The Power of Primary Prevention Education in High Schools

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What We Will Discuss

- SARC’s Prevention Program
- Types of Prevention
- To Create or Adopt a Curriculum?
- 9-Principals of Prevention
- External Resources
- Community Assessments
- Theory-Driven Education
- Educator Education
- Evaluation
- Gaining Access to High Schools
- Question and Answers
SARC’s Prevention Program

- 9-session Sexual Violence Primary Prevention Program
- Based in High School Health Classrooms in Three Counties in and Around the Portland Area
- Administer Pre and Post-Evaluations to Assess Efficacy and Cultural Relevancy
Types of Prevention

- **Primary Prevention**: [Activities] that take place before sexual violence has occurred to prevent initial perpetration or victimization.

- **Secondary Prevention**: Immediate responses after the sexual violence has occurred to deal with the short-term consequences of violence.

- **Tertiary Prevention**: Long term responses after sexual violence has occurred to deal with the lasting consequences of violence and sex offender treatment interventions.
SARC’s Curriculum Topics

- SA 101 (pre-evaluation definitions, statistics, our links to violence)
- Anti-Oppression
- Anti-Oppression Wrap-up and Gender Stereotypes
- Healthy Sexuality
- Media
- Pornography
- Victim Empathy and Victim Blaming
- Bystander Intervention
- Bystander Intervention Wrap-up and Good-byes (post-evaluation)
Our Approach to Curriculum Development

- Utilize Evidence-Based and Theory-Driven Research
- Conduct a Community Needs Assessments to Create Socio-Culturally Relevant Curriculum
- Ensure Educator(s) are Well-Trained
- Evaluate Program
Create or Adopt Curriculum?

- Creating Curriculum
  - Creating curriculum is a big task and there are ways to create a meaningful curriculum that will increase your effectiveness and save you time in the long-run (and then there are ways to create curriculum that feel good but don’t effect much change)!

- Adopting Curriculum
  - Adopting curriculum may seem, and at times is, easier, but you have to ensure it is culturally relevant to those you educate!
9-Principals of Prevention

- Comprehensive
- Varied Teaching Methods
- Sufficient Dosage
- Theory-Driven
- Positive Relationships
- Appropriately Timed
- Socio-Culturally Relevant
- Outcome Evaluation
- Well-Trained Staff
External Resources

- Who are your Community Partners?
  - Local Colleges and Universities
  - Coalitions or other State Agencies
  - Other Non-Profits doing Prevention

- Utilize External Resources to Bolster Programmatic Development
  - Community Assessments
  - Literature Reviews of Theory-Driven and Evidence-Based Research
  - Evaluation Tool Development
  - Getting or Purchasing an Existing Curriculum
Community Assessment

- Socio-Culturally Relevant Curriculum
  - What does your community need?
  - How do they need or want the information?
  - How do these needs align with the research (next slide)?

Community Assessment is vital when developing or adopting curriculum!

9-Principals of Prevention Bonus: Ensure the curriculum is delivered using a variety of teaching methods.
Theory Driven

- Literature Reviews
  - What are the best-practices?
  - What theory-driven research is available?
  - Are there any evidence-based programs?
  - How do these align with the community assessment?
Educator Education

- Well-Trained Staff
  - Conferences
  - Trainings
  - Classes
  - Webinars
  - Books or Articles

Trainings can be for presentation skills or be knowledge-based

What are your weaknesses…we all have them!
Formal Evaluation

- **Outcome Evaluation** Tool Development
  - If adopting a curriculum is there an evaluation tool already developed?
  - Community Partners
    - Undergraduate or Graduate Level Evaluation Course often need ‘real-life’ evaluation development experience - THIS CAN BE YOUR PROGRAM!
  - Questions used by evidence-based programs
  - Pre and Post-Evaluation tool development
Informal Evaluation

- Clicker Technology (hey we can dream big)
- Low-tech “Clicker Technology” Red, Yellow, and Green Cups.
- “Earn Your Seat Back”
- Exit Cards
- Many, Many Others (it is ok to geek out about evaluation, you might surprise yourself and love it)!
Use The Data!

- Now that you have formal and informal data use it!
- Keep what works and CHANGE what doesn’t.
- Remember to track the changes you make, make sure your evaluation tool still aligns with what you are teaching and be prepared to make changes again!
The Big Question: “How Do I GET IN The Door?”

- Solicitation Letter to TEACHERS
  - Make the pitch and make it easy for them to see the value
    - Link all material to State and Federal Health Standards
    - Illuminate the process, Research (theory-driven is an educational buzz-word) and Evaluation or Assessment (more education buzz words)
  - Highlight funding sources (if this will help)
  - Use endorsements from other teachers or educators
School as a Community

What resources can you offer the school or district to bolster student services which help in a time of massive budget-cuts?
Questions, Comments and Feedback...

THANK YOU FOR YOUR PARTICIPATION!