

# PreventConnect

## TEXT CHAT TRANSCRIPT

### PEER LEARNING FORUM

Shaping Perception of Sexual and Domestic Violence for Prevention: The Power of Public Narratives – Session 3

**May 28, 2014**

11 AM Pacific (2 PM Eastern)

### Presenters and Guests

Dave Mann, Grassroots Policy Project  
Noel Duckworth and Lauren Camphausen, Delaware Coalition Against Domestic Violence

### Host

Ashley Maier, PreventConnect Project  
California Coalition Against Sexual Assault

*Participant names have been removed from this chat record, unless provided by the participant in text.*

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- What conceptual questions do you still have?
- Materials are downloadable at [http://www.preventconnect.org/2014/04/public\\_narratives/](http://www.preventconnect.org/2014/04/public_narratives/)
- Dave is from Grassroots Policy Project - <http://www.strategicpractice.org/>
- Delaware Coalition Against Domestic Violence <http://www.dcadv.org/>
- For closed captioning, please click the "CC" button in the top right of your screen.
- Slides are available for download at [http://www.preventconnect.org/2014/04/public\\_narratives/](http://www.preventconnect.org/2014/04/public_narratives/)
- These narratives look familiar. Anyone else?
- these really resonate. i think it's pretty common to not see IPV as a public health issue because of the silo effect many folks feel in this work.
- I like that...expanding the narrative
- i like the idea of "expanding" instead of "changing"
- I love the idea of expanding the narrative vs changing the narrative...this leaves all players at the table.

- very thoughtful process
- oops...thoughtful
- Reminds me of a passage I've been reading in Swtich (suggested by Chad Sniffen) about making changes/successes easy and incremental for people.
- communication
- kindness
- respect
- empathy
- respect
- independence
- Empathy, compassion and respect
- Mutual respect
- Respect, communication, honesty
- communication'
- Love, Respect, Compassion
- caring
- support for goals
- openness
- trust
- support
- Trust
- honesty, equality, fun
- Equality
- respect and support
- independence
- Support
- honoring personal boundaries
- diverse
- cultural competency
- consideration of individual needs
- physical and financial security
- physically modeling equality and respect for differences
- safety
- Communities with shared support of one another
- comittment, respect and safety
- just
- justice
- Cultural Pride, Community Cohesiveness
- social capital, connectedness, shared norms of respectful behavior
- Healthy conflict resolution as a community norm
- accessible
- the first list!

- The beautiful island water and natural views help too ;-)
- The first
- First
- first
- 1st
- first
- first
- first
- 1st, but love lists!!!
- No
- No, very similar
- no - similar cultural norms
- I think they would be blank because I can't name any of those places
- Same.
- Our September web conference will be about moving from individual to community norms change.
- Could you describe the difference between a public narrative and a norm?
- I really like tying in your narrative to the ACA. Can you expand on any obstacles to connecting with healthcare providers?
- thanks, Noel! those are great examples.
- Clapping!
- Handouts are at [http://www.preventconnect.org/2014/04/public\\_narratives/](http://www.preventconnect.org/2014/04/public_narratives/)
- Sample Process for Developing a New Public Narrative - handout on [http://www.preventconnect.org/2014/04/public\\_narratives/](http://www.preventconnect.org/2014/04/public_narratives/)
- Shifting Public Narrative Guidelines
- California Partnership to End Domestic Violence - <http://www.cpedv.org/>
- Here is a podcast on the campaign [http://www.preventconnect.org/2014/02/talk\\_about\\_love/](http://www.preventconnect.org/2014/02/talk_about_love/)
- Delaware has a DELTA-developed DOE-approved Model Unit of Instruction on "Healthy Relationships" primary prevention curricula for grades 6-8 and 9-12
- [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/health.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/health.shtml)
- Our narrative for this work is, "Children are healthier, happier and more successful when they feel free to be their true selves."
- true
- What may be most difficult for you?
- We can prevent violence and chronic health conditions when we create a climate in our schools and communities that moves beyond stereotypes and harmful messages, and helps our children value uniqueness, diversity and respect for all.
- I want to challenge "bad facts."
- restraining myself from naming the dominant narrative as wrong
- Sometimes the dominant narrative IS wrong, so not going there is tough.

- I say it's harmful all the time
- challenging facts or interpretations-- these can be so subjective based on who is presenting those facts
- Believing it the victim's fault is just wrong and it is hard to hold my tongue when I hear this!
- Naming IPV as a health issue generates concerns from activists that we are watering down a feminist perspective- taking gender out of the convo
- Asking questions to learn more about underlying thinking
- I use these as warning signs that I'm not really using narrative to its best... so if I find myself doing this I need to work harder to frame the narrative
- Re: Noel's point, a feminist perspective is all about both/and, right?
- How can you refrain from challenging a narrative without being complicit in the promotion of a harmful narrative? Especially when people in the room (like in trainings) may be further marginalized when such attitudes go unchallenged.
- I'd also like to ask how do we know if/when we have been successful?
- Cathy - We're getting to that now. Olive - we will try to address.
- Instead of challenging it directly and saying it is wrong, you ask questions that will get people to examine it on their own and use your alternative narrative to illuminate the other point of view.
- Olive: the marginalized people in the room are not hearing this for the first time. No victim in the room is hearing this for the first time. And they may believe it. But the work to reframe/shift/expand will be geared for them to.
- These are process evaluations... can you suggest more change based measures?
- Or you create an instrument grounded in your narrative, like the Systems Norms survey we put together for the systems we are addressing
- What next steps are you planning?
- Reframing our pitch for new partners and new programs.
- could you share the answers to the last question?
- using this as a framework for thinking about our state plan. Where are we, where do we want to be.
- thank you!
- engaging our member coalition programs in the conversation about unmasking the dominant narrative.
- we've begun to evaluate our documents and communications, to invite new partners to our Leadership Team to enable collective action across social problems; to promote our alternative messaging everywhere that we can.
- Discussing with supervisors the importance of spending time and resources on the issue of reframing.
- We are working with our community to create/expand the narrative around youth experience in our community
- and how that relates to social cohesion

- We need to work harder to make it feel feasible and operationalize the new narrative. For example, our local community center is working to improve their programming to better address community needs . For years this center has been primarily known for it's youth basketball program. The center would like to promote community health and wellness more comprehensively and is working on a "Health Happens Here" center-wide initiative. The community center leadership has asked for our input on this initiative. What should we suggest?
- What support do you need to move forward?
- Possibly a sharing session at the RPE meeting where everyone who is working on this could share what they've tried
- Some kind of tool-kit with the kind of resources and steps you have outlined in these training sessions.
- yes that
- great idea, Yvonne!
- help with identifying the most pertinent narratives to address
- both of those
- Encouraging our funders (CDC) to see this as key and to see it as valuable even if it doesn't come with a traditional outcomes evaluation.
- We'd like to know how we can identify outcomes from this work
- I would see the narrative component as a process that contributes to our broader goals, so wouldn't the outcomes be captured in the broader goal?
- Or is the shifting of the narrative the end goal? or is it a combination?
- Thanks!
- Save the dates: July 16, July 30 and AUGust 13 - 2pm ET
- Thanks - this was a very good series!
- Handouts are at [http://www.preventconnect.org/2014/04/public\\_narratives/](http://www.preventconnect.org/2014/04/public_narratives/)
- Thank to all of y'all!
- Thanks
- Thanks!
- Thanking you for letting us share our experiences!
- Materials from the series  
[http://www.preventconnect.org/2014/04/public\\_narratives/](http://www.preventconnect.org/2014/04/public_narratives/)