



WCSAP
Washington Coalition of
Sexual Assault Programs

Spring 2011 • Volume 3

The

Prevention

review

Connecting Prevention Professionals With Resources

Letter From The Editor

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The *Prevention Review* annually highlights a collection of exciting resources to aid your fantastic prevention work! These resources are divided into three categories: Books & Research, Films & Media, and Online Resources.

In Books & Research first we review *Conceptualizing the Engaging Bystander Approach to Sexual Violence Prevention on College Campuses*, a research study with college students to learn more about bystander behaviors and attitudes. Then we examine *American Perceptions of Sexual Violence: A Frameworks Research Report*, the first part of a comprehensive investigation into effective education and prevention of sexual violence in our country. This report summarizes the findings of awareness and understanding of sexual violence with both experts in the field and the public. Next in the Films & Media we review *The Line*, a documentary that recounts one woman's journey to understand and heal from her sexual assault and also figure out how to negotiate sexuality and consent. We are pleased to share the next film review submitted by Kayla Windle from Human Response Network. Kayla uses several films as part of her prevention education efforts and has graciously shared her experiences in using the film *Bullied* to provide a framework for others interested in using this resource. *Bullied* was created to tell the story of a young man tormented by his peers and encourage individuals and school systems to take preventative measures to prevent harassment and violence. Finally in Online Resources, we review a website called *Scenarios USA* that features the voices and experiences of youth that have been created into professionally developed short films. Lastly, we share feedback from WCSAP's *Five-Hour Prevention Orientation Course*, which is designed to give an introduction to the field of sexual violence prevention. ■



Conceptualizing the Engaging Bystander Approach to Sexual Violence Prevention on College Campuses

McMAHON, S., POSTMUS, J.L., & KOENICK, R.A. (2011). CONCEPTUALIZING THE ENGAGING BYSTANDER APPROACH TO SEXUAL VIOLENCE PREVENTION ON COLLEGE CAMPUSES. *JOURNAL OF COLLEGE STUDENT DEVELOPMENT*, 52(1), 115-130.

This study attempts to re-frame the bystander approach as a tool that can be used to engage communities in primary prevention. Not all of the sexual violence or rape prevention programming on college campuses is focused on primary prevention. Previous research has shown that focusing on sexual assault information, empathy for survivors, and teaching risk reduction alone are unlikely to create behavior change. The study asserts that the bystander approach is positioned for use as a primary prevention strategy, as it empowers individuals to change their community culture through attainable actions. Sexual violence occurs on a continuum ranging from sexist language to sexual assault; therefore bystander activities can occur all along this continuum. This conceptualization of the bystander approach is broader than rape prevention as many colleges envision it, and encompasses a larger social shift away from attitudes and behaviors that support the continuum of violence.

Nine hundred and fifty-one incoming college students participated in a study to assess willingness to engage in primary prevention bystander activities. The study modified scales that measure bystander attitudes and behaviors in order to reflect relevant and realistic language and settings of the campus. Students responded to questions about their reactions or beliefs regarding hypothetical “high-risk for sexual assault” situations as well as less overt items such as sexist language.

The findings provide some useful directions for future programming and research:

- Students were more likely to engage as active bystanders to more blatant situations. For example, students were more likely to object to an intoxicated person being carried into a bedroom than to a peer using sexist language.
- Consistent with previous studies, female students were more likely to have active and supportive bystander attitudes and behavior. This suggests that males may need additional bystander skill training.

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- “At-risk” groups, such as Greeks or athletes, were less likely to have active and supportive bystander attitudes and behaviors. However, the study suggests that the bystander approach can be effective with these groups, as it approaches them as leaders rather than perpetrators, but they may need to be targeted specifically.
 - Surprisingly, previous exposure to rape prevention education did not increase positive and supportive bystander responses. These findings reinforce the need for more effective prevention education, increased attention to factors along the continuum of sexual violence such as sexism and oppression, and the need to provide skills to empower individuals to become engaged bystanders. ■

Suggested Uses:

- This study provides useful information for prevention professionals to help create or improve bystander programs.
- Items in the measurement scales in the study may be useful pre-test/ post-test questions for prevention programs.
- Study results can be used to support programming direction to potential or current funders.



American Perceptions of Sexual Violence: A Frameworks Research Report

O'NEIL, M. & MORGAN, P. (2010). AMERICAN PERCEPTIONS OF SEXUAL VIOLENCE. WASHINGTON, D.C.: FRAMEWORKS INSTITUTE.

What does sexual violence look like in the United States? Who are the perpetrators and who are the victims? What are root causes of violence and how do we prevent it? These are very large questions that we address in order to help guide our work. Over the last few decades we have seen incredible advancements in the public understanding of and response to sexual violence. However, this study indicates we have a ways to go.

This report, supported by the National Sexual Violence Resource Center, is the first phase of a larger study to address effective means of educating the community about sexual violence. The Frameworks Institute conducted in-depth interviews from around the country with both sexual violence experts and average Americans. The report summarizes the results of both sets of interviews, highlights the gaps in understanding, and provides recommendations for future directions. Below are some areas in which experts and the public had different understandings of sexual violence in our country.

