Comprehensive Primary Prevention

WCASA, PASH 2022

Objectives

Understand the attributes of primary prevention

Identify core prevention frameworks

Describe comprehensive prevention strategy

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unwanted contact

rape

harassment

Sexual Violence

child sexual abuse

incest

reproductive coercion

trafficking

stalking

intimate partner sexual violence

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What is sexual violence?

Racial and Sexual Violence Pyramid

Death
Adverse Childhood Experiences   Murder   Lynching   Genocide   Neglect in Healthcare

Rape
Sexual Assault

Hate Crimes
Police Brutality

Physical Assault   Verbal Abuse

Violence

Traditional Gender Roles
Gender Based Stereotypes

Racial Profiling
Gentrification
Red-lining
Mass Incarceration
Anti-Immigration laws

Reproductive Control   Funding   English Only Services   Judicial System
Homelessness   Prison Pipeline (abuse to-/school to-)
Employment Discrimination   Healthcare
Institutional Discrimination

Rape Jokes
Street harassment
Objectification

Racial Slurs
Racial Profiling
Cultural Appropriation

Problematic Language   Fetishism   Sexualized language
Victim Blaming   Micro-aggressions   Jokes
Individual Acts of Prejudice

"Men can't get raped"
"Boys will be boys"
"Girls should stay home"
"This could ruin their life"
"She was asking for it"

"All lives matter"
"Not all white people"
"I don't see color"
"There is only one human race"
"I can't be racist, I have a black friend"

"There are two sides to every story"
Belief people are better than others based on identity
Forgiveness of perpetrator if white
Not Believing POC/Survivor Experience(s)
Attitudes & Beliefs

Sexual Violence

Racial Violence

PCAR
PENNSYLVANIA COALITION AGAINST RAPE

Pennsylvania Coalition Against Rape
2101 N Front St, Governor's Plaza North, Bldg #2, Harrisburg, PA 17110
www.pcar.org

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Authors: Tatiana Piper & Jackie Strohm, LSW

History of the movement

A brief timeline of prevention work, from the anti-rape movement to #MeToo

Women of color—particularly Black women—are the leaders and bedrock of the movement against sexual violence

Sojourner Truth

Ida B. Wells

Rosa Parks
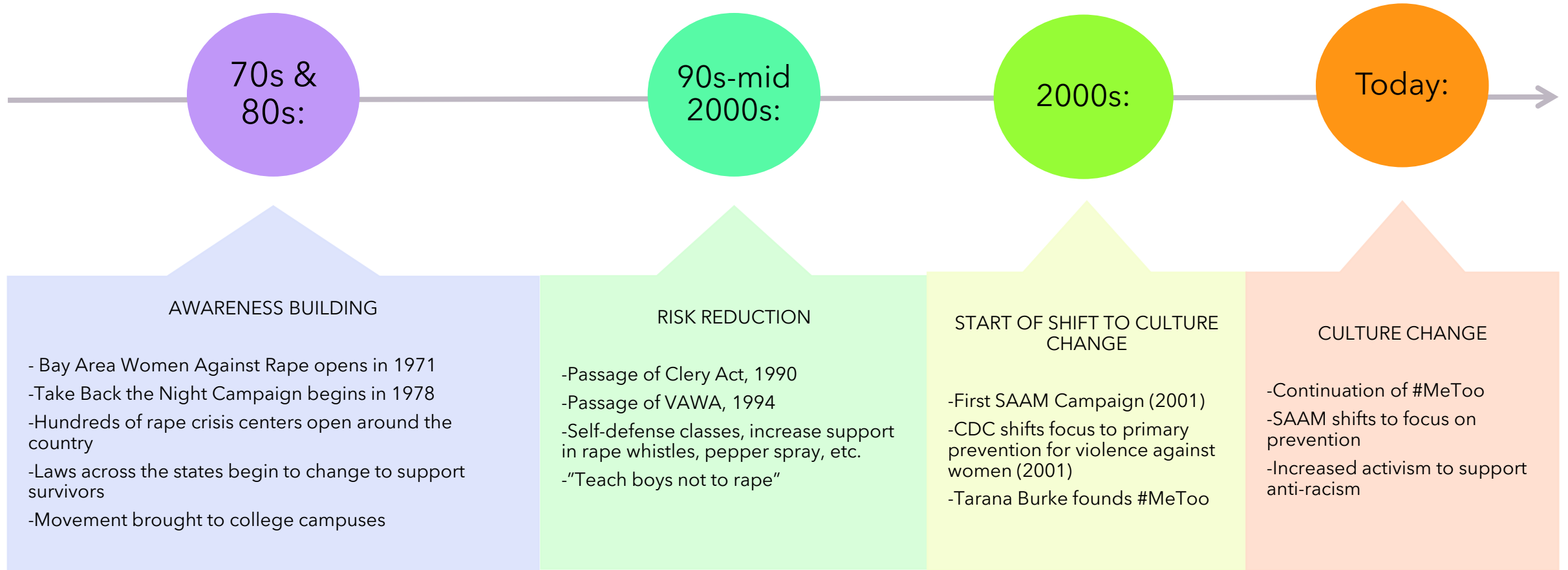
Marsha P. Johnson

Tarana Burke

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Timeline of the Movement

70s & 80s:

AWARENESS BUILDING

- Bay Area Women Against Rape opens in 1971
- Take Back the Night Campaign begins in 1978
- Hundreds of rape crisis centers open around the country
- Laws across the states begin to change to support survivors
- Movement brought to college campuses

90s-mid 2000s:

RISK REDUCTION

- Passage of Clery Act, 1990
- Passage of VAWA, 1994
- Self-defense classes, increase support in rape whistles, pepper spray, etc.
- "Teach boys not to rape"

2000s:

START OF SHIFT TO CULTURE CHANGE

- First SAAM Campaign (2001)
- CDC shifts focus to primary prevention for violence against women (2001)
- Tarana Burke founds #MeToo

Today:

CULTURE CHANGE

- Continuation of #MeToo
- SAAM shifts to focus on prevention
- Increased activism to support anti-racism

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The "Levels" of Prevention

Distinguishing between Primary, Secondary, and Tertiary Prevention

Continuum of Prevention

Primary Prevention: strategies focus on stopping conditions that support sexual violence by promoting conditions that inhibit sexual violence and promote positive behaviors and develop skills that we want others to adopt in order to prevent sexual violence

Secondary Prevention: approaches are immediate responses to sexual violence after it has occurred to deal with short-term consequences

Tertiary Prevention: approaches that offer long-term responses to sexual violence after it occurs to deal with lasting consequences

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Why intervene here?

Why intervene here?

Why intervene here?

Tertiary: ongoing counseling to survivors and intervention services to prevent reoffending

Secondary: offering crisis advocacy and SANE services to survivors; training adults to identify when sexual violence may be occurring

Primary: prevent sexual violence from ever occurring

(in)Visible Influences: Risk & Protective Factors

Risk and protective factors refer to certain conditions that can influence the likelihood of sexual violence occurring. These are not causes, but rather contributing factors

- Risk factors are factors associated with a greater likelihood of sexual violence perpetration, or sexual violence victimization

- Protective factors may lessen the likelihood of sexual violence victimization or perpetration by buffering against risk, or interrupting the impact of risk factors

It's in the roots…

Sexual violence is a complex social problem, meaning it is rooted in our culture, and complex social dynamics.

Unfortunately, our dominant culture is steeped in dangerous ideologies, especially racism, misogyny, homophobia and transphobia. Sexual violence is a tool of oppression and is both rooted and reinforced in these harmful social ills.

To prevent sexual violence, we must get to the root of the problem by shifting our culture for the better. We do this by creating social change.

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Social Change via Social Norms

What are they? | Social norms are the attitudes, values, and beliefs that exist in our culture and shape our behavior.

Why do they matter? | Social norms have the power to negatively or positively impact our culture.

How do they impact us? | Harmful social norms will contribute to the tolerance and perpetuation of sexual violence, whereas positive social norms can help challenge our culture's acceptance of such harm.

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What does primary prevention look like in action?

Work-place policy that ensures transparent and equitable pay among all employees

Classroom education that incorporates anti-racist literature and lessons

Comprehensive sexual and reproductive health education that is sex positive and LGBTQ+ inclusive

Frameworks and Models for Prevention

Public Health Model

Define the problem

Identify risk and protective factors

Develop and test prevention strategies

Assure widespread adoption
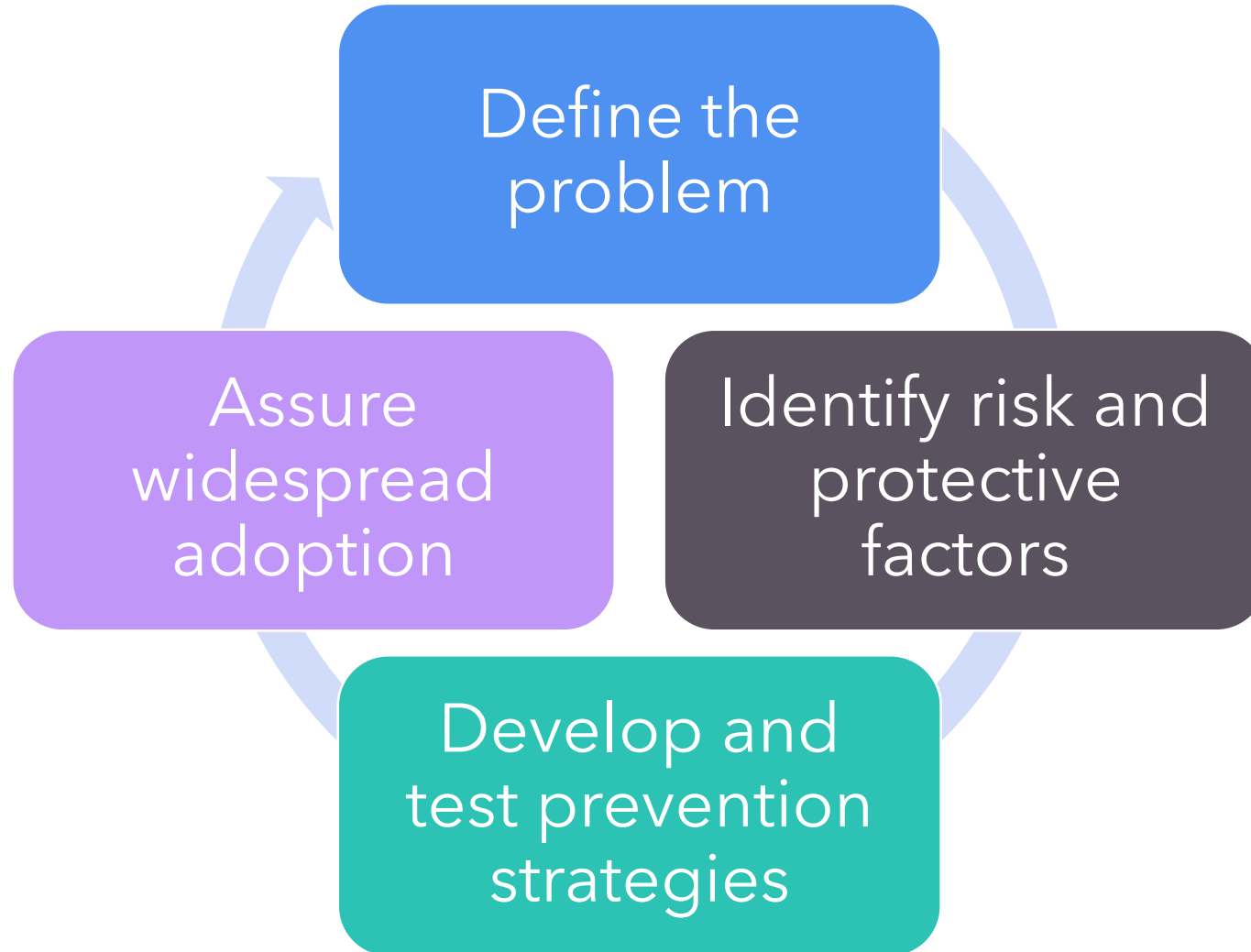
9 Principles of Primary Prevention

