Sexual Assault Prevention: Stretching to Community Level

Slide 1:

Slide description:
White background with a teal rectangle stating "Sexual Assault Prevention: Stretching to Community Level". Underneath, in gray, reads "Jen Grove and Mo Lewis, National Sexual Violence Resource Center" with the NSVRC logo in teal and gray below.

Audio:
0:00:00 Mo Lewis: Hi everybody, welcome to this recorded webinar for sexual assault prevention stretching to community level, if that is what you came for, then you're in the right place. Yeah, I'm Mo Lewis at the National Sexual Violence Resource Center. I'm the prevention specialist there, and I also have Jen Grove with me.

0:00:22 Jen Grove: Hey everybody, it's Jen. I'm the prevention Director at the National Sexual Violence Resource Center.

0:00:28 ML: Thanks for being here.

Slide 2:

Slide description:
White background with various images scattered on the screen. Clockwise from the top, center: A screenshot of the NSVRC website; a photo of NSVRC's library; a doodle of people talking to each other – the speech bubbles are in different colors and overlap each other; a rectangle with the NSVRC campus logo; a circular sign with the word "racism" crossed out in red; a screenshot of text documents; a circle image comprised of various sizes of words in black font with the word "blog" in the middle of the circle in blue; the logo for Sexual Assault Awareness Month; logos of various social media platforms – Instagram, Facebook, YouTube, Twitter, Pinterest, and LinkedIn. In the middle of the images is a map of the United States with states shaded in various colors and hues of blue.

Audio:
ML: So we are going to be talking about a bunch of different things today related to community level prevention, but first we wanted to let you know a little bit about NSVRC, in case you aren't familiar with this organization. We have a lot of stuff that we do, and you can see in these photos and drawings up here, the first one you can look at is up on your right, we have, I think the largest library of sexual assault related materials in the world, I believe it's over 40,000 materials. You can always reach out to our librarians or us if you need access to an article, a research article, or if you don't know which research article you're looking for. You can also reach out to us and we can help find the right resources for you. We do a lot of trainings, you can see the people with their talking mouths.

0:01:25 ML: Usually Jen and I will do lots of in-person trainings, but we have recently shifted, probably many of you have to doing mostly online trainings. In addition to those trainings that we do personally like this one, we also have an e-learning campus where you can go to find premade e-learning resources that I find really helpful in working with other people, or if you have a board member or new staff, or even your parents, if they don't really know what you do for work, you can send them to this campus and there are lots of resources. There's some related to sexual violence during disasters, which we are in currently, there are some grounding techniques, there's also a primary prevention primer, which we will be exploring in a little bit more detail in just a minute.

0:02:17 ML: We also have this graphic of racism with a little circle and cross through it because we really have a goal of being an anti-racist organization, and for us, this is a journey we've been on for quite a few years, and I still would say that we are... Making some slow progress with this, I think that we need to really reckon with the fact that sexual violence is intertwined with all forms of oppression, and so we really can't end sexual violence unless we end racism, sexism, homophobia, transphobia, and all of those things. And I don't know if this is true for you, but I think in our organization and movement in general, the mainstream sexual violence movement, we tend to be more comfortable talking about things like gender and class and race, or... Sorry, gender and class, but not race is what I'm meaning.

0:03:13 ML: So a lot of times in our mainstream movement, we're really more comfortable talking about things like sexual orientation and gender, then we are talking about race and racism, and so we've made a concerted effort in our organization to do our work around this. And this also really means looking at how is our movement structured, what's the history of our movement? How is our organization structure and how do we do our work? So this is something that we like to bring up during trainings because it's really something we should all be working on, and I always like to give the invitation that if you are doing this work too, we'd really love to talk with you about it and share what we're doing and maybe learn from you as well. We also do research

translations, which you can see in the bottom left, these are really helpful, particularly for me when I am not super familiar with the research that's come out or there's new research that is a little bit hard to parse through.

0:04:09 ML: We do have people here who make translations of these where they really make the research more accessible and pull out the themes and the pieces that we need to be thinking about in our work. So I really recommend those as a resource that you could use. We do also do a lot of blogging, if you have not read any of our NSVRC blogs, you can go check those out or email us about them. We coordinate the National Sexual Assault Awareness Month campaign here at NSVRC, and we're also on every form of social media, a couple of the ones that I really like to highlight are our Tumblr, which is our feel-good Tumblr, and there's always uplifting things that are on there, and then also our Pinterest. I've heard from a lot of people that are Pinterest is pretty awesome. And up at the very top is, I think an outdated now picture of our website, so you can find all of this on our website and also email us for more information.

Slide 3:

Slide description:
White background, with the title "Objectives" at the top in dark gray. Underneath that is a light teal box with bullet points inside – Be able to define community-level prevention; Increase familiarity with different community-level strategies for different prevention work; Understand options for stretching existing work into the community level.

Audio:
0:05:10 JG: Thanks, Mo. Okay, so we have a couple of objectives that we want to accomplish today and hope to accomplish. We would love for you to walk away being able to define community level prevention, we want to also increase your familiarity with different community level strategies for the different types of prevention work that we're doing. And then also, we would love to have you be able to understand some options for how you can take your existing work and stretch it to the community level. Hence the title of our presentation today.

Slide 4:

Slide description:
White background, with a rounded rectangle in the upper 2/3 of the page. The rectangle is light teal with a polka-dot orange outline, and the text inside says Pause Here in orange text. Underneath the rounded rectangle, black text below says "You will see this icon when it is time to pause the recording and do an activity."

Audio:
JG: So we have this lovely graphic that Mo created, it says, "Pause here." You'll see this throughout the presentation, and because we're not doing this live, this is recorded, of course, you will see this when it's time to pause the recording to do an activity, and we'll actually say it like, "Okay, don't forget the pause here." And we'll tell you to take a minute or a couple of minutes to work through something, and then you can un-pause your video. So just to let you know that that is something that you will see on a couple of different slides throughout the presentation.

Slide 5:

Slide description:
Light gray background, large white rectangle with four file-style tabs at the top in cool colors. From the left, the first tab is light green with an outline of waves; the second tab is light teal with an outline of the Social Ecological Model – four nested ovals, the smallest as a circle, each getting larger. The third tab says "RR/PP" with an exclamation outline; the fourth tab says QUIZ. Inside the white triangle below says "Primary Prevention Primer!" in large black text; underneath reads "...an interactive way to familiarize yourself with primary prevention." in gray. Underneath that reads "brought to you by NSVRC" in small black italic text, with a black sketch-style image of a hand gripping a pen.

Audio:
0:06:24 JG: So Mo mentioned this lovely primary prevention primer, this is a wonderful resource that's available on our e-learning campus on our website, and Mo developed this several years ago. But we use it all the time. It's a great resource. You'll see at the top here, that waves, the waves on the left is that moving upstream story that we talk about a lot in primary prevention and public health work. We also have what looks like there's nested eggs we're gonna... The second tab, we're gonna be talking about that in a second, and that's what we're gonna concentrate today, that's a social ecological model. And then we have the risk reduction and primary prevention tab, and then at the end is a quiz. And this is a great resource. You can find it on our website, if you just type in primary prevention primer, or you could just go to Google and type that in with NSVRC and it'll pop up for you. And all you have to really do is if you don't have an account with us, it's free, it takes up just a minute to do and you create a free account and you can access this. And this is actually really nice to use with folks your training or working with, it's also nice to use with your board of directors, it's a great way to get them to understand the public health approach to prevention and primary prevention.

