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The

review Prevention

Connecting Prevention Professionals With Resources

Letter From The Editor

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The Prevention Review brings you prevention resources, our impressions of those resources, and practical ways to use them. Resources are categorized as

- Books & Research
- Films & Media
- Online Resources

We do take requests. If you have an interest in a particular topic area, and want us to find related resources, let us know. We also gladly accept your reviews. Send your suggestions or reviews to grant@wcsap.org. ■

Featured

Books & Research

Response Ability is a text on the theory and practice of the bystander intervention approach to sexual violence prevention.

Programs to Reduce Teen Dating Violence & Sexual Assault: Perspectives on What Works is an extensive report on research conducted among Prevention Professionals.

Films & Media

Straight Talk: The Truth About Alcohol And Sex is a film on the risks and consequences of partying.

I Never Thought It Was Rape is a film about acquaintance rape from the perspective of survivors and a man who committed sexual assault.

Online Resources

Data Collection for Program Evaluation provides a primer on data collection methods and terminology.

Orientation to Violence Prevention & Scope of the Problem provides a basic training on primary prevention and the public health approach across a range of prevention focus areas.



Response Ability

BERKOWITZ, A. (2009). *RESPONSE ABILITY*. CHICAGO, IL: BECK & COMPANY.

*B*ystander effect is the name given to the phenomenon of individuals failing to act in emergency situations. Paradoxically, it seems that the more people there are present, the less likely it is for an individual to act. Bystander Intervention is an approach to sexual violence prevention that attempts to subvert the bystander effect by giving people tools to use in situations when they are not sure what to do. *Response Ability* is a concise primer on what the bystander effect is, a bit of theory, and a set of skills for intervention.

If we assume that most people, most men, are against sexual violence, then how is sexual violence allowed to continue without group pressure to stop the behavior? How is it that sexist jokes still exist, and are told commonly? Berkowitz highlights several ideas in *Response Ability* that might explain the tacit approval of this behavior. Two of the most interesting are *pluralistic ignorance* and *false consensus*, which work hand-in-hand.

- *Pluralistic ignorance* is a tendency to misjudge the will of others to intervene. For example, hearing a racial slur and assuming everyone else is more racist than you are, so you do not speak up about it.
- *False consensus* is the belief that one holds the majority view. For example, a man who thinks it is normal to pressure a woman into having sex or that “no” is not really “no,” and assumes that his friends share that view.

As you can imagine, these two ideas are mutually reinforcing. This is the reason why critical self-examination and a willingness to act on beliefs are important components of bystander strategies.

Not all of the ideas and skills offered in the book are focused on emergent situations (such as witnessing a rape occurring or knowing about violence that is about to happen). Many are focused on the soft approval of everyday interactions, like offhand comments. This is a good thing. Most people will have more opportunities to intervene in the common, everyday behaviors and actions that are supportive of rape culture rather than in the direct acts of violence we might think of when intervention comes up.

Suggested Uses:

- Program participants can read the text directly
- Using the text with the DVD (of the same name) might be helpful
- Individual skill descriptions can be photocopied, and participants can work on scenarios or role-plays related to those skills

Programs to Reduce Teen Dating Violence & Sexual Assault: Perspectives on What Works

BLACK, B., & WEISZ, A. (2009). *PROGRAMS TO REDUCE TEEN DATING VIOLENCE AND SEXUAL ASSAULT: PERSPECTIVES ON WHAT WORKS*. COLUMBIA: COLUMBIA UNIVERSITY PRESS.

For *Programs to Reduce Teen Dating Violence & Sexual Assault*, Beverly M. Black and Arlene Weisz interviewed more than 50 programs aimed at preventing either dating violence or sexual assault, or both. As a result, the text presents the current state of primary prevention in our prevention community, and the authors are able to identify some of the common approaches in programs.

- Just over half of programs had some kind of theory (such as feminist theory or the ecological model) underpinning their programs.
- Sixty percent of programs had curriculum restrictions imposed by schools.
- Programs tended to avoid large assembly-style sessions, and recognized value in separating by gender.
- Prevention professionals preferred adaptable materials for tailoring to specific cultures and audiences.

