

Acknowledgements

This project was funded by the Michigan Department of Community Health through a supplement to grant # U17/CCU519401-02 from the Centers for Disease Control and Prevention

The development of Michigan's vision for the primary prevention of violence against women was a collaborative effort that would not have been possible without the help of many talented individuals. The statewide leadership team would like to thank all participating local programs, national violence against women prevention experts, community prevention educators and community stakeholders for lending their time and effort to this project.

A Vision for Prevention:

Key Issues and Statewide Recommendations for the
Primary Prevention of Violence Against Women in Michigan

Published by the
Michigan Coalition Against Domestic and Sexual Violence

3893 Okemos Road, Suite B2

Okemos, MI 48864

Phone: (517) 347-7000

TTY: (517) 381-8470

Fax: (517) 347-1377

E-mail: general@mcadvs.org

www.mcadsv.org

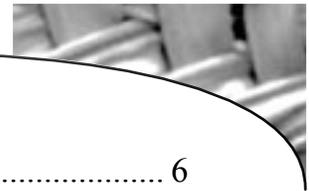


MICHIGAN COALITION
AGAINST DOMESTIC AND SEXUAL VIOLENCE

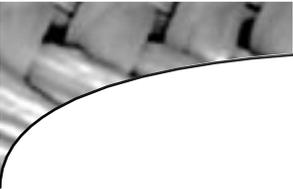
2003

Author

Wendi L. Siebold, M.A., M.P.H., Consultant
Violence Against Women Prevention Planning Project
Ecological-Community Psychology
Michigan State University
135 Snyder Hall
East Lansing, MI 48824



Executive summary	6
Introduction	7
Activities of the Violence Against Women Prevention Assessment and Planning Project	9
Preventing violence against women: Main points from the literature	10
Michigan’s overall goal to prevent violence against women	12
Summary of key issues and recommendations for preventing violence against women	13
Key issues and recommendations for preventing violence against women	13
Issue: Integrating violence against women prevention messages into every local community in Michigan Recommendations and strategies	13
Issue: Building relationships and partnerships across organizations within local communities Recommendations and strategies	15
Issue: Increasing the capacity of current coordinated community response efforts to prevent violence against women and create prevention-focused coordinated community responses Recommendations and strategies	17
Issue: Promoting violence against women prevention education throughout our state and local communities Recommendations and strategies	19
Issue: Improving prevention education by strengthening linkages between prevention educators Recommendations and strategies	22
Appendices:	
i. List of planning group members and contributors to this report.....	23
ii. Chart of sector-specific recommendations	27
iii. Suggested prevention/education program components and curricula.....	34
iv. References	49



Executive Summary

Although great strides have been made to improve the response to violence against women in Michigan, the rates of abuse experienced by women and their children remain quite high. In response to this, a statewide planning group has developed recommendations for the primary prevention of violence against women in Michigan.

USEFUL DEFINITIONS

Violence against women:

Any behavior or action that demeans, injures or disempowers a woman or women as a group.

Root cause of violence against women:

Oppression of women manifested through the societal norms, practices and behaviors that support that support this severe and unjust use of force or authority.

Primary prevention of violence against women:

Reducing the incidence of violence against women by changing the societal norms, practices and behaviors that support the oppression of women. Examples of primary prevention include community awareness campaigns and school-based educational and awareness programs. The emphasis of primary prevention efforts is on preventing new cases of abuse from occurring.

While there are many ways to prevent violence against women, the focus of this report is on primary prevention. Many secondary and tertiary prevention efforts will indeed reduce the recurrence and negative effects of abuse (e.g. programs for children who have witnessed abuse, health care providers' intervention with victims, batterer intervention programs). However, it is the goal of this report and current statewide planning efforts to prevent violence against women from ever occurring. Therefore, the focus of the recommendations included in this report is on primary prevention programs and efforts.