0:07:46 JG: So I just wanted to do that, we just wanted to use this today to do a quick overview of one of the public health prevention concepts that I just mentioned, and as a social ecological model. Because we're focusing on community level efforts, we wanna have a clear understanding of where that sits in the Public Health Approach to Preventing Sexual Violence.

Slide 6:

Slide description:
Large white rectangle with the four file-style tabs at the top; the second tab appears to be halfway depressed into the rectangle. At the top of the rectangle reads "Social Ecological Model" in bold black text; underneath is a large model of the Social Ecological Model – four nested ovals, the smallest a circle labeled "individual" inside; the next largest oval labeled "relationship"; the next largest oval labeled "community"; and the largest oval labeled "society". Below the model reads "A way to look at a comprehensive prevention approach for many different health issues" in black text.

Audio:
JG: And so if you look at the social ecological model, it's a way to look at a comprehensive prevention approach for a lot of different public health issues, when we look at it for sexual violence prevention, we're looking at these are the four spheres here or... I don't know what you might wanna call them. Like a nested egg sort of thing. Those are the different areas where we can be working and influencing change, and so you have the individual level relationship, community and society, and we'll go over what each of those levels is.

Slide 7:

Slide description:
Same as previous slide, but the individual-level circle is colored dark teal. The text below reads "A person's attitudes, values, and beliefs"

Audio:
JG: So when we are thinking about individual or thinking about that just what it says, it's the person's attitudes, it's their beliefs, it's the values that they hold, so you're thinking very individually in this area right here.

Slide 8:

Slide description:
Same as previous slide, but the relationship-level oval is colored medium teal. The text below reads "Relationships with family members, partners, and friends"

Audio:
JG: And then we look at the relationship level and relationships are those types of...
0:09:00 JG: Yeah, those bonds that we have with family members, with partners, with friends, it could be other people in our... Just sort of our sphere of relationships where we have our school friends and our friends in the community and people that we interact with on a regular basis.

Slide 9:

Slide description:
Same as previous slide, but the community-level oval is colored light teal. The text below reads "Neighborhoods, schools, faith communities, and local organizations"

Audio:
JG: And then we have community. And this is where we're gonna be focusing on, but these are things like neighborhood, schools, it could be communities of faith, it could be a community, an organization or a workplace as well.

Slide 10:

Slide description:
Same as previous slide, but the society-level oval is colored very light teal. The text below reads "Laws, systems, the media, and widespread social norms"

Audio:
JG: And then on the very outer layer of This is the societal level, and that's things like these bigger laws and system that's the media, it's widespread social norms, and it's really important that we... Even though we're focusing on community level, and this is where a lot of our work is being...

0:09:53 JG: We're being asked to focus on this by a lot of our funders, we can't forget that it's really important to be focusing on all the levels.

Slide 11:

Slide description:
Same as previous slide, but there is text above the model that reads "Where we interact with each other" and the text below reads "Where we can influence change." Below that in bold text says "Effective prevention efforts focus on multiple levels."

Audio:
JG: Thinking about where we interact with each other, where we can influence change, and knowing that in order to be effective, we have to focus on multiple levels. And so for many years, we were very comfortable in our prevention programming working out those two inner layers, individual and relationship. So we were doing a lot of individual change work and trying to get people to just rethink why they think what they do, and making sure that everyone understands healthy relationships and healthy behaviors, and then you have relationship level where that's where a lot of our bystander programs come in.

0:10:41 JG: Those are very popular. So for a long time, we felt really comfortable in this to those two spaces. And so what... With community level, we really... And even society, we want people to be thinking broader, so you can change an individual's attitudes, behaviors, beliefs, you can change the way they interact with one another in relationships, but if you're not changing things at the community level and the society level, then you're not doing anything to really reinforce the individual and relationship level work that you have been working so hard to do. Because the community and the society, the individuals and their people in their relationships with them exist within this larger community... In this larger society, I always look at it as like the community in society are the pond, the ponds that the individual and their people they have relationships with are sort of floating in that pond. And so if you're not doing anything to clean up that pond and make that pond nice and safe, then it's really hard for people to maintain the great things they're learning at the individual and relationship level. So it's just like a little way that I like to think about the social ecological model.

Slide 12:
Slide description:
Same as previous slide, but the text below the model reads "Activity: Read the following prevention techniques and for each one, click on the level of the social ecological model where the technique fits." Underneath, on the right side of the white rectangle is a small bright yellow rectangle with rounded corners and a black outline that reads "Start!" inside, in black text.

Audio:
0:11:57 JG: So we are gonna do an activity and you'll be able to read on the screen as well as hear me read a prevention technique, and then you're going to... It says, "Click on the level," but that's because we're in the actual tool right now, but you'll just verbally or to yourself, pick the level of the social ecological model where that technique fits.

Slide 13:

Slide description:
Same as previous slide, but the text below the model is contained in a black outline and reads: "Prevention Technique: A prevention group takes part in different activities to examine gender roles and to challenge their beliefs in harmful gender stereotypes."

Audio:
JG: Okay, so the prevention technique is a prevention group that takes part in different activities to examine gender roles and to challenge their beliefs in harmful gender stereotypes. Okay, so think about this, it's a group takes part in activities, they're examining gender roles, challenging their beliefs and harmful gender stereotypes, think about where that might be.

Slide 14:

Slide description:
Same as previous slide, but there is a black and white illustration of a lit lightbulb, and the text below the model reads "This is an individual-level prevention technique because the activities influence group members' individual attitudes, values, and beliefs about gender stereotypes." On the lower right corner there is a yellow rounded rectangle with a black outline that reads "return" in black.

Audio:
JG: And if you selected individual, you are correct, and we say why this technique is individual-level because if you look at what the activities were focused on is to influence the group members, individual attitudes, their individual values, their individual beliefs about gender stereotypes, so good job. If you selected individuals.

Slide 15:

Slide description:
Same as previous slide, but the text below the model is contained in a black outline and reads: "Prevention Technique: A local after-school youth program updates their safety policies and trains every staff member and volunteer on the new policies."

Audio:
JG: Next prevention technique is a local after school youth program updates their safety policies and they train every staff member and volunteer on the new policies. So look at this for a second. Think about your answer.

Slide 16:

Slide description:
Same as previous slide, but there is a black and white illustration of a lit lightbulb, and the text below the model reads "This is a community-level technique because the updated school policies and training will positively influence the entire school community." On the lower right corner there is a yellow rounded rectangle with a black outline that reads "return" in black.

Audio:
0:13:38 JG: Okay, so this is community level, and it's community level because if you're thinking about the updating school policies and also training staff, it's gonna positively influence the entire school community. It affects everyone in that community, and so it's community level.

Slide 17:

Slide description:
Same as previous slide, but the text below the model is contained in a black outline and reads: "Prevention Technique: A local sexual assault agency and their state coalition introduce legislation to require comprehensive sexual health education in statewide K-12 schools."

