure out the societal norms that contribute to a rape culture and identify strategies for changing those norms.

Both the four-level and five-level versions of this model are valid and either can be utilized effectively in developing sexual violence prevention programs. The advantage to adopting the four-level variation is that it is the model utilized by the Centers for Disease Control and Prevention (the CDC) in its violence prevention strategies and recent body of work applying those strategies to sexual violence.



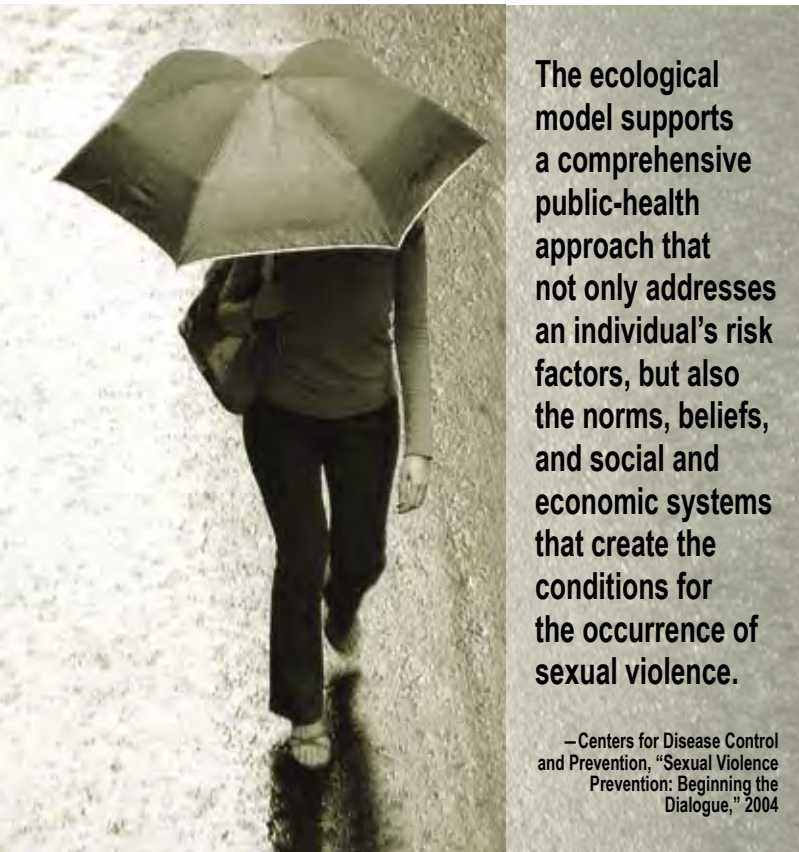
WHEN DO WE INTERVENE?

The points of intervention help us to determine when to intervene. Because the ecological model is a specific framework within the public health approach, it follows the basic design of classifying strategies as primary, secondary or tertiary, with a preference of intervening at the earliest possible point.

Primary interventions are designed to *prevent* the initial injury or illness from occurring. Interventions at this level are generally designed to influence and support community, social and/or behavioral norms necessary to make individuals resistant to the injury or illness. Sexual-violence-specific strategies at this level tend to focus on the prevention of first-time perpetration as well as encouraging bystanders to intervene.

Secondary interventions are designed to intervene before an individual has experienced “substantial harm” and has significant risk for a negative outcome without intervention. “Early intervention” and “risk reduction” are the terms most closely associated with secondary interventions. Sexual-violence-specific strategies at this level tend to focus on building skills in individuals and communities to enable them to recognize and respond to sexually violating behaviors effectively and early.

Tertiary interventions are designed to provide care to individuals experiencing injury or illness and attempt to restore functionality and minimize the resulting negative effects. Sexual-violence-specific strategies at this level are the services most closely associated with a rape crisis center (crisis intervention, therapy, legal, medical and general advocacy.)



The ecological model supports a comprehensive public-health approach that not only addresses an individual's risk factors, but also the norms, beliefs, and social and economic systems that create the conditions for the occurrence of sexual violence.

