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Re visioning The Sexual Violence Continuum

**Intersections: The Arenas of Action and
The Spectrum of Prevention?**

Using Online Surveys for Evaluation

END SEXUAL VIOLENCE IN OUR COMMUNITIES



DIRECTOR'S DESK



Lydia Guy

PREVENTION SERVICES
DIRECTOR

"And on that day, the day of truce, that day when not one woman is raped, we will begin the real practice of equality, because we can't begin it before that day. Before that day it means nothing, because it is nothing; It is not real; It is not true. But on that day it becomes real. And then, instead of rape we will for the first time in our lives—both men and women—begin to experience freedom."

Andrea Dworkin, 1983
*"I Want a Twenty-Four-Hour Truce
During Which There Is No Rape"*

At the beginning of each contract year I determine the theme for the prevention training series. It took me awhile but eventually I decided upon the theoretical underpinnings of sexual violence prevention work, "Frameworks" for short. The prevention training series is quarterly so by default I needed to limit my topics to four frameworks. I gathered my impressions of the last ten years of targeted sexual violence prevention work within Washington State and the four frameworks which rose to the top were: the Public Health Model, the Social-Ecological Model, Rape Culture (Feminist Theory) and Community Development.

Training order was the next decision. In some ways it's a chicken-and-egg question, but it's fairly clear when one looks at the development of rape crisis centers that they were initially constructs of the anti-rape/feminist movement. So, I began with Rape Culture. While researching, revisiting and re-envisioning my understanding of Rape Culture it occurred to me that Rape Culture as a seminal theory was still valid, but more importantly it occurred to me that the initial limitations and criticism of the theory were also still valid.

Despite our increasingly complex and multicultural social construct we were still operating from a fairly one-dimensional analysis. This thought inspired me to devote this issue of Partners in Social Change to Rape Culture. This issue contains a revised Sexual Violence Continuum, an article discussing the intersections between the Arenas of Action and the Spectrum of Prevention as well as a review of bell hooks' book on masculinity, "The Will to Change: Men, Masculinity, and Love."

This framing piece begins with a quote from Dworkin's "I Want a Twenty-Four-Hour Truce During Which There is No Rape." If I had to pick one quote which embodies the anti-rape movement that formed rape crisis centers over thirty years ago it is this quote. There are very few women (Andrea Dworkin) and very few speeches ("I Want a Twenty-Four-Hour Truce") that inspire such visceral reactions. It is a strident, caustic piece originally delivered by a strident, caustic individual outraged by the fact that rape occurs. Andrea Dworkin died April 9, 2005. Her legacy and challenge to us, should we choose to accept it, is to facilitate that truce. It is not important that we have her specific analysis of the issue. In fact I would propose that in order to reach a permanent truce it is a necessity that we enhance, expand and revise her analysis.

lydia

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RE-VISIONING THE SEXUAL VIOLENCE CONTINUUM

By Lydia Guy

con·tin·u·um (k n - t n y - m) *Pronunciation Key* n. pl.

A continuous extent, succession, or whole, no part of which can be distinguished from neighboring parts except by arbitrary division.

sex·u·al (s k sh - l) *Pronunciation Key* adj.

Of, relating to, involving, or characteristic of sex, sexuality, the sexes, or the sex organs and their functions.

vi·o·lence (v - l ns) *Pronunciation Key* n.