Audio:
JG: The next prevention technique is a local sexual assault agency and their state coalition introduced legislation to require comprehensive sexual health education in state-wide K through 12 schools. So think about this for a second...

Slide 18:

Slide description:
Same as previous slide, but there is a black and white illustration of a lit lightbulb, and the text below the model reads "This is a societal-level technique because legislation impacts the larger society, and in this case would significantly influence sexual health education requirements for K-12 schools across the state." On the lower right corner there is a yellow rounded rectangle with a black outline that reads "return" in black.

Audio:
JG: ... and if you selected society, you're right, this is a society level, societal-level technique. Because thinking about... Remember when we just said laws, policy, so this is legislation that impacts the larger society, so in this specific case, it's gonna influence significantly the sexual health education requirements, for K through 12 schools across the entire state. So it has a pretty broad and wide impact.

Slide 19:

Slide description:
Same as previous slide, but the text below the model is contained in a black outline and reads: "Prevention Technique: Young people in a prevention group practice ways to show friends or partners that they respect the other person's boundaries."

Audio:
JG: And then last but not least, young people in a prevention group practice ways to show friends or partners that they respect the other person's boundaries. Hopefully, you've realized that we have one category left.

Slide 20:

Slide description:
Same as previous slide, but there is a black and white illustration of a lit lightbulb, and the text below the model reads "This is a relationship-level technique because youth are learning and practicing skills that will positively influence their relationships with others." On the lower right corner there is a yellow rounded rectangle with a black outline that reads "return" in black.

Audio:
JG: And so this is a relationship, and it is relationship level because the youth are learning and they're practicing skills that are gonna positively influence their relationships with one another. So good job on your quiz.

Slide 21:

Slide description:
The slide is an image of a plowed field, narrowing off to the horizon line. There is green grass around the plowed dirt, and the sky is white and hazy. One mouse click reveals a small green clip art watering can in the upper left, and another mouse click reveals a larger green clip art watering can in the upper right.

Audio:
0:15:13 ML: So we also would really like to talk about this prevention concept of sprinkling versus saturation. And you've probably heard about this before, I've heard other people use different terms for this as well, but the basic idea for this is because we tend to have a limited amount of resources for prevention, we need to be always considering what are the best ways to use those resources. So in this example, we have a pretty big garden plot and we have a bunch of seeds, but we don't have a lot of water. We could make the decision to plant all the plants and water everything just a little bit, and then see what happens. Right? We could also choose to plant a smaller garden, not necessarily use all of the plot, use less of the area, plant fewer seeds, and then use the water that we have to water it really well. And the question that I would ask you is, what option do you think will get us the kind of blooming, nice healthy garden that we're hoping for?

0:16:13 ML: This example, I think is really relatable to prevention efforts. For so many years, our goal was just to get lots of numbers, sometimes people would even present at-school assemblies, but we know that these one-time presentations don't really do a lot to change people's values or behaviors. And there's also research out there that shows that these one-time presentations tend to have a boomerang effect where they actually reinforce people's harmful beliefs instead of changing them. And we also know that dosage is really important to good prevention, and this garden example shows us that it might be better to work with a smaller group of people, but do some really deep

learning and community changing than just to try and get as many numbers as you can. This is something that's also important to think about when we're looking at doing community-level prevention, which Jen will be talking about next.

Slide 22:

Slide description:
White background. Light blue oval with the word Community inside, in black. In the lower right corner is the "Pause Here" button.

Audio:
0:17:10 JG: Yes. Again, here's our community. And one of the things that we wanna think about is, what does this word mean? We actually use it quite a bit, and it can mean different things to different people. It could also look like a lot of things to different people, it could be a school community, and we've talked about some of these, a church or religious community, it could be a campus community, just a group of people, small or large. United for some common purpose. One of the things we always tell folks doing prevention work is, if you have the opportunity, schools are awesome, campuses are awesome too, and sometimes that's where our funding is, that's where our work is rooted, and that's where we've spent a lot of times building relationships, and that's great, continue doing that. Think about how you can reach out a little bit broader to some of the community and society levels in your school and campus work. However, I would also encourage you to look beyond schools, so we've said about faith communities, community groups in the neighborhoods that you're working with, and after school groups, Girls and Boys Clubs, there's a lot of opportunities outside of the school system and the campus system as well.

0:18:41 JG: So be thinking about that. Here's where we want you to pause, and what you're gonna do is take a minute and you're gonna think about this word, and we want you to jot down what this word means to you and specifically think about... And you can list, take a minute or two to list what communities you're working with, and also what are communities that you want to be working with that you're hoping to forge some new relationships with, so think about that for a minute and just press pause here.

Slide 23:

Slide description:
White background; the label "Community-based:" in a light blue rectangle at the top. Underneath the label is the text: "Based within a community – members are shaping, leading, evaluating, owning the work". Below that is the label "Community-specific:" in a light blue rectangle. Underneath the label is the text: "Specific to a community's needs, interests, strengths, cultural norms, experiences, etc." Below that is the label "Community-level:" in a light blue rectangle. Underneath the label is the text: "Impacts

the entire community, regardless of whether they are part of the prevention group or efforts. Targets characteristics of a community."

Audio:
0:19:16 ML: So one of the things that we like to talk about when we're talking about stretching to the community level with your prevention is like what kind of community thing are we talking about? We always use the word community in prevention work, I think it's because the community is so important. We can't do this work alone. And the community really shapes the work. So we have these definitions that we tend to use here at NSVRC, and I think they really align with the work that folks are doing out in the field. We, a lot of times we'll say community-based and community-specific for prevention work that's based within a community. We always want our prevention to be shaped and lead and evaluated and really owned by the community, it kinda means something different than going in and just being like a teacher, it means being a facilitator of a process, it means helping understand what your resources are in terms of prevention options, so that the community can pick what works best for them.

0:20:35 ML: So yeah, community-based is really looking at, Do the people in the community on their work? Are they helping lead it? Are they shaping it? When we think about community-specific, I think about this a lot of times when I'm thinking about curriculum and who the curriculum is made for, and when we wanna work to be community specific, we're really thinking about, Does it match what the community needs? Does it match their strengths? Does it match their cultural norms, their interests, all of that kind of stuff, it means that you can't necessarily just take one idea for prevention and plop it somewhere else.

0:21:14 ML: And then community level gets at what we were talking about with the sprinkling versus saturation is, does it impact the entire community regardless of whether they're part of the prevention group or efforts, does it target the characteristics of the community. A community-based in community-specific prevention program can do really great community level work, and some people in the community might never know that that work happened, but they would still benefit from those changes.

Slide 24:

Slide description:
Same as previous slide. Next to the label "Community-based" is red text reading "Our prevention work should always be community based and community specific!" Next to the label "Community-level" is red text reading "We can always be looking for ways to stretch to community level!"

Audio:
ML: So this is always what we like to say is that our prevention work really always should be community-based and community-specific, that's just what we know about good prevention. What we're looking at today is how do we stretch to the community level, we don't need to give up what we've been doing, but I think there are ways to stretch our work and stretch our own legs to see how can we target these characteristics of the community. How can we get to that level? So hopefully that will help you out in terms of how we use this word community.

