



**Creating Change:  
Primary Prevention of Sexual Violence**

 A Project of  


David S. Lee, MPH  
Director of Prevention Services

A Presentation for  
SEXUALITY: It's time to talk about it  
National Conference - Prevent Sexual Violence  
Israel, May 25, 2016

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**David S. Lee, MPH**



  
CALCASA  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT

  
PreventConnect

  
PreventConnect

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**Activism + Public Health = Change**

  
SAFER CAMPUSES. BRIGHTER FUTURES. PREVENT SEXUAL VIOLENCE.  
**ACTIVIST FOR CHANGE**  
JOIN THE MOVEMENT! [WWW.ASARC.ORG/SLAM](http://WWW.ASARC.ORG/SLAM) Sexual Assault Resource Center

  
**STOP SV:**  
A Technical Package to  
Prevent Sexual Violence  
U.S. DEPARTMENT OF JUSTICE  
OFFICE OF JUSTICE PROGRAMS

  
PreventConnect

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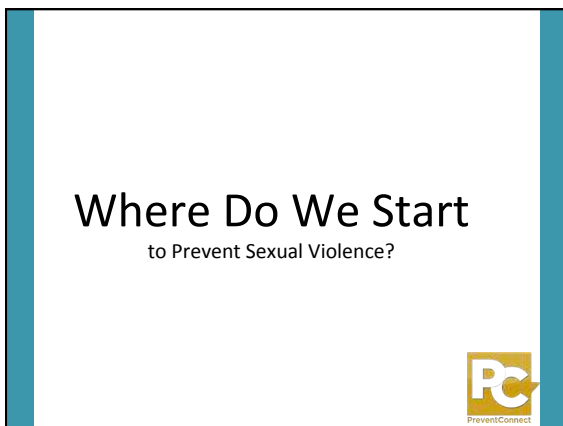
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NEEDS



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Needs

- Focus on deficiencies
- Results in fragmentation of response to local needs
- Makes people consumers of services, builds dependence
- Residents have little voice in deciding how to address local concerns



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ASSETS



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## Assets

- Focus on effectiveness
- Builds interdependencies
- Identifies ways people can give of their talents
- Supports leadership development




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*When you start with needs, you  
get programs....*

*When you start with strengths  
you get possibilities.*

Lupe Serrano

casa de esperanza

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## Asset Mapping



Kretzmann/McKnight, *Building Communities from the Inside Out*, 1993  
 Examples addressing sexual violence:  
 Project Envision [www.svfreenc.org/programs\\_prevention.html](http://www.svfreenc.org/programs_prevention.html)  
 Close To Home <http://www.c2home.org/>



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## Asset Mapping




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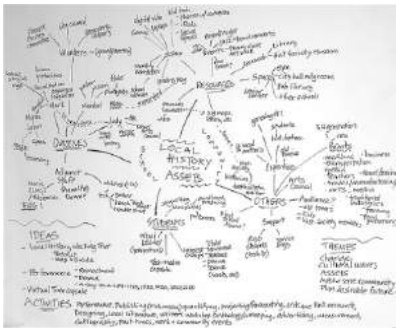
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## Asset Mapping




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## Physical: Landmarks, Parks, Natural Resources...




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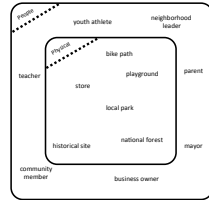
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**People:** Activists, organizers, champions, decision makers, volunteers...




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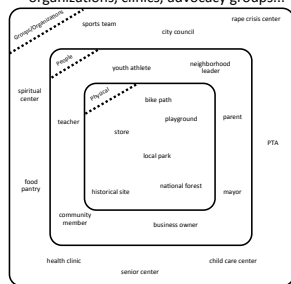
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**Groups/Organizations:** Neighborhood/citizen's associations, grassroots organizations, community centers, community groups, community-based organizations, clinics, advocacy groups...



(Institutions: Schools, universities, hospitals, libraries, emergency services businesses...)

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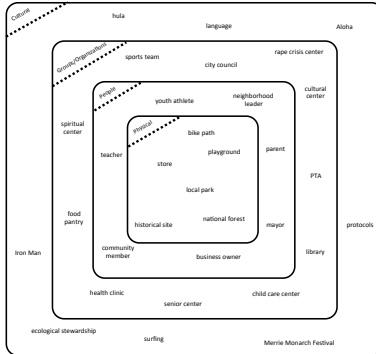
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**Cultural:** traditions, customs, events, behaviors, activities...