Positive Relationships

Socioculturally Relevant

Comprehensive Services

Appropriately Timed

Theory Driven

Varied Teaching Methods

Sufficient Dosage

Outcome Evaluation

Well-Trained Staff

Nine Principles of Effective Prevention Programs   Nine Principles of Prevention   9 Principles of Effective Prevention Activity

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Socio-Ecological Model

Individual   Relationship   Community   Societal

Black Women's Blueprint Expanded SEM
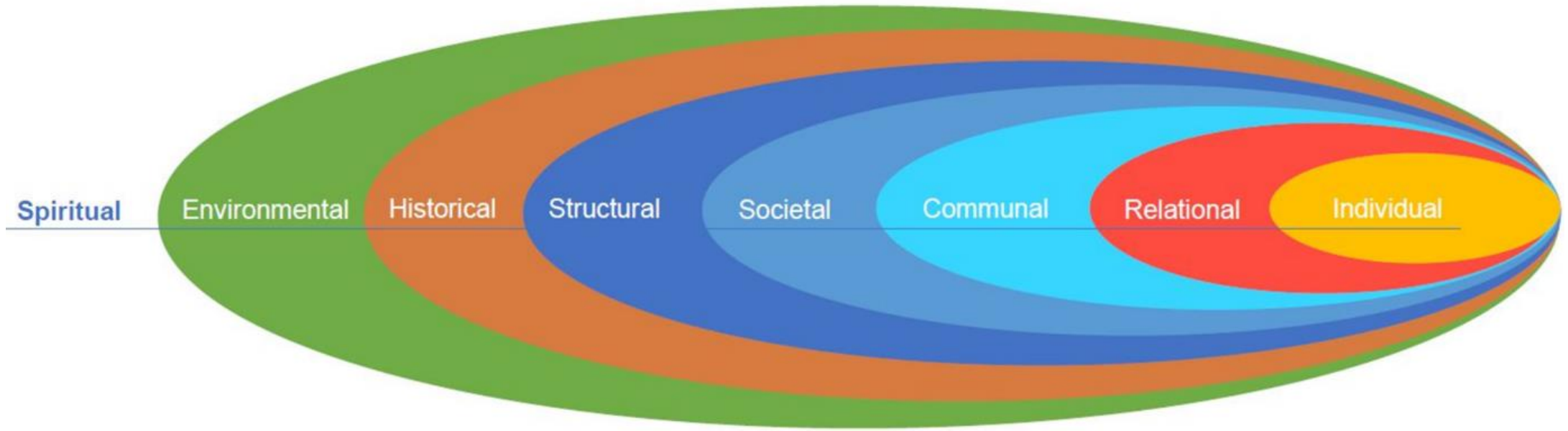
Strategies for Prevention

Past & Present Approaches

- Designed to impact individual knowledge, attitudes, and skills
- Aims to change individual people, one at a time
- Often facilitated by a single service provider, or a single program/strategy

Individual | Relationship | Community | Societal
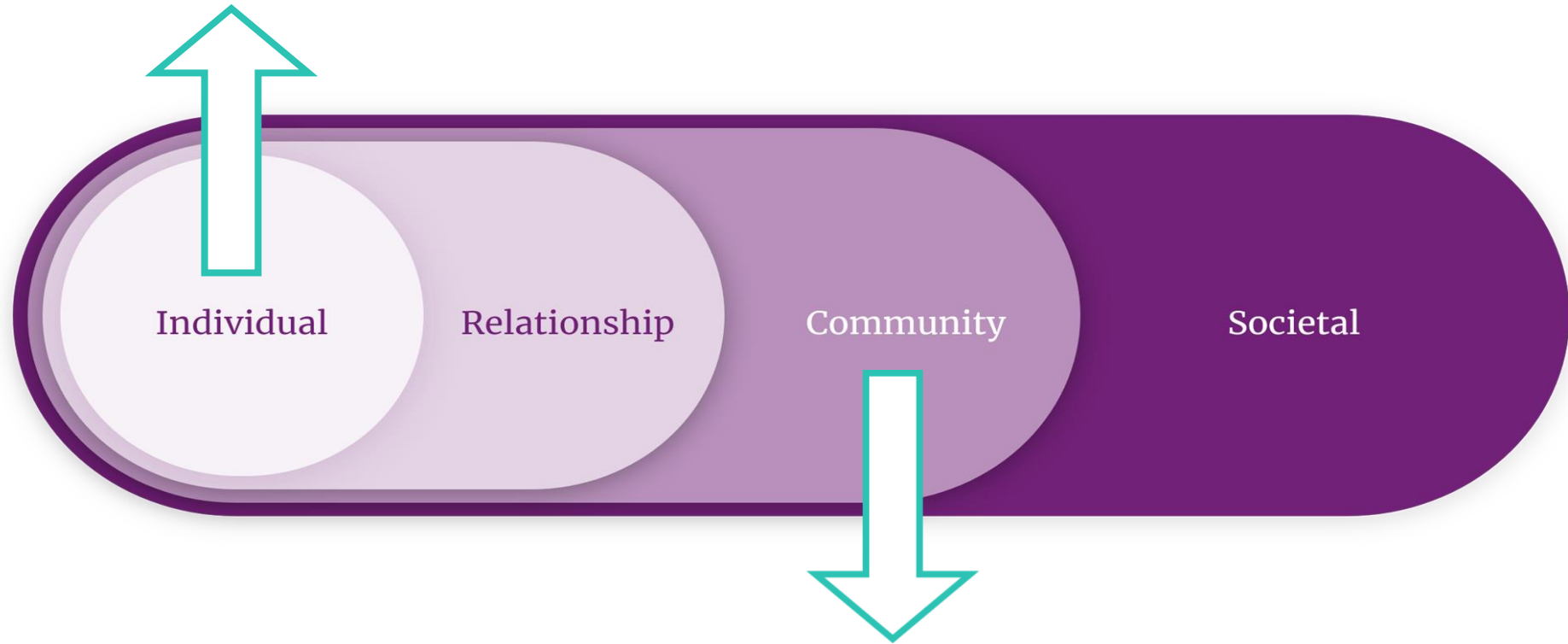
- Designed to impact the social environment/conditions that shape behavior
- Aims to change communities in a collective effort
- Often facilitated through multiple strategies and programs working in tandem towards the same goal

