

Creating Change: Primary Prevention of Sexual Violence



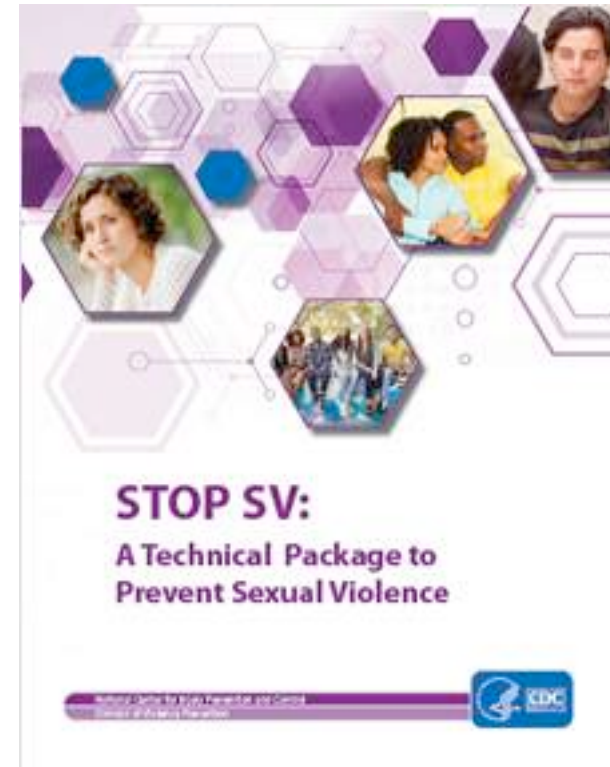
David S. Lee, MPH
Director of Prevention Services

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

David S. Lee, MPH



Activism + Public Health = Change



Prevention in the US



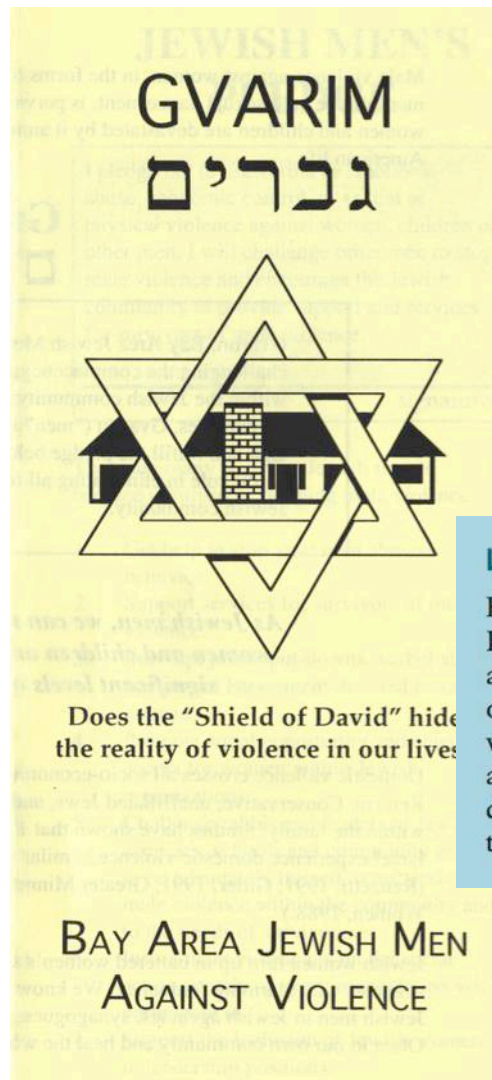
CALCASA
CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT



Online Community for Prevention



Prevention in my own community



Level 5 - Changing Practices in Action: Kehilla Community Synagogue, Oakland, California

Kehilla Community Synagogue developed and adopted, "Policy Guidelines on the Prevention of and Response to Abuse," to address sexual assault, sexual harassment, domestic violence, child abuse, elder abuse, abuse of dependent adults, abuse of people with disabilities, and clergy misconduct. The policy outlines the congregation's intention to help community members to learn to relate in non-abusive ways within interpersonal and organizational relationships and support those who are abused. It specifies that abuse education will be integrated into religious services, programs, and counseling.²⁶ The policy is distributed to all members and posted on the website. Clergy, administrators, and teachers have been trained and educational events and an annual healing service have been held.²⁷



Prevention is Global





What does it take...

to end sexual violence?

Where Do We Start

to Prevent Sexual Violence?



NEEDS

Needs

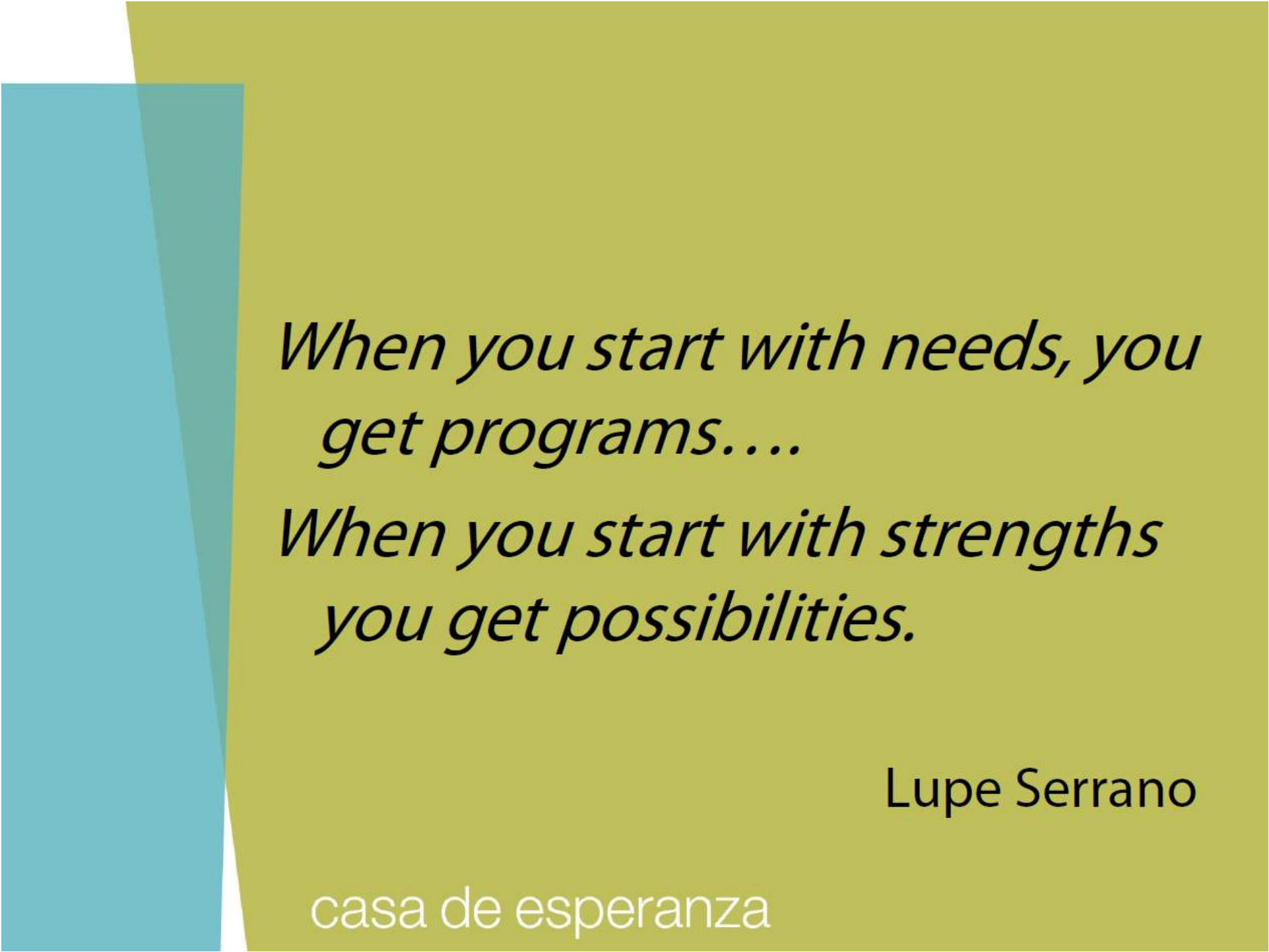
- Focus on deficiencies
- Results in fragmentation of response to local needs
- Makes people consumers of services, builds dependence
- Residents have little voice in deciding how to address local concerns

ASSETS

Assets

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





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

*When you start with strengths
you get possibilities.*

Lupe Serrano

casa de esperanza

Asset Mapping



Kretzmann/McKnight, **Building Communities from the Inside Out**, 1993

Examples addressing sexual violence:

Project Envision www.svfreenyc.org/programs_prevention.html

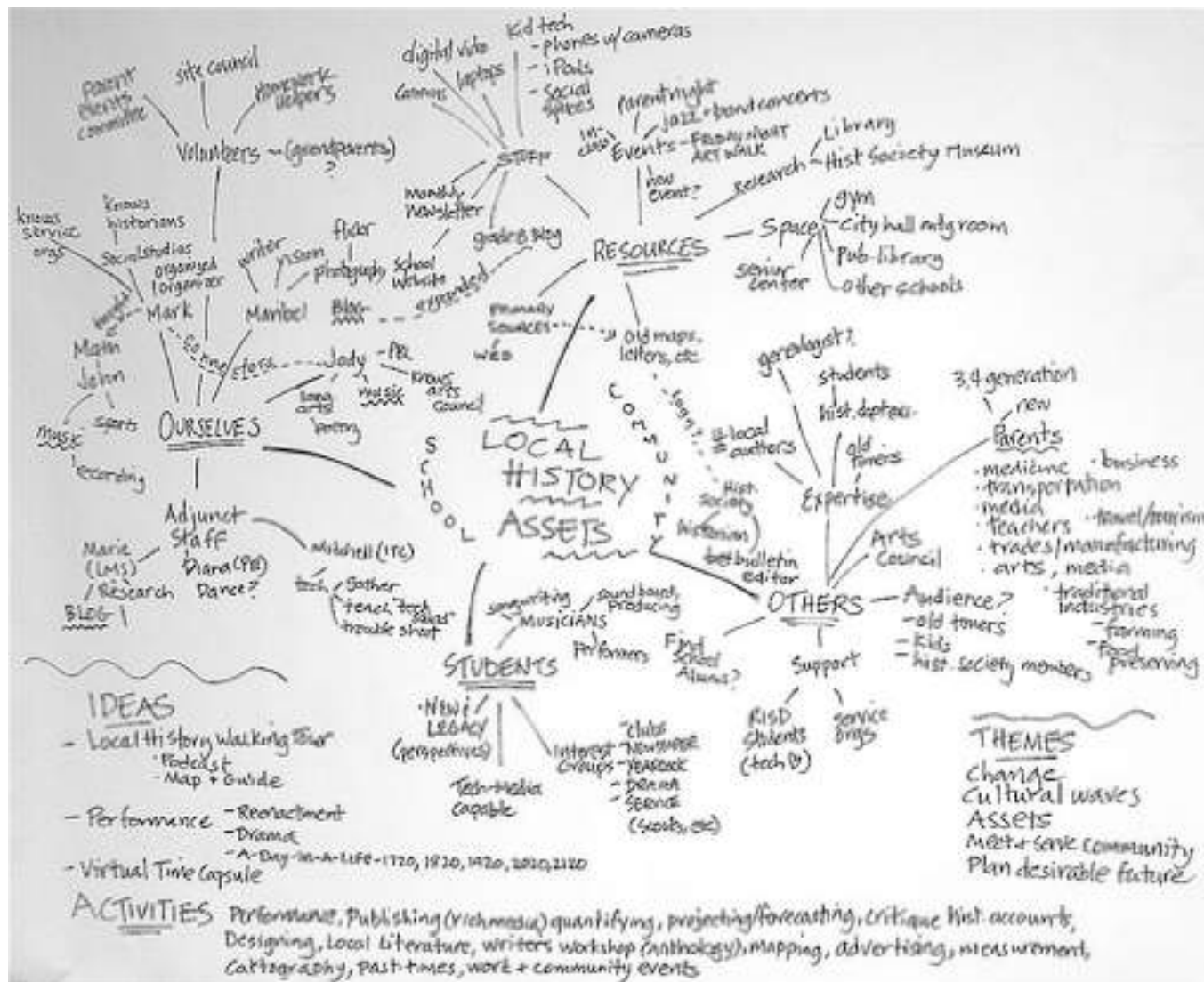
Close To Home <http://www.c2home.org/>



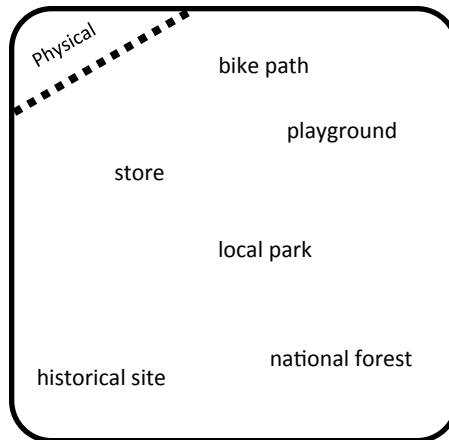
Asset Mapping



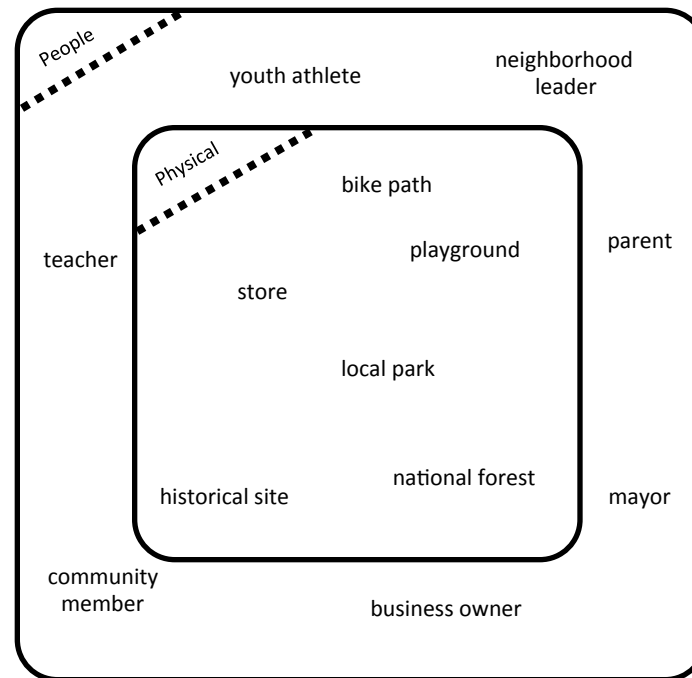
Asset Mapping



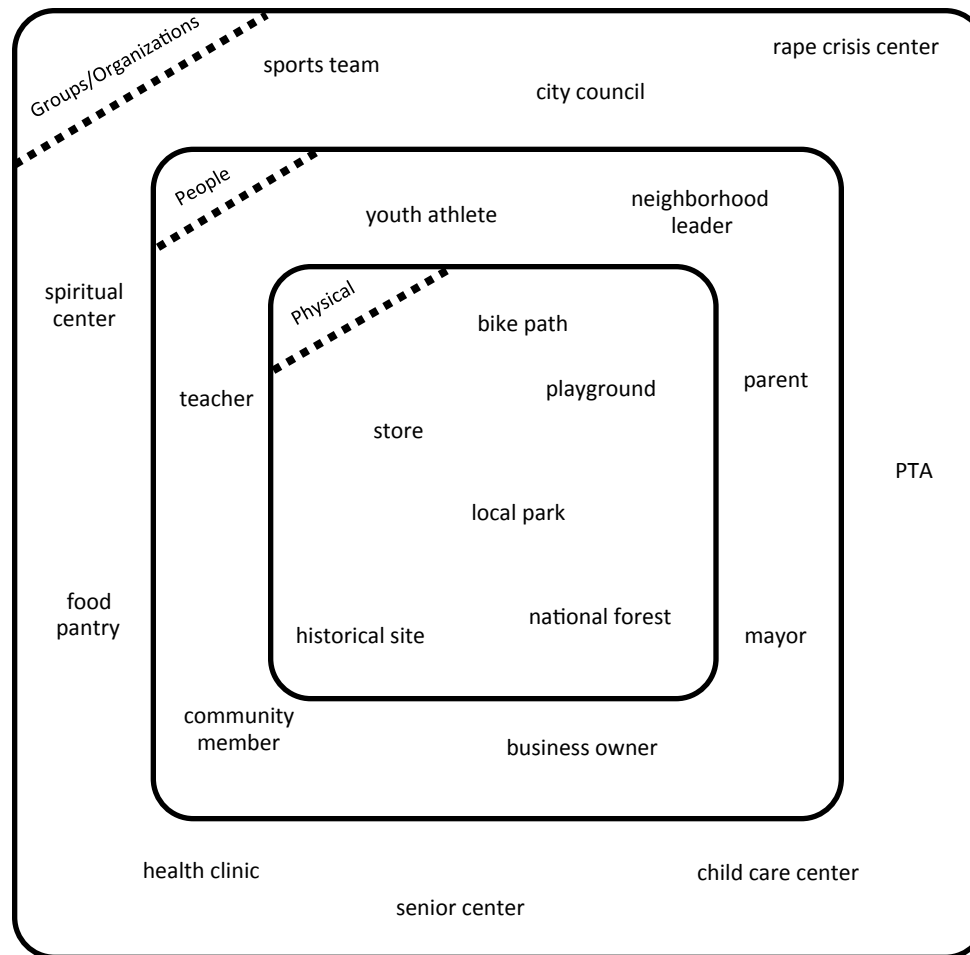
Physical: Landmarks, Parks, Natural Resources...



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

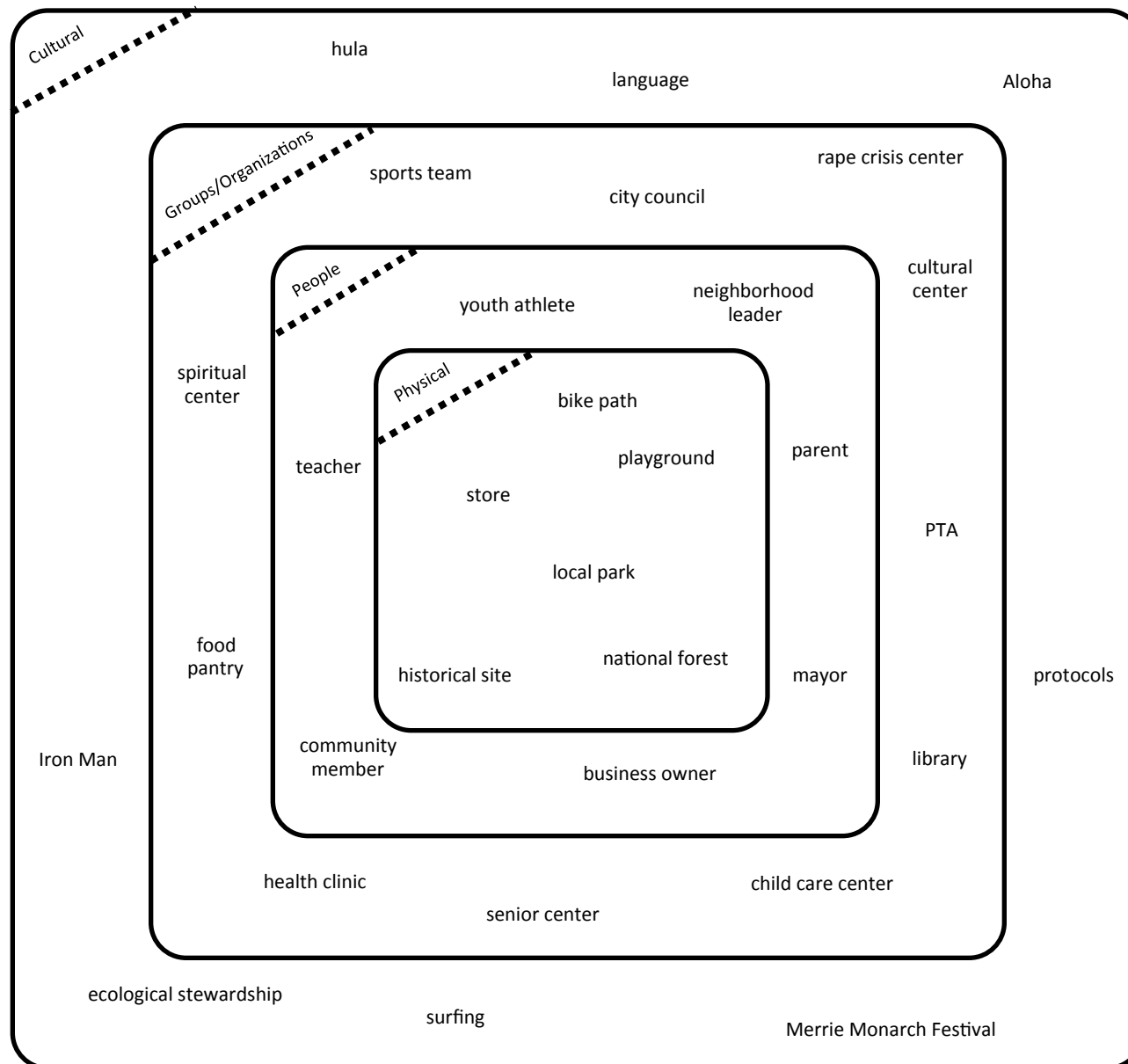


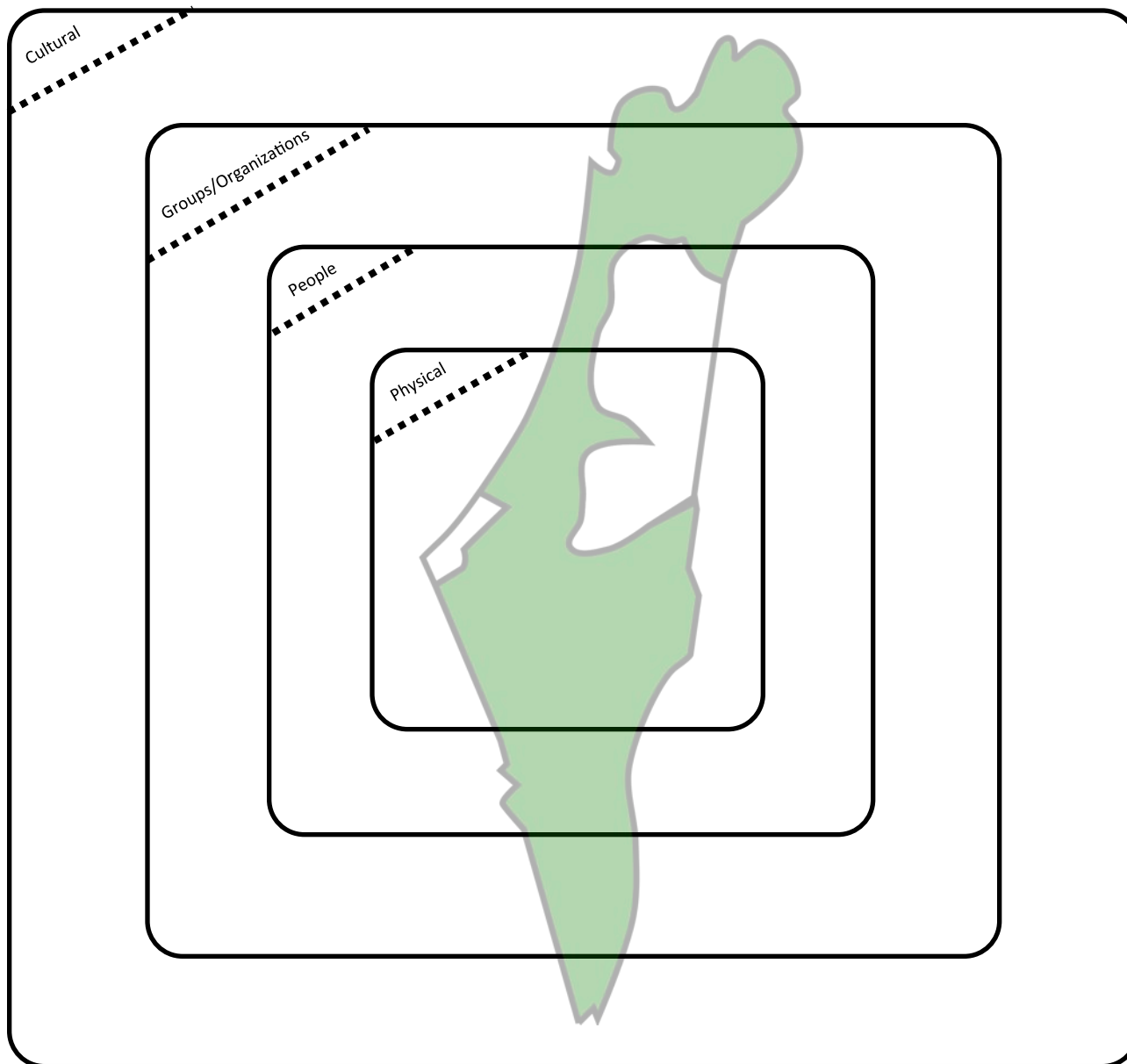
Groups/Organizations: Neighborhood/citizen's associations, grassroots organizations, community centers, community groups, community-based organizations, clinics, advocacy groups...



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

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

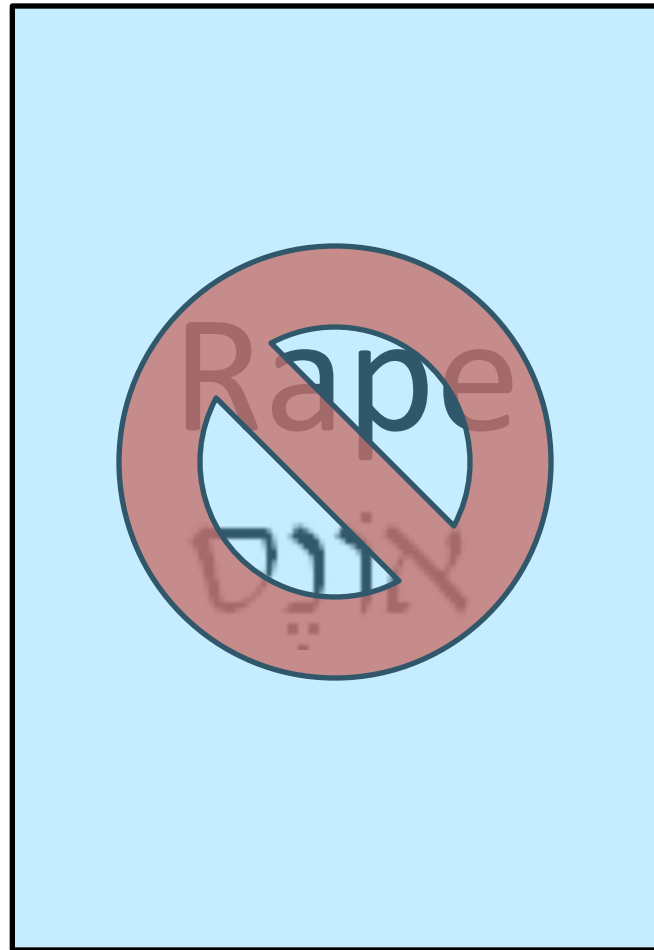






What does it take...

to end sexual violence?



It Takes Many Things



The Whole Thing



Comprehensive





- Intervention, Treatment & Services



- # Effective System Response

(Promote Accountability and Support to survivors)

SART Coordinated Response to Sexual Assault



- Raise Awareness
& Reduce Risk



- Raise Awareness
& Reduce Risk

SPECIAL ARTICLE

Efficacy of a Sexual Assault Resistance
Program for University Women

Charlene Y. Senn, Ph.D., Misha Eliasziw, Ph.D., Paula C. Barata, Ph.D.,
Wilfreda E. Thurston, Ph.D., Ian R. Newby-Clark, Ph.D., H. Lorraine Radtke, Ph.D.,
and Karen L. Hobden, Ph.D.

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



- Raise Awareness
& Reduce Risk



Primary Prevention

- Promote Healthy Norms and Behaviors



Primary Prevention

- Promote Healthy Norms and Behaviors

מיניות
הגיע הזמן לדבר על זה

SEXUALITY- It's time to talk about it



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 2012



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

**An overview on healthy sexuality and
sexual violence prevention**

http://www.nsvrc.org/sites/default/files/SAAM_2012_An-overview-on-healthy-sexuality-and-sexual-violence.pdf



Promote Healthy Norms and Behaviors

- Healthy sexuality

Seual 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.nsvrc.org/sites/default/files/SAAM_2012_Healthy-sexuality-a-guide-for-advocates-counselors-and-prevention-educators.pdf



Promote Healthy Norms and Behaviors

- Consent



<https://www.youtube.com/watch?v=fGoWLWS4-kU>

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.ischoolguide.com/articles/28325/20151006/california-state-sexual-consent-lessons-mandatory-high.htm>



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 

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



Comprehensive

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





Comprehensive



Comprehensive

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

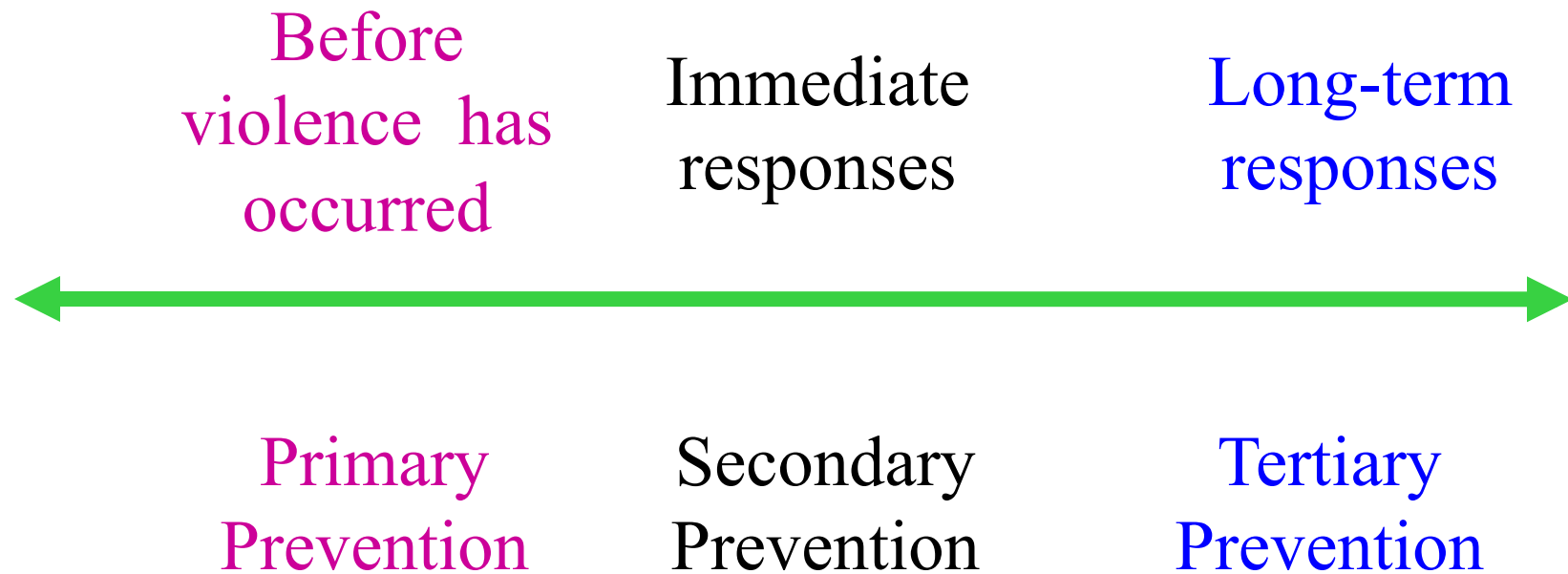
Primary Prevention



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.

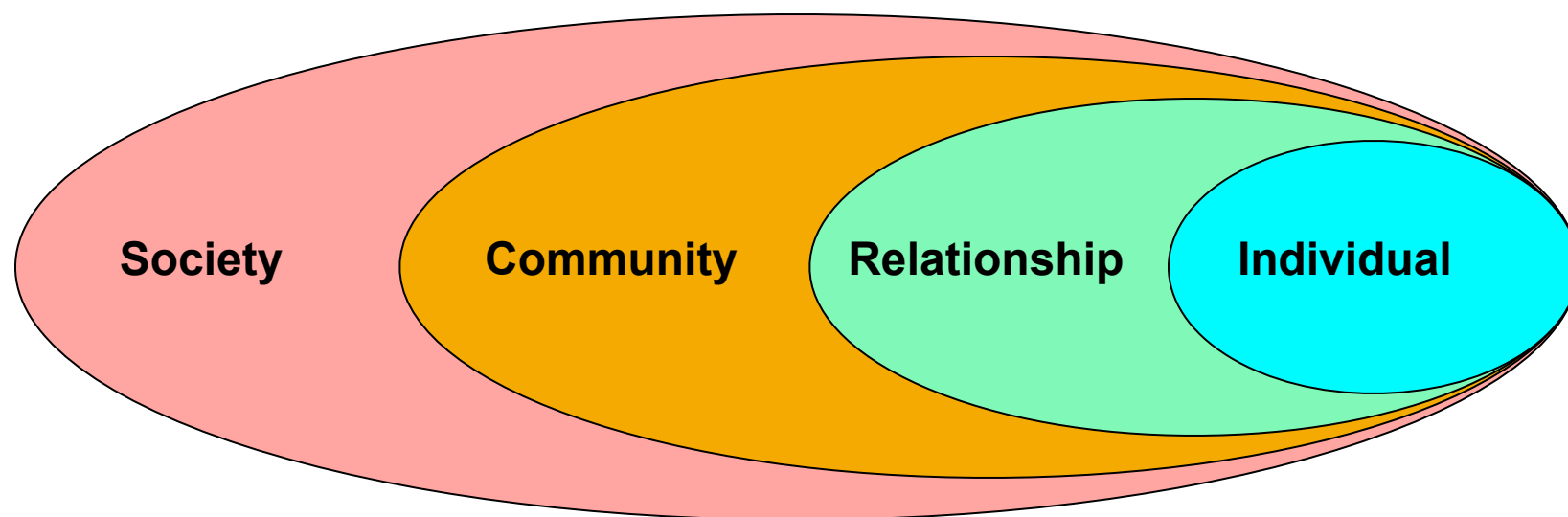
Public Health Types of Prevention





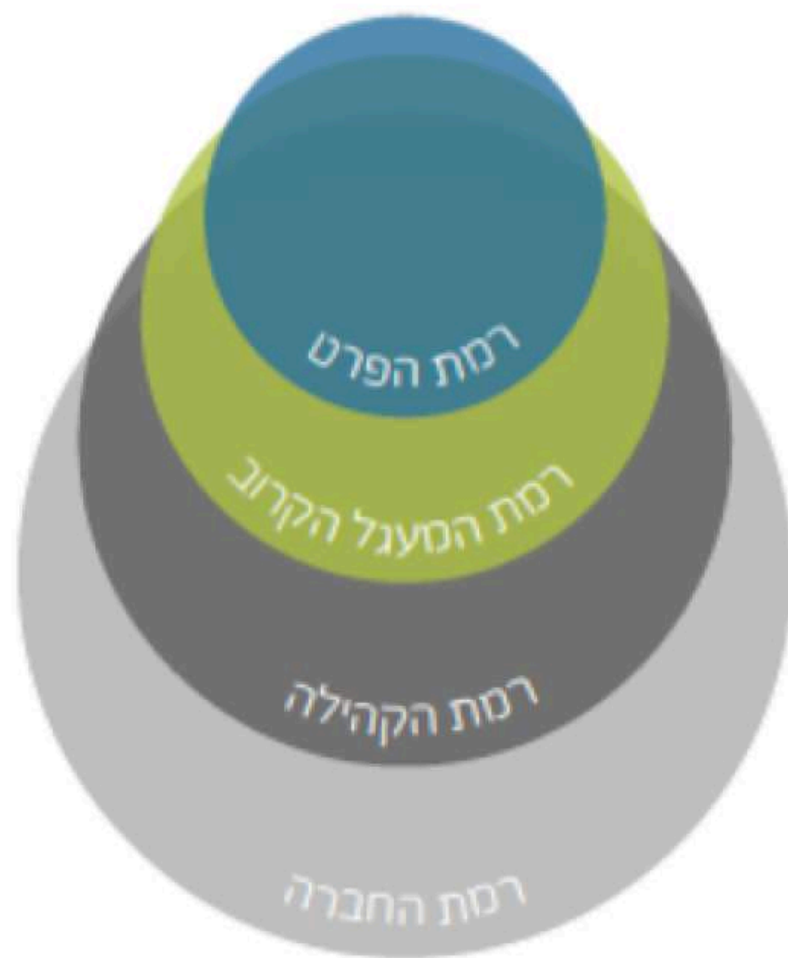
BEYOND THE INDIVIDUAL

The Ecological Model

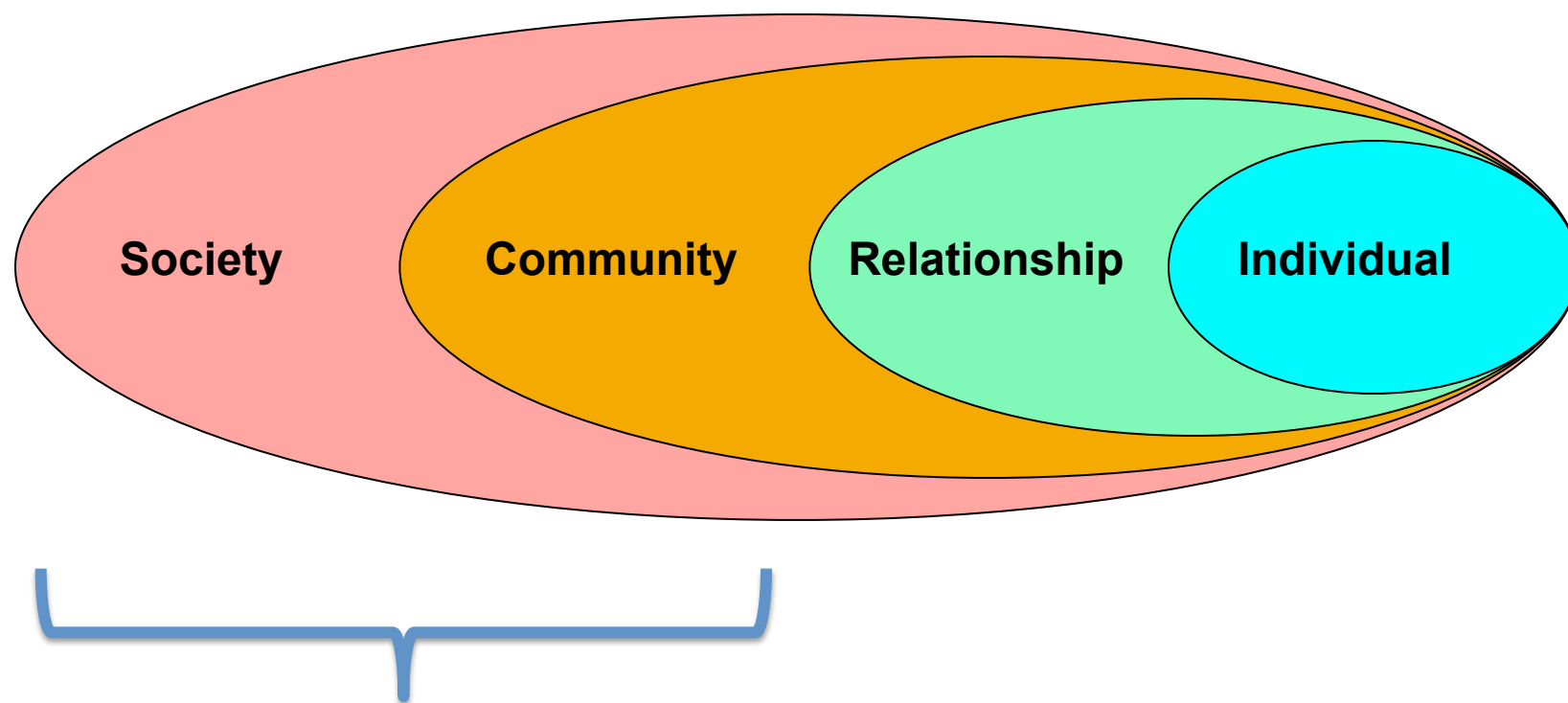


http://www.who.int/violence_injury_prevention/violence/world_report/en/index.html





The Ecological Model



Outer Layers



http://www.who.int/violence_injury_prevention/violence/world_report/en/index.html



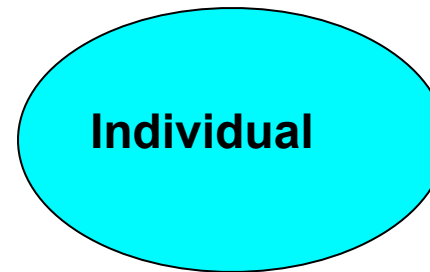
Individual or Incident

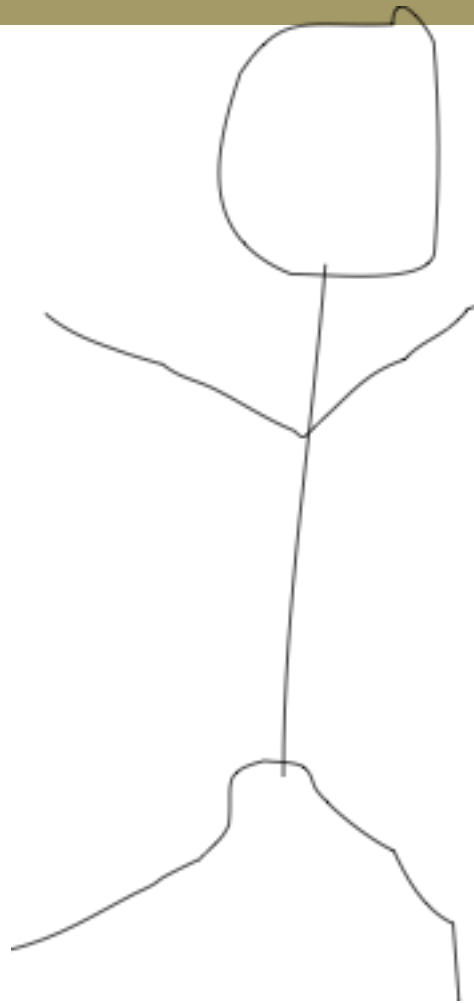
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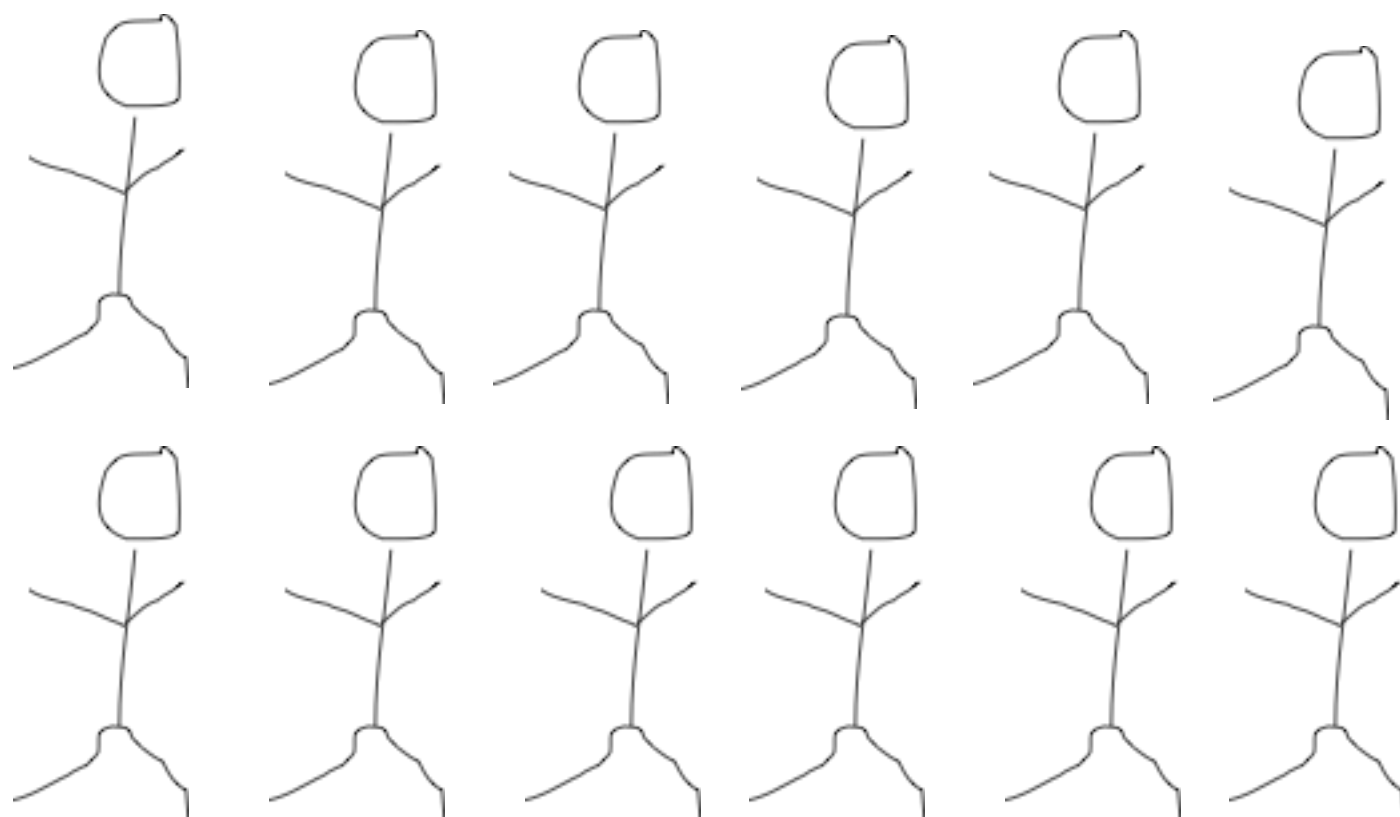
CLIENT INTAKE FORM		
Client Name	Address	City
Phone Number		
Age	Sex	DOB
Current Name	Birth Name	DOB
Current Insurance Co.	Plan Name	Plan or Code
CASE INFORMATION		
Type of Case (e.g., Domestic Violence, Property)		
Reporting Party's Name		
Brief Description of Facts		
Remarks/Notes		
Agency Stamp		

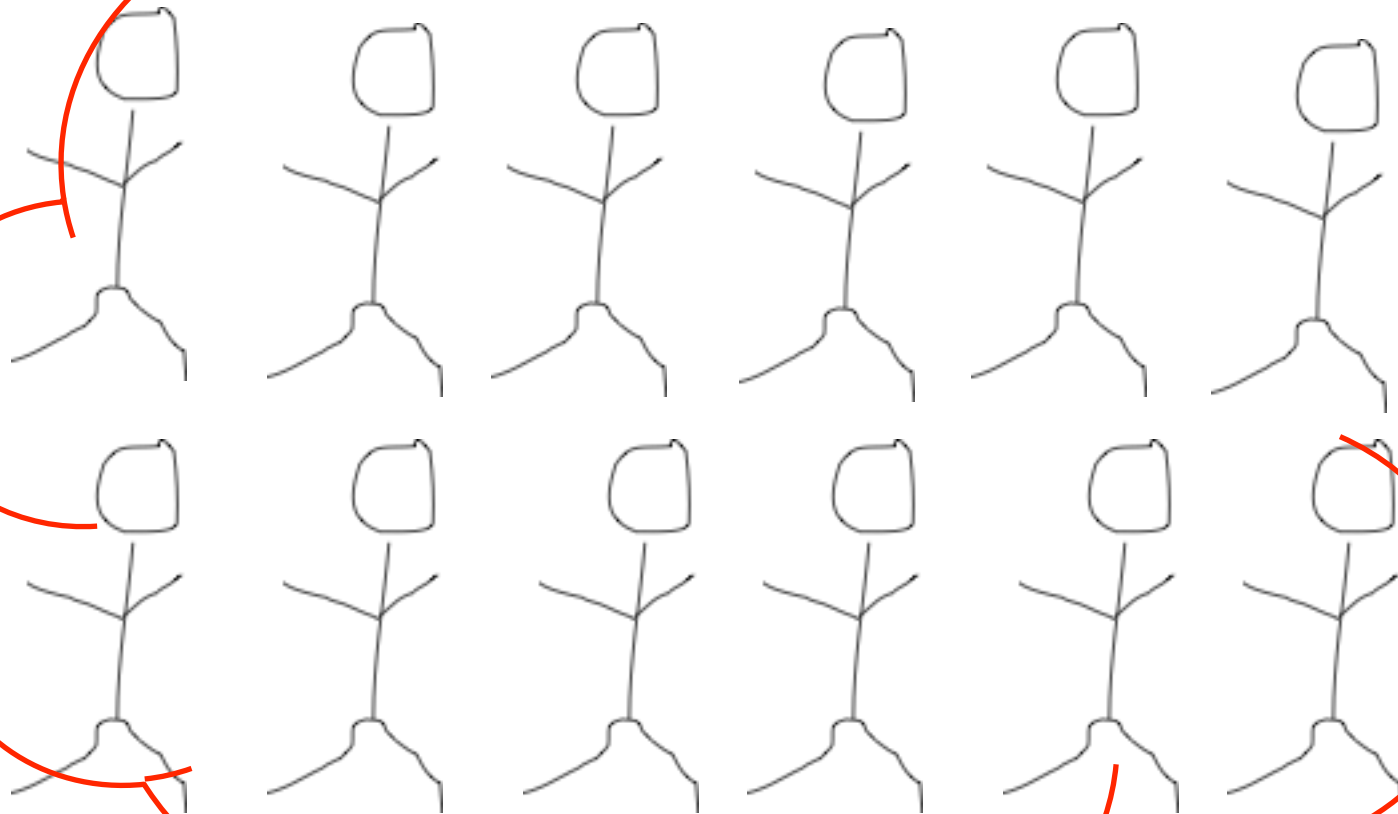
Individual Focus Hides...

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

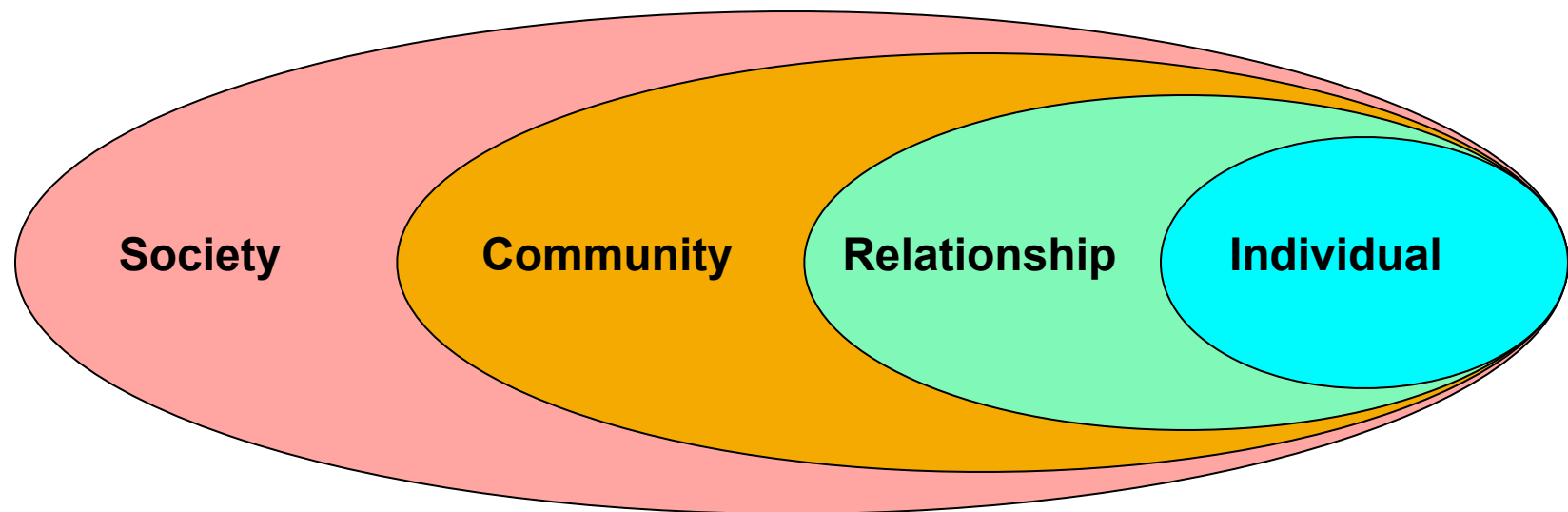








The Ecological Model: Risk and Protective Factors



http://www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf



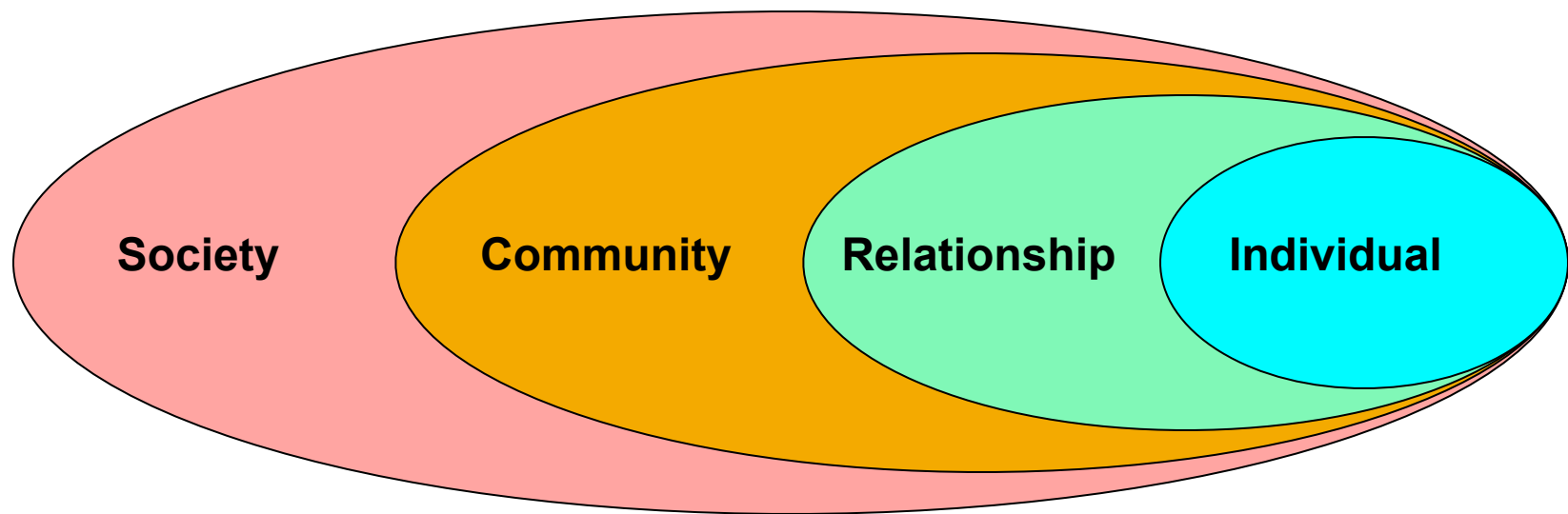
TABLE 4

Risk factors for sexual violence^a

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

^a Some of these factors are also risk factors for intimate partner violence (see [Table 2](#) for risk factors for both intimate partner and sexual violence).

The Ecological Model: Risk and Protective Factors



Outer Layers



http://www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf



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



Outer Layer Factors

Perpetration by men

Victimization of women

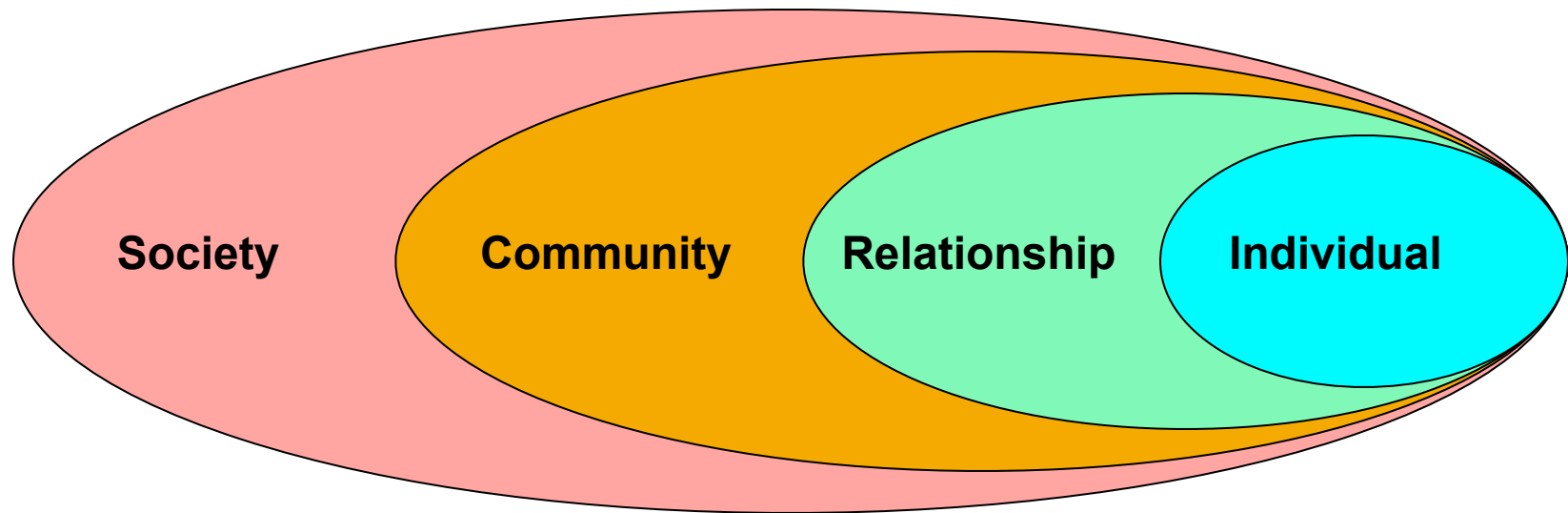
COMMUNITY LEVEL	
■ Weak community sanctions	■ Weak community sanctions
■ Poverty	■ Poverty
SOCIETAL LEVEL	
■ Traditional gender norms and social norms supportive of violence	■ Traditional gender norms and social norms supportive of violence
■ Ideologies of male sexual entitlement	■ Ideologies of male sexual entitlement
■ Weak legal sanctions	■ Weak legal sanctions



http://www.who.int/violence_injury_prevention/publications/violence/9789241564007_eng.pdf

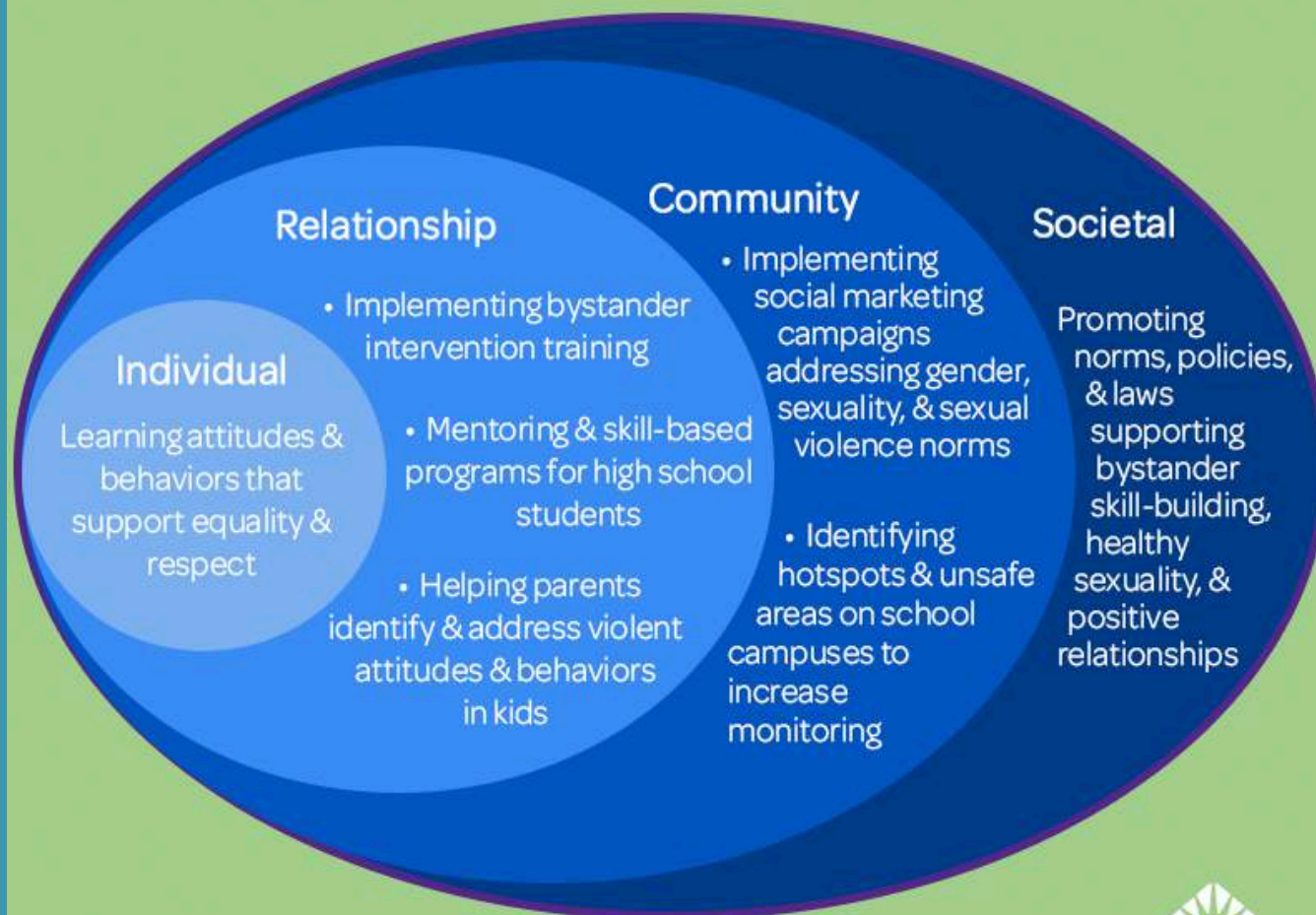


The Ecological Model: Where to Take Action



Encouraging Work at All Levels Prevents Sexual Violence

Strategies may include:



Learn more about sexual violence prevention from CDC:
<http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>.



VetoViolence



Start Strong: Middle School



- Educate and engage youth in & out of school
- Educate/engage teen influencers
- Change policy & environmental factors
- Promote social norms change through social marketing and communications

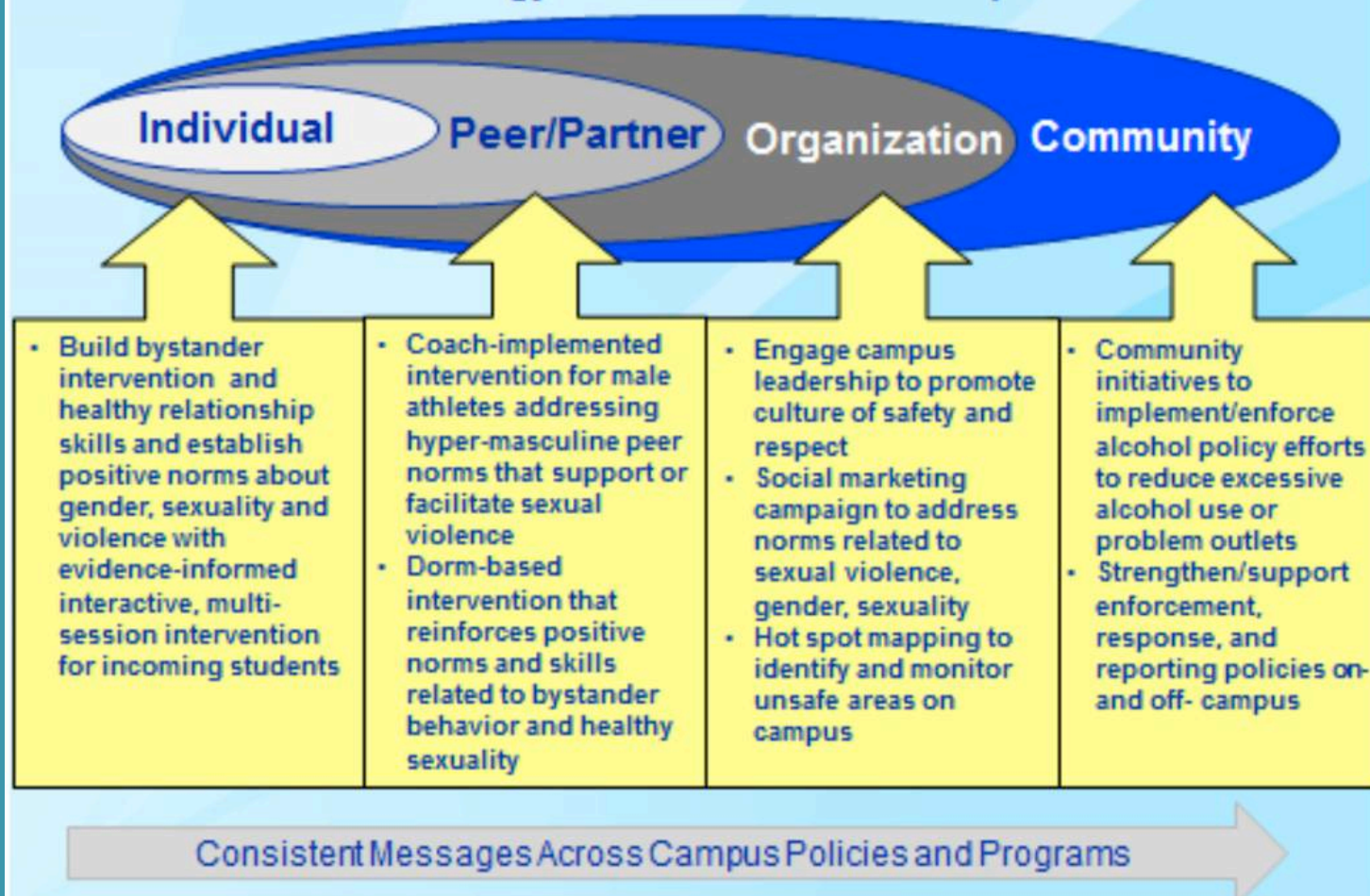


<http://startstrong.futureswithoutviolence.org/>



Example for College Campus

Figure 1. Example of a Comprehensive Campus-Based Primary Prevention Strategy for Sexual Violence Perpetration



Spectrum of Prevention

Influencing Policy & Legislation

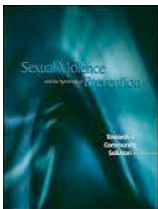
Changing Organizational Practices

Fostering Coalitions & Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills



***Sexual Violence and the Spectrum of Prevention:
Towards a Community Solution***

[http://www.nsvrc.org/publications/nsvrc-publications/
sexual-violence-and-spectrum-prevention-towards-
community-solution](http://www.nsvrc.org/publications/nsvrc-publications/sexual-violence-and-spectrum-prevention-towards-community-solution)

Prevention
and
equity
institute
at the center of community well-being
www.preventioninstitute.org



Spectrum of Prevention

Influencing Policy & Legislation

Changing Organizational Practices

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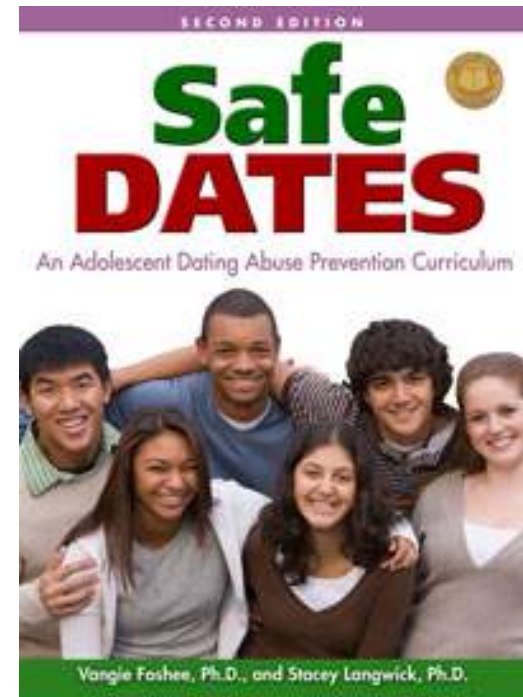
Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

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



Start Strong

Sound
Relationships

Evaluate the
nutritional
value of the
music you
listen to!

<http://www.bphc.org/whatwedo/violence-prevention/start-strong/Documents/Start%20Strong%20Sound%20Relationships.pdf>

Nutritional Impact

Artist:

Song title:

Serving Size: Min:

Sec:

Amount per serving:	Present (X)	Intensity level (1-10)
Unhealthy Relationship Ingredients		
Drama		
Possession/obsession		
Disrespect		
Relationship = sex		
Manipulation		
Total Unhealthy		
Healthy Relationship Ingredients		
Fun/Enjoyable		
Support		
Respect		
Equality		
Trust		
Total Healthy		

The song may portray: **Drama:** a belief that making up/breaking up, yelling, bitter arguing, destroying property or a general sense that unhealthy conflict in the relationship is part of a normal relationship. **Possession/Obsession:** a belief that another person is an object to use for one's personal benefit. This could also include stalking, objectification, and controlling behavior. **Disrespect:** a belief that it is acceptable to disregard another person's feelings, ideas, opinions and wishes. This could include name calling, put downs, minimizing language, and cheating. **Relationship=sex:** a belief that the main component or focus of the relationship is sex. **Manipulation:** a belief that it is acceptable to lie or use another person's emotions or vulnerabilities to get what is desired. This could include guilt trips, lying, and using alcohol to get sex. **Fun/Enjoyable:** a belief that relationships are enjoyable and fun. **Support:** a belief that a relationship includes building up the other person's confidence and strengths. This could include encouraging another person to make healthy decisions to better themselves, even when the other person may not totally agree. **Respect:** a belief that another person has value and is appreciated and recognized for their ideas, thoughts, and decisions. This could include the use of positive or supportive words to describe the other person. **Equality:** a belief that both parties share in decision making and are free to choose what is right for them. One person does not have power over the other either in decision making or sex. **Trust:** a belief that the other person in the relationship has your best interest at heart. This could include being faithful and honest.

Boston, MA



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Changing Organizational Practices

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Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

#Harassmentitis Chalk Walk



New York, NY



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<http://www.ihollaback.org/harassment-is/>

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Changing Organizational Practices

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Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

Peaceful Paths



Gainesville, FL

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

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Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

Youth Development

Todd County, SD



Culture Matters

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Strengthening Individual Knowledge & Skills

Monsoon United Asian Women

Des Moines, IA

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



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Promoting Community Education

Strengthening Individual Knowledge & Skills

Rethink



Kids Rethink New Orleans Schools

New Orleans



Kids Rethink New Orleans Schools

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Influencing Policy & Legislation

Changing Organizational Practices

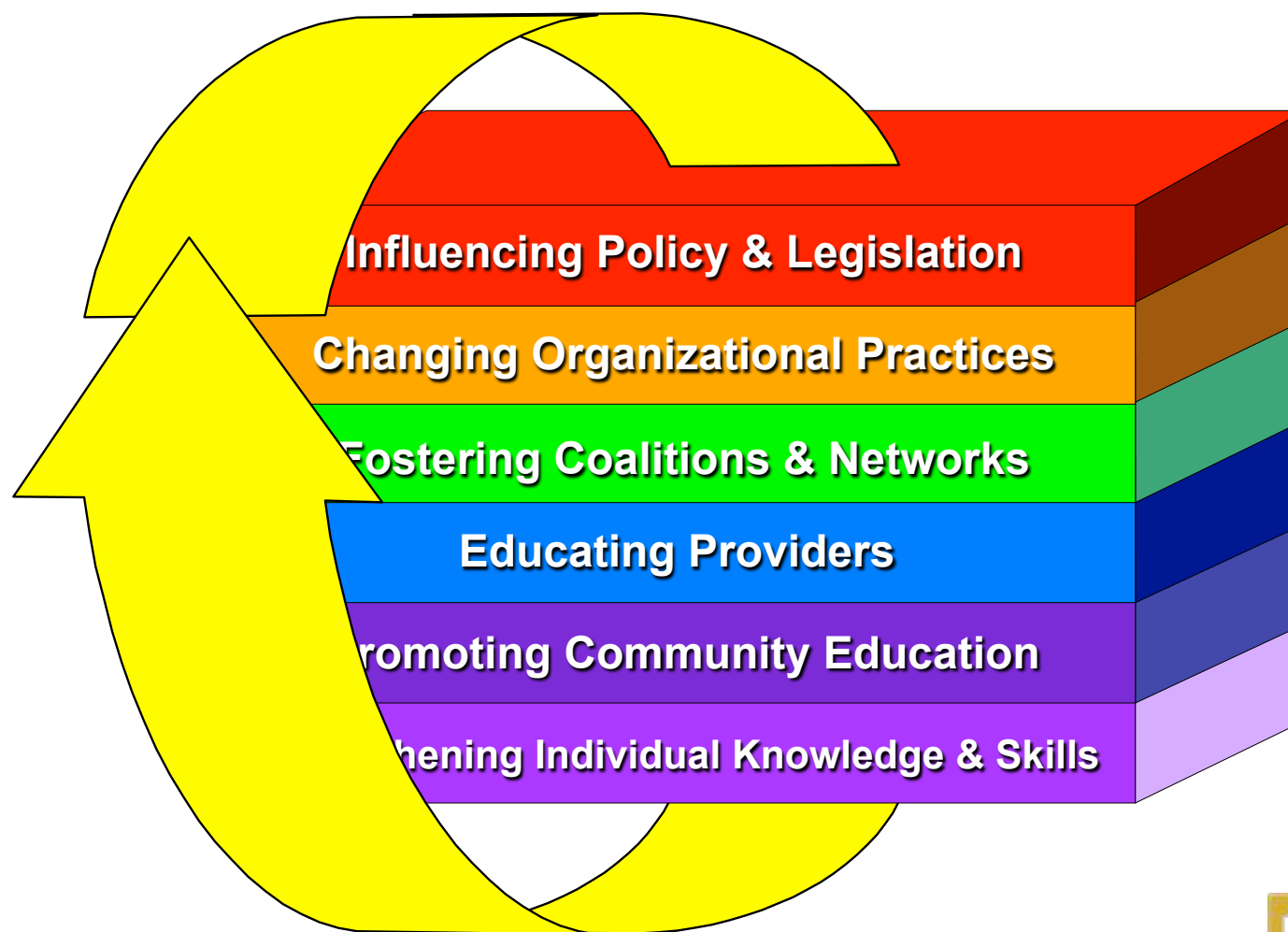
Fostering Coalitions & Networks

Educating Providers

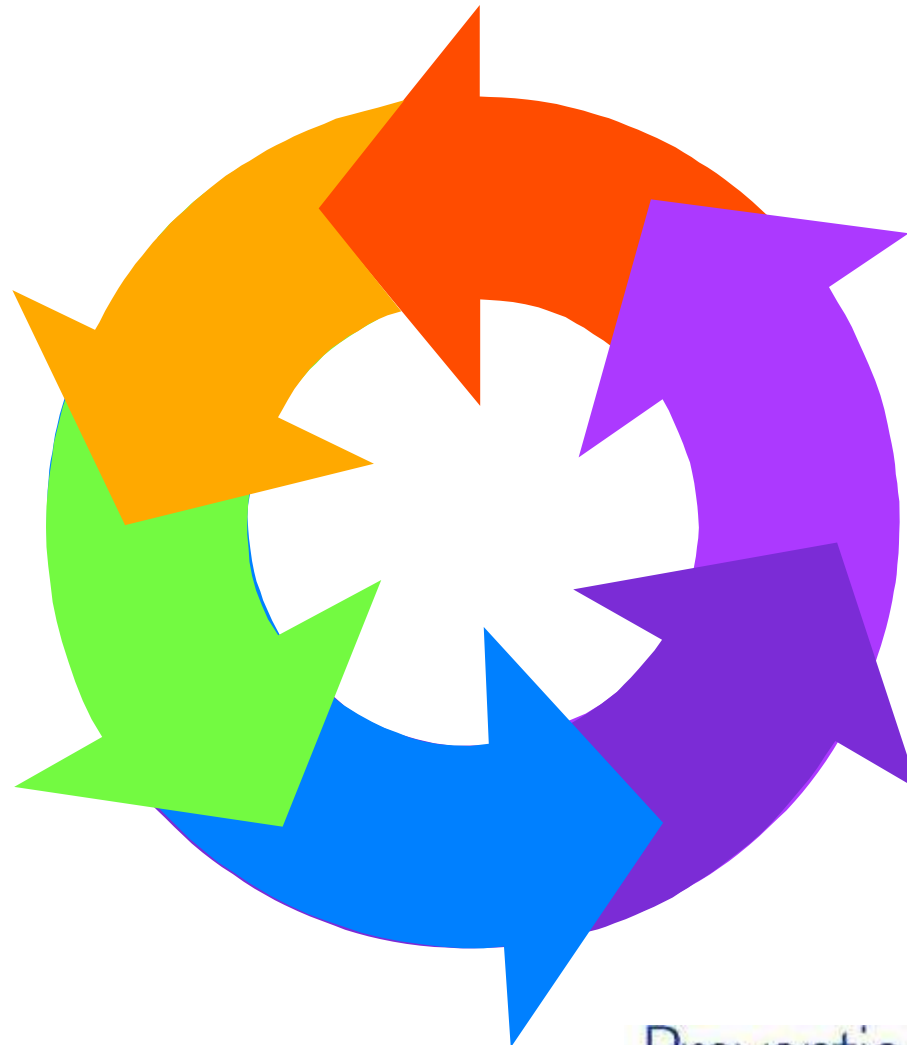
Promoting Community Education

Strengthening Individual Knowledge & Skills

Data & Evaluation Shape the Spectrum

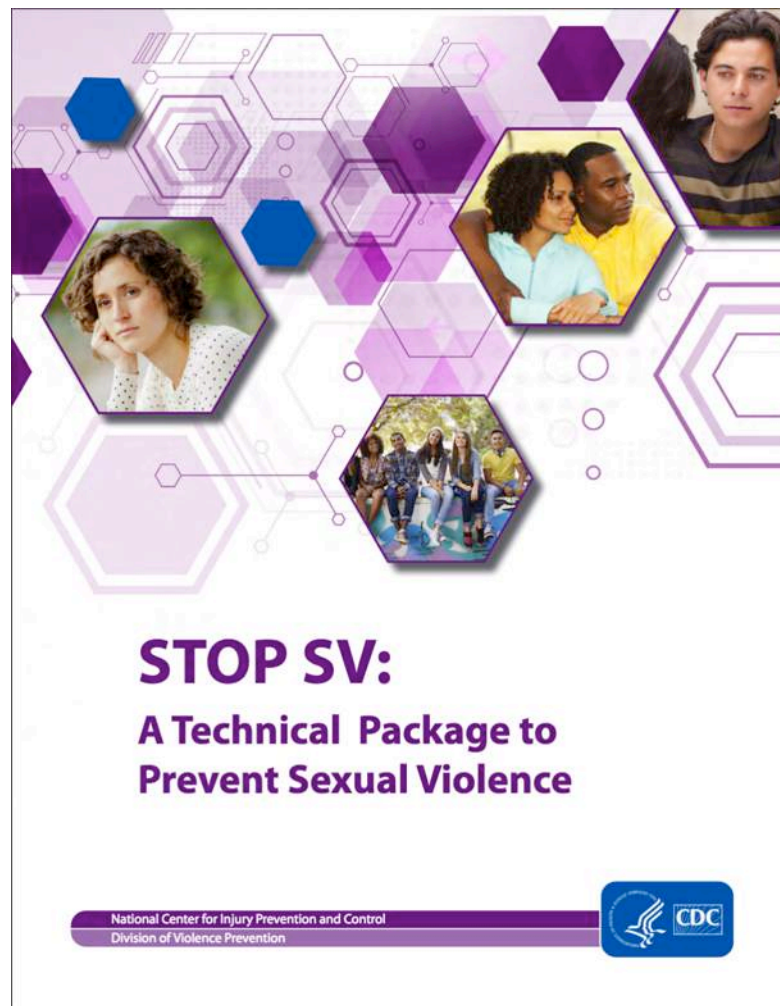


The Synergy of the Spectrum of Prevention



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Prevention and equity at the center of community well-being





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



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>





STOP SV

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

Social Norms: Bystander approaches



Engaged by·stand·er

'bī,standər/

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.nsvrc.org/projects/engaging-bystanders-sexual-violence-prevention/bystander-intervention-resources>

Engaging bystanders in the prevention of sexual and domestic violence

Strategies

community norms

SOCIETAL COMMUNITY RELATIONSHIP INDIVIDUAL

media campaigns

increase community receptivity to prevention messages

PreventConnect

9:46 / 21:08

PreventConnect eLearning Unit

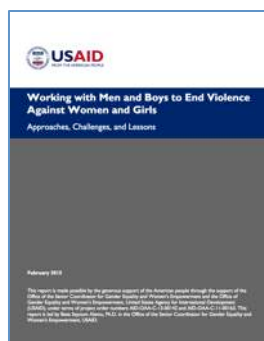
<http://learn.preventconnect.org/course/view.php?id=8>



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

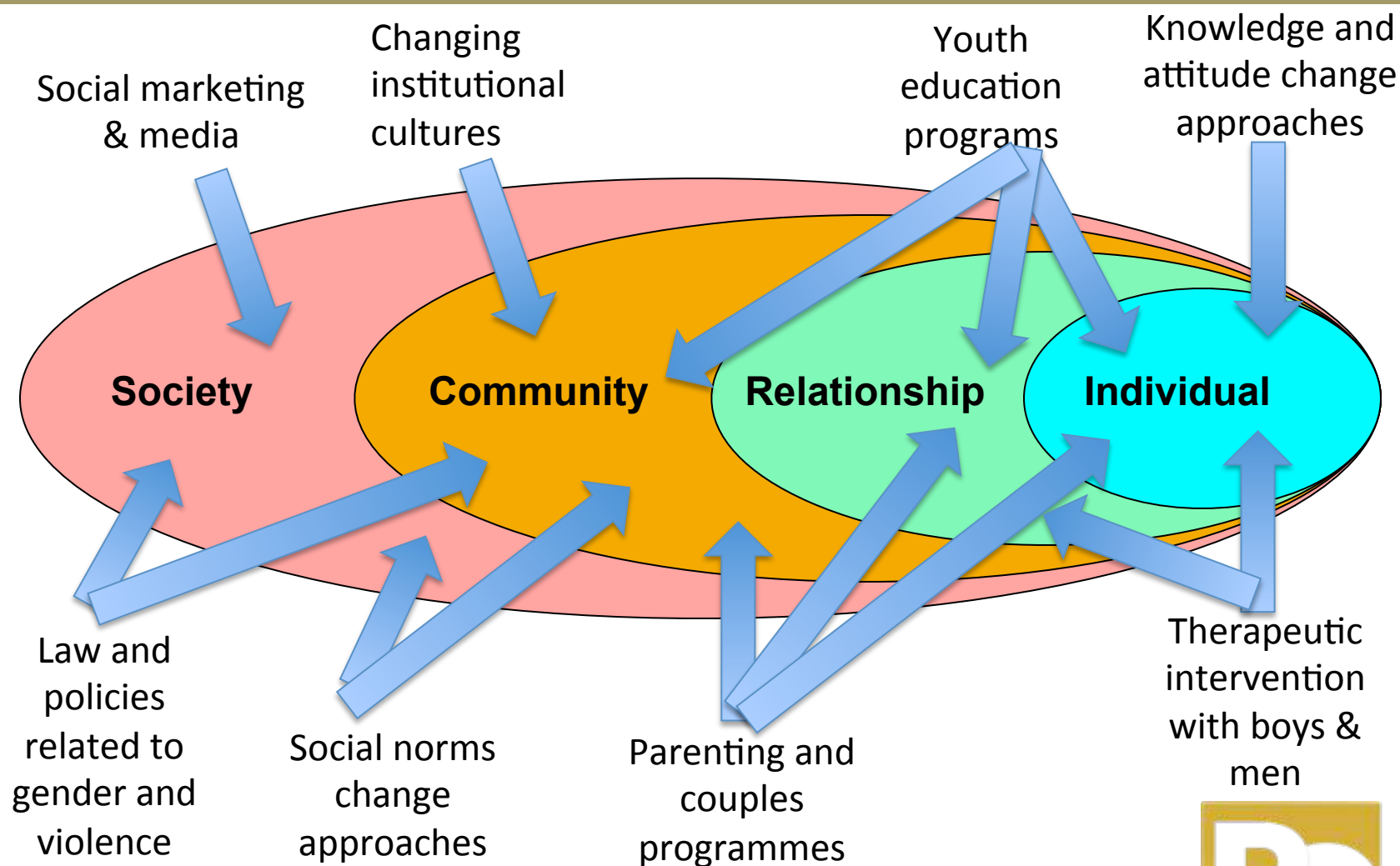


https://www.usaid.gov/sites/default/files/documents/1865/Men_VAW_report_Feb2015_Final.pdf



The Ecological Model:

Transforming masculinities through combined changes across the social ecology



Flood, M. (2016). Working With Men: Strategies and challenges in engaging men in building non-violence and gender equality. Capacity-building workshop, Malta, April 6.

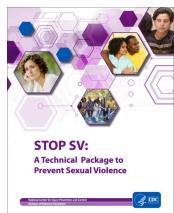
www.xyonline.net/content/working-men-strategies-and-challenges-engaging-men-building-non-violence-and-gender-equality

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

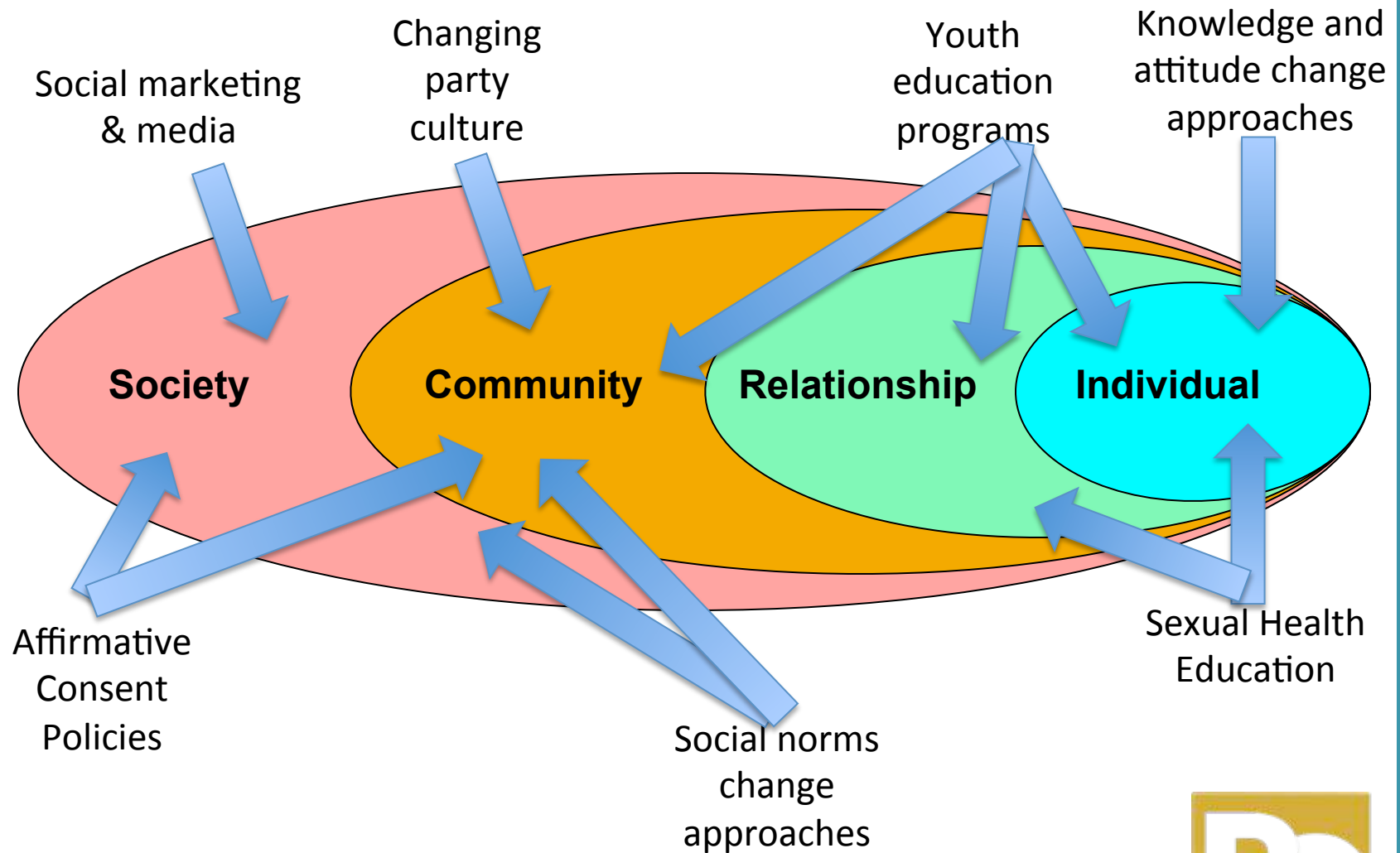
SEXUALITY-It's time to talk about it



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



The Ecological Model: Healthy Sexuality



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>

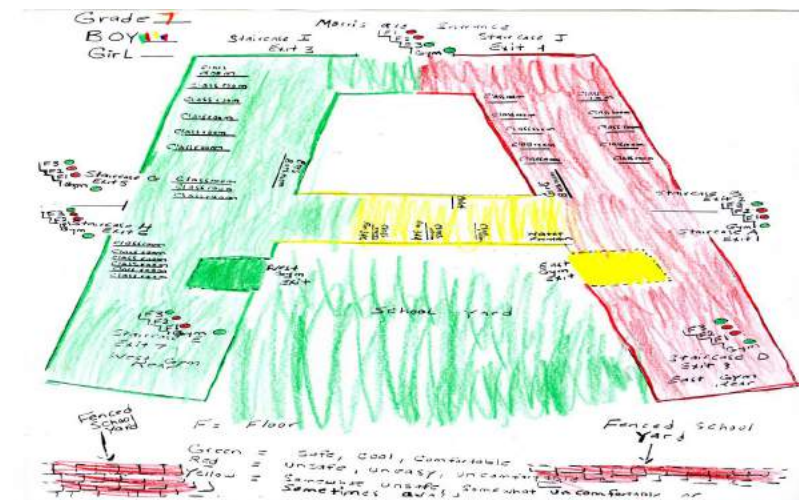


Create Protective Environments

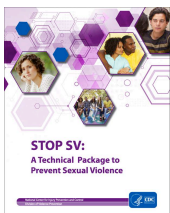
- Improving safety and monitoring in schools
- Establishing and consistently applying workplace policies
- Addressing community-level risks through environmental approaches

SHIFTING BOUNDARIES:

Lessons on Relationships for Students in Middle School



http://www.preventconnect.org/2013/05/shifting_boundaries/

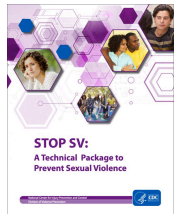


<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>



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

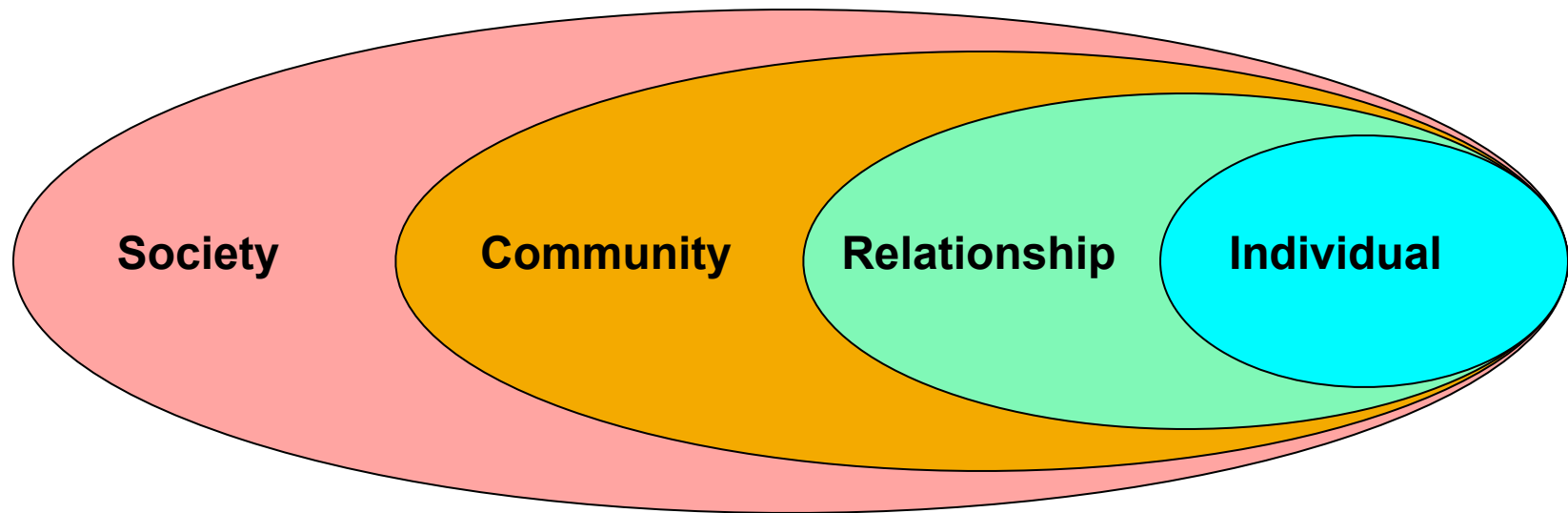


<http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>



The Ecological Model:

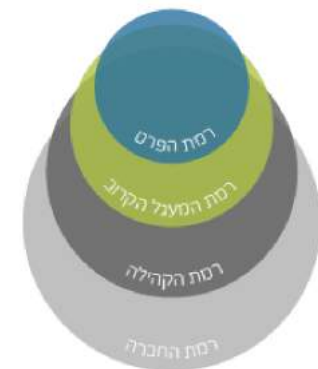
Who Takes Action



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

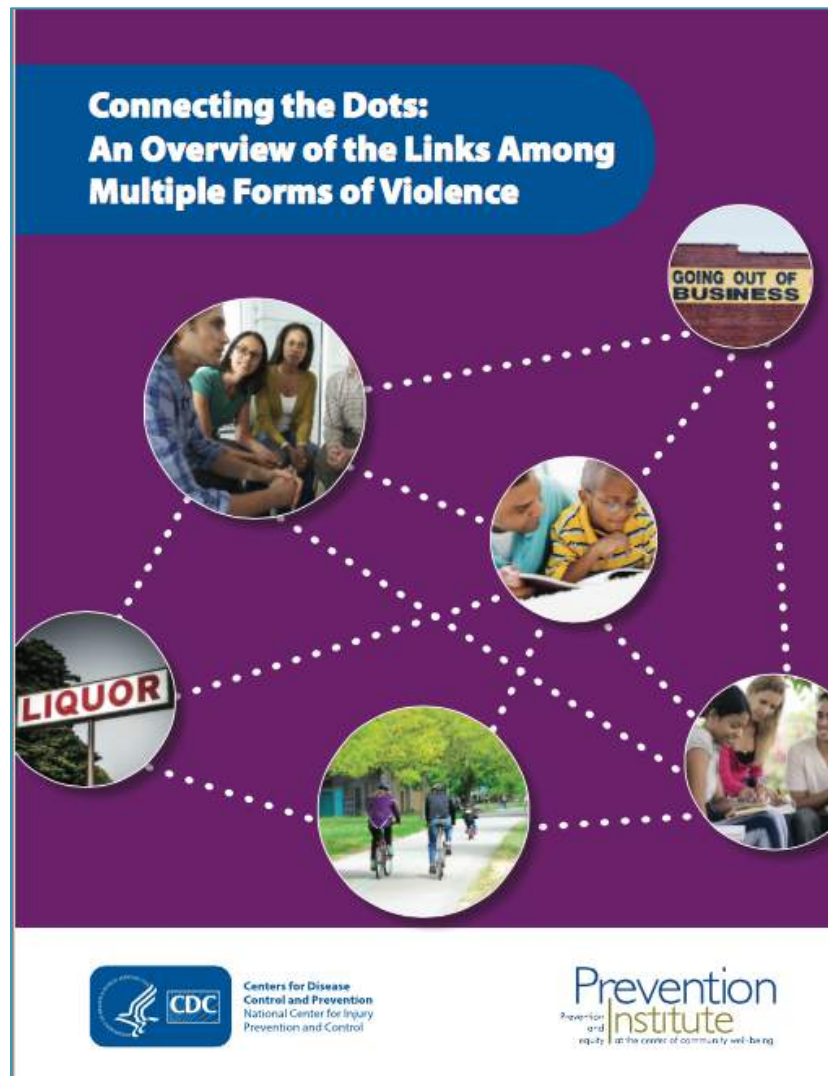
מיניות
הגיע הזמן לדבר על זה



יום ד', יז באייר התשע"ו, 25.5.2016
אולם "ברנד", רמת אפעל



Connect Issues



http://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf





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PreventConnect

A NATIONAL ONLINE PROJECT DEDICATED TO THE PRIMARY PREVENTION OF SEXUAL ASSAULT & DOMESTIC VIOLENCE.

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eLearning



- Building Blocks of Prevention
- Comprehensive Prevention Efforts
- Introduction to Sexual Health
- Coalition Building and Turf Management for Strategic Prevention Partnerships
- Collaboration for Sexual and Domestic Violence Prevention
- Community Mobilization and Primary Prevention
- Coordinating Prevention across Sexual and Domestic Violence
- Engaging Bystanders in the Prevention of Sexual and Domestic Violence
- Social Marketing as a Tool in Primary Prevention
- Putting Social Justice at the Heart of Public Health

<http://learn.preventconnect.org/>





What does it take...

to end sexual violence?

What Works to Prevent Violence Against Women and Girls

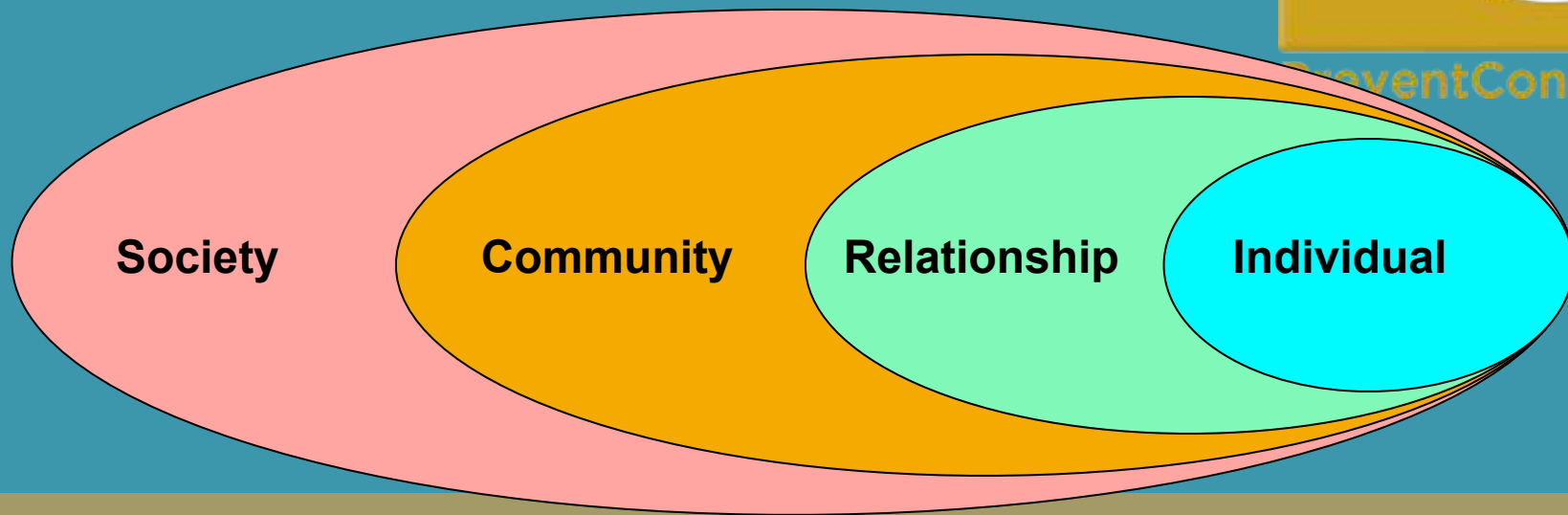
<u>Interventions of interest:</u>	<u>Entry Points of interest:</u>	<u>Populations of interest:</u>
<ul style="list-style-type: none">• Community mobilisation• Whole school interventions• Peer or relationship interventions• Parenting interventions• Small group interventions• Economic interventions combined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

Fulu E, Kerr-Wilson A, Lang 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.uk/government/uploads/system/uploads/attachment_data/file/337615/evidence-review-interventions-F.pdf



What does it take...

to end sexual violence?



**IT TAKES ALL OF US
THROUGHOUT THE ECOLOGY**

For more information



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