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It Takes Many Things



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The Whole Thing



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Comprehensive



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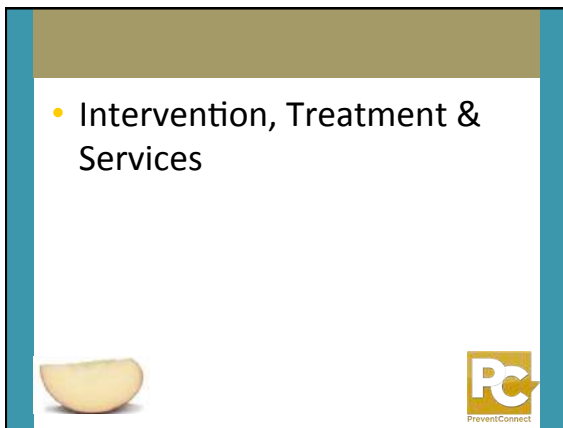
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- Intervention, Treatment & Services

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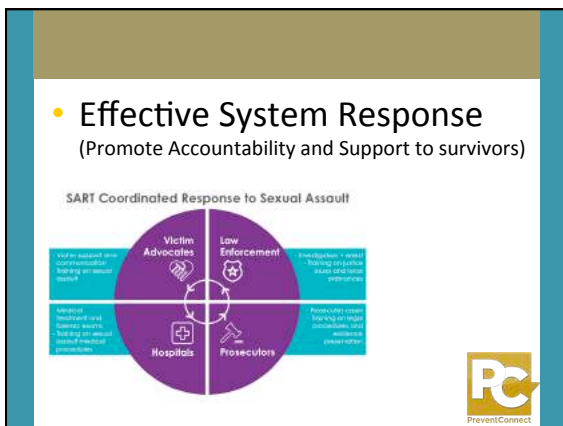
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- Effective System Response  
(Promote Accountability and Support to survivors)




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- Raise Awareness & Reduce Risk






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- Raise Awareness & Reduce Risk

SPECIAL ARTICLE

Efficacy of a Sexual Assault Resistance Program for University Women

Charlene Y. Sene, Ph.D., Maira Elvorne, Ph.D., Paula C. Brooks, Ph.D., Wilfred S. Thornton, Ph.D., Jon R. Ninley-Clark, Ph.D., M. Larnette Butler, Ph.D., and Karen L. Michals, Ph.D.

New England Journal of Medicine, 372:24 (June 11, 2015)


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- Raise Awareness & Reduce Risk






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### Primary Prevention

- Promote Healthy Norms and Behaviors




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### Primary Prevention

- Promote Healthy Norms and Behaviors




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### Promote Healthy Norms and Behaviors

- Healthy sexuality

**Primary prevention and healthy sexuality: Making the connection**

Healthy sexuality supports sexual violence prevention. Healthy sexuality is free from violence or coercion. Promotion of sexually healthy behaviors can be linked to the prevention of unhealthy expressions of sexuality, such as sexual violence.

Sexual Assault Awareness Month  
IT'S TIME... TO TALK ABOUT IT! CONSENT. RESPECT. PREVENT SEXUAL VIOLENCE.  
An overview on healthy sexuality and sexual violence prevention  
[http://www.nsvpc.org/sites/default/files/SAAM\\_2015\\_An-overview-on-healthy-sexuality-and-sexual-violence.pdf](http://www.nsvpc.org/sites/default/files/SAAM_2015_An-overview-on-healthy-sexuality-and-sexual-violence.pdf)  
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Promote Healthy Norms and Behaviors

- Healthy sexuality

Sexual Assault Awareness Month 2012

IT'S TIME ... TO TALK ABOUT IT! CONNECT. RESPECT. PREVENT SEXUAL VIOLENCE.

**Healthy sexuality: A guide for advocates, counselors and prevention educators**

[http://www.survivor.org/sites/default/files/SAAM\\_2012\\_Healthy-sexuality-a-guide-for-advocates-counselors-and-prevention-educators.pdf](http://www.survivor.org/sites/default/files/SAAM_2012_Healthy-sexuality-a-guide-for-advocates-counselors-and-prevention-educators.pdf)

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Promote Healthy Norms and Behaviors

- Consent

CONSENT  
IT'S SIMPLE AS TEA

<https://www.youtube.com/watch?v=fGoW/LWS4-kU>

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Promote Healthy Norms and Behaviors

- Consent

**California Becomes First State To Make Sexual Consent Lessons Mandatory In High Schools Beginning Next Year**

California has become the first U.S. state to make lessons on sexual consent a requirement at its high schools. The state was also the first nationwide to require colleges and universities to adopt the affirmative consent policy during campus sexual assault investigations.

<http://www.schooldigite.com/articles/28325/20151006/california-state-sexual-consent-lessons-mandatory-high.htm>

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### Promote Healthy Norms and Behaviors

- Safe and respectful relationships

**Respectful relationships = what we want instead of violence**

- Respectful relationships are based on:
  - Equality between women and men
  - Effective use of non-violent communication
  - Flexible gender behaviour for men and women
  - This includes respectful sexual relationships
- It is a sound approach - positive messages, promoting specific desirable behaviour, establishes positive social norm

[www.whiteribbon.org.nz](http://www.whiteribbon.org.nz)


<https://whiteribbon.org.nz/sexual-violence-and-the-issue-of-consent/respectful-relationships/>




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### Comprehensive

- Intervention, Treatment & Services
- Effective System Response
- Raise Awareness & Reduce Risk
- Promote Healthy Norms and Behaviors


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Comprehensive


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Comprehensive

- Intervention, Treatment & Services
- Effective System Response (Accountability)
- Raise Awareness & Reduce Risk
- Promote Healthy Norms and Behaviors

**Primary Prevention**


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Primary Prevention

a systematic process that promotes healthy environments and behaviors and reduces the likelihood of an incident, condition, or injury before it occurs in the first place.