—Centers for Disease Control and Prevention, “Sexual Violence Prevention: Beginning the Dialogue,” 2004

Determining whether an intervention is primary, secondary or tertiary — particularly as it relates to sexual violence — can sometimes be a bit tricky. If we look at an issue like smoking, primary intervention would be to encourage people to never smoke, secondary would be to get smokers to quit before they develop a smoking-related illness (*early intervention*) and tertiary would be treating an illness to restore the smoker's

health (*remedial care*). In applying the model to sexual violence, primary interventions tend to be the easiest to identify: any intervention designed to stop sexual violence from ever occurring. Separating secondary intervention from tertiary is more difficult. Given that sexual violence is a multi-faceted phenomenon that affects individuals, families, communities and societies in myriad ways, the line between early intervention and remedial care is not always obvious. Because of this nuance, it's fairly common in applying the model to sexual violence to categorize interventions as pre- or post-assault instead of using the model as initially developed. Either way, the intent is the same: to develop strategies that incorporate multiple points of intervention.

WHO IS THE FOCUS OF OUR INTERVENTION?

In order for us to develop appropriate strategies, we need to define the target population for our intervention. Prevention strategies should be developed with a specific population in mind. The population you choose will inform the approach you take.

There are three categories of approaches — Universal, Selected and Indicated:

Universal approaches are intended for the general population or groups of people, regardless of their risk for sexual violence perpetration or victimization.

Selected approaches are designed to impact those with an increased risk for sexual violence perpetration or victimization.

Indicated approaches are developed for individuals who have already perpetrated sexual violence, as well as for survivors.

A comprehensive sexual violence prevention plan incorporating the ecological model will take into consideration the *what*, *when* and *who*. It acknowledges the interconnectedness of all the components, yet encourages us to develop a plan with specificity. By adopting this systematic approach, we can develop strategies that move us toward a common goal of preventing sexual violence. ♦

From THEORY to PRACTICE:

The Ecological Model as Applied to the Washington Middle School Project

By LYDIA GUY, PREVENTION SERVICES DIRECTOR, WCSAP

Theory is great, but theory with application is even better. In this article, we see how the ecological model is applied to the Washington Middle School Project. I chose this particular example to illustrate the ecological model for a variety of reasons: it was a comprehensive initiative, its design incorporated the base theory we're discussing and I have direct knowledge of the project design.

Project Overview

The Washington Middle School (WMS) Project was one of three demonstration projects funded in Washington State to pilot-test the community development strategy adopted by the state in 1997. The project centered on Washington Middle School, an urban middle school with approximately one thousand students in Seattle, Washington. The fiscal agent was an established rape crisis center with existing relationships with the school and the greater community. The duration of the pilot project was three years.

Initial assessments revealed that the school was actually a series of connected, yet distinct, communities within the same geographical locale. These distinct communities were divided into three categories: student, staff and parent communities. A stakeholder group representing all three categories determined that the main focus of the project would be to address the issue of sexual harassment within in the school setting as a subset of sexual violence. The outcomes as defined by the project's logic model¹ were: 1) to increase community support and commitment to end sexual violence; 2) to increase knowledge of sexual violence among students, families/parent, staff and community; 3) to increase skills for addressing sexual violence among student, families/parent, staff and community; 4) to decrease the acceptance level of sexually violating behavior among students; and, 5) to decrease gender stereotyping and rigid gender roles.



¹ A logic model is a general framework for describing work in an organization. Since work is often packaged in programs, it is often referred to as the program logic model. In its simplest form, a logic model analyzes work into four categories or steps: inputs, activities, outputs and outcomes. These represent the logical flow from (1) inputs (resources such as money, employees and equipment), to (2) work activities, programs or processes, to (3) the immediate outputs of the work that are delivered to customers, to (4) outcomes or results that are the long-term consequences of delivering outputs. From Wikipedia: http://en.wikipedia.org/wiki/Logic_model.