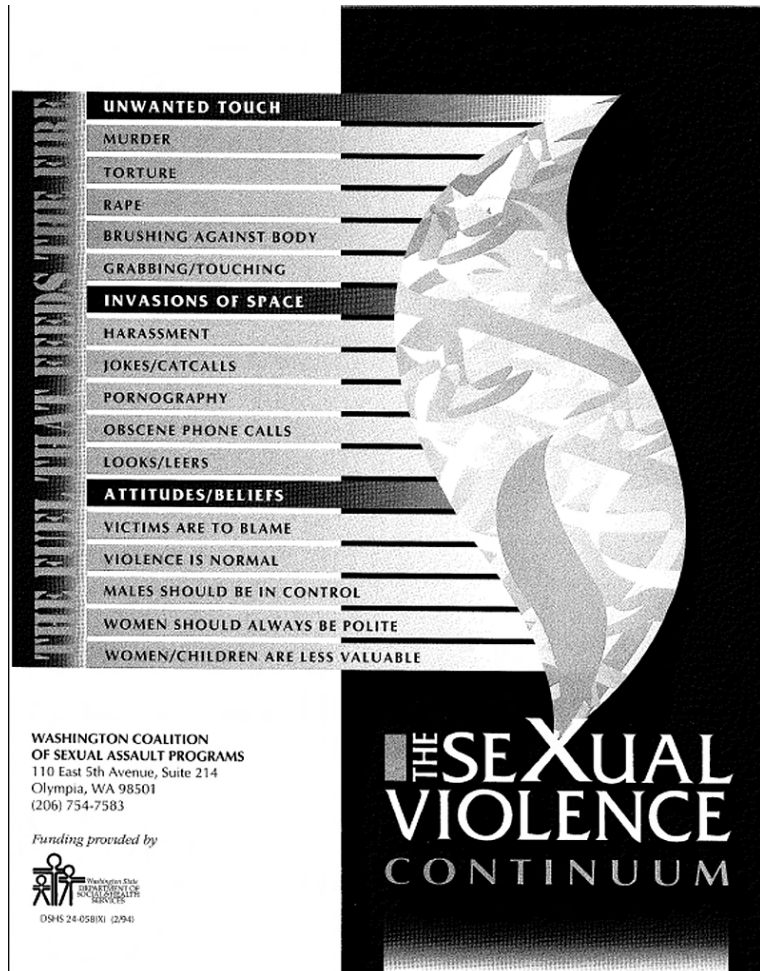
- 1. Physical force exerted for the purpose of violating, damaging, or abusing: crimes of violence.*
- 2. The act or an instance of violent action or behavior.*
- 3. Abusive or unjust exercise of power.*

Rape as a cultural phenomenon, or stated more simply, rape as a predictable consequence of the power differential between men and women has been a topic of discussion since the creation of the first rape crisis centers. Academics tended to use terms like patriarchy, misogyny and sexism and those words became integral parts of the lexicon used by the women who became the founding mothers of our current sexual assault service delivery system. The basic premise of this concept is that rape does not happen just because one individual chooses to rape another. Rape happens because there are attitudes, and norms that allow it to happen.

“WHAT IS RAPE CULTURE? It is a complex of beliefs that encourages male sexual aggression and supports violence against women. It occurs in a society where violence is seen as sexy and sexuality as violent. In a rape culture women perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself. A rape culture condones physical and emotional terrorism against women as the *norm*. In a rape culture both men and women assume that sexual violence is a fact of life, inevitable as death or taxes. This violence, however, is neither biologically nor divinely ordained. Much of what we accept as inevitable is in fact the expression of values and attitudes that can change.” Buchwald, E. et. al. (1993) *Transforming a Rape Culture*. Minneapolis, MN: Milkweed Editions.

The continuum was designed as a visual aid to illustrate the concept of rape culture. The objective was to provide a simple way to describe a complex phenomenon. The interesting thing about portraying something as a picture is that even though we draw the picture to represent how we see the issue, how we see the issue is affected by our experience of looking at the picture. In most visual conceptualizations the image not only reflects our belief system but also shapes our belief system. This is one of the things that make them so profound, and the main reason I choose to re-envision the sexual violence continuum.

There are many depictions of the sexual violence continuum. The most common shapes have been straight lines, spirals and circles. They all have a key factor in common, they depict sexual violence as a range or succession of related behaviors. Some sexual violence continua list individual acts of sexually violating behaviors while others tend toward less tangible items such as norms or attitudes. Some depictions are very careful not to present sexual violence as a progression from “minor” to “extreme,” this is usually done to respect the fact that we cannot quantify the experiences of survivors. As I reviewed different sexual violence continua I noticed another thing they all had in common: they all had strong linkages between sexism and sexual violence, the base underlying assumption that sexual violence is the inevitable result of sexism.