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Strategies in action

Individual

- May take form in presentations, one-on-one education, printed materials, social media, etc.

- **How it creates impact**: As each person is reached, over time, enough individuals will be impacted by materials to bring about change

  Examples:
  - School presentations that teach students about equality and respect
  - (Relationship-level): Bystander intervention training on college campuses

Community

- May take form in policy changes, presentations, printed materials, social media, social norms theory

- **How it creates impact:** The entire community is changed and impacted because the strateg(ies) promote social change

  Examples:
  - School-district policies and practices that support and affirm LGBTQ+ youth
  - Local restaurants and bars complete safe-culture training and promote safe drinking culture

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In the past, prevention work allocated a lot of energy and focus on risk-reduction and individual-level and relationship-level strategies

Individual

Protective or risk factors in an individual's personal history and socialization that increase the possibility of experiencing or perpetrating sexual violence.

Be Prepared
Travel with buddy or in groups
Stay in control

Be Assertive
State what you want
Use a confident voice and body posture

Reduce Your Risk

Be Alert
Watch for signs of trouble
Trust your instincts

Report unauthorized visitors

risk reduction

DEFINITION: Reducing or **minimizing** the risk of someone becoming a victim

WHAT'S THE DIFFERENCE?

Places the responsibility on the **potential victim** to prevent violence against themselves

Educates a **potential victim** how to stop an attack in progress

Focuses on **some forms** of sexual violence

Educates on navigating through **existing harmful spaces**

Focuses on **individual acts of sexual violence**, but not the roots causes

Does not address risk factors of sexual violence perpetration

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njcoalition
against sexual assault

How do these fall short?

Risk-reduction

- Does not challenge the conditions in which sexual violence occurs
- Places responsibility of prevention on would-be victim
- Does not get to the root causes of sexual violence

Individual-Level Strategies

- Time consuming and expensive
- Changes one person's behaviors, beliefs, actions – but not the culture
- Does not get to the root causes of sexual violence

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Community Level Strategies…

Impact the social environment/conditions

Influence "up-stream" factors and root-causes

Reach people across the community – not just a set of individuals

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Game Time! What kind of strategy is it: Individual or Community?

- A high-school implements Coaching Boys Into Men in all fall-term and spring-term boys' athletics | **Community**

- A single-session presentation to all 8th graders about being an active bystander | **Individual**

- A workplace implementing paid family leave for all employees | **Community**

- A free 1-hour self-defense class for women in a community | **Individual**

- A policy that ensures comprehensive sexual health classes for all students in the district | **Community**

- An art-installation in the local library with messaging about anti-racism | **Community**

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The 'P' word

Policy as a prevention strategy

Policy in Prevention Crash-Course

What is policy?

Policy refers to a set of rules, often dictated through ordinances, statues, or laws, that people must follow.

Policy on SV is frequently written in response to it, going into effect after an incident of violence has occurred.

Big P and little p

Federal and legislative policy are commonly known as 'Big P'.

Local-level policy and organizational policies are often referred to as 'little p'

Sometimes thought of as less effective than Big P, little p is in fact incredibly valuable!

Policy in prevention?

If we combine our understanding of primary prevention with policy, we are presented with the opportunity to positively change culture in our schools, businesses, workplaces, places of worship, and communities!

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Policies can shift culture and create social change

Because of their impact on our social environment, prevention policies are foundational to the functioning of our communities. Think of them as a road map: we want our policies to guide our community in being socially-just, affirming, and inclusive.

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Prevention Policy Examples

A workplace policy that provides paid-time-off for employees who become parents through birth, surrogacy, or adoption

A school-district policy that ensures trans and non-binary students and staff have equitable access to gender-affirming bathrooms

How does this promote positive culture change and prevent harm?

This policy promotes greater economic equity among all genders and provides family support; challenges harmful norms around gender roles and parenting, and addresses the root issue of economic inequity

How does this promote positive culture change and prevent harm?

This policy promotes identity affirmation, a culture of respect, and prevents harm by instilling empathy and inclusion among the school community

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What then, do we mean by comprehensive prevention?

Comprehensive Prevention:

Possesses multiple strategies at differing levels of influence, that support each other and augment the goal of prevention, reaching multiple community members

| Individual | Relationship | Community | Societal |
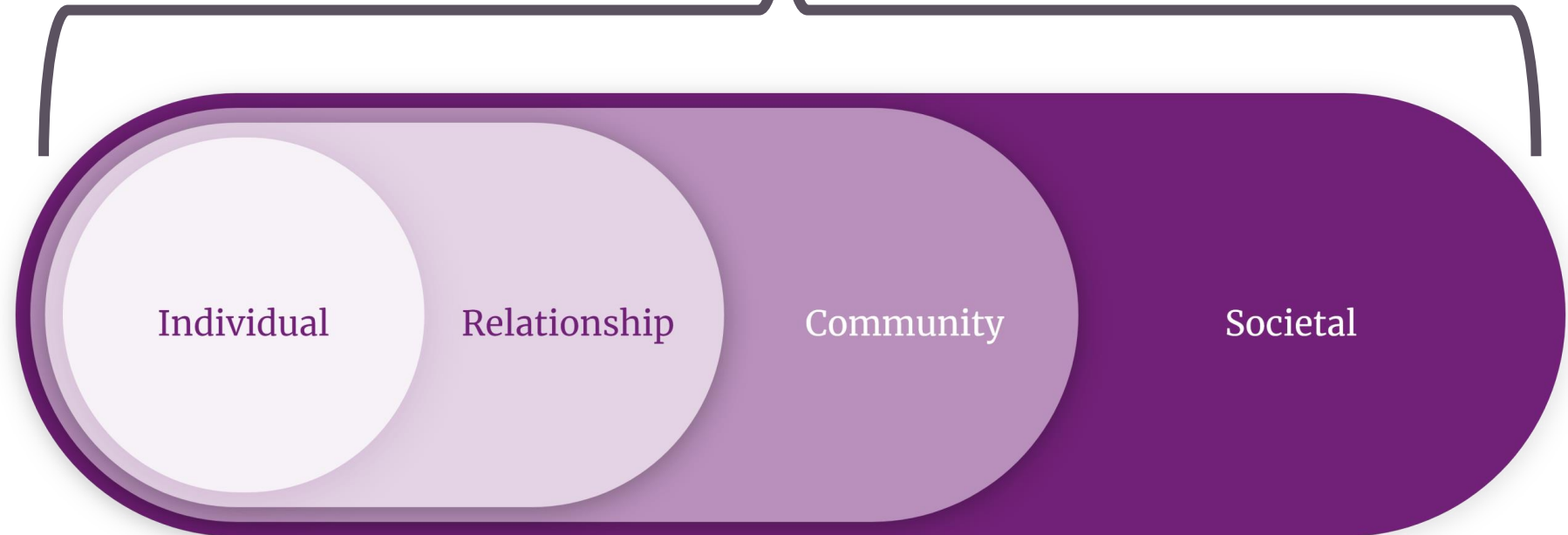
Community-level strategies as part of comprehensive prevention

Think of community-level strategies as ***part*** of a comprehensive prevention approach

- More than one strategy implemented to impact entire community, across many points of influence

- Comprehensive prevention is: robust, synchronistic, encompassing

Implementing Comprehensive Prevention: Where to begin?

Identifying the Elements of the Culture to Impact

How do we want to impact the social environment?

How will we create the desired change?

How will this change prevent sexual violence?

Creating Social Change

Promoting Healthy Social Norms

Interrupting Risk Factors

Enhancing Protective Factors

Challenging Harmful Social Norms

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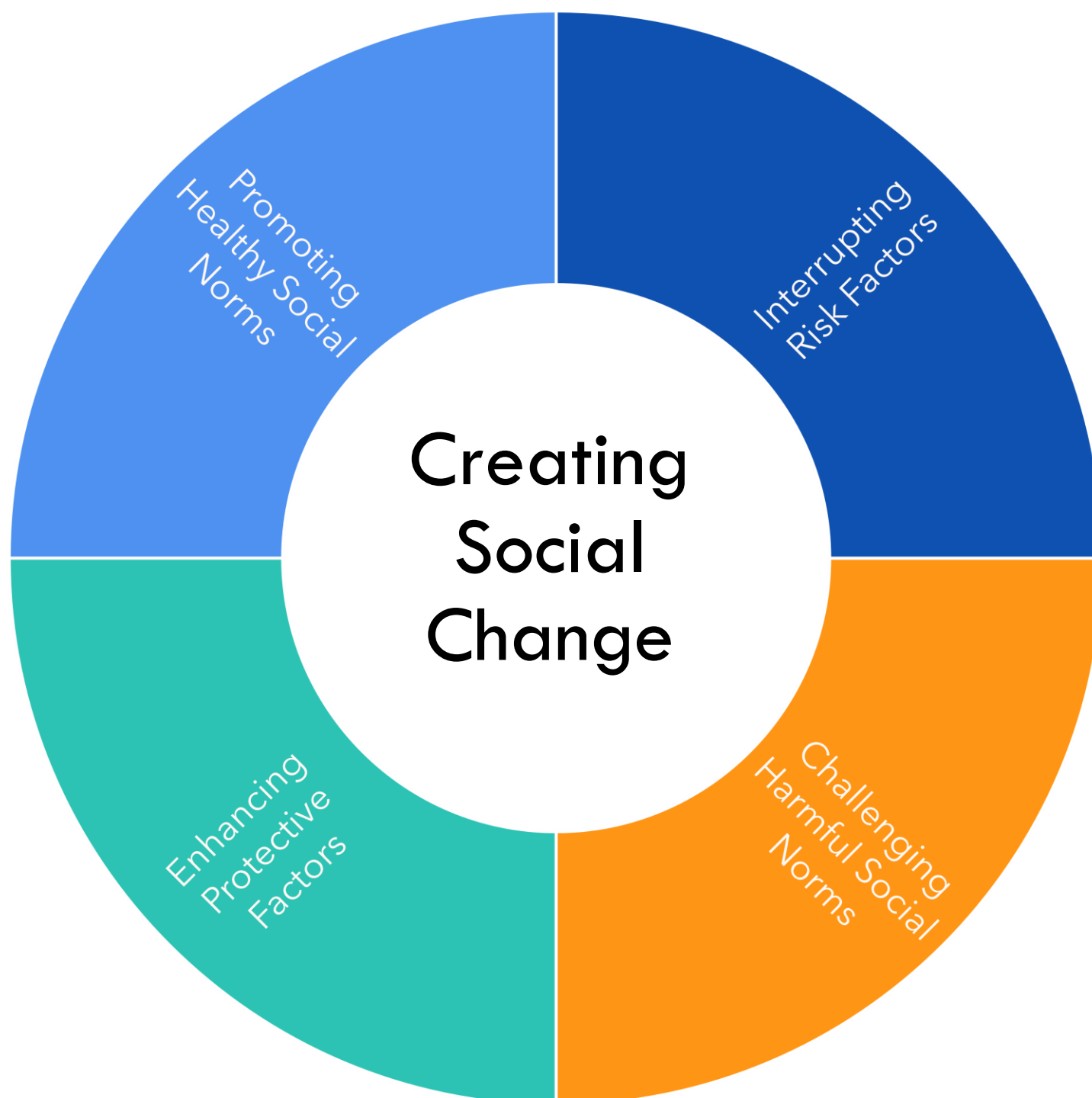
Identifying and Defining Community

Who is the community we would like to work with?

Who needs to be involved?

Who are the decision makers and leaders in the community?

How will we engage with the community leaders?

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An entire zip code?

A school district?

A single school?

A collection of vendors?

A few blocks?

What does community look like?

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Community members in a single school include:

Students

Teachers

Administrative Staff

Parents

School Board/PTO

Volunteers

Community-led, Community-informed

Identifying Prevention Strategies: Part I

What is our prevention goal?

What sort of strategies do we want to implement to accomplish our goal?

What is our capacity and preparedness in implementing these strategies?

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Selecting Strategies

Evidence-based vs. Evidence-informed?

- **Best Practice (*i.e., Evidence-Based Practice*)**
  A program formally evaluated to be effective and able to be replicated and implemented in other settings

- **Promising Practice (i.e., Evidence-Informed)**
  A program not yet formally evaluated but identified by experts as a program with results suggesting efficacy and deserving further study in broader implementation efforts

STOP SV

	Strategy	Approach
S	Promote **Social Norms** that Protect Against Violence	• Bystander Approaches • Mobilizing men and boys as allies
T	**Teach** Skills to Prevent Sexual Violence	• 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	• Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create **Protective** Environments	• 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	• Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending

Limitations when Selecting from Evidence-based Strategies

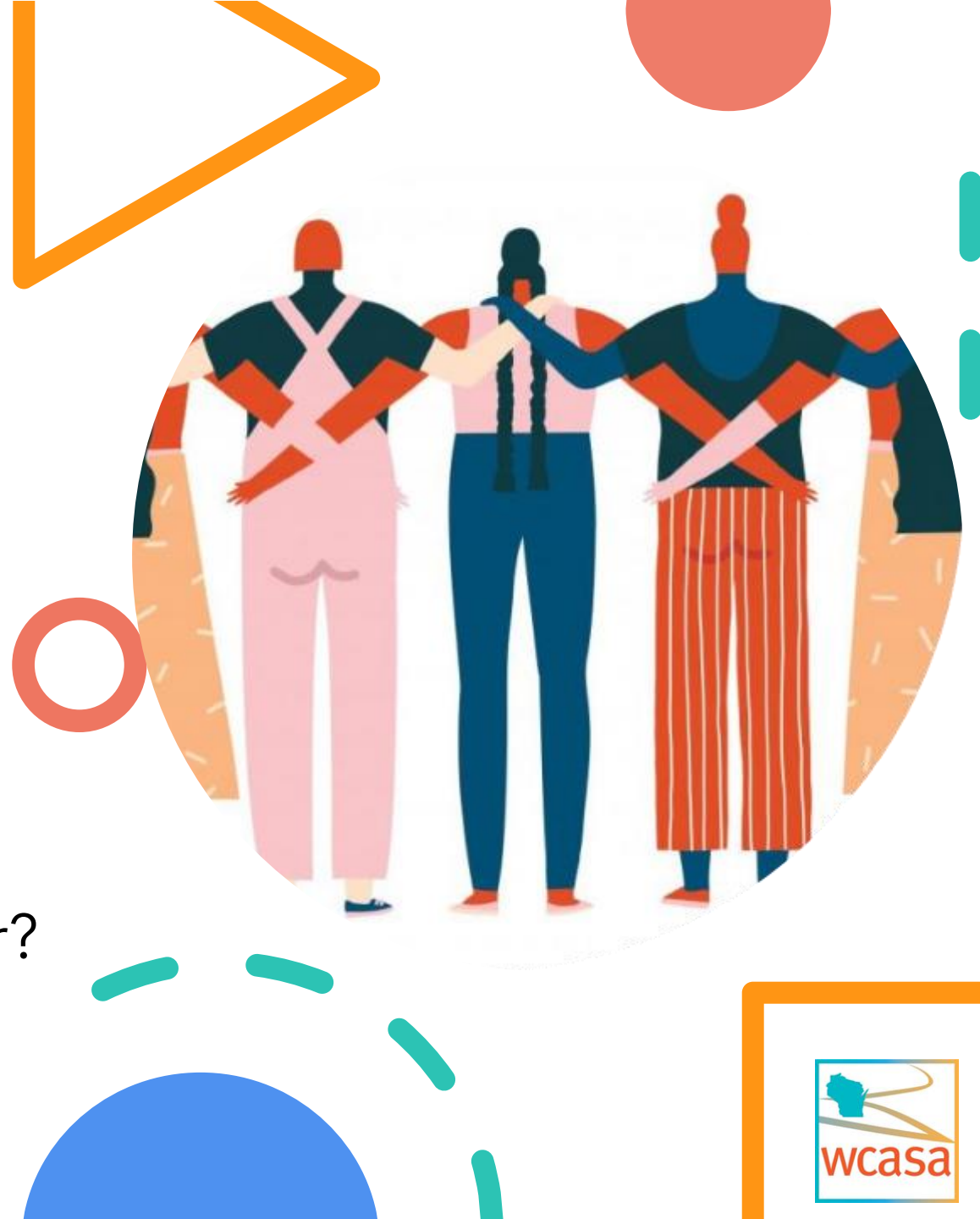# Limitations when Selecting from Evidence-based Strategies

Example Programs

Below are some examples of programs described in the STOP SV technical package.