STUDENT

There were three major student components: Students Against Violence Everywhere (SAVE), the Girls Empowerment Group and Life Lessons. [see figure 1]

- *SAVE* was based on the natural helpers model.² It consisted primarily of seventh- and eighth-grade students of both genders. In addition to providing peer training focused on eliminating the underlying conditions that contribute to sexual violence, the students produced videos and “zines” focused on reducing the incidence of sexual harassment.
- *The Girls Empowerment Group* consisted of eighth-grade girls who self identified as either having experienced sexual violence or having a specific interest in exploring risk-reduction strategies. The group utilized a psycho-educational model and was focused on promoting potential protective factors.
- *Life Lessons* was instituted in the final eighteen months of the project and was an elective

course for sixth graders. It was team-taught by the sixth-grade counselor, the drug and alcohol specialist and the WMS project coordinator. *Second Step* (a violence prevention curriculum developed by Committee for Children) and *F.L.A.S.H.* (a comprehensive sexuality education curriculum adopted and widely used by school districts in King County) were the predominant curricula. Staff identified multiple factors (limited decision-making skills, lack of conflict resolution skills, failure to set appropriate boundaries, minimal access to accurate information regarding sexuality, negative peer influences, lack of positive adult role models and climate unsupportive of open conversation regarding violence — including sexual violence) that appeared to contribute to a variety of school discipline issues including, but not limited to, sexual harassment and developed the class as a primary prevention strategy.

	Individual	Relationship	Community	Society
PRIMARY		<i>Life Lessons</i>	<i>SAVE Parent Activities</i>	<i>SAVE</i>
SECONDARY			<i>Staff Activities</i>	
TERTIARY	<i>Girls Group</i>			

figure 1: The three points of intervention: Primary, Secondary and Tertiary. It is preferable that sexual violence prevention begins at the earliest possible point.

² Natural Helpers is a peer-helping program used across the United States and in several other countries. It primarily serves middle school/junior high school and high school students who want to strengthen their communication and helping skills and to provide support to others and service to their schools and communities. The Natural Helpers program is based on a simple premise: Within every school, an informal “helping network” exists. Students with problems naturally seek out other students and occasionally teachers or other school staff whom they trust. They seek them out for advice, for assistance, or just for a sympathetic ear. The Natural Helpers program uses this existing helping network; it provides training to students and adults who are already perceived as “natural helpers.” It gives them the skills they need to provide help more effectively to young people who seek them out. From www.nhny.org/.

STAFF

Baseline evaluations revealed a school-wide tolerance, by teachers, of sexual harassment, in addition to a lack of systematic consequences. We developed several strategies to address these findings: an anonymous reporting system coordinated by the WMS project staff, participation in the administration/counseling staff team by the WMS Project Coordinator, a review of disciplinary actions and staff-wide teacher training.

PARENT

In order for the parent organizer to be accepted by the parent community, this position was designed to be filled by a parent or guardian of an existing WMS student. Her main focus was to attend PTSA meetings and provide parents with information regarding the student and staff components of the project with an eye toward ensuring parent support.

The goal of the project was primary sexual violence prevention, so the majority of strategies were designed to meet this objective. [see figure 2] Complementary strategies were developed by the WMS stakeholders as integral components in changing the overall school climate.

Life lessons was specifically designed to promote protective factors³ by providing students with *relationships* skills and information they would need to interact in a non-violent fashion. It was implemented in sixth grade as students were entering the school *community* at the earliest point of intervention. This could be considered a *selected* intervention because sixth graders were identified as lacking specific skills and being identified as being vulnerable due to the developmental difference between them and seventh and eighth graders.

Parents have a unique role in reinforcing the *community* norms within a school setting, and the primary focus of the parent activities was to support their students in creating a positive school climate as it related to sexual violence. This would be categorized as a *universal* intervention in that it was directed toward parents of all students in the community

SAVE activities were primary interventions with two distinct components, which were *universal* interventions. The target audience was the

	Individual	Relationship	Community	Society
UNIVERSAL			Staff Activities SAVE Parent Activities	SAVE
SELECTED		Life Lessons		
INDICATED	Girls Group			

figure 2: Three approaches to violence prevention: Universal, Selected and Indicated. Which prevention strategy you choose depends on which population you're trying to reach.

entire school. Activities focused on the underlying conditions correlated to *societal* level interventions, and activities focused on the specific school climate were *community* level interventions.

Girls Group was not primary in nature. All of the young women in the group were identified as having been affected by sexual violence. The focus of the group was to promote protective factors and reduce risk factors⁴ associated with *individual* girls and was, by definition, an *indicated* strategy.

Staff Activities were focused on holding the adults in the *community* responsible for enforcement of all school policies regarding sexual violence, as well as ensuring that teachers were trained in appropriate interventions. In these circumstances, incidences of sexual violence had already occurred and the goal was to reduce further harm. Although the focus was on specific incidences, the strategy was *universal* in nature. It was implemented to change the school climate, not to correct the behavior of individual perpetrators.

The design of WMS Project was to have an overarching goal of making the school free of sexual harassment and that the goal would be accomplished by implementing complementary strategies, each designed to have a specific effect. None of these strategies operated within a vacuum and each of the strategies had a synergistic effect. The ecological model was a perfect tool for this multi-layered approach. ♦

³ Risk factors are characteristics of individuals, families and communities that make us more vulnerable to ill health. Protective factors are characteristics that "protect" and thus significantly reduce the likelihood of disease, injury or disability. From www.doh.wa.gov/hws/doc/RPF/RPF.doc.

⁴ *ibid*



Community Development Learning Circle Returns to the WCSAP Annual Conference

By **Organizational Research Services**

You are invited to attend the second annual Community Development Learning Circle Workshop to share community development successes, challenges and results you've achieved through your work, as well as learn about the experiences of others around the state.

We'll be sharing statewide findings from the **2007 CSAP Survey** and discussing additional community development research we will be undertaking in Summer 2007. Then we'll facilitate a discussion among workshop attendees about various topics of interest, potentially including:

- Reactions to CSAP Survey results
- The types of community development projects that are underway or under consideration. What works? What doesn't?
- Experiences people have had evaluating community development projects. What have you learned?
- Outcome-based evaluation compared to the Loftquist Model of community development.
- Other topics of interest to attendees.

We'll wrap up the session by looking ahead to 2007–08 and consider ongoing needs around evaluation and technical assistance. ORS provides technical assistance for evaluating sexual assault prevention community development efforts. We want to be sure that we are doing all we can to help your organizations to thoughtfully and systematically assess the impact of your prevention efforts!

We had a great time last year and hope you'll join us in May at WCSAP's Annual Conference. We look forward to learning from you and gaining a broader view of community development projects. See you at the Red Lion Hotel in Olympia, May 22-24!

WHAT: **Social Change/Community Development Learning Circle Workshop**
facilitated by Hallie Goertz of Organizational Research Services (ORS)

WHERE: WCSAP Annual Conference, Red Lion Hotel, Olympia

WHEN: May 23rd, morning session

WHY: We want to learn from you and want to give you an opportunity to learn from each other

WHO: This workshop will be a learning opportunity for individuals interested in social change and community development initiatives

For more information, contact Hallie Goertz at ORS: hgoertz@organizationalresearch.com, or call (206) 728-0474, ext. 24.

The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help

by Jackson Katz [cofounder of the Mentors in Violence Prevention Program]

Reviewed by **Kim Foley**, Program Coordinator, Yakima Sexual Assault Unit

I read “The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help” because I have seen and heard the author, Jackson Katz, speak and because his videos and Web site are invaluable tools for prevention education, gender work and community development. He is knowledgeable and passionate about, and deeply committed to, the work being done to end sexual violence. It is a rarity to find a male with this much experience and commitment working in our field. But I wondered: Would the book tell me how to actively involve men, perhaps local men, in our work? Would it tell how to get men to even read the book?

Exceeding my expectations, “The Macho Paradox” presents a wealth of information — a primer on the history of violence and the movement, current cases, trends, issues and personalities. He writes about our increasingly violent culture, saying that prevention activities focused on stranger danger and “watching your drink at parties” are not enough. When popular media personalities such as Howard Stern, Tom Leykis and Rush Limbaugh make fortunes promoting hatred and violence toward women, when the porn industry is supported by “men that are seeking younger and younger girls to act out more dangerous and aggressive sex,” and when we buy into the myth that “trafficking is about women from other countries — when it also is our own girls and women in our own country,” we have a deep-rooted, serious cultural issue that requires a different kind of prevention work.

Katz resolutely acknowledges all the hard work women have done to fight sexual violence, but says that it is time to partner with prominent men who can use their “leadership platform ... and status with fellow men to speak out against sexism.”

Some readers may have reservations about men as partners, but as bell hooks writes, “More than ever before, non-white people are currently calling attention to the primary role white people must play in anti-racist struggle. The same is true of the struggle to eradicate sexism — men have a primary role to play in particular, men have a tremendous contribution to make ... in the area of exposing, confronting, opposing and transforming the sexism of their male peers.”

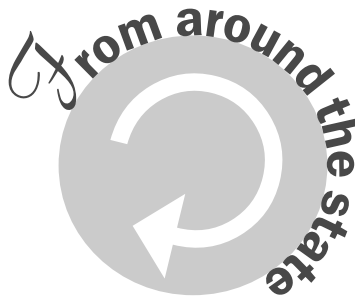
Katz gives many examples of how men are successfully doing the work. And after reading the book I did learn how to approach local men in order to cultivate those partnerships. I hope they will help do the work when asked. But I’m still not sure I can get them to read the book. I challenge you to get the book in as many hands as you can, male or female, as it is a powerful piece on social change.

I thank Jackson Katz for his work in the field and for this inspirational book. ◆



Kim Foley

He writes about our increasingly violent culture, saying that prevention activities focused on stranger danger and “watching your drink at parties” are not enough.



FAMILY SUPPORT CENTER

Colville, Washington

By Linda Norris

We have regularly scheduled social change meetings and I am talking to the group about a plan through 2009. We're working with **Colville High School** to educate students about sexual harassment and bullying. In addition, we're also working to educate parents about conflicts with their teens over these issues. (The group devotes one weekend a year to addressing the topic.)

We have been using the "**No Excuses: Sexual Harassment**" video and curriculum checked out from the Prevention Resources Library of WCSAP. Because we need it for longer than a month at a time, we're going to buy a copy for ourselves. Once we have our own copy, we'll be able to expand our focus to neighboring high schools so they can train counselors or teachers to present the program at their respective schools, and we hope to add one new school each year.

CONNECTIONS

Ferry County Community Services

Republic, Washington

By Deborah Drennan

1. CURLEW ANTI-VIOLENCE EVERYDAY (CAVE)

The **Curlew CAVE** group started December 11, 2006. The CAVE group meets every other Monday afternoon, from 3:00 – 4:00 p.m. inside the Curlew School, where we have use of a room. **Connections** provides snacks; good, healthy conversation and fun for the group. The attendance of the group has varied from meeting to meeting; our largest group included ten children, four parents and one staff facilitator.

Our group has had conversation on the following topics:

- Online predators
- School violence (the why and how of it)
- Sexual Assault Survey
- Anger management tips
- Sexual predators located in our community

2. THE REPUBLIC HORIZON PROJECT

Ferry County is involved with a Washington State University project called “**The Republic Horizons Project**.” This project is asking for the community’s involvement in answering the following question: “**What is poverty and how can we change poverty?**” Connections is involved with this project by assisting to facilitate classes of high school seniors in Inchelium, Republic and Curlew. WSU has acknowledged the fact that Ferry County will have the most information from the youth perspective. Connections has completed the process in Inchelium, with 15 students participating, and has gained incredible information from the senior class. The **Republic and Curlew “Study Circle” groups** were held in mid-March, as was a “**Plan of Action” meeting** at the Republic School, where, with the help of a WSU facilitator, the community weighed in on the question of poverty and came up with some projects to help Ferry County reduce or eliminate poverty and build a thriving community.

CRISIS SUPPORT NETWORK

South Bend, Washington

By **Kris Camenzind**

We are working with a **grassroots organization called ABC** (Alliance for a Better Community). The committee is comprised of various community members, such as a school district superintendent, a certified counselor, bank personnel, etc. The ABC group gives many presentations in the county to promote safety and well-being, while trying to raise community standards and promote awareness. One of the issues addressed is safety for children, and includes sexual assault and incest. Our group has purchased a **McGruff (the “crime dog”)** costume and is in the beginning stages of implementing the McGruff curriculum in our community.