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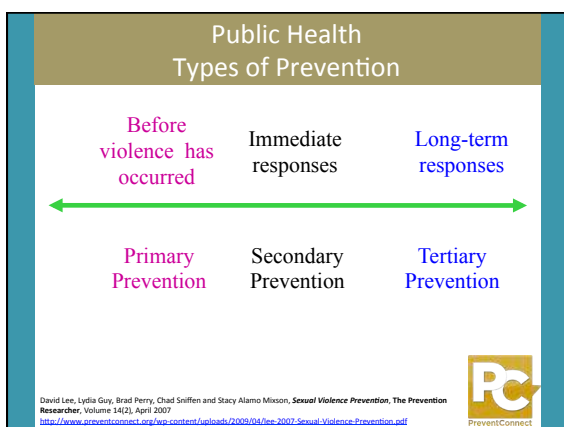
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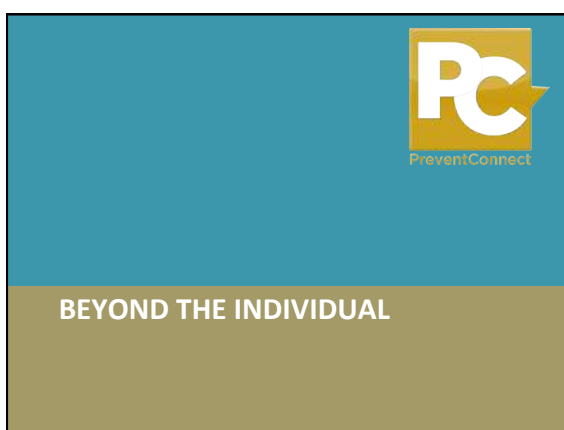
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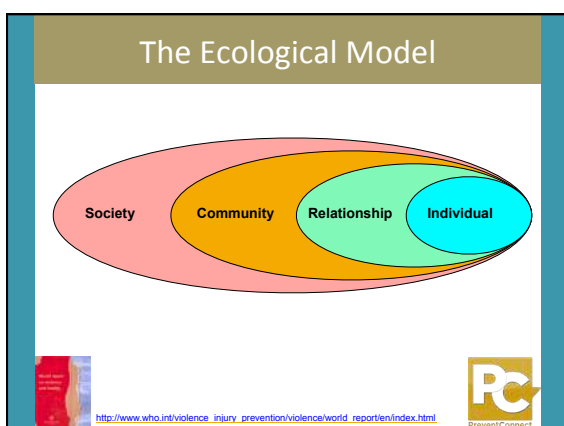
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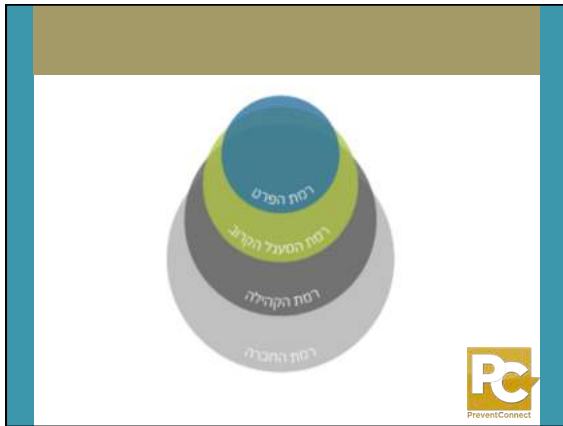
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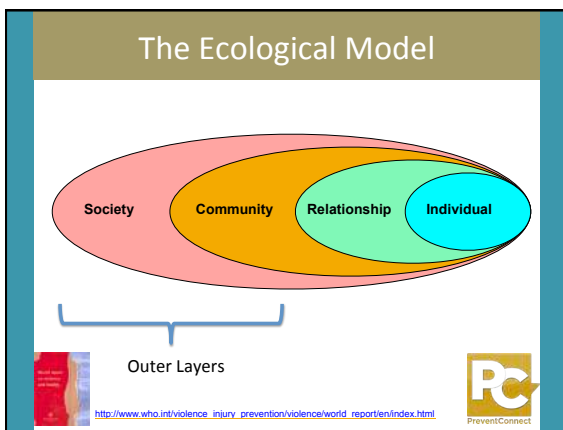
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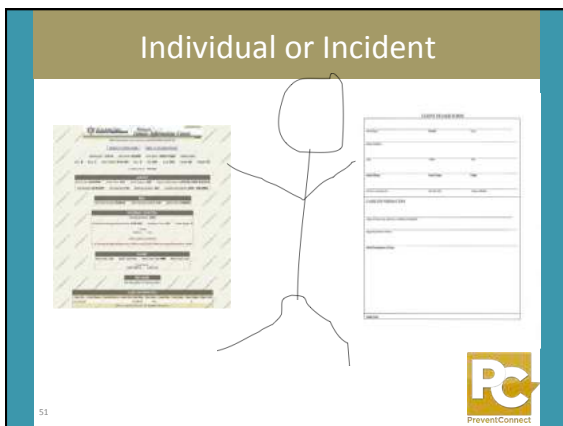
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### Individual Focus Hides...