- Safe Dates ↗
  Program designed to prevent the initiation of emotional, physical, and sexual abuse in adolescent dating relationships

- Shifting Boundaries ↗
  Program designed to reduce dating violence and sexual harassment among adolescents

- Green Dot ↗
  Bystander-based prevention program designed to reduce sexual and other forms of interpersonal violence perpetration and victimization

- Second Step: Student Success Through Prevention (SS: SSTP) ↗
  School-based program aimed at reducing bullying, peer victimization, and other problem behaviors

- Coaching Boys Into Men ↗
  Dating violence prevention program that uses the relationships between high school athletes and their coaches to change social norms and behaviors.

- Bringing in the Bystander ↗
  Bringing in the Bystander is a bystander education and training program designed for male and female college students.
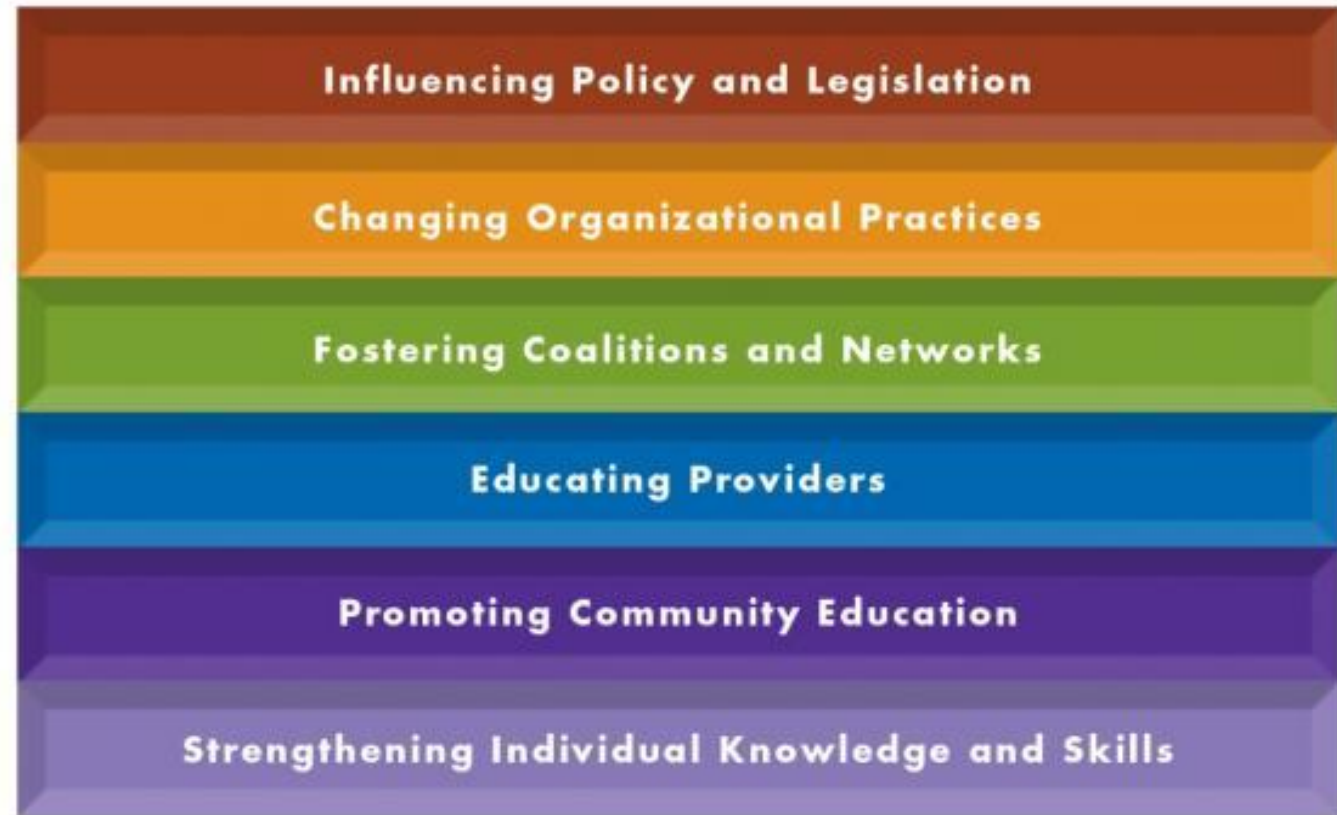
Identifying Prevention Strategies: Part II

How do our selected strategies work towards that goal?

How do our selected strategies complement and enhance each other?

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How do we know if our prevention efforts are comprehensive?

THE SPECTRUM OF PREVENTION

Influencing Policy and Legislation

Changing Organizational Practices

Fostering Coalitions and Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge and Skills

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Defined Community:
Madisonville High School

Selected Strategies:

1.) Provide comprehensive sexual health education to all students

2.) Draft an equitable dress-policy for staff and students – i.e. guidelines are not sexist, racist, transphobic

3.) Enact school-wide policy that protects and affirms LGBTQ+ students and staff

Elements to Influence:

1.) Challenge rape culture

2.) Promote culture of respect

3.) Promote self-expression and identity affirmation

How the Strategies Create Social Change:

1.) Challenges harmful norms like rigid gender roles and limited concepts of sexuality

2.) Promotes protective factors like healthy sexuality and identity affirmation

Points of Influence:

1.) Individual level: students gain communication skills and sexual health knowledge; grow in empathy and respect

2.) Community: the school culture promotes identity affirmation, freedom of expression, healthy sexual development, bodily autonomy and empowerment

How the Strategies Work Together:

1.) CSE is anti-racist, LGBTQ+ inclusive, and includes lessons on consent, boundaries, pleasure

2.) The dress policy reflects the core tenets of CSE by promoting respect of others, challenging rape culture, and valuing self-expression

3.) Protections for LGBTQ+ students and staff reinforce a culture of respect and affirms the value of LGBTQ+ folks

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Comprehensive Prevention: What to Keep in Mind

Challenges in Implementation

Specification of community can be difficult to define

Relationship-building across multiple partners and people
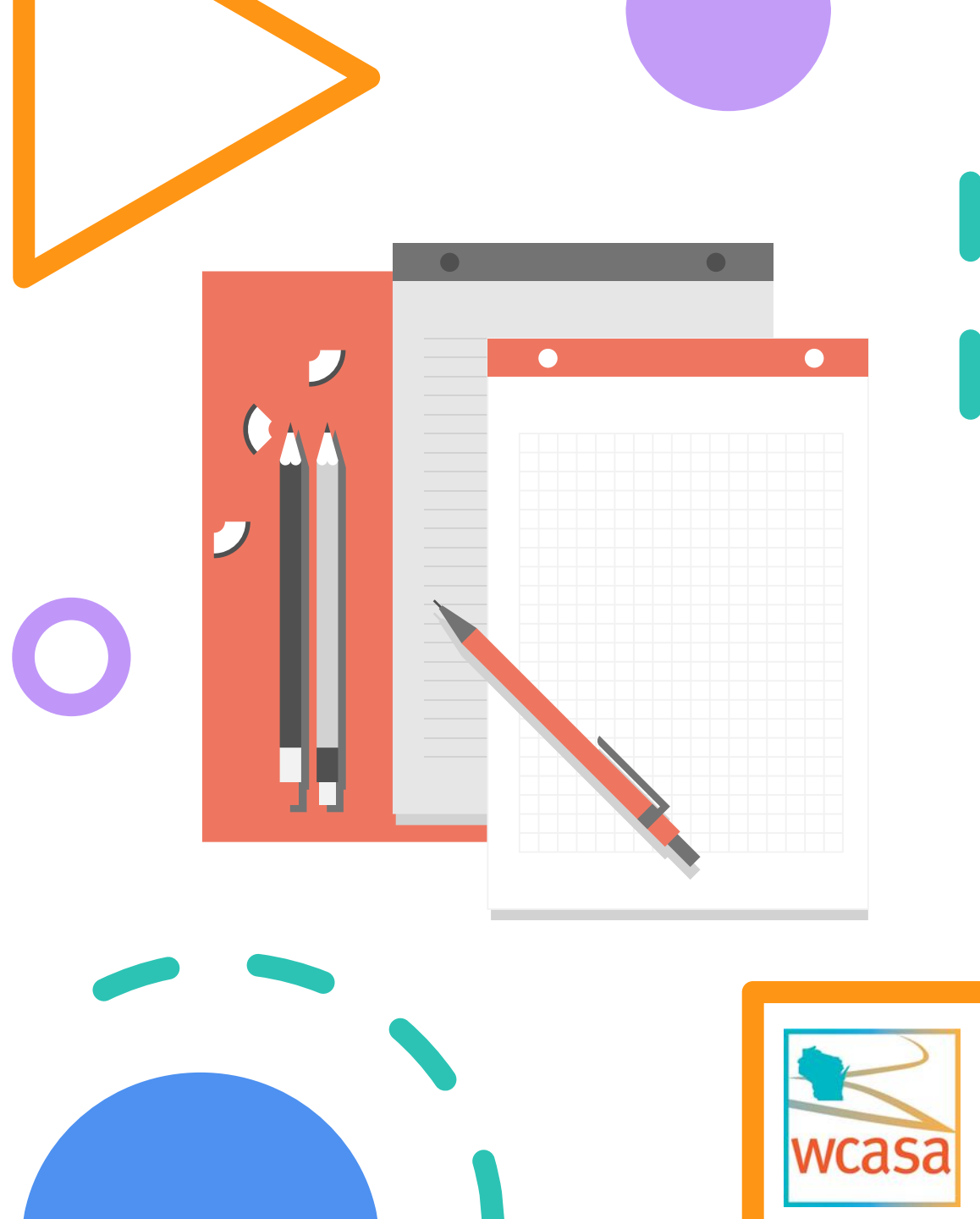
Time-consuming upfront, long-term investment

Complex sustainability needs – communities are not stagnant and unchanging

Buy-in from many partners may be difficult to secure, there may be resistance

Systems-work and funding limitations often complex to navigate

Checking in with your plans - ask yourself:

- Who will the strategy reach?

- Does the strategy respond to SV, or prevent it?

- How will the strategy impact the intended audience?

- How does the strategy create social change?

- How do the strategies work together?

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Thank you!

Sarah Curley: sarahc@wcasa.org

She/Her/Hers

Prevention Coordinator

Resources:

- [CDC: Connecting the Dots – An Overview of the Links Among Multiple Forms of Violence](#)
- [CDC: STOP SV Technical Package and Prevention Strategies](#)
- [NCCASA: Overview of Prevention Curriculums](#)
- [NSAC: Moving Towards a Community-Level Sexual Violence Prevention Strategy](#)
- [NSVRC: Innovations in Community-Level Prevention](#)
- [NSVRC: Risk and Protective Factors Across the SEM](#)
- [PreventConnect: Close to Home: Community Driven Approaches to Violence Prevention](#)
- [Public Health Institute, Liverpool John Moores University: Evidence Based Studies](#)
- [WCASA: Expanding your Reach: Prevention Outside of Schools](#)
- [WCASA: Primary Prevention Foundations](#)
- [WCASA: Safer Communities: Using Policy to Prevent Sexual Violence](#)
- [WCASA: 10 Core Concepts for Child Sexual Abuse Prevention](#)