Making the Connection: Sexual Health Promotion and Sexual Assault Prevention

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1. Participants will be familiar with current sexual health and sexual assault prevention research, and where they overlap.
2. Participants will understand the value of partnering with sexual health education professionals.
3. Participants will be better prepared to partner with sexual health education professionals where they exist in the local communities.
4. Participants will be familiar with existing resources including the FLASH curriculum.
How to Find your Local Sexual Assault Program

- Washington State Coalition of Sexual Assault Programs has a list of local programs by county
  [http://www.wcsap.org/find-help](http://www.wcsap.org/find-help)

- Outside of Washington, find your state’s SA coalition and inquire re: local programs
How to Find your Local Sexual Health Provider/Partner

- Local Health Department
- Planned Parenthood
- HIV organizations
- Health Teachers
- LGBTQ organizations
How our fields are connected
Sexual Assault Prevention + Sexual Health Education

- Natural connection in a sexual health unit
- Both are about reducing risks and promoting safety and protection
- Many of the same skills are needed – communication, listening, respecting boundaries
- Both are about teaching skills and changing attitudes and beliefs around sexual health and sexual relationships
Real Life Example:

Jonna expresses interest in learning more about condom use, but is very skeptical that she could ever convince her boyfriend to use them. After class, she tells you that she is worried about getting an STD but her boyfriend is the one who “calls the shots” about sex in their relationship.
Theoretical Basis

- Sexual Violence Prevention
  - Social Ecological Model
  - CDC risk factors
  - Confluence Model

- Teen Pregnancy and STD Prevention
  - Douglas Kirby: Emerging Answers
  - Jemmott: Abstinence Education
CDC Risk Factors of Focus

- Hostility towards women
- Hypermasculinity
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women’s inferiority and sexual submissiveness

Source: U.S. Centers for Disease Control
Sexual Violence – Confluence Model

“...the individual either develops into a person who uses sexual conquest and sometimes coercive tactics as a means of elevating his peer status and self-esteem, or someone who holds strong adversarial and mistrustful attitudes about women and uses sexual aggression as a means of domination, control, and humiliation.”

Source: Center for Sex Offender Management, U.S. Department of Justice
Teen Pregnancy Prevention Research

- Teens likelihood of becoming pregnant or acquiring and STD is influenced by specific risk and protective factors, called determinants (approx 70).

- Effective prevention education focuses on determinants that are most amenable to change, and most appropriate for an educational setting.
Teen Pregnancy Prevention Research

- Protective factors
  - Positive attitudes towards condoms and other birth control
  - Positive peer norms about condoms and other birth control
  - Greater confidence in using condoms and other birth control

- Risk Factors
  - History of sexual coercion or abuse
  - History of physical abuse or maltreatment
Effective Abstinence Education

- First successful abstinence only curriculum, published by Jemmott & Jemmott
  - Positive attitudes and positive peer norms about abstinence
  - Intentionally does not denigrate condoms or other birth control
  - Does not shame those who are sexually active
  - Teaches refusal skills
National Sexuality Education Guidelines

New national standards, K-12. Divided into 7 content areas

- Anatomy and Physiology
- Puberty and Adolescent Development
- Identity
- Pregnancy and Reproduction
- Sexually Transmitted Diseases and HIV
- Healthy Relationships
- Personal Safety
By the end of grade 2:
- Identify healthy ways for friends to express feelings to each other

By the end of grade 8:
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others

By the end of grade 12:
- Define sexual consent and explain its implications for sexual decision-making
Healthy Youth Act

Every public school that offers sexual health education must assure that it is...

- Medically and scientifically accurate;
- Age appropriate;
- Appropriate for students regardless of gender, race, disability status, or sexual orientation;
- Include abstinence and birth control education to prevent pregnancy and sexually transmitted diseases.
- Outside speakers or curriculum in compliance with this act are permitted.

http://www.k12.wa.us/hivsexualhealth/Healthyyouthact.aspx
Healthy Youth Act Definition

“Medically and scientifically accurate”:

✓ verified or supported by research in compliance with scientific methods
✓ published in peer-review journals, where appropriate
✓ is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health

http://www.k12.wa.us/hivsexualhealth/Healthyyouthact.aspx
Healthy Youth Act

- School districts remain in control of whether to teach sexual health education and what curriculum to use.

- Parents still have the option to excuse their child from receiving this education.

- Requires that sex education is consistent with the WA DOH and OSPI 2005 *Guidelines for Sexual Health Information and Disease Prevention.*

://www.k12.wa.us/hivsexualhealth/Healthyyouthact.aspx
Guidelines for Sexual Health Information & Disease Prevention

- Based on Kirby’s research
- Made into law through the Health Youth Act
- Provide a framework for medically-accurate sex education for Washington youth that is based on evidence and science-based approaches to sex education.

These approaches:

- Provide medically-accurate and age appropriate information
- Encourage children and young people to communicate with trusted adults
- Stress abstinence and delaying sexual activity
- Address health needs of sexually active youth

Guidelines for Sexual Health Information & Disease Prevention

- Include information and resources about preventing sexually transmitted diseases and pregnancy
- Stress decision making, interpersonal skills, healthy self-esteem and healthy relationships
- Recognize and respect people with differing personal and family values

What is F.L.A.S.H?

• Family Life and Sexual Health
• Public Health – Seattle and King County
• Elementary, Middle School, High School, Special Education
• Evidence–based sexual health education curriculum
Meets Required Prevention Standards for Sexual Assault
High School Sexual Violence Prevention Lessons:
* Lesson 4: Undoing Gender Stereotypes
* Lesson 5: Healthy Relationships
* Lesson 6: Sexual Assault Prevention

Lesson 7: LGBT Youth
Lesson 19: Sexual Violence: Digital Safety and Communication

Middle School Lessons (coming soon)
* Rules of Dating Lesson
* Hearing and Respecting No
* Helping a Friend
Gender Stereotypes Lesson (Lesson 4 from High School FLASH)

- Introduce the lesson.
- Facilitate a Gender Box and Debrief
- Facilitate the Small Group Scenario Activity and Group Report Backs
- Summary
- Administer *Sexual Attitudes Survey*
Act Like A Man

don't cry  buff  tough
provider  builders
strong  violent
hero - saves the woman
handsome  in control  sports
always want sex  rough  rugged
Act Like A Man

- fag
- girl
- sissy
- weak
- gay
- pussy

- don't cry
- buff
- tough
- provider
- builders
- strong
- violent
- hero-saves the woman
- handsome
- in control
- sports
- always want sex
- rough
- rugged

- wimp
- queer
- baby
- weird
- emo
Act Like A Lady

emotional
pretty
loves to shop
loves clothes
loves pink
little princess
takes care of others
pure/innocent
looks hot

plays "hard to get"
virgin
sex = bad
polite
gossips

housewife
clean
cook
baby
Act Like A Lady

lesbian  gay
slut  bicycle
butch  whore
uptight

emotional
pretty
loves to shop
loves clothes
loves pink
little princess
takes care of others
pure/innocent
looks hot

plays "hard to get"
virgin
sex = bad
polite
gossips
housewife
clean
cook
baby

dyke  weird
loner  ball buster
Debrief Gender Box Activity

- How do these words keep people in the box?
- Sexist and Homophobic (risk factors for perpetrating sexual violence)
- Limiting and dangerous
- Keep us from having healthy relationships
Healthy Relationships (Lesson 5 from High School FLASH)

- Communication role play
  - Three people: person asking, person answering, the friend
  - Three ways of asking: passive, aggressive, assertive
  - Observers (rest of the class) review their “Effective Communication Tips” handouts while watching the role plays
Debrief questions for the first and second attempts:
  • What didn’t go so well in these scenarios?
  • Why didn’t Person B agree to go out with Person A?
  • Did Person A do any of the things from your handout?
  • Let’s say Person A is your friend, and you really want to help them out. What advice would you give them?

