



Peer Learning Forum: Implementing Community-Level Strategies to Prevent Sexual and Domestic Violence October 5, 2017

AKJ: Thank you all for joining us today! We will get started at the top of the hour.

AKJ: Slides for this session can be found here: <http://www.preventconnect.org/2017/09/peer-learning-forum-implementing-community-level-strategies-to-prevent-sexual-and-domestic-violence/>

AKJ: STOP SV web conference recording: <http://www.preventconnect.org/2016/05/stop-sv-a-technical-package-to-prevent-sexual-violence/>

AKJ: Preventing Intimate Partner Violence Across the Lifespan web conference recording: <http://www.preventconnect.org/2017/05/preventing-intimate-partner-violence-across-the-lifespan-a-technical-package-of-programs-policies-and-practices/>

DD Is this specifically talking about retail outlets, or also take bars and clubs and pricing into account? And just IPV or also general SV?

DC: Hi Danielle from Toledo where it's sunny and temperate:)

AKJ: @Daniele I will ask!

DS: As I have been working on reporting for the year - I am thinking a lot about how hard it is to separate policy review and creating protective environments from training and education/promoting social norms that protect against violence - the education/training is needed in advance to promote the policy change, and after because policy without training everyone impacted in how to implement the policy is just words on a shelf. Increasing teacher presence without training teachers in what to watch for and what to do if they see interactions that need to be addressed.

COTW: @Debra! YES, I have started using an implementation plan in all my work related to environment and policy!

AKJ: @Debra that makes a lot of sense. Are others having similar thoughts? How are you working through this?

DS: I am thinking of it related to reporting because it can be hard to capture the impact of the policy work - so much goes into the effort that shows up as "just" training and not policy, but it builds toward policy change. I like Cierra's idea a lot, of having a clear implementation plan that includes the policy as a key goal but puts it in context.

RC: Experience has told us what Debra is talking about. Remember the TDV law? If advocates hadn't been working on educating policy makers it would have been weaker legislation than it was. Then all the efforts afterward, to help folks understand the implications of the law.

RC: Very smart, Debra!

AKJ: What does creating protective environments look like in the work you are doing to prevent sexual and domestic violence?

KVS: Openness and willing to have any conversation with a student. Even the ones that can be uncomfortable

RC: Helping campuses create culture shifts to protect from IPV/SV. To promote healthy relationships, reduce risk for perpetration.

BM: We are trying to get into the schools to teach safe dating/healthy relationship courses. We are also creating a pilot program for a Students Against Dating Violence club in a local college that we would love to see spread to other colleges, high schools and universities

JMH: The safe areas and danger zones are discussed with school age children in our educational outreaches, with age appropriate messages from bullying to sexual violence prevention

SD: We are running a project that is working on increasing youth social cohesion within a middle school. The strategies include everything from comprehensive staff training to fostering a strong youth leadership team.

DD: making large night clubs and hotels safer through training of staff and review of physical spaces, as well as training anyone receiving alcohol serving cards

TC: One of our culturally specific sites has developed programming to create safe spaces (physically & emotionally) for youth to learn about health sexuality, consent, sexual identity, etc. as this is not the norm/accepted within their culture/community

DC: Teaching youth to respect one another and promote kindness in action and words

JP: creating protective environments to me is the education we do, we are in the middle and high schools in two counties, we are on a college campus, we are trying to equip our youth and young adults with the tools and mentality to make these communities safer.

ER: Supporting positive social norms- encouraging groups to look out for each other, to confront harmful behavior, and to be supportive of diversity- this particularly is clear in some of the youth groups we work with- that they model a protective environment in the group and then work to create it in schools, neighborhoods, other places they are.

PR: We have 2 universities in our community. We make sure to educate the college students about sexual and domestic violence.

SW: We teach Youth Violence Prevention at schools in the tri-county area and work with school counselors, health and PE teachers, and others on how to talk to students about preventing SA, which includes gender stereotypes, media, and other concepts. We so a Bar Outreach program adapted from Our VOICE to train volunteers on going into various bars on specified nights to train bartenders, staff, and patrons on preventing SA and increasing bystander intervention

SW: Working across the state in Florida to create protective environments by supporting DV Centers in

convening multi-sectors partnerships to work on community level prevention and advocate for their school districts to implement TDV policies on the books.

LH: Linda do you know if there has been any impact on the surrounding neighborhood? What are some other ways you are evaluating this effort?

LH: Thank you Linda!

KT: Creating Protective environments looks very different when working on a social environment than when working on a physical environment. A protective social environment gets created through norms change, and that requires sustained efforts directed at injunctive norms and on descriptive norms. We've been doing a training on college campuses that has both components. The training session content establishes & promotes norms of a trauma-informed classroom & survivor centered response to student disclosure, and then we give the participants a sticker to put on their computer or in their office that says "IPV-Free" & "I've had training on intimate-partner violence. When faculty and staff post those visually, it changes the descriptive norms, and signals to the people in that environment that this group of people know and care about preventing IPV.

LH: Go Cierra!!!!

AKJ: The tools Cierra just mentioned can be found here: <http://www.preventconnect.org/2017/07/a-safe-place-to-call-home-transforming-the-physicalbuilt-environment-for-sexual-and-domestic-violence-prevention/>

AKJ: Thank you all for sharing about the work you are doing

KT: Community Health Status Indicators map? Where would we find this data, and how current is it?

AKJ: @Kari I will ask Cierra if she can provide that information

KT: Thx!

DS: We did get an analysis of our 2013 YRBS data on health of students with disabilities that includes forced sexual activity both within an outside a relationship. https://www.odh.ohio.gov/-/media/ODH/ASSETS/Files/chss/adolescent-health/ODHP_YRBS_Infographic.pdf?la=en

KT: This is a similar project that I worked on while I was in Louisville KY, with an organization called the Network Center for Community Change

KT: <http://makechangetogether.org/nc3-community-mapping/>

AKJ: Thanks for sharing that, Kari!

KT: cultural humility

LH: Thank you

LH: Cierra, you are awesome!

AKJ: What other strategies are you engaged in that can compliment work to change the physical environment?

LH: Go Melanie!!!

RC: I would think that a social media / marketing campaign could support projects like Cierra's and others to change the physical environment.

COTW: Community Health Status Indicators Map was a tool of the CDC, Department of Health and Human Services. Go to this link, and then select their link to go to the data. Sadly the maps are no longer functioning, however, the data is there, free, and available: <https://wwwn.cdc.gov/communityhealth>

AKJ: @Rebecca I'm picturing what that could look like -- what are you imagining?

AKJ: CPTED - Crime Prevention Through Environmental Design

COTW: @Kari, yes! Yes cultural humility, but also competency. People would lean on wheelchairs, prop feet on them or otherwise touch them without consent! It blew my mind to see that, but people stopped immediately when they were challenged to think of the chair as part of one's body.

KT: Aha. The County Health Rankings is where that link directed me, Cierra. Ok, I am familiar with those, but haven't used them in the way you were describing. It's so great to hear the way that you used that data for advocacy.

KT: Thanks for sharing the link and all about your work, it's awesome!

COTW: @Kari, you are so welcome. I am elated to share.

COTW: Melanie, how did people working on CHIP receive your partnership? What I mean is: did they embrace you with open arms? Or were they of the mindset that SV doesn't happen here or isn't a public health issue?

LH: Great job Melanie!

COTW: That is glorious news, Melanie! Thank you!

AKJ: How would you like to see this conversation continue?

MA: I would love to hear other examples of community level work

JH: Could you include all the links to resources that was mentioned in the chat?

TC: more examples like this! Also, examples of how people have evaluated community/societal level efforts. Thank you!

JH: Thanks!!

SO: Excellent information--so many great examples to think about.

COTW: Is anyone out there working with people with disabilities? If so, Can I call you?

PR: I would more information about how to get the community involved.

MA: Here is a short video also explaining our Coalition work in KS for Community Level Prevention:
<https://youtu.be/GEFg5VKR-7o>

JMH: All of the presenters were EXCELLENT! Thank you for sharing your work.

RC: Great examples. Inspiring!

JB: Thank you!

AL: Thanks to the presenters--this was a bunch truly paradigm-shifting projects and successes!

ER: Thank you, this was great!

SW: I think it is key to identify the underserved populations regarding SA awareness and prevention. We have a school here that had their special education students sit through our YVP presentation 8 times in a row because they had no other place to put them. Not only was this creating a learning environment for the school where they were clearly an afterthought, but also the training was not adapted to their needs. SA prevention and education is key among these groups! Cierra, I will be emailing you!

DS: @cierra are you familiar with the work Impact Safety has done in Boston?

COTW: Go TEAM!

COTW: Shelby! I am so excited to hear from you and will be looking forward to connecting

SW: Great! I look forward to collaborating and sharing ideas! YAY!

COTW: grinning ear-to-ear

LC: Thank you! It was a great webinar