For **Sexual Assault Awareness Month**, we are presenting a **self-defense class** (same curriculum, three different locations — north, central and south Pacific County). The superintendent of the jail has a black belt in karate and has agreed to teach the classes for a nominal fee. The classes will be held in school gymnasiums, will be approximately two-and-a-half hours long, and will be free to the public. There is only one catch: you must be at least 16 years old to participate.

Lastly (and most exciting), our local hospital has agreed to let two of their nurses train to become **SANE nurses**. One of the two nurses was previously a SANE nurse and needs to be recertified. The hospital has agreed to work with us more diligently in order to create a positive atmosphere for sexual assault treatment and to meet the needs of the victims. Later down the road, when the program is established, we are hoping to include law enforcement in the program, to provide them with training in sexual assault and perhaps implement a sexual assault task force.

[more »](#)

KING COUNTY SEXUAL ASSAULT RESOURCE CENTER

Renton, Washington

By Shauna Rumsey

Here's what our team's been doing. We created a schedule for 2007 with a focus on **educating staff internally on prevention** — what it means in theory and in practice, and how it differs from education. Our goal is to create opportunities to dialogue with staff to increase understanding between *what* our team is doing and *why* in terms of “prevention,” and to bridge the gap between our education work and our unique prevention work. In addition to creating this conversation with staff and board, we are also expanding it into the community we work with through dialogues with system partners (see below!).

- We are offering a **free lunch and dialogue** facilitated by the Education Team;
- **Quarterly "brown-bag lunches"** to discuss the pedagogy of education and prevention;
- Quarterly "Prevention in Action" to **walk staff through a hands-on prevention exercise** that we might do for a community or group we are working with;
- **Monthly newsletters** as another way to educate staff on our regular “education-y” activities and presentations, and our longer-term prevention projects;
- Presentation to the KCSARC board about our prevention work;
- **Quarterly "Talk Backs" with our system partners** about prevention work (this includes the Department of Corrections and Georgetown Guardians, Muckleshoot Sexual Assault Task Force, Men's Network and the Interfaith Group).

I hope this gives you an idea of what we are doing! This is in addition to our ongoing prevention projects at schools, Muckleshoot and within the community.

ABUSE SUPPORT AND PREVENTION EDUCATION NOW (ASPEN)

Central Washington Comprehensive Mental Health

Ellensburg, Washington

By Sarah Rogala

Right now, we are focusing on getting better communication flowing between us and the university in our town. We are addressing issues with how our clients have been treated by others in our community and we're working on getting information about our agency out to all professors, staff and student staff at the university. A publication called the **Sexual Assault Response Guide** is being distributed to participating university staff; the guide contains information about our agency, how to respond to a victim, definitions, reporting and all the basic information on our resources. We are also **making brief presentations** about talking to students about their experiences and ways to encourage them to seek services.

We are also getting ready for **Sexual Assault Awareness Month**. We will arrange boots in a symbolic display in the main building on campus, hand out teal-colored ribbons, work on window displays for area businesses, hand out our brochures and posters, and we are also trying to get some area bars to use the **“Prevent Sexual Violence In Our Communities”** napkins when serving drinks to customers. We are also planning to hold an **open-house event at our agency**, to invite our community to come and check out what we do and ask questions.



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**Heading out to
WCSAP's Annual
Conference in
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these prevention-
oriented workshop
sessions:**

- ☀ **MyStrength: A Comprehensive Social Marketing Campaign to Engage Young Men to Prevent Sexual Violence**
- ☀ **Beyond Consent: Healthy Sexuality and Sexual Violence Prevention** (two-workshop series)
- ☀ **Second Annual Social Change/Community Development Learning Circle** (see page 10 in this issue for additional details)
- ☀ **Engaging Men with Feminist Theory, or How I Learned to Stop Worrying and Love the F-Bomb** (two-workshop series)
- ☀ **Sexual Assault Prevention Roundtable**

☀ **And more!** In addition to the prevention track, there will be dozens of workshops relevant for :

- ✓ sexual assault advocates
- ✓ legal advocates
- ✓ clinical practitioners
- ✓ management staff
- ✓ self-care for caregivers

☀ **View the full conference agenda and workshop descriptions, read about the presenters and register to attend, all on our Web site: www.wcsap.org. See you at the Conference!**



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End Sexual Violence in our Communities