Slide 25:

Slide description:
White background; thin light-blue band across the upper third of the slide. Inside the band reads "Real Life Examples" in black text.

Audio:
0:22:22 JG: I love that, Mo. I like the differentiation of those commonly used words, when we're talking about community and doing prevention work in communities. We have a couple of, actually, I think three real life examples that we're gonna go through, and so this is where… We'll walk through this a bit together and we're gonna have you pause again, you'll see that and just think through some of these as well, but these will give you some ideas of what this type of… What community-based community-specific… Community level, what that might look like in different examples.

Slide 26:

Slide description:
Light yellow background; black text reads: Small group of youth – youth activists, social justice group, etc. They care a lot about the #MeToo movement, want to fix the injustices in their community center

They identify dress codes and dress code enforcement as unfair, and work with a group of parents, staff, and other youth members to update the dress code and create youth-led trainings for how to enforce the dress code equitably

They also do hot-spot mapping in the center to find areas that feel safe and unsafe. The group of youth works with staff, mentors, and community center members to implement ways to make the areas feel safer

They repeat the mapping in 6 months and 1 year to measure change

Below the text is a small "pause here" button.

Audio:
JG: So this is the first example, and I'm gonna read through the example, even though I know many of you can probably just read it right here on the screen, but I'm gonna read through the example and the questions I want you to think about as I'm reading this and when we ask you to pause and think about, is this community-based? What about it is community-specific? Is it community level? So think about those things. So again, you'll pause the presentation after I read this example and I'll just repeat those questions at the end here.

0:23:39 JG: Okay, so this is our first example, a small group of youth, it's youth activists is the Social Justice Group. They care a lot about the MeToo movement, and they want to fix injustices in their community center where they gather, they identify dress codes and dress code enforcement as things that are just unfair. In this particular community center, they work with a group of parents, staff and other youth members to update the dress code and create youth-led trainings for how to enforce the dress code equitably. They also decide to do some hotspot mapping in the center to find areas that feel safe and unsafe, and the group of youth works with staff mentors and community center members to implement ways to make the areas feel safer, and they repeat the mapping in six months and then also in a year to measure change, which I think is really great. They're thinking, evaluatively. Okay, so this is where you're gonna wanna pause and again, your questions are, think about What about this is community-based? What about it is community-specific and... Is it community level? So go ahead and pause and answer those questions.

JG: Okay, and we're back. So you have un-paused and we have highlighted here for you and Mo, can you remind me what the color coding is?

0:25:21 ML: Yes, the yellow is community-based. The green is community-specific and the pink is community level.

0:25:29 JG: Great, it's sort of showing up purplish on my screen instead of pink, so just in case, your screen, I think it converted something on my screen when I uploaded this PowerPoint, so hopefully the way you are thinking and answering some of these, hopefully that is similar to how we've color-coded this, so thinking through community-based, it's a small group of youth, they care about this MeToo movement, they wanna fix injustices, so they're coming together for this united cause. They're looking at Dress code, dress code enforcement, enough is unfair. So those are all things that we would consider Community-based. Community-specific in the green, it's like, we're hearing what they're saying, we wanna have them be working with their parents as staff other youth members, they're creating youth-led training, so this is really specific because this is youth and they want to be doing their own work and leading this work.

0:26:35 JG: And then they also are... The center, they're finding areas in the center that feels safe and unsafe, and then they're coming together as a group, working with staff and mentors and community center members, and then if you think about community level, hopefully you caught the work that they're doing to update the dress code and enforcing that dress code equitably as community-level approaches that again, that's something community level, it affects everyone in the community regardless, it's a broader change regardless of whether someone's involved in this prevention group, this could affect someone coming in three months from now who had nothing to do with any of this, but they're gonna be... They're going to be impacted by the work that's been done. They also did hotspot mapping, again, that's community level and thinking about implementing ways that they can be making areas that don't feel safe, how can maybe making those safer, and again, that's gonna impact everyone in the community.

0:27:41 JG: And then this repeating of the mapping, and that's again, a great way to think about evaluating the program to say, Are we making any change with some of the ways that we're trying to make things safer, if we repeat the mapping in six months, we should be able to see some change for the better, that more people are going to be identifying spaces that were formerly unsafe as safe, and then again in a year, they're gonna measure that change. So hopefully your... What you came up with when you paused and were thinking about this is very similar.

Slide 27:

Slide description:
Light blue background; black text reads: Three community organizations that want to increase girls leadership form a cohort, and invite five local girl leaders. The cohort works together to do a needs/strengths assessment at each of their organizations (as well as the surrounding community) to identify options for increasing girls leadership.

They find that each organization says they value girls leadership but only shows that in ways that feel tokenizing to the girls. They also find that girls need money to be able to commit the time and energy and need to work on things that are important to them.

The cohort creates a plan to improve girls leadership and implements the plan at each of the organizations, using the cohort to check in.

They evaluate how things are going and make changes as they go.

Below the text is a small "pause here" button.

Audio:

0:28:23 ML: Okay, so I will go through this real life example, I'm gonna read it to you, and then we'll do the same process where we'll pause for a minute, you can go through and figure out to yourself what is community-based? What is community-specific? And is this or is it not community Level prevention.

0:28:46 ML: So this scenario is three community organizations that want to increase girls leadership form a cohort, and they invite five local girl leaders. The cohort works together to do a needs and strengths assessment in each of their organizations, as well as the surrounding community to identify options for increasing girls leadership, they find that each organization says they value girls leadership, but only shows that in ways that feel tokenizing to the girls. They also find that the girls need money to be able to commit the time and energy, and they also need to work on things that are important to them. The cohort creates a plan to improve girls leadership and implements the plan at each of the organizations using the cohort to check in, they evaluate how things are going and make changes as they go.

0:29:37 ML: So again, you can pause here and just highlight or underline or just write down what about this is community-based. What about this is community-specific and is it community level? And we'll go and check our answers in a minute. Okay, so this example has a lot of things in it that make it really community-based and community-specific. So the community-based aspect is that these are three community organizations that really want to increase girls leadership, they invite five local girl leaders, and these are the folks who form the cohort. The cohort creates the plan, they implement the plan, they evaluate how things are going, they make changes, they definitely own this process, they are coming together for a common reason, they are creating the plan of what they wanna do, they're making it happen. The aspects of this that are community-specific, again, are in the green, so really, they're not trying to find out why does girls leadership not really work so well in the country, they're looking at the community, they're looking at specific organizations in the community, which is very specific. They also found that in these findings, the girls leadership looks a certain way, that's not the best.

0:31:04 ML: Those findings are saying things that the leadership is tokenizing to the girls, the way that it is presented right now, the girls have specific needs. They need to be paid for their time and energy we do for our work. They also need to work on things that are important to them. And then also, what I think is community-specific about this is that the plan is being implemented in each of the organizations, and the cohort is that kind of check-in place and process for this. So you might also notice that community level, the pink or purple color is not on here, and the reason why that is, is because right now, what they're doing is creating change at each of the organizations are creating a plan for each of the organizations, but it also sounds like they want to create change within the larger community as well, so what I would wanna see for

this is maybe a community-wide practice of, "Hey, we value girls leadership and we're gonna pay them for their leadership." or we have a policy of always having the girls work on the things that are important to them," things like that.