In order to connect with our communities and provide the best prevention education we can, we must understand how the public views sexual assault. The results of this study can help inform the work we do in our communities.

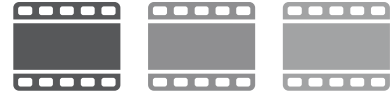
To hear more about the study, findings, and future directions check out the Web Conference hosted by Prevent Connect, a project of The California Coalition Against Sexual Assault. The slides and the study report are available at: <http://www.preventconnect.org/display/displayTextItems.cfm?itemID=320§ionID=248>

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Suggested Uses:

- This study can inform the direction of awareness, educational and primary prevention projects.
- The identified gaps in public knowledge of sexual violence and prevention may be useful when considering which educational pieces to focus on.

	Experts	Public
Cause of sexual violence	Systemic. Social inequalities position some acts to be accepted.	Individual. Bad parenting and exposure to violence – all within a “family bubble”.
Perpetrators *both groups identified perpetrators as typically known to the victim	Everyday people.	Bad or immoral people.
Victims	Anyone.	Defenseless, passive, or easy targets.
Victim Blaming	Never the victim’s fault.	Not really the victim’s fault but put some responsibility on personal protection.
Societal View	Public health concern.	Criminal and moral problem.
Healthy Sexuality	A component of public health that includes freedom from sexual violence.	Freedom from disease or other physical health concerns.
Prevention	Social change; utilizing programs and policies to prevent first time sexual violence.	Punishment of perpetrators as deterrence. Teaching self-defense and risk reduction to youth.



The Line

SCHWARTZMAN, N. (PRODUCER & DIRECTOR). (2010). THE LINE [DVD]. UNITED STATES: MEDIA EDUCATION FOUNDATION.

Nancy Schwartzman, writer and director of the film *The Line*, often poses the question “Where is your line?” While the film does impart valuable information, perhaps more than anything it demands we *think* about the relationships between sexuality, consent, and sexual violence.

Schwartzman introduces herself as a young woman who explored her sexuality and found solidarity in the feminist movement. While overseas, she was sexually assaulted by a man she knew from work. She struggles to understand what truly happened that night, what it means for her as a sex-positive feminist, and what her options are for justice. Along the way she conducts interviews that give insight into various perspectives on sexual violence in our society and offer her a chance to confront her perpetrator in hope of finding some answers.

As an educational tool, this film brings many useful qualities:

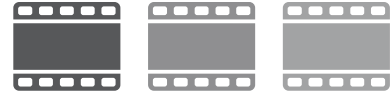
- Schwartzman’s experience of sexual assault is not uncommon, but she is not the “perfect victim”: she knew the perpetrator, went home with him, was drinking, consented to some sexual activity, and did not immediately report what happened. These actions invite the audience to challenge victim-blaming reactions and accept the reality of sexual violence.
- Her story is contrasted with that of a friend who was attacked by a stranger and the different options and outcomes that were afforded to her friend. This is an excellent place to open a conversation about the stories we hear on the news and the ones we do not, as well as the legal options that are more feasible for some than others.
- Schwartzman objectively approaches sexuality, consent, and sexual violence. There is not a prescribed way to express our sexuality or heal from sexual assault. Her approach opens a door on crucial conversations about consent and invites us to think about what that means to us.

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The creator of the film teamed up with Media Education Films to provide an **accompanying guide** for educators that can be downloaded for free. The themes of the film-- sexuality, consent, education, boundaries, alcohol, rape culture, and gender --are carefully examined to allow students to think critically about the messages. The guide includes a set of discussion questions and an activity for each theme, and is a very useful tool that can transform a quick film screening into a meaningful and comprehensive activity. ■

Suggested Uses:

- This film is best suited for mature audiences, as the dialogue about sex and sexual violence is open and honest.
- With the use of the study guide, activities can be completed before and/or after the screening of the film in order to think more critically about the themes and messages.
- In addition to the film, the online *The Line* campaign provides blogs and additional resources that can be incorporated to engage participants in a continuing conversation.



Bullied: A Student, a School and a Case that Made History

BRUMMEL, B. (DIRECTOR & PRODUCER). (2010) TEACHING TOLERANCE [DVD]. UNITED STATES: SOUTHERN POVERTY LAW CENTER.

REVIEW WRITTEN BY KAYLA WINDLE, HUMAN RESPONSE NETWORK.

Bullied: A Student, A School and a Case that Made History is a powerful documentary of the Jamie Nobozny case. In the film, Jamie's ordeal is recounted by his mother, eyewitnesses, and Jamie (as an adult) as he speaks to a group of teenagers in a school gymnasium. This is the seventh film produced by Southern Poverty Law Center's Teaching Tolerance program aimed at educators and educational institutions.