A yearlong process of collaboration and planning has resulted in both an overall goal for Michigan and the identification of five key issues related to the primary prevention of violence against women. The initial overall goal for preventing violence against women in Michigan is that “every community in Michigan will be intolerant of acts of physical, sexual, and emotional abuse against women.” To achieve this goal, a number of key issues and recommendations have been identified and are meant to be first steps in this effort, to take place over the next three to five years. The five key issues are:

1. Integrating violence against women prevention messages into every local community in Michigan.
2. Building relationships and partnerships across organizations within local communities.
3. Increasing the capacity of current coordinated community response efforts to prevent violence against women through the development and implementation of prevention-focused coordinated community response activities.
4. Promoting violence against women prevention education throughout our local communities and state.
5. Improving prevention education by strengthening linkages between prevention educators.

Due to the community-level nature of the statewide goal for preventing violence against women, it is often appropriate for multiple sectors within each community to address certain recommendations under each key issue. Charts included in the appendix of the report are provided as a quick reference for members of sectors to identify which recommendations they might best address.

This report is intended to lay the groundwork for a more comprehensive statewide effort to prevent violence against women in Michigan. There is no doubt that more planning will be needed; however this document represents a vision that sets priority areas for the development, implementation, and evaluation of primary prevention programs across Michigan.



Each year, approximately 1.5 million women in this country are raped and/or physically assaulted by an intimate partner (i.e., current and former dates, boyfriends/girlfriends, spouses, or cohabiting partners) (Tjaden & Thoennes, 1998). It is estimated that twenty-five percent of women are raped or physically assaulted by a partner or date in their lifetime, and thirty-three percent of all female homicide victims are known to have been killed by a current or former partner (Greenfield et al., 1998; Rennison, 2003; Tjaden & Thoennes, 1998). Although reporting rates vary by state and tend to be underestimates, violence is a persistent reality in the lives of many of Michigan's women and children (CJIC, 2000).—

In Michigan, during the year 2001, 5,141 forcible rapes were reported to law enforcement across the state. According to the survey “Violence in the Lives of Michigan Women,” women and girls in this state experience disturbing rates of abuse (Largo et al., 1999):

- Over half (58%) have experienced some type of violence (physical, sexual, or threat) by a man, more likely perpetrated by someone they know (52%) than by a stranger (35%).
- Over one-third (38%) of women who have ever had a husband or male live-in partner have experienced some type of partner violence.
- One out of five (21%) women with current male partners have been harmed by some type of violence in that relationship.

Although great strides have been made to improve the response to violence against women in Michigan, the rates of abuse experienced by women and their children remain quite high. In response to this, state agencies such as the Michigan Department of Community Health and the Michigan Domestic Violence Prevention and Treatment Board have funded various projects aimed at preventing violence against women. Further, the Michigan Coalition Against Domestic and Sexual Violence coordinated a statewide task force to improve both the response to and prevention of sexual violence. Efforts to prevent violence against women in Michigan are widespread across local communities, schools and businesses. However, most efforts remain largely underfunded and in isolation from each other. More comprehensive efforts to prevent violence against women are needed. This report and its associated project components are an initial step in coordinating statewide planning for the primary prevention of violence against women.

The recommendations in this report were developed over a year-long process that included the following activities (a more detailed description of each activity is included in the next section):

1. Convened a leadership team made up of state-level partners
2. Conducted an in-depth literature review of best practices for preventing violence against women

Notes

3. Conducted a statewide survey of local program efforts to prevent violence against women
4. Completed a nationwide survey of experts about best practices for preventing violence against women
5. Formed a statewide violence against women prevention advisory group made up of both state-level partners and local prevention educators
6. Created recommendations for the primary prevention of violence against women in Michigan

The focus of this effort is on primary prevention, or preventing violence against women from ever occurring, thus lowering the overall incidence of abuse. While other levels of prevention (such as secondary and tertiary efforts) contribute to the overall process of preventing violence against women, this report focuses on primary prevention efforts. As reflected in the overall goal, it is the belief of the persons contributing to these recommendations that every person in every community in Michigan needs to be aware of and involved at some level with preventing violence against women.