- Patterns of Abuse
- Context of Abuse
- Norms that
  - Contribute to Violence
  - Condone Violence
  - Ignore Violence

**Individual**



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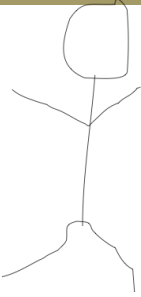

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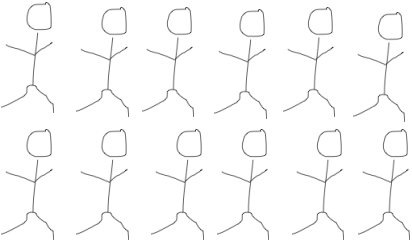

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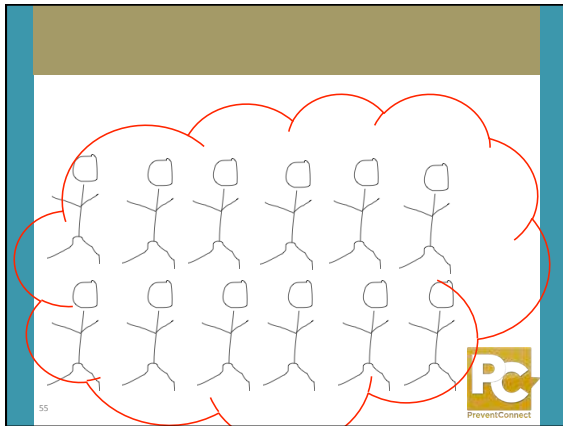
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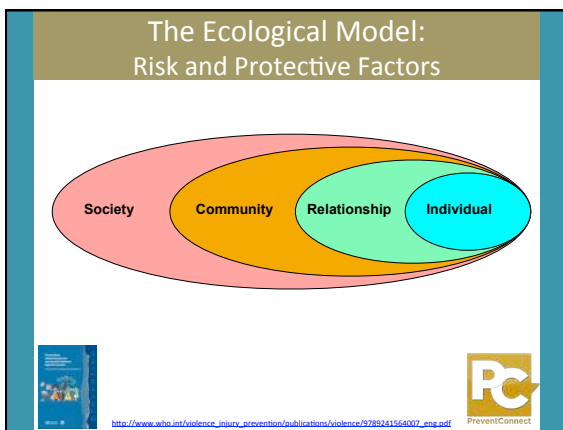
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TABLE 4  
Risk factors for sexual violence<sup>a</sup>

Perpetration by men	Victimization of women
<b>INDIVIDUAL LEVEL</b>	
<b>DEMOGRAPHICS</b> <ul style="list-style-type: none"> <li>Low socio-economic status/income</li> </ul>	<b>DEMOGRAPHICS</b> <ul style="list-style-type: none"> <li>Young age</li> <li>Lower education</li> <li>Separated/divorced and single women</li> </ul>
<ul style="list-style-type: none"> <li>Gang membership</li> </ul>	<ul style="list-style-type: none"> <li>Early exposure to sexual activity</li> </ul>
<b>EXPOSURE TO CHILD MALTREATMENT</b> <ul style="list-style-type: none"> <li>Sexual abuse</li> <li>Physical abuse</li> <li>Intrapersonal violence</li> </ul>	<b>EXPOSURE TO CHILD MALTREATMENT</b> <ul style="list-style-type: none"> <li>Intra-parental violence</li> <li>Sexual abuse</li> </ul>
<b>MENTAL DISORDER</b> <ul style="list-style-type: none"> <li>Antisocial personality</li> </ul>	<b>MENTAL DISORDER</b> <ul style="list-style-type: none"> <li>Depression</li> </ul>
<b>SUBSTANCE USE</b> <ul style="list-style-type: none"> <li>Harmful use of alcohol</li> <li>Illicit drug use</li> </ul>	<b>SUBSTANCE USE</b> <ul style="list-style-type: none"> <li>Harmful use of alcohol</li> <li>Illicit drug use</li> </ul>
<b>RELATIONSHIP LEVEL</b>	
<ul style="list-style-type: none"> <li>Multiple partners/infidelity</li> <li>Low resistance to peer pressure</li> <li>Family honour and sexual purity</li> </ul>	<ul style="list-style-type: none"> <li>Prior victimisation</li> <li>Multiple partners</li> </ul>
<b>COMMUNITY LEVEL</b>	
<ul style="list-style-type: none"> <li>Weak community sanctions</li> <li>Poverty</li> </ul>	<ul style="list-style-type: none"> <li>Weak community sanctions</li> <li>Poverty</li> </ul>
<b>SOCIETAL LEVEL</b>	
<ul style="list-style-type: none"> <li>Traditional gender norms and social norms supportive of violence</li> <li>Ideologies of male sexual entitlement</li> <li>Weak legal sanctions</li> </ul>	<ul style="list-style-type: none"> <li>Traditional gender norms and social norms supportive of violence</li> <li>Ideologies of male sexual entitlement</li> <li>Weak legal sanctions</li> </ul>

<sup>a</sup> Some of these factors are also risk factors for intimate partner violence (see Table 3 for risk factors for both intimate partner and sexual violence).