Debrief questions for third attempt:
  • What did Person A do well?
  • Did Person A do any of the things from your handout?
  • Why did Person B agree to go out with them?
Sexual Violence Prevention (Lesson 6 from High School FLASH)

Lesson Overview:
1. Share the results of the Sexual Attitudes survey
2. Definitions and laws regarding Sexual violence, coercion, consent
3. Small groups to discuss scenarios regarding consent
Sexual Attitudes Survey
I think someone should stop the first time their partner says no to sexual activity

**YOUR Answer**
- 82% Strongly Agree
- 14% Somewhat Agree
- 3% Somewhat Disagree
- 1% Strongly Disagree

**What you think your PEERS would answer**
- 45% Strongly Agree
- 37% Somewhat Agree
- 13% Somewhat Disagree
- 5% Strongly Disagree
Even if two people have had sex in the past, it is still important to make sure the other person is giving consent the next time they want to have sex

**YOUR Answer**

- Strongly Agree: 72%
- Somewhat Agree: 23%
- Somewhat Disagree: 4%
- Strongly Disagree: 1%

**What you think your PEERS would answer**

- Strongly Agree: 5%
- Somewhat Agree: 43%
- Somewhat Disagree: 19%
- Strongly Disagree: 33%
In a sexual relationship, it is important for partners to talk about what they are comfortable with and respect the other person’s boundaries.

**YOUR Answer**
- **Strongly Agree**: 88%
- **Somewhat Agree**: 10%
- **Somewhat Disagree**: 2%
- **Strongly Disagree**: 0%

**What you think your PEERS would answer**
- **Strongly Agree**: 52%
- **Somewhat Agree**: 36%
- **Somewhat Disagree**: 7%
- **Strongly Disagree**: 5%
Scenarios regarding consent

- Addresses positivity bias among potential offenders
- Increase Knowledge and Skills
- Bystander intervention
- How to talk about consent
- Understanding laws vs. the subtlety of human interactions
- Scenarios: Small groups discuss and share back
- Includes a range of experiences
- Statutory and peer to peer assault
- Includes both respectful relationships and SV experiences
- Culturally relevant and inclusive
Rules of Dating (draft MS lesson)

1. Introduce Steps of Dating
2. Generate Steps of Dating lists with students and lead gender debrief
3. Lead gender debrief of Steps of Dating Lists
4. Presidential Teen Dating Commission Activity in small groups
5. Voting on Presidential Teen Dating Commission rules
6. Final debrief of rules with focus on key messages
The Steps of Dating

1. Asking Someone Out/Getting Together

2. Dating/Going Out

3. Breaking Up

Rules of Dating
Draft MS lesson

1. Introduce Steps of Dating

2. Generate Steps of Dating lists with students and lead gender debrief

3. Lead gender debrief of Steps of Dating Lists
Asking Out / Getting Together

- Following each other around
- Spending time
- Asking out one on one (not in private)
- Asking out in text
- Write a poem or note for them
- Ask if they want to go out
- Boy asks girl for number
- Buy a ring or gift or flowers
- Ask to be their Valentine
- Flirt (compliments, hugs, show off, 😊)
Dating/Going Out

- Awkward (saying hi, acting nervous)
- Go to movies
- Hold hands
- Hug & Kiss
- Smiling in general
- Spending a lot of time together
- Less time with friends
- Hearing a lot about the person (positive)
- Having influence on each other
Breaking Up

- After break up, sad + depressed
- Awkward things on text to try and break up
- Saying mean things about their ex
- Maybe a friend dares them to break up or to do something mean
- Before breaking up, talking to friends about it
- Might hear about it
- Avoiding the other person
4. Presidential Teen Dating Commission Activity in small groups

5. Voting on Presidential Teen Dating Commission rules
Questions?
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