This final report of recommendations will be disseminated across the state to all persons and organizations interested in preventing violence against women. Implementation of the recommendations will be monitored by the leadership team and the Michigan Department of Community Health, and documented in updates to both the Michigan Coalition Against Domestic and Sexual Violence and the Michigan Domestic Violence Prevention and Treatment Board.

**Activities of the Violence Against Women Prevention Assessment and Planning Project: Developing A Vision For Primary Prevention****Notes**

To begin the process of developing a statewide vision for the primary prevention of violence against women, a leadership team of state-level partners was established to organize the implementation of project activities. The initial priority of this team was to gain an understanding of current violence against women prevention work across the State of Michigan. We first conducted phone interviews with agencies identified as being involved with and/or taking a lead role in prevention efforts in local communities. A total of 86 agencies were identified by reviewing grantee lists from both the Michigan Domestic Violence Prevention and Treatment Board and the Michigan Department of Community Health (MDCH), the Michigan Violence Prevention and Intervention Resource Directory produced by MDCH and the Michigan Public Health Institute, and personal recommendations from respondents and members of our advisory group. Sixty-seven employees of these agencies were interviewed over a three-month period. A copy of the survey and final survey report can be obtained by contacting the Michigan Coalition Against Domestic and Sexual Violence.

Concurrent with the local program survey, an in-depth literature review of best practices for violence against women prevention was conducted to better understand the theoretical and practical approaches to preventing violence against women. Summary points from this review are included in this report.

The next step of our information-gathering process was to learn more about best practices for preventing violence against women from people in other states and communities. During September and October of 2002, we conducted a nationwide survey of experts in the field of violence against women prevention. Based on the knowledge gained from local prevention efforts and national prevention literature, the leadership team generated a list of experts to contact during the initial round of calls. These experts were all well-known for their work in violence against women prevention and their general view of where the field needs to focus its efforts. These experts then recommended various people (both general experts as well as local practitioners) to contact during a second round of interviews. The second round consisted mainly of persons actually “doing the work” at the local level whose efforts are regarded as model programs throughout the country.

Following the phone survey, three of the experts contacted during the national survey came to Lansing, Michigan to participate in a national expert prevention panel. Practitioners from across the state attended this meeting, and those who were interested in statewide prevention planning were invited to form a statewide prevention advisory group. The three national experts worked alongside the planning group during a series of afternoon roundtables to establish prevention themes for Michigan. The themes developed at this meeting were then summarized and distributed to the planning group at a second meeting during which the themes were discussed and prioritized. It is from this list of prevention priorities that the initial draft of recommendations emerged. After receiving feedback from both the statewide advisory group as well as the initial experts who participated in the national survey, this final version of recommendations was developed.

Main points from the literature: Preventing violence against women

To help guide the development of recommendations to prevent violence against women in Michigan, an in-depth literature review of related best practices was conducted. General philosophical frameworks as well as state and federal recommendations for preventing violence against women were reviewed, in addition to the empirical literature on the effectiveness of prevention education curricula. The majority of information was collected from reviewing the academic literature and sources at university libraries across the state. Information about recommended prevention curricula was obtained through national resource centers on violence against women, as well as prevention experts across the nation. Following is a brief summary of the main points from the literature. For a copy of the complete review, please contact the Michigan Resource Center for Domestic and Sexual Violence.