0:32:22 ML: That would influence other girls who want to be leaders in the community, is something that I would look for to make this community level, and I think this is a good example of how prevention work can get started and maybe not be in the community level, but as you go on, you can look to stretch into that community level by creating those things.

Slide 28:

Slide description:
Light purple background; black text reads: There is one main LGBTQ organization in the community. They heard from community members that they want more organizations to be accessible to the LGBTQ community – including local organizations who think they are LGBTQ accessible (the community disagrees).

The org surveys community members to find out how the community rates the accessibility of local orgs, with a particular focus on those at the margins of the margins, and reaches out to the orgs with an offer of funding and support to go through an accessibility audit.

The orgs who agree create a small group to assess the organization's level of access and work with LGBTQ org staff to propose steps their organization could take. The staff from the community organizations work in a cohort with the LGBTQ org to build teamwork and check in on their progress

The cohort assesses the project as it goes, and reports back to the larger community on changes that were made at each of the organizations.

Below the text is a small "pause here" button.

Audio:
ML: Okay, I'm also going to read this example, and this is the last one for this exercise, so think about what is community-based, what is community-specific and is it community level? I think you probably know the drill by now. So for this, there is one main LGBTQ organization in the community, and LGBTQ stands for Lesbian, Gay, Bi or bisexual, Trans or transgender and queer, and sometimes it means questioning.

0:33:19 ML: So they heard from community members that they want more organizations to be accessible to the LGBTQ community, including those local organizations who think they are LGBTQ accessible, but the community disagrees. So

the organization's surveys community members to find out how the community rates the accessibility of the local organizations. What are the particular focus on those at the margins of the margins, and it reaches out to the organizations with an offer of funding and support to go through to an accessibility audit. So the orgs who agree, they create a small group with the main LGBTQ organization to assess each of their organizations level of access and work with the LGBTQ organization staff to propose steps that their organization could take, the staff from the community organizations work in a cohort together with the LGBTQ org to build teamwork and to check in on their promise as they go.

0:34:19 ML: So they also assess the project as it goes, and they report back to the larger community on the changes that were made at each of the organizations, so you can pause here and make the notes that you want to. Remember we're asking you what about this is community-based. What about it is community-specific and is it community level? We'll come back in a minute. Okay, so you can see from the colors here, there's lots of stuff going on as a reminder, yellow is community-based, Green is community-specific and pink is community level. So is this project community-based? Is the prevention work community-based? I would say, yeah, there is one main LGBTQ organization in the community. They heard from community members, the organization surveys the community members, the staff from the organization is working at cohort together, they assess the project. They also report it back to the larger community. This definitely sounds like they own and are doing the work within the project, like this is their project together. The green is community-specific, so it includes local organizations who think they are LGBTQ accessible, but the community disagrees, which is something that I have experienced and I think...

0:35:43 ML: I don't know, maybe will sound familiar to you too, and people are like, "Oh yeah, we're open to everybody," but does the community agree? Maybe not. They also look at how the community rates the accessibility of the local organizations, they focus on those at the margins of the margins, so we know that oppression really impacts a lot of people, and different forms of oppression can have these multiplying, very impacting effects on people, so they really wanted to hear from folks who are impacted by multiple forms of oppression and really lift those up, which I think is great, and really specific to the community. They also created a small group to assess the organization's level of access and work to propose steps their organizations could take to change that's community-specific as well, this is all like they're not... It doesn't sound like they're taking a curriculum from somewhere else and just plunging it into their community, they're really going through a process of what are the needs here, what's happening and how can we make some changes. The community level aspect, that is is right there from the beginning, they really want more organizations to be accessible to the LGBTQ community.

0:37:00 ML: This is something that a lot of times we would see in policies and that sort of thing, but community level prevention can also happen in this area of practice, if you

create this cohort of organizations where they're working together to make all of their work more accessible to this particular community, then that's really gonna impact the larger LGBTQ community, regardless of if they knew this project was happening. Maybe in five years, someone will be like, "Hey, I need these particular services, maybe at a sexual assault agency, and they feel comfortable to go in and get those services and bring their whole selves to that, and that would be a benefit of this project that happened five years prior.

0:37:49 JG: I think too, Mo, this connects directly with what we know about community level protective factors, that if you have a community that's connected, where people in a community feel supported and feel like they have services accessible to them, all of those things are protective factors when it comes to violence prevention. And so I think that if you're grappling with us or any of these examples and trying to think like, "Well, this is something could do in our community, but I'm trying to figure out how to connect it back to my violence prevention work." Think about... Go back to your risk and protective factors, we're gonna talk a little bit about that, but I just want people to, I think, understand that it's all interconnected, so I love these examples.

Slide 29:

Slide description:
White background; in large light blue rectangle is black text that reads: "What questions do you have so far? What else could be included here?" Below the light blue rectangle is a small "pause here" button.

Audio:
0:38:43 ML: Yeah. Absolutely. So at this point in the webinar, we're really hoping that you can identify and understand the differences between prevention that is really based in a community and prevention that happens at the community level of the social ecological model. Next, we'll be doing a small group activity, which you can do by yourself, if you're watching this by yourself, or if you're watching this with a group of people, we have the ability for you to pause that, do the work together and then come back. So we wanted to take a little bit of time to find out what questions do you have so far, and what else could be included here. You can jot these down for yourself, you can share them with us after the webinar, if that is helpful, and hopefully some of the questions that you have will be talked about in the next part of this webinar.

0:39:35 JG: Yeah. So feel free to pause here and just jot those down, and again, like Mo said, we will have our email at the end and you can feel free to send us questions if you have some lingering things that you could use some feedback on.

Slide 30:

Slide description:
White background; thin stripe of light blue across the slide at the top third of the slide. Inside the stripe in black says "Stretching to Community Level"

Audio:
JG: Okay. We are going to practice stretching to the community level, so we just did some examples, but we get to actually think about…

Slide 31:

Slide description:
White background; large black stick figure in a stretching pose. On the right reads "Let's Practice!" in black text. Underneath that is a "Pause Here" button.

Audio:
JG: We're gonna give you the opportunity if you're by yourself, that's fine, if you're watching this with a group even better. So we're gonna do practice and review through some of the examples… Review some of the things that we've been talking about.

0:40:22 JG: So when you were sent a link for this webinar, you should have also received a hand-out called Community Level prevention program scenarios, and that is gonna be key to this exercise, so grab that document, it has examples in it, and what we'll want you to do is read it and answer the questions. So for each scenario, we're gonna give you… You're probably gonna wanna pause for a while here because we want you to go through each scenario, and then each scenario has a list of questions for you to answer. And so go ahead and do that now again by yourself or with a group, if you have a group of people watching this with you, and then come back and we'll walk through each one.

Slide 32:

Slide description:
White background; in black text reads: Coaching Boys Into Men (CBIM)
A local high school is using CBIM for their prevention work. The coaches lead the athletes through a brief CBIM session before their twice-weekly practice.
The students enjoy the sessions and have been talking about how everyone else in the school should also have CBIM sessions, because the school climate is problematic – lots of girls are shamed for their clothes, and teachers don't take harassment or jokes seriously.

The preventionist who works with the coaches says it's a nice idea, but CBIM is specifically designed for student athletes, and not everyone in the school is part of a sports team.

Audio:
0:41:13 ML: Okay. Welcome back. So this is our first example that hopefully you were able to go through, this is Coaching Boys Into Men, and what I'm gonna do is just read this scenario out loud, and we are gonna go through the answers to what the questions are. This is something that usually we would just be listening to as facilitators, but not today. So for Coaching Boys Into Men, a local high school is using CBIM for their prevention work, the coaches lead the athletes through a brief CBIM session before their twice-weekly practice. The students enjoy the sessions and have been talking about how everyone else in the school should also have CBIM sessions.

0:42:00 ML: Because the school climate is problematic, lots of the girls are shamed for their clothes and teachers don't take harassment or jokes seriously. The preventionist who works with the coaches says it's a nice idea, but CBIM is specifically designed for student athletes and not everyone in the school is a part of a sports team. So the first question is, what level or levels of the social ecological model does Coaching Boys Into Men reach? And I know this isn't very clearly talked about in this scenario, but Coaching Boys Into Men is mainly individual and relationship level work of the social ecological model.

0:42:37 ML: It does ask people, particularly athletes on boys teams to think about how they treat other people, what their values are, and it has the really practice treating people well. So we would consider that individual and relationship level. In what ways is Coaching Boys Into Men community-specific? This is pretty community-specific, it's because it was made for athletes in boys sports, so that is very specific to that community. We would also say that it's community-specific because it's at this local high school. It's at this one particular high school, which is a community in and of itself.
0:43:21 ML: You could also say that maybe even the boys sports teams are a community into themselves as well. So for the question, "What are some of the school's needs?" You can find this right in here. The school really needs some help, the students are saying the school climate is problematic, so that's a need, and the reason why the school climate is problematic is that lots of girls are shamed for their clothes, and then teachers don't take harassment or jokes seriously. So that's definitely a need. And what are some ideas to expand this prevention into the community level?

0:43:58 ML: If you wanna send us your ideas, I would love to hear them. The things that we normally hear from people or most commonly hear, is that we can really focus on these needs that with the community level, improving a dress code would really help, and also some training, some training for teachers and staff and students, and maybe even some revised policies around jokes and harassment. That would help get at that school climate as well, and that would be really helpful. So we're really curious about

how you did. You're gonna have to give yourself a grade, we're just gonna move on to the other examples, but I hope this was useful and interesting to you.

Slide 33:

Slide description:
White background; in black text reads: Youth Alive!
After a youth member is sexually assaulted, a church hosts some prevention education sessions for teens, led by a local preventionist.

The church staff wants the sessions to focus on how to speak up, safety tips, and personal empowerment, but the teens want to talk about how the church handles abuse and the negative gender stereotypes they see happening during church services and events.

The preventionist adds some activities to engage the youth in examining their beliefs and values around gender stereotypes, which the youth enjoy, but say it's "not enough."

Audio:
0:44:45 JG: Thanks, Mo. I love these examples. Youth Alive, so this is the program at a church, so after a youth member is sexually assaulted a church hosts some prevention and education sessions for teens led by a local preventionist. The church staff wants the sessions to focus on how to speak up, safety tips and personal empowerment, but the teens want to talk about how the church handles abuse and negative gender stereotypes they see happening during church services and events. The preventionist adds some activities to engage the youth in examining their beliefs and values around gender stereotypes, which the youth enjoy, but they say it's not enough.

0:45:28 JG: I really identify with this, not only, I think as a former local preventionist who would do things like this, of course, especially after an incident would happened, but also I've been part of youth programming in religious settings, and I think I really identify with a lot of these things, and so this is one of my favorite examples. So hopefully, you were able to take some time to answer the questions. So what level or levels of the social ecological model does Youth alive reach? I would say for this particular program that they're currently doing, it's individual and really...

0:46:15 JG: I would say mostly individual, perhaps getting into a little bit of a relationship, but really if you think about, it's focusing on how to speak up, that's individual safety tips, how to stay safe yourself, that's individual, personal empowerment is very individual, but it could impact the relationships, folks at the relationship level as well. In what ways is Youth Alive community-specific? Well, I definitely think the church has identified some needs, it's definitely in a church

community, it's specific to this particular group of youth that has been impacted in some way by this incident that happened, and so it is community-specific, although it sounds like, from what we're reading, that the teens have different ideas about the needs that have been identified, so that's something we wanna think about.

0:47:09 JG: So what are some of the group's needs? Now, here gain, here's where we get into that. They want... It sounds to me like they want community-level change. The teens are like, "Okay. We know how to speak up, we know about safety tips, personal empowerment." And those are all good things, those are not bad things for youth to be aware of. But it sounds to me like the group itself has needs that are not being met. It sounds like they want some policies in place, it sounds like they want some discussion about the roles that people play in the church and thinking about those gender stereotypes, who gets to do what? And also, there's some structure issues as well, thinking about the way that the church is structured and how they handle things, the group is saying, "We have some needs and we have some ideas about how we want to have these needs met." And so what are ideas to expand this prevention into the community level?

0:48:15 JG: Well, I'm thinking about the policy level. It says they don't like how the church handles abuse and negative gender stereotypes, so looking at current policies around gender roles and who gets to do what in the church, are women allowed to do the same things that men are allowed to do, also thinking about their policies around how they even handle abuse and how they handled this particular incident is maybe a prime example of things that they can work on and move forward, the work to do some prevention and set up some opportunities for possible policy changes. And then thinking about, there's an opportunity here at the community level to do some training for all staff once some policies are revised and new things are put in place.

0:49:11 JG: And you can think about the role that training has in making sure that those things are everyone knows, everyone's on the same page, and those things are reinforced, and so thinking about community level, if those things are put in place, then it has a greater impact on everyone in that church, not just the people who were involved in this particular group, not just the people who are specifically affected by this incident and what happened afterwards, but thinking about people who come into the church six, seven months from now, a year from now, they're gonna be positively impacted by some of the new policies and the fact that all the staff are being trained and that there's just a better approach to how to handle this and how to prevent it from happening in the first place.

0:50:00 ML: I really like that. And I have a point that I wanna make about this example and the previous one, which is that sometimes as people who are doing prevention work, we can be a little bit of our own best enemies in a way. You can see in this example, the preventionist does come in to do some prevention work or some really safety tip work, is what it sounds like from this sample, and the teens want more...

Right, they want more. The prevention says, Okay, cool, I'll add some more stuff, and they say it's not enough in the previous example of Coaching Boys Into Men, the youth are like, "Hey, we really gotta get this for everybody, everybody could use this."

0:50:49 ML: The preventionist says, "Yeah. It's a nice idea, but this curriculum is really designed for student athletes, and it's not everybody in the school is on a sports team, and so I think that this as an area where we can think about what are the tools that we have in our tool belt? How much do we know about options for changing policies, for changing procedures, for training staff, for doing all of that kind of stuff that can help improve the community when the people that we're working with wanna do more, when they say "This isn't enough. This isn't getting at what we wanna do." I think that it is important that we, as best as we can, understand what some of those options are.

0:51:34 ML: There was an example before in the primary prevention primer about young people working with their state coalition to affect legislation. I think that a lot of times young people don't know that that's something they can be part of, so as best as we can, I think this gives us some ideas for like, "Oh. What are some ideas and options for how we can stretch into the community level?" So that we can be bringing those up as options beforehand, not to say that you're not always learning when you're doing prevention, because I know that I am always learning new things whenever I'm involved in a prevention project.

0:52:12 ML: But I think it just does go to show that sometimes we need to be improving our skills and our tools as well.

Slide 34:

Slide description:
White background; in black text reads: Social Justice Club

An in-school club, the Social Justice Club, asks a local preventionist to be the group's mentor when the discussions during their weekly meetings start to focus a lot on sexual harassment and the #MeToo movement.

The students are angry, and talk a lot about unfairness, sexist double standards, and the differences in the way that the school's dress code is enforced. They decide to practice ways to interrupt or respond to jokes and comments.

The preventionist mentor encourages the group to think about positive changes they could make within their school or school district, and asks them "What would you like to see?"

Audio:

ML: So this last example is the Social Justice Club, and what I'll do for this is read it and then we will go through the answers as well. So an in-school club, the Social Justice Club, asks a local preventionist to be the group's mentor, when the discussions during their weekly meetings start to focus a lot on sexual harassment and the MeToo movement. The students are angry and they talk a lot about unfairness, sexist double standards, and the differences in the way that the school's dress code is enforced. They decide to practice ways to interact or respond to jokes and comments.

0:52:57 ML: The preventionist mentor encourages the group to think about positive changes they could make within their school or their school district, and asks them, "What would you like to see?" So I think already this is a nice example of how the mentor could think about ways to steer the group into thinking about that community level impact and change, which I really wish that I had known about when I was younger, because I would have been all about it. So let's talk about, "What levels of the social ecological model does the Social Justice Club reach?" So looking at this example, I would definitely say that they're practicing ways to interrupt or respond to joke and comments, which is relationship level.

0:53:41 ML: And I imagine that they're also doing some individual level work just because they really are talking a lot about sexual harassment and the Me Too movement and discussion groups tend to focus on personal feelings. In what ways is the Social Justice Club community-specific? I would say that this is really community-specific, it's a club based in social justice within a school, and they also are talking about some pretty specific topics. So the students are all really there because they're interested in sexual harassment, the MeToo movement and social justice within their school and probably within their community as well. So what are some of the group's needs? From this example, it's pretty clear that the students are really angry, they talk a lot about unfairness, the sexist double standards that exist, and the differences in the ways that the school's dress code is enforced.

0:54:43 ML: So those are some of the needs that are coming up. Right away, I'm thinking about the school's dress code as something that they could do to expand their prevention work into the community level, that's something that could impact the whole school, or like the mentor is saying, maybe even the school district, if that's how their school system works in the state that they're in. So I think they also could probably get at talking about unfairness and sexist double standards, and thinking about the dress code and how the dress code is enforced, and then also beyond that, just the talk about unfairness and double standards, makes me wonder if there's something else that's going on too, so that could be a way that your active listening could pay off for like, "Okay. Yeah. We can do the dress code stuff and is there anything else too?"

0:55:34 ML: So those are the answers, or me and Jen's proposed answers to these, we've heard a lot of other really creative answers from folks too, and hopefully these examples have just given you an opportunity to kind of think through some prevention examples that are not your life, that are not necessarily your work, and think through the ways that the work can be community-specific, think about ways you can identify the group's needs, and then also think about ways to kind of stretch into that community level.

Slide 35:
Slide description:
White background; large black stick figure in a stretching pose. On the right reads "There are many ways we can stretch our current work toward the community level."

Audio:
JG: 0:56:08 JG: Thanks, Mo, I really love those examples, and hopefully you all had a good time just being able to look at that and think critically through those questions and hopefully some of your answers or maybe all of them matched up with some of our thinking as well. So there are a lot of ways, here we are stretching, again, that we can stretch our current work to the community level, and so one of the things we like to do is think about what are those elements that we can look at to think about community level strategies, and we've talked about some of these, but community level strategies, we said in the beginning, they target the characteristics of settings, so schools, workplaces, neighborhoods that increase the risk for or protect people from violence.

0:56:56 JG: Some of these characteristics are things like high rates of unemployment, concentrated poverty, economic and residential instability, a high density of alcohol-serving establishments or places where people can get alcohol easily, weak neighborhood cohesion and institutional support. And so when we look at some of these characteristics that we're trying to think about, how do we address these characteristics? How do we change and really target the characteristics of these various settings, thinking about, for instance, strategies that address, how do we modify physical and social environments? I know, that sounds huge. Like to me, when I first heard about community level work and really thinking about how do we change a social environment, my brain hurt, and maybe yours is hurting right now too, or it's been hurting when you hear people talk about this because it does require a pretty big stretch.

0:58:07 JG: Some things are... We just gave those examples where we know that we don't wanna over-simplify things, like some of those examples are... It takes a lot of work to get policies changed, even in school policies. We don't want to minimize the amount of time and effort that it does take. And it does take quite a stretch, but sometimes people doing this work are thinking, "Oh my gosh, how can I impact an entire community with my programming?" So a lot of times when we're thinking about

characteristics of settings and strategies to modify the environment, we're thinking about things like… It's something like greening initiative, so the green space that's available in communities or lack thereof. Application of… Sometimes we talk about [0:59:01] ____ or community… Or excuse me, crime prevention through environmental design, which has its pros and its cons, and really thinking about how do we change and design the environment to support all this work that we're doing, to support community cohesion and community connectedness and access to basic needs in a community. And so sometimes those physical environment changes, and sometimes it's organizational changes like policies, practices, culture of an organization or a community, and then also thinking about how do we reduce exposure to community level risks, and we can do that sometimes through policies as well.

0:59:51 JG: And so thinking about it is… It does require us to stretch quite a bit more, and it doesn't mean that you have to do this by yourself. This is why we talk about community level work. A lot of our examples are about working with and in the community. Who are your champions? Who is doing this in the community that you can connect with? Where are the leaders? And so that brings us to think about the community's needs.

Slide 36:

Slide description:
White background; large white stick figure with a black outline in a stretching pose. On the left reads: "What are the community's needs and priorities? And how do those connect with SV and prevention? Our work can: - Move across violence types – Be Intersectional"

Audio:
JG: We have to lean in, stretch across, do needs assessment work. So think about, this is not just about us coming into a community and saying, "Here's what I think is your issue, and here's what I think is your solution." No, it's finding out what are the community's priorities, what are their needs? You can do that through needs assessment work. There's lots of ways to do needs assessments, and if you ever want to know more about that, we can connect you with some great resources on not just surveys and things, which are great, but you can be driving, having people driving around your community or biking around your community or skateboarding around your community, doing some… Looking in and assessing some things that stick out to them, you can give them disposable cameras that they can use, or they can use their phones if they have them to take pictures, that would address what they think the needs and the strengths are of their communities.

1:01:19 JG: So you want to know what the community feels, their particular needs and the priorities are, and then how do you connect those with sexual violence prevention, and I think we've done some of that through some of the examples we've given, but

think about the fact that our work is intersectional. If we are working to end intimate partner violence, we're also working to end sexual violence prevention, working to end racism or other forms of oppression. We're doing sexual violence prevention work. It's all interconnected and intersectional. And I think our work also allows us to work to move across violence types, and Mo's gonna talk a little bit about some of the ways that we can be intersectional and connect across violence types as well.