Reading about the collective experiences of prevention professionals is surprisingly heartening. Many of the challenges that come up (with schools, with relevant content) are familiar. Some of the challenges were about the work itself. Self-care is generally mentioned

in the context of advocacy, but not as often in prevention. The authors remind prevention professionals to address their vicarious trauma after repeated exposure to victimization and secondary victimization, a familiar experience for people doing prevention work.

Some wishlist items from prevention professionals:

- More money
- More resources, collaboration
- Help with evaluation and evaluation resources

The authors express their own wishes as well, such as more multi-session approaches rather than single-session programs, programs that have a solid base in theory, and programs that are adaptive to cultural needs and sexual orientation. In all, this text shows the wheel we keep trying to not reinvent.

Suggested Uses:

- Would be good to consult when designing a program aimed at students
- Managers will find the program design and program structure topics to be useful ■



Straight Talk: The Truth About Alcohol And Sex

HUMAN RELATIONS MEDIA. (2009). *STRAIGHT TALK: THE TRUTH ABOUT ALCOHOL AND SEX* [MOTION PICTURE].
USA: HUMAN RELATIONS MEDIA.

Straight Talk is a film about high-school-aged teenagers going to a party and destroying, or having destroyed, something important in their lives. It is not a happy tale. A facilitator using it might consider digging into the audience for creative alternatives to the party night's many unfortunate and tragic scenarios.

- Hot-shot basketball star and athletic scholarship recipient loses it all after being arrested for sexually assaulting a fellow student
- A couple goes further than either intended, and a good relationship is destroyed
- While dancing, a girl begins taking off clothing to cheers and hollers—someone records it on their iPhone

I got the impression watching this film that it was made more for substance abuse prevention than sexual assault prevention. For example, the scenarios are very rigid and obvious to comprehend. The rape victim's sister demands to know, "Were you clear to him you didn't want to have sex?" leaving the viewer to infer that consent is implied-unless-denied. *An unfortunate message, and one to address if using this movie.*

In another scene, the boy who recorded video of the undressed girl is showing it off to friends. The effect of spreading the video is shown on the female student: she is shamed, ridiculed, and loses her chance with a boy she likes (this might be a discussion point for social norms for women versus men). The boy with the phone

is caught by his coach, and is "scared straight" by the knowledge that his phone contains what could legally be considered child pornography. Facilitators should note the difference between consequence-based thinking and a knowledge of empathy, respect, and even common sense. This scene would be well augmented by a discussion of digital boundaries: the modern ubiquity of cameras and digital imaging devices creates a *hyperpublic* (to borrow danah boyd's term) existence where time itself should be thought of differently. Moments no longer pass cleanly. Some can last forever.

If this film is used with high school youth in an education setting, it would fit equally well within substance abuse or violence prevention programs, though it would require significant facilitation to get across real prevention messages. Ironically, this might be a strength—its sanitary and clear-cut exploration of alcohol and sex might allow teachers to feel comfortable with a topic they might not generally delve into.

Suggested Uses:

- Might be a good film to introduce sexual assault topics without scaring gatekeepers
- Will need heavy facilitation to move audience from consequence-based thinking to generating ideas of how those situations could have turned out differently
- Every scenario would benefit from additional context around survivors, sexual assault dynamics, and consent



I Never Thought It Was Rape

YOU HAVE THE POWER MEDIA. (2009). *I NEVER THOUGHT IT WAS RAPE* [MOTION PICTURE]. USA: YOU HAVE THE POWER MEDIA.

“One hour changed my life,” a survivor says a few minutes into the film. *I Never Thought It Was Rape* is a twenty-five minute film in two acts about the impact of acquaintance rape. The first portion highlights the stories of two survivors of sexual assault, while the second half tells the story of a man in his late 20s who was recently released from prison for raping a 12-year-old girl. I liked the film for its sharp honesty and consistency in showing rape as act with serious consequences for survivors and perpetrators.