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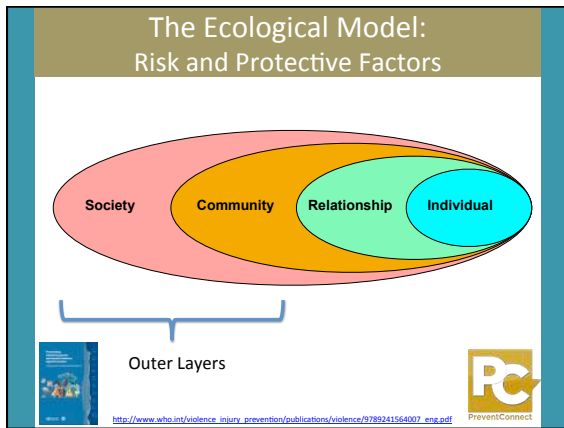
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### Gender Norms & Gender Inequity

“For the effective prevention of intimate partner and sexual violence, it is vital to shed a strong light on how gender norms and gender inequality and inequity are related to such violence.”

[http://www.who.int/violence\\_injury\\_prevention/publications/violence/9789241564007\\_eng.pdf](http://www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf)

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### Outer Layer Factors

Perpetration by men	Victimization of women
<b>COMMUNITY LEVEL</b>	
▪ Weak community sanctions	▪ Weak community sanctions
▪ Poverty	▪ Poverty
<b>SOCIETAL LEVEL</b>	
▪ Traditional gender norms and social norms supportive of violence	▪ Traditional gender norms and social norms supportive of violence
▪ Ideologies of male sexual entitlement	▪ Ideologies of male sexual entitlement
▪ Weak legal sanctions	▪ Weak legal sanctions

[http://www.who.int/violence\\_injury\\_prevention/publications/violence/9789241564007\\_eng.pdf](http://www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf)

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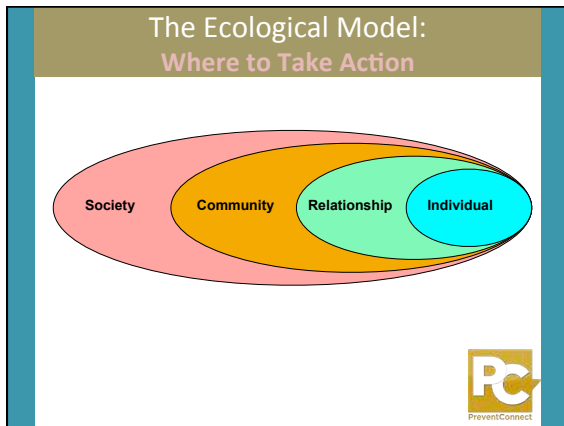
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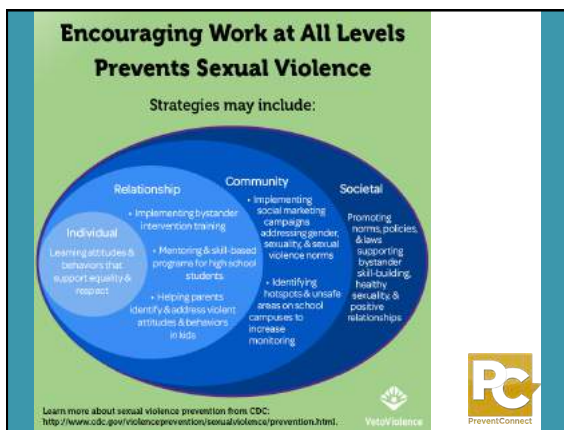
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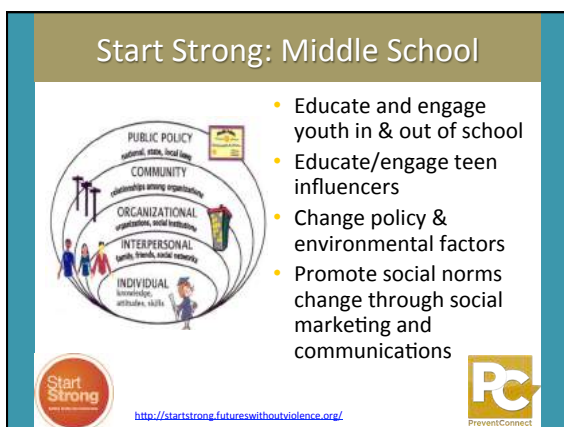
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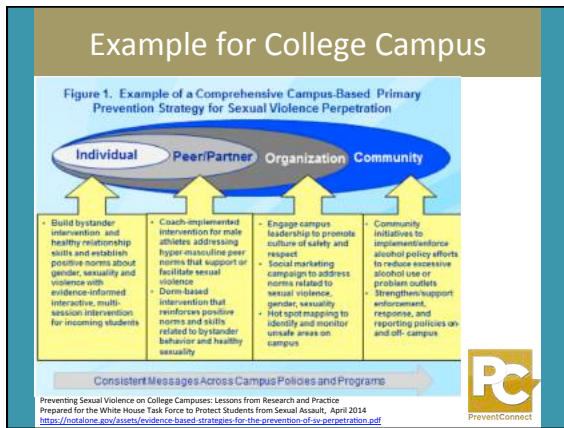
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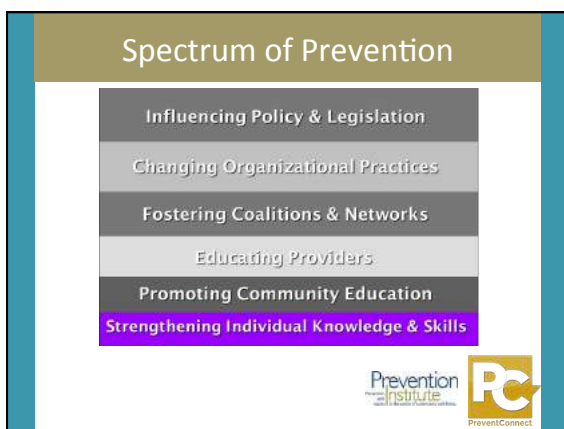
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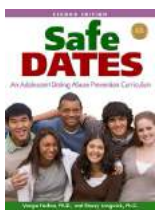
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## Safe Dates