Slide 37:

Slide description:
White background; large black stick figure in a stretching pose. On the right reads "It is important to include: Social Determinants of Health – Health Equity"

Audio:
1:02:11 ML: Yeah, thanks. I think when we're looking at stretching to the community level, we also wanna make sure we're including social determinants of health and health equity. Thinking about health in this kind of holistic way that Jen was talking about is, it's so important because I think sometimes you might go into a community and your job is to do sexual assault prevention stuff, and they really might be focused on something else completely. I know right now a lot of folks are focused on, do you have food? Do you have water? Do you have your medications? Do you have internet access? Do you have a phone or a computer that you could use to get on the internet? This is a weird time because of this COVID-19 pandemic, and I also wanna say that this has been a weird time for a lot of people for a long time.

1:03:13 ML: We live in a society where not everybody has equal access to the things that will make them the most healthy. And so this is a really key thing for us to be thinking about in our work, and including... And I think that when you hear someone talk about like, "Actually, my need is not really about consent or healthy relationships. My need is that we don't have phone service, and so I actually can't get a hold of anybody, or we're supposed to be doing all of this online stuff and we have no internet access in our whole neighborhood." Those are areas that you can focus on in your prevention.

Slide 38:

Slide description:
White background; large Risk and Protective Factors infographic

Audio:
ML: We have this resource that is a risk and protective factor infographic, which you can look up online if you just type in, "NSVRC risk and protective factor infographic", you'll find it. But we can also send it to you. It really looks at the risk factors and protective factors for sexual violence perpetration through the lens of the social-ecological model.

1:04:16 ML: Also through the lens of the social determinants of health, we tied in oppression and anti-oppression into that because it really is all related, and our hope is that you can look at this, it's not very clear on my screen, so I'm imagining that it's probably not super easy to read on your screen, but it has tons of information about how risk factors and protective factors really are intertwined with social determinants of health and oppression. And so if we change one thing, we can change other things. This is a real nice way that I think you can justify the work that you're doing, like if you're gonna focus on what the community needs and what the community wants, it all links back to these risk factors, if you can lessen those or if you can increase those protective factors. Those are really going to help not only prevent sexual violence, but also create a healthier community, create more equity and make those broader changes. I think one of the big things in this field that we're talking about, and I know this conversation is happening in a lot of other fields, is how we've really been siloed in this work.

1:05:34 ML: I don't know that this movement started off with people just saying, "Oh, I'm just only gonna focus on sexual assault, I'm just... That's all I'm gonna focus on." I think that we were looking at more holistic things, more things that would really improve people's entire lives. And it's gotten kind of fractioned this way and siloed, I think a lot due to like funding streams and how we create our organizations and how we shape our work. And so this is kind of an opportunity for us to rethink that and maybe reshape it by digging deeper into social determinants of health, risk factors, health equity, how can we really bring those things together to enhance really what we're trying to do, which is create communities where everybody is treated with respect and consent and equity. So yeah, that's my plug for that. [chuckle]

Slide 39:

Slide description:
White background; large white stick figure with a black outline in a stretching pose. On the right reads: "What issues with policies, practices, spaces, and norms exist in the community? Whose voices need to be listened to? How can partnerships be built and expanded?"

Audio:
ML: These are some questions that you can ask when you're thinking about doing your community level work and thinking about doing that stretching is, what issues with policies and practices and spaces and norms exist in the community?

1:06:40 ML: This is a good question to be asking because as much as people really love like a tabling event or a health fair and that kind of stuff, those are super fun, and I think those can be done in ways that uplift the community. Also, we really are shaped by the policies and practices and norms and spaces and all of that stuff in the community. People really do go by their policies. And so if we can change those,

that will be great. We can also think about whose voices need to be listened to. A lot of times at trainings I'm at, people will say, "Who's not here? Who's not here right now? Who should be here and is not here?" Frequently, that happens, and so that's something that we can be asking ourselves and think about how we need to change our work too.

1:07:24 ML: And then also having partnerships be built and expanded. So who do you know already? Who does your workplace have a really good relationship with? How can you build and expand those? I think the relationship-building, even just getting together for coffee on Skype or something can be a nice way of building that community and learning about what the needs are and what people are interested in.

Slide 40:

Slide description:
White background; on the upper third of the slide is black text that reads: "What are ideas to expand this prevention into the community level? Think about: What levels are you already reaching? What level could you add?" Below the text is a table with four columns and two rows. The top row is medium blue with the labels "Individual; Relationship; Community; and Society" in white. The bottom row reads "Attitudes, Values, Beliefs, Behaviors" under "Individual"; "Communication skills, relationship skills, respecting boundaries" under "Relationship"; "Policies and procedures, codes of conduct, bills of rights, environment" under "Community"; and "Laws, policies, widespread media, cultural norms" under "Society."

Audio:
ML: 1:07:51 ML: So now that we've gone through all of these examples and told you a little bit about our thought process around how you can stretch into the community levels, we are really curious as to what are the things that you can see yourself taking on to stretch to the community level. This is a slide that gives you kind of an idea of what tactics are used at each level or what kinds of things are being done at each of these levels. And one of the things we like to think about is, what are the levels that you're already reaching? You're already doing great work, you're already doing so much good stuff. We're not asking anybody to scrap the individual and relationship level stuff, that is unrealistic, it does not strengthen your work, and I think it might make your work worse. We know that the best prevention happens when you have many levels of the social-ecological model included in that. So what we're asking is, how can you take what you're doing already and add a little bit? How could you add something to the community level?

Slide 41:

Slide description:
White background; in the middle of the slide are two large overlapping speech bubbles outlined in orange.

Audio:
JG: 1:09:02 JG: So I think this is where if you have some thoughts or maybe you're with a group too, you can pause here, and this is just sort of a time for discussion, questions, that sort of thing. But since we're not live right now, you can actually take this time as well to look at the questions you might have, and feel free to...

Slide 42:

Slide description:
White background; Large photo in the middle of the slide showing a NSVRC notepad with a hand-written "Thank you!" on it. Underneath the photo reads prevention@nsvrc.org

Audio:
JG: You can also send those to us at this email, which is prevention@nsvrc.org. That goes to Mo, myself and our co-worker, Sally Laskey, and we will answer your question or attempt to answer your question. Usually if we don't know the answer or don't have the resource, we can pretty well usually find someone who, or something that will work for you. So feel free to send us your questions. We just wanna thank you for the time that you put in to listening and watching this presentation, pausing and doing your own work. And we are of course very much open to any questions you might have, and we wish you well in your journey of stretching your work to the community level. Mo, do you have anything to add?

1:10:24 ML: No, I was just stretching when you were saying that. Stretching is nice. Don't forget to stretch.

1:10:28 JG: Yes, if we were doing this in person, we would probably... In a room, we would probably have you all get up and stretch as we were doing this presentation. So please do that. Now that this is over, get up, stretch and... Yeah, good... Just wishing you all good things in doing your community level prevention work. Thank you.

1:10:52 ML: Bye.

1:10:53 JG: Bye.