Bullied chronicles the experiences of an early adolescent that began to be bullied and tormented by fellow students in middle school through homophobic slurs and repeated assaults because of his perceived sexual orientation. In his attempt to deal with the nightmare that was his public school, Jamie goes from isolating himself at school and in his loving home to taking more drastic measures after school officials failed to stop the escalating attacks on him. Desperate pleas from Jamie and his parents were callously ignored and his principal commented "you've got to expect this kind of thing". Finally Jamie and his family filed a federal lawsuit and stood up to his anti-gay tormentors. The suit led to a landmark decision that held school officials accountable to keep all students safe.

As an educational tool, this film brings many useful qualities:

- Encourages the audience to consider how this violence could have been prevented and the effects of victim-blaming on those being harassed.
- Since many people witnessed the assault and bullying behavior but did nothing, this is an opportunity to discuss how to be an active bystander. These types of bystander skills can be useful in preventing sexual violence as well.
- *Bullied* is designed to help administrators, teachers and counselors create a safer school environment for all students. This reinforces the need to protect all students, not just those who are gay and lesbian, from a range of violence that faces youth.

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This DVD is free to any school or advocacy center dedicated to prevention. It is being paid for by donations from supporters of the **Southern Poverty Law Center** (SPLC). There is also a free **Viewer's Guide** that offers discussion questions, quizzes, and scenarios that pertain to this film and others. ■

Suggested Uses:

- Designed for use as an anti-bullying prevention tool in schools. However, can also be adapted for use in sexual violence prevention by building skills and addressing multiple forms of violence and oppression.
- Also can be used with teachers and school administrators to increase the school's capacity to respond to bullying and harassment.
- In order to expand the potential of the video, use the **Viewer's Guide** to engage students more deeply in a discussion of violence prevention.
- In addition, the website www.tolerance.org/bullied provides more resources and ways to incorporate bullying prevention into lesson plans for a variety of school courses such as Science, Health, or Social Studies.

Online Resources



Scenarios USA

Scenarios USA is a nonprofit organization that pairs talented yet under-served youth with professional filmmakers in order to share the young people's experiences with a larger audience. The youth are encouraged to become active leaders in their community through their writing and storytelling. The winners of each year's contest have their stories turned into short films that provide an honest look into real challenges and the daily lives of our youth. The results are shared online, presented at film festivals, and used in classrooms around the country. Scenarios USA believes that by valuing youth and listening to their opinions, we can have an impact on promoting healthy relationships and empowering a generation of engaged citizens.

The student written films can be **purchased or streamed online for free**. Each film has a web page that contains a clip, a lesson plan, information about the filmmaker, and a synopsis describing the film's content. The website also contains an **Educators' Section** which contains various curricula on the topics covered by the films, resources for student filmmakers, and other resources for those who wish to use the films.

Currently there are twenty-two short films available on Scenarios USA. These films address a wide range of youth issues central to communication, love, and friendship, such as peer pressure, pregnancy, cultural limitations, family

expectations, masculinity, domestic violence, sexual coercion, homophobia, socialization, racism, and HIV/AIDS. One of these films, *Me, Myself, and I*, is only twelve-and-a-half minutes in length, but it tackles difficult yet common struggles for youth - peer pressure, social status, self-confidence, and sexual coercion. A young woman, a freshman in high school, catches the eye of a popular senior guy. Their relationship is exciting at first but turns out to be not as fulfilling and rewarding as she had hoped. The video is honest and engaging, a great tool to use with the study guide to fill an hour-long space with youth in high school. ■

Suggested Uses:

- These films and the accompanying materials are suitable for high-school-aged youth.
- Screening of the films may be combined with discussion and activities to engage the youth in meaningful discussion of the messages.
- Consideration should be given to mixed or single gender groups and participants' personal experiences.

Online Resources



Five-Hour Prevention Orientation

ONLINE COURSE DEVELOPED BY THE WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS, 2010.

The objective of this course is to expand knowledge of critical aspects of sexual violence prevention. It begins with an overview of sexual violence prevention, which includes a discussion of public health theory and its relevance to primary prevention efforts. Next, the course introduces a few models and approaches to serve as a foundation for sexual violence prevention work. Because the community development process is a major part of the work done around Washington State, the course describes the steps in that process and provides practical and realistic definitions and strategies. Finally, the course offers a review of the Washington State Prevention Plan and Standards.

Since the course launched in September 2010, one hundred and fifteen people have accessed the course. Course users have given feedback that they enjoyed the following: ■

Course Feedback

- Interactive tools and articles throughout the course
- Ease of navigation
- Interesting and relevant articles
- Examples that help participants understand the concepts
- Opportunity to complete the course independently and at the participant's own pace
- Option to print the handouts and read them again
- Clear language and examples
- Activities in addition to reading materials
- Worksheets that explained building skills and community development
- Emphasis on coalition building and community development
- Learning about the different strategies and models
- The precise and well-written nature of the course
- Course content that moved beyond basic "101" material



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OPPORTUNITY FOR INPUT

Our goal is to locate and report back on resources that are interesting, recent, accessible, and hopefully useful. We encourage you to submit topic areas in which you are interested or to write your own review of a resource that you enjoy using. Please direct suggestions, questions, or reviews to prevention@wcsap.org.