- Student awareness on healthy and abusive dating relationships
- Equips students with the tools to help themselves/friends in abusive dating including positive communication, anger management, and conflict resolution.
- Taught by teachers or prevention specialists
- 10 sessions
- Includes dating abuse play and poster contest




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## Start Strong

Sound Relationships

Evaluate the nutritional value of the music you listen to!

Nutritional Impact			
Song Title:	Artist:	Genre:	Year:
Survey Size: Min	Max	Min	Max
Assess per serving			
Healthy Relationship Ingredients			
Grain			
Protein			
Calcium			
Iron			
Healthy Fats			
Total Unhealthy			
Unhealthy Relationship Ingredients			
Too much			
Support			
Account			
Equality			
Violence			
Total Unhealthy			



<http://www.bphc.org/whatwedo/violenceprevention/startstrong/>  
<http://www.bphc.org/whatwedo/violenceprevention/startstrong/relationships.pdf>

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## Spectrum of Prevention




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# Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers**
- Promoting Community Education
- Strengthening Individual Knowledge & Skills

Prevention Institute  
National Center for Injury Prevention and Control

PreventConnect

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# Peaceful Paths



A man and a woman are standing outdoors, holding a large blue banner. The banner features the text "DOMESTIC VIOLENCE AWARENESS MONTH" in white capital letters, followed by the "Peaceful Paths" logo which includes a stylized figure and the text "Peaceful Paths™". Below the logo, it says "Domestic Violence • Mental Health • Child Welfare". The background shows a brick wall and some greenery.

- *Gainesville, FL*
- Built trust and made the case to faith community
- Tailored seminars and handbook on healthy relationships and families

**Prevention Institute**  
Domestic Violence • Mental Health • Child Welfare

**PC**  
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<http://www.peacefulpaths.org/>

- Built trust and made the case to faith community
- Tailored seminars and handbook on healthy relationships and families

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### Spectrum of Prevention

Influencing Policy & Legislation

Changing Organizational Practices

**Fostering Coalitions & Networks**

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

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### Youth Development

*Todd County, SD*

**Culture Matters**

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National Indian Child Welfare Association

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### Spectrum of Prevention

Influencing Policy & Legislation

**Changing Organizational Practices**

Fostering Coalitions & Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

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## Monsoon United Asian Women

*Des Moines, IA*

- Offer Groups for Fathers and Children
- Increase Collaborations with Groups that are Focused on Men and Boys






<http://monsoon.org/>

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## Spectrum of Prevention

Influencing Policy & Legislation



Changing Organizational Practices

Fostering Coalitions & Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

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## Rethink

*New Orleans*





Kids Rethink New Orleans Schools

<http://www.therethinkers.org/>

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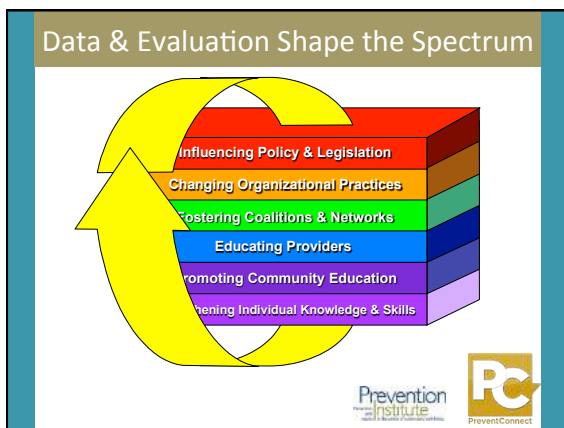
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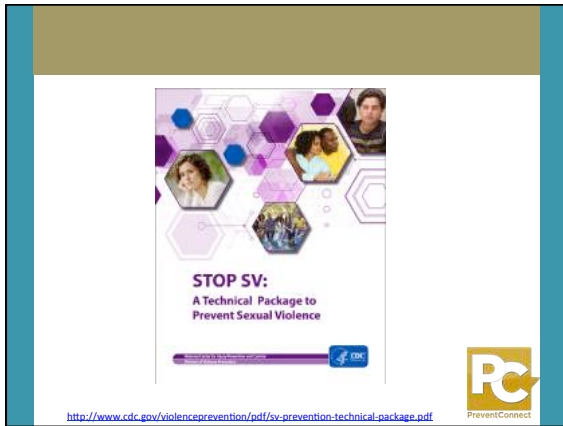
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## Sexual violence can be prevented

"A comprehensive approach with preventive interventions at multiple levels of the social ecological model (i.e., individual, relationship, community, and societal) is critical to having a population level impact on SV...."

"In the meantime, **we must act on the evidence that does exist....**"

**"To have the greatest impact on SV prevention, we must take advantage of the best available evidence and focus on the strategies and approaches most likely to impact SV."**

CDC, STOP DV: A Technical Package to Prevent Sexual Violence, 2016  
<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>

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STOP SV		
	Strategy	Approach
<b>S</b>	Promote Social Norms that Protect Against Violence	<ul style="list-style-type: none"> <li>• Bystander approaches</li> <li>• Mobilizing men and boys as allies</li> </ul>
<b>T</b>	Teach Skills to Prevent Sexual Violence	<ul style="list-style-type: none"> <li>• Social-emotional learning</li> <li>• Teaching healthy, safe dating and intimate relationship skills to adolescents</li> <li>• Promoting healthy sexuality</li> <li>• Empowerment-based training</li> </ul>
<b>O</b>	Provide Opportunities to Empower and Support Girls and Women	<ul style="list-style-type: none"> <li>• Strengthening economic supports for women and families</li> <li>• Strengthening leadership and opportunities for girls</li> </ul>
<b>P</b>	Create Protective Environments	<ul style="list-style-type: none"> <li>• Improving safety and monitoring in schools</li> <li>• Establishing and consistently applying workplace policies</li> <li>• Addressing community-level risks through environmental approaches</li> </ul>
<b>SV</b>	Support Victims/Survivors to Lessen Harms	<ul style="list-style-type: none"> <li>• Victim-centered services</li> <li>• Treatment for victims of SV</li> <li>• Treatment for at-risk children and families to prevent problem behavior including sex offending</li> </ul>

CDC, STOP DV: A Technical Package to Prevent Sexual Violence, 2016

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### Social Norms: Bystander approaches



**Engaged** by-stand-er  
 'bi stand-er/  
 noun  
 noun: **bystander**; plural noun: **bystanders**  
 1.1.  
 a person who is present at an event or incident but does not take part  
**and gets involved**

<http://www.eser.org/projects/engaging-bystanders-sexual-violence-prevention/bystander-intervention-resources>




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### Engaging bystanders in the prevention of sexual and domestic violence



PreventConnect eLearning Unit  
<http://learn.preventconnect.org/course/view.php?id=8>




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### Social Norms: Working with men and boys

Lessons from Successful Programs

- Gender Synchronization
- Social Ecological Framework
- Culturally compelling positive masculinities
- Support Male Peer Groups
- Emphasis on Men and Care Work
- Emphasis on Skills Building
- Emphasis on Press as well as persuasion for institutional change

[https://www.usaid.gov/sites/default/files/documents/1805/Men\\_VAW\\_report\\_Feb2015\\_Final.pdf](https://www.usaid.gov/sites/default/files/documents/1805/Men_VAW_report_Feb2015_Final.pdf)




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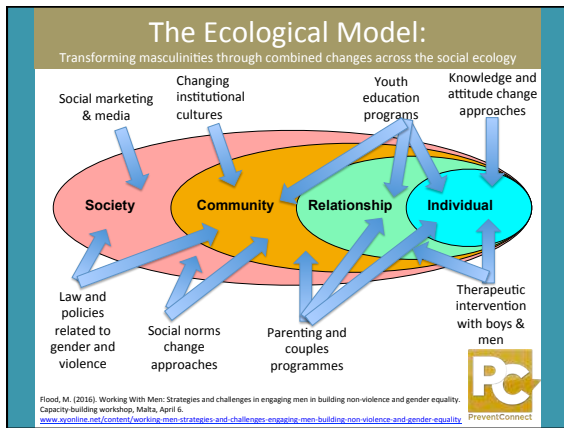
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### Teach Skills to Prevent Sexual Violence

- Social-emotional learning approaches
- Teaching healthy, safe dating and intimate relationships
- **Promoting healthy sexuality**
- Empowerment-based training

**מיניות**  
הגיע הזמן לדבר על זה  
SEXUALITY-It's time to talk about it

<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>

**Pc**  
PreventConnect

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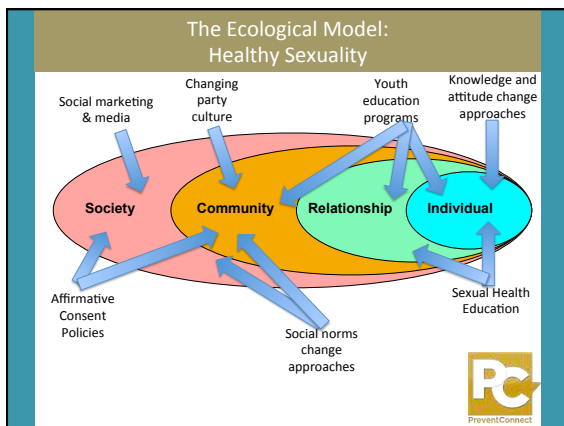
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## Provide Opportunities to Empower and Support Girls and Women