“Myths and facts” can be a challenging approach, because you do not want viewers to inadvertently remember the myth instead of the fact. Instead, the film smartly addresses misconceptions through the depictions of survivors’ honest shock. One survivor experienced strong self-doubt over her own judgment: after all, if she was unable to choose safe people to hang out with at a party of friends, where *would* she be safe? The other survivor expressed feelings of betrayal. Why would a trusted friend, five years her senior, hurt her?

Throughout their stories, the survivors express how their life arced along a particular path due to a single incident. Years of cutting, eating disorders, and self-blame had their origins in a single experience with a person who, in retrospect,

was not the kind of rapist you see on television. It was a friend, or at least someone on the inside of the social firewall. The film closes with a call for more education.

The flip-side of victimization is shown in discussions with the parents of 29-year-old released-but-registered sex offender. Mom seems unable to imagine her son as a rapist—not the kind people think of, anyway. Dad laments the strict laws sex offenders have to operate under—for his family, anyway. These views seem like good places to pause for discussion. We meet their son, who lives with them now that he is released. The film shows him playing the piano and studying for school. He appropriately separates the price his victim paid from the price he paid, but still stresses that he lost 10 years. The message he and his parents put out several times is that it’s *not worth it*.

I Never Thought It Was Rape is an exploration of acquaintance rape. It seems like it would work well for male or female audiences, as it sticks with personal experiences rather than opaque and theoretical social causes. The filmmakers suggest separating groups by gender to address the different concerns that boys or men will have from those of girls or women. I got the impression that the offender segment suggests that men ought to be more concerned about

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legal repercussions than about the safety of the women around them. I think it is a point worth considering while facilitating, at least. Further, the film itself does not end with a solid solution or action, so those will need to be built in to any showing. Lastly, it comes with a facilitator's guide which has wonderful (age appropriate) questions for discussion, and additional content.

Suggested Uses:

- Film is appropriate for (mainstream) classroom use with students
- A facilitator's guide accompanies the film and provides several questions and prompts. These might be useful in facilitating discussion
- This film is not suited for individual clips, and some of the messages rely on each other
- Consider focusing on the *What now?* of the film... what can people do today as a result of knowing this? ■

Online Resources:

Data Collection for Program Evaluation

THE NORTHWEST CENTER FOR PUBLIC HEALTH PRACTICE
AT THE UNIVERSITY OF WASHINGTON

[HTTP://WWW.NWCPH.P.ORG/TRAINING/COURSES-EXERCISES/COURSES/DATA-COLLECTION](http://www.nwcp.org/training/courses-exercises/courses/data-collection)

This three-hour online training is broken up into five modules, and can be stopped and continued if interruptions arise. The scenario used in the training involves a county public health program's disaster preparedness program, but the core elements of the training are applicable to our prevention programs as well.

The training covers in brief the entire Evaluation Framework of the Centers for Disease Control and Prevention, but specifically addresses the fourth step of the Framework: gathering credible evidence. It addresses the strengths of qualitative and quantitative data, data collection instruments, and other technical aspects of program evaluation.

Participants who complete the training should be able to design a basic survey questionnaire, understand multiple methods of selecting survey samples, and comprehend key components in planning and conducting interviews. ■

Orientation to Violence Prevention & Scope of the Problem from PREVENT (Preventing Violence through Education, Networking, and Technical Assistance)

http://www.prevent.unc.edu/education/distance_learning/modules.htm

These short, self-directed remote learning modules are intended to serve as a primer for learning about violence prevention.

Each module is composed of several presentations, and contains resources as well as a narrated PowerPoint slideshow. Module 1 is an introduction to basic concepts (like the public health approach and the socio-ecological model). Module 2 provides a basic overview in five areas of prevention: suicide, youth violence, child maltreatment, intimate partner violence, and sexual violence.

Risk and protective factors at various levels of the socio-ecological model are discussed, as are the interrelationships between each of the types of prevention identified above. Understanding how different forms of prevention are connected is useful when planning community collaborations, and this training would help with that. ■



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Opportunity for Input

Have you read or authored an article or resource lately that is suited to The Prevention Review? We'd like to hear about that, and any themes or specific topics you are interested in for future issues.

Send ideas and suggestions to:
prevention@wcsap.org