Sexual Assault Awareness Week - WCSAP 1994

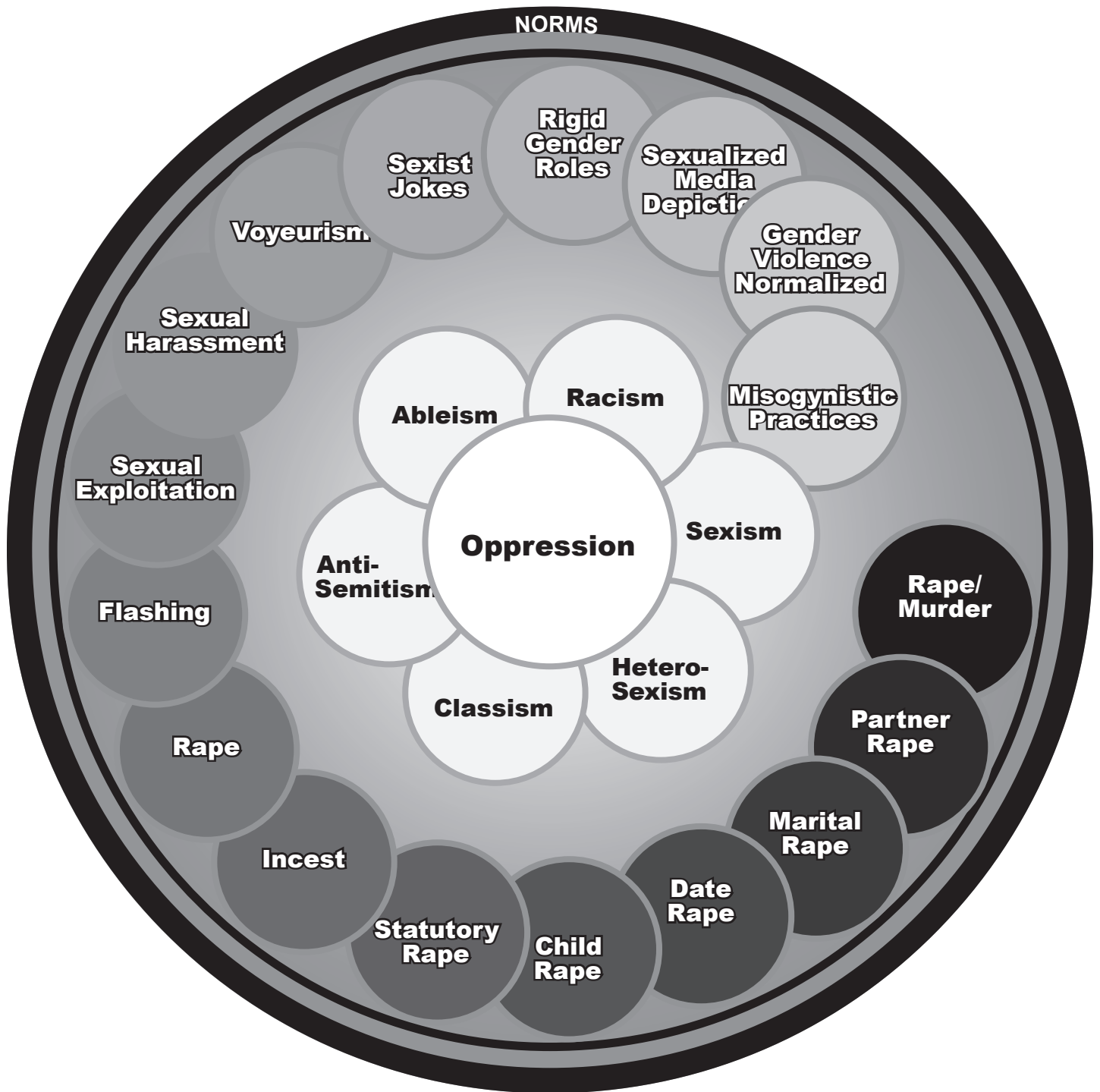
“Feminist thinkers engaged in radically provisioning central tenets of feminist thought must continually emphasize the importance of sex, race and class as factors which together determine the social construction of femaleness, as it has been so deeply ingrained in the consciousness of many women active in feminist movement that gender is the sole factor determining destiny.”

bell hooks, 1989
Talking Back: thinking feminist, thinking black

The assumption that sexism and sexual violence are inextricably linked together seemed reasonable at first glance. The current depictions seem to imply that we can end sexual violence by ending sexism alone. It has been my belief that it is impossible to end a single oppression; to work to end one oppression requires us to work to end them all. It was then I realized my critique wasn't just about the continuum but about rape culture and feminist theory as a whole. I decided to try to create a more holistic depiction. My hope is that by providing a visual conception of the continuum that is more inclusive, of class, race, disability status, sexual orientation and anti-Semitism in addition to gender that it will remind and inspire us to develop a vision of comprehensive sexual violence prevention work which routinely encompasses all forms of oppression.

This version of the sexual violence continuum depicts a range of sexually violating behaviors in overlapping circles as grey circles on a grey background. The background is meant to represent society. The outer ring of the society circle includes the word "Norms": representing the reinforcing nature of norms. In the center is the word "Oppression," and overlapping white circles listing six specific forms of oppression. This is meant to convey the idea that all forms of oppression are linked and are often experienced in conjunction with one another. In the animated version the grey circles rearrange themselves into a non-ordered overlapping pattern which attempts to express the fact that sexual violence is very rarely experienced as a discreet event and one's experience of sexual violence is impacted by one's experience of oppression.

My goal was to create a continuum which clearly shows the connection between all forms of oppression and violence. One way to show a connection would be to make continua depicting different types of violence, for instance the "The Racist Violence Continuum" and "The Heterosexist/Homophobic Violence Continuum." Each continuum would have a similar range of behaviors but would be related to the specific type of violence. However, the center of the circle would remain the same. If we were to place several of the continua on top of one another it would show all forms of violence as a result of oppression and all forms of oppression contributing to all types of violence. Given this framework, we may choose to focus on one type of anti-violence work but understand the interconnectedness of the oppressions. Creating and utilizing frameworks that incorporate our knowledge, philosophy and experience is one way to help ensure the creation of innovative and relevant programming.



Sexual Violence Continuum

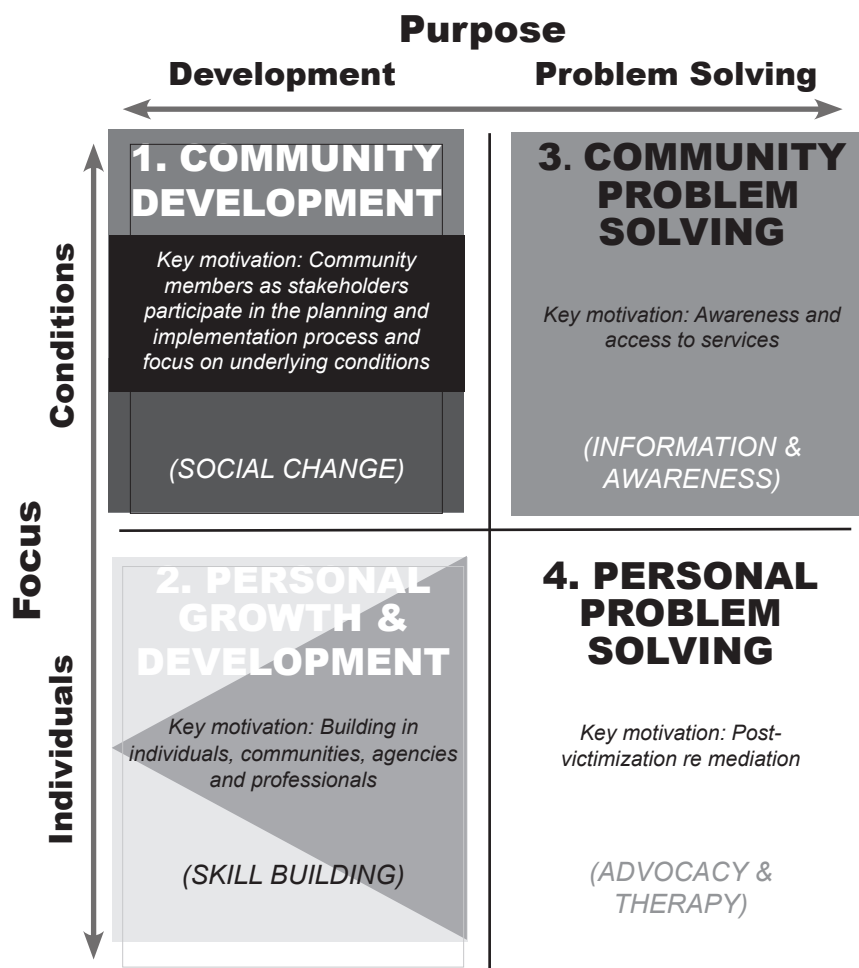
Lydia Guy - WCSAP 2006

INTERSECTIONS: THE ARENAS OF ACTION AND THE SPECTRUM OF PREVENTION?

ARENAS OF ACTION

The Technology of Development¹, until recently called the Technology of Prevention, is an effort to create a new and different concept and approach to prevention work. In the past, the dominant idea of prevention in many people's minds has been "stopping something from happening" — a reactive notion in the remedial, deterrence, or problem-solving realm. The term development is defined as "an active process of creating conditions and fostering personal attributes that promote the well-being of people." It is clearly distinct in both concept and practice from "stopping things from happening," problem-solving, and deterrent efforts.

One of these models, the Arenas of Action, is presented at right. Primary prevention efforts depicted in this model require a specific emphasis on Quadrant 1 (Community Development). Work in the other three quadrants, when successful, will lead ultimately to the creation of conditions that promote well-being. The model helps to conceptualize the idea that development work can start in the problem-solving arenas and move purposefully into the development areas. Most important, the model calls for many fundamental changes in the way we think about and carry out human services to put more emphasis on starting in Quadrant 1.²



Development Publications
William Loftquist

The Spectrum of Prevention and the Arenas of Action are frameworks to help us understand the range of activities that should be included in comprehensive sexual violence prevention and intervention initiatives. This article provides a brief overview of each of the frameworks as well as highlighting their complementary nature.

SPECTRUM OF PREVENTION

The Spectrum of Prevention was developed in 1983 by Larry Cohen for a prevention training video called “Beyond Brochures.” Its basic premise is that preventive practice was too frequently trivialized and misunderstood as simply an educational practice. The Spectrum was derived from practice and developed out of the conviction that complex problems require comprehensive solutions. The tool has been refined through its use in a variety of injury and violence prevention efforts.³

6. INFLUENCING POLICY LEGISLATION

Developing strategies to change laws and policies to influence outcomes

5. CHANGING ORGANIZATIONAL PRACTICES

Adopting regulations and shaping norms to improve health and safety

4. FOSTERING COALITIONS AND NETWORKS

Convening groups and individuals for broader goals and greater impact

3. EDUCATING PROVIDERS

Informing providers who will transmit skills and knowledge to others

2. PROMOTING COMMUNITY EDUCATION

Reaching groups of people with information and resources to promote health and safety

1. STRENGTHENING INDIVIDUAL KNOWLEDGE AND SKILLS

Enhancing an individual’s capability of preventing injury or illness and promoting safety

**Prevention Institute
Larry Cohen**

continued next page

Common to both of these frameworks is an emphasis on prevention as a multi-faceted approach extending beyond the typical concepts of education, awareness activities, skill building and individual interventions. They each conceptualize the array of prevention strategies differently: The Spectrum of Prevention begins at 1. STRENGTHENING INDIVIDUAL KNOWLEDGE AND SKILLS, and progresses toward 6. INFLUENCING POLICY LEGISLATION, while the Arenas of Action utilizes a grid moving from 4. PERSONAL PROBLEM SOLVING to 1. COMMUNITY DEVELOPMENT. The Spectrum of Prevention as a framework is more inclusive of policy and organizational practices while the Arenas of Action framework promotes community development as the optimum approach. However, both frameworks ask us to expand upon traditional modes of services delivery found in levels 1-3 of the Spectrum of Prevention and/or quadrants 1-3 of the Arenas of Action. Despite these differences, the underlying assumptions of both frameworks are complementary. It is more a question of which framework resonates for you when developing your specific prevention strategy.

Human service systems are by design, essentially dysfunctional for today's world. They were designed in a previous time for a different set of circumstances. Today's realities call for new theory, new design, new practice, new preparation and a new quality of leadership

William Loftquist

USING ONLINE SURVEYS FOR EVALUATION

by Organizational Research Services

At ORS, we often create and administer tools that will collect data to inform program evaluations. But what if you or your organization have questions you would like stakeholders to answer but don't have the resources to hire your own consultant? What if you want information on client satisfaction or data on community interest in a new community development initiative?

Recent advances in online-survey technology have made collecting data like these easier and less expensive. This article provides a few of the pros and cons of using an online survey and presents some considerations in selecting an online survey service provider.

Pros and Cons of Online Surveys

As with any methodology, online surveys have strengths and weaknesses. We note a few of these below.

PROs

- Calculate basic statistics in real time. Most online survey software calculates basic statistics, such as percentage of respondents who chose an answer and averages for responses, in real time (i.e., the program updates calculations as new responses come in). Many also present these statistics graphically with charts and tables.
- “Required” answers. Online surveys typically allow you to mark questions as “required.” This means that respondents must answer these questions to move forward in the survey. Remember, though, that respondents also have the option to close (i.e., leave or end) the survey at any time – just as with a paper survey – and they may do so rather than provide responses to required questions.
- No data entry. The online service automatically codes and enters survey responses into a spreadsheet, so you don't need to do the data entry yourself. You can then download the data files onto your computer (usually in an Excel spreadsheet) for further analysis.
- Easily share results with stakeholders. Most online survey software can also create summary reports that you can print or e-mail to stakeholders. You can also give stakeholders permission to access online survey results on their own.
- Varied distribution methods. Online survey services provide several ways to distribute online surveys. You can send them directly to respondents' e-mail addresses; display them as a link on your web site; or, set them up as a pop-up window that people can access when they visit a specific page on your web site.

- Faster data collection and ease of follow-up. Typically, mail surveys require 6-8 weeks turnaround time since you have to wait for the postal service to deliver and then return the paper survey. With online surveys, however, you can usually complete data collection in about 3 weeks. Additionally, with most services you can easily see who has completed the survey and send quick reminders via e-mail to non-respondents.
- Less expensive. With online surveys, you don't have the expenses associated with postage, copies, and supplies that you do with paper surveys. You also don't need to dedicate staff resources to copying and stuffing envelopes, though there will be staff time associated with setting up and monitoring your survey.

CONS

- Formatting limitations. Most online survey services use a set software package, so you may not have all of the options you do when designing your own paper survey using Word or another word processing software. However, these online software packages do provide formats for the most frequently used types of questions (e.g., single response, multiple response, checklists, open-ended, scales and skip logic).
- Length considerations. With a paper survey, respondents can see the survey length. With an online survey, they can't see how far along they are because they can't see the end. When designing your survey, you should include guideposts telling respondents where they are in relation to the total length of the survey to orient them (e.g., you're 25% finished or this is the last page). Respondents may feel frustrated and leave the survey without completing it without this information.
- Respondents must have internet access and/or e-mail. Does the population you wish to survey have regular access to computers? Do they have familiarity using the internet? It is important to consider the answers to these questions when deciding if an online survey is appropriate for your purposes. For example, online surveys might not be as suitable for senior populations or for people that work in the field away from computers.
- Program staff must be somewhat comfortable with technology. Most people find this technology relatively easy to use. It certainly helps with survey administration if staff is comfortable using various software packages, the internet, etc.
- Surveys aren't good for every purpose. Begin with the end in mind. What kind of information do you need? How are you going to use your data? If the information you need is standardized and you have clearly defined the responses, a survey may be appropriate; however, if the information needed is individualized and you expect the response to vary widely or be unpredictable, interviews, focus groups and observations may be better choices.

How Do I Select an Online Survey Service Provider?

A variety of companies provide online tools and services, including: SuperSurvey, Survey-Monkey, Zoomerang, SurveyGold, Infopoll Designer, and Perseus Survey Solutions. ORS doesn't endorse one specific service. We recommend that you research several to find the one that best meets your program needs and budget. These companies typically provide the necessary software application, offer technical support, maintain your survey "forms," and store your data. They may also offer other more advanced features like the ability to filter results, download data into Excel, or allow stakeholders access to summary data.

These services differ widely in pricing. Some of the very basic services are free; however, these services often limit the number of questions you can ask, the number of responses you can receive, and/or how you can access your data. Some providers act as full-service consultants. They will develop and administer your survey and even analyze your data. Typically expect to pay a monthly- or annual-fee based on: the number of surveys you can create; the number of questions you can ask in each survey; the number of people who can respond to each survey; the length of time your survey data will be stored; and, technical support offered. For comparison, the service we use at ORS charges \$19.95 per month. Overall, we have had great success with online surveys when designed and implemented appropriately! In a future PISC article we will discuss guidelines and considerations for administering a valid and reliable survey.

If you have questions about this or other evaluation topics please contact Hallie Goertz (hgoertz@organizationalresearch.com, 206.728.0474, x 24) or Sarah Stachowiak, (sarahs@organizationalresearch.com, 206.728.0474, x 10) at Organizational Research Services.

BOOK REVIEW

The Will to Change: Men, Masculinity, and Love bell hooks • Atria Books 2004

One might wonder why I chose to review a book on men, masculinity and love for a publication focused on the prevention of sexual violence. I had three reasons: 1.) Effective prevention strategies will seek to engage men on some level, 2.) Primary prevention requires us to develop a concept of appropriate pro-social behaviors and 3.) bell hooks is one of my favorite feminist scholars.

The book has a fairly simple premise. It documents the reactions of men who read bell's trilogy on love: *All About Love, Salvation and Communion*. While the trilogy focused upon women and love this book documents conversations between bell hooks and men regarding the true nature of love and their perception of the trilogy. Chapters of particular relevance to the sexual violence prevention strategies include Understanding Patriarchy, Stopping Male Violence, Feminist Manhood and Popular Culture: Media Masculinity. Ms. hooks examines traditional concepts of male acculturation through a feminist framework. She acknowledges the difficulties the feminist movement and specifically the anti-violence movement have had in incorporating men. While acknowledging this fact she holds men accountable and celebrates those men who embody the ideal of male integrity.

"It is not true the men are unwilling to change. It is true that many men are afraid to change. It is true that masses of men have not even begun to look at the ways that patriarchy keeps them from knowing themselves, from being in touch with their feelings, from loving. To know love, men must be able to let go the will to dominate. They must be able to choose life over death. They must be willing to change."

This book offers an excellent starting point for developing a framework for discussing male behavior that is not only about stopping violence but about promoting a new paradigm for maleness where violence against women is not the cultural norm.

*The Will to Change:
Men Masculinity and Love
is about our need to live in
a world where women and
men can belong together.*
bell hooks

The Will to Change
Men, Masculinity, and Love
bell hooks • Atria Books 2004

LOBBY DAY

SAVE THE DATE!

FEBRUARY 6, 2007

10 A.M. – 4 P.M.

**At the Washington State
Legislative Campus,
John A. Cherberg Building
Conference Rooms A,B & C**

For more info or to register,
send an e-mail to policy@wcsap.org
or call 360•754•7583

WHAT'S GOING ON?

Prevention Webinar Series 2006-2007

The theme of this year's Prevention Web Conference series is "Frameworks." There are many frameworks which inform and/or contribute to our analysis of sexual violence. Understanding the underlying assumptions inherent in a framework can provide valuable insight and objectivity to program planning and implementation. The series will explore four frameworks utilized extensively within Washington State to develop our sexual violence prevention strategy: Feminist Theory Rape Culture, The Classic Public Health Approach, The Social-Ecological Model and Community Development.

Prevention Dialogue Series

Sexual violence prevention work can be both exhilarating and challenging. There are numerous commonalities and similarities in applying sexual violence prevention frameworks and theory to our daily work. However, there are some fairly profound differences that occur when sexual violence prevention strategies are implemented across various settings. Prevention Dialogues will be web-based discussions (utilizing webinar technology) focused on exploring the challenges particular to implementing sexual violence prevention strategies in four specific settings: Frontier Counties, Urban Environments, Sexual Violence Specific Agencies and Dual or Multi-Service Agencies. These sessions will not be trainings but rather facilitated conversations.

What do you think? Please take a few minutes to fill out our online survey and let us know what you think of Partners In Social Change. How are we doing?

<http://www.surveymonkey.com/s.asp?u=37754213976>

frame·work **[freym-wurk]** ([Pronunciation Key](#)) n.

1. A structure for supporting or enclosing something else, especially a skeletal support used as the basis for something being constructed.
2. An external work platform; a scaffold.
3. A fundamental structure, as for a written work.
4. A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.

Prevention Summit 2006 Toward A Community Solution: Advancing Primary Prevention in WA State

On October 2, 2006, 41 participants from 25 agencies gathered for a day-long prevention summit in Tukwila. The training was facilitated by the Prevention Institute and was based upon their framework, *The Spectrum of Prevention*. The Prevention Institute is a non-profit national center dedicated to improving community health and well-being by building momentum for effective primary prevention. Primary prevention means taking action to build resilience and to prevent problems before they occur. The Institute's work is characterized by a strong commitment to community participation and promotion of equitable health outcomes among all social and economic groups. Since its founding in 1997, the organization has focused on injury and violence prevention, traffic safety, health disparities, nutrition and physical activity, and youth development.

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2. **Prevention Framework for Behavioral Health** Bureau of Prevention Division of Behavioral Health Arizona Department of Health Services 1996
3. Cohen, Larry and Susan Swift. "The Spectrum of Prevention: Developing a Comprehensive Approach to Injury Prevention." **Injury Prevention** (1999;5:203-207),



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