- Strengthening economic supports for women and families
  - Comparable worth policies
  - Adequate work supports (e.g., child care, paid leave)
  - Microfinance
- Strengthening leadership and opportunities for adolescent girls



<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>




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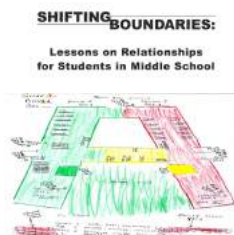
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## Create Protective Environments

- Improving safety and monitoring in schools
- Establishing and consistently applying workplace policies
- Addressing community-level risks through environmental approaches



[http://www.preventconnect.org/2013/05/shifting\\_boundaries/](http://www.preventconnect.org/2013/05/shifting_boundaries/)



<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>




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## Support Victims/Survivors to Lessen Harms

- Victim-centered services
- Treatment for victims of SV
- Treatment for at-risk children and families to prevent problem behavior, including sex offending



<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>




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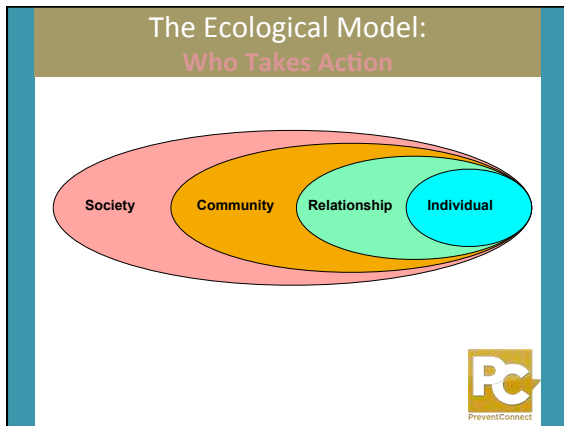
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### Multisectoral

- Ministry of Education
- Ministry of Health
- Ministry of Social Affairs
- Ministry of Immigrant Absorption
- Ministry of Public Security – Israel Police
- JDC Israel Ashalim
- The Association of Rape Crisis Centers in Israel
- Other Non-profit Organizations

The slide lists multisectoral partners. A graphic titled 'מיניות' (Sexuality) shows a stack of four colored circles (blue, green, yellow, orange) with text in Hebrew. The PreventConnect logo is in the bottom right corner.

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### Connect Issues

The slide features the cover of the report 'Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence'. The cover shows a network of interconnected circles with images of people. Logos for CDC, Prevention Institute, and PreventConnect are visible. A URL is provided at the bottom: [http://www.cdc.gov/violenceprevention/pdf/connecting\\_the\\_dots-a.pdf](http://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf).

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## What does it take...

### to end sexual violence?

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### What Works to Prevent Violence Against Women and Girls

Interventions of Interest:	Entry Points of Interest:	Populations of Interest:
<ul style="list-style-type: none"> <li>• Community mobilisation</li> <li>• Whole school interventions</li> <li>• Peer or relationship interventions</li> <li>• Parenting interventions</li> <li>• Small group interventions</li> <li>• Economic interventions combined with gender training</li> <li>• Social change media &amp; communication</li> <li>• Psychotherapeutic /counselling interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• Families</li> <li>• Workplaces</li> <li>• Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Marginalised groups of women</li> <li>• Adolescent boys with multiple risk factors for perpetration e.g. gang involved</li> <li>• Younger boys &amp; girls</li> <li>• Couples</li> <li>• Very high prevalence settings</li> <li>• Parents &amp; children</li> </ul>

Fulu E, Kerr-Wilson A, Leng J. What works to prevent violence against women and girls? Evidence Review of interventions to prevent violence against women and girls. Pretoria: Medical Research Council; 2014. [https://www.gov.za/government/uploads/system/uploads/attachment\\_data/file/337635/evidence-review-interventions-2.pdf](https://www.gov.za/government/uploads/system/uploads/attachment_data/file/337635/evidence-review-interventions-2.pdf)




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## What does it take...

### to end sexual violence?

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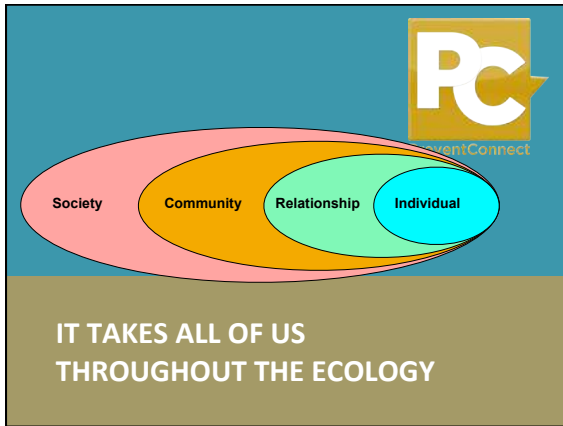
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For more information

 A Project of  CALCASA

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916-446-2520

[www.PreventConnect.org](http://www.PreventConnect.org)  
[www.CALCASA.org](http://www.CALCASA.org)

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