General recommendations from the literature on preventing violence against women:

- Primary prevention must involve multiple levels of service providers and government. If violence against women is viewed as a societal and community issue, strategies targeted only at individuals and families are insufficient to address the problem (Hyman et al., 2000: 288).
- Prevention efforts should be coordinated across causal factors. Material efforts to improve the status of women must be coupled with a focus on men taking responsibility for non-violence (Jewkes, 2002: 1428).
- Prevention efforts across the world that are at a societal-level, rather than just individual level, have an important influence on rates of abuse and should be the focus of policy and prevention initiatives. Violence against women is a worldwide phenomenon that is not explained entirely by any one of the theories of etiology presented in Western cultures. Therefore, prevention efforts must address the cultural factors (including the economic and political status of women) that drive violence against women (Campbell, 1999).
- True prevention must look beyond teaching women self-defense or resistance strategies and involve the active participation and partnership of men. Although there is a place for resistance training in increasing women's safety (Gidycz et al., 2001), most prevention experts agree that true prevention lies in working with entire communities and with men, rather than just women (e.g. Lonsway, 1996; Mantak, 1995; Schwartz & DeKeseredy, 1995). Current programming to prevent violence against women rarely goes beyond general community education and occasional systems change work by violence against women-specific agencies.

- Programs of proven effectiveness should be funded by reallocating existing funding and allocating new resources. Effective primary prevention programs must be implemented through the sustained allocation of human and financial resources at the federal, state and local levels. Primary prevention must encompass the cooperation, integration, and sharing of information by the health, justice, social service, and education systems, both public and private, in allocating funding and resources in culturally responsive, community-empowered efforts (Witwer & Crawford, 1995).
- Research on the effectiveness of primary and secondary (universal, selective) prevention is needed. There is a need for comprehensive evaluations and research that will support broader prevention efforts (Wolfe & Jaffe, 1999: 141).
- Prevention of violence against women includes preventing abuse among same-sex couples, specifically lesbians. Although there are similarities between heterosexual and same-sex violence against women, enough differences exist that prevention efforts for lesbian partner violence must be specific to lesbian culture. Political analyses and strategies against lesbian battering should affirm lesbian lives and positive lesbian relationships, and should encourage lesbians to address violence within their own community (Russo, 1999).
- Primary prevention efforts should be parallel to policy change and program implementation. There is very little evidence of the effectiveness of primary prevention efforts. However, given the urgency of violence against women, development of such a research base is a priority, but one that should take place concurrently with the development of policies and programs (Jewkes, 2002: 1428).
- Effective primary prevention programs for violence against women must take place at the community level, concentrating on public education, and a zero tolerance policy (Gunderson, 2002).
- Funding initiatives focused on violence against women should include primary prevention as a focus. As Albee (1982) has commented, and Felner et al (2000) agree, “no epidemic was ever successfully eliminated or brought under control by treating those already affected” (p. 10).
- There is current debate about whether the public health model of prevention is the most useful for addressing complex social problems which fall outside the scope of the medical model for which the public health model of prevention was originally intended (Cowen, 1983; Felner et al., 2000; Seidman, 1987).



Michigan's Overall Goal

Notes

Michigan's overall goal to prevent violence against women:

The statewide prevention advisory group, with the guidance of violence against women prevention practitioners and researchers across the country, has established an initial overall goal for preventing violence against women in Michigan:

Every community in Michigan will be intolerant of acts of physical, sexual, and emotional abuse against women.

This goal will be realized by addressing and changing the societal norms, practices and behaviors that support the oppression of women. There are multiple levels of our society in which prevention efforts can occur, and it is recognized in the overall goal that we can only prevent violence against women by reaching every person in every community with messages that support the respectful, empowering and safe treatment of women and children.

To achieve our state's overall goal, a number of key issues and recommendations have been identified by the statewide violence against women prevention advisory group. These are meant to be first steps in this effort. The five key issues are:

1. Integrating violence against women prevention messages into every local community in Michigan.
2. Building relationships and partnerships across organizations within local communities.
3. Increasing the capacity of current coordinated community response efforts to prevent violence against women through the development and implementation of prevention-focused coordinated community response activities.
4. Promoting violence against women prevention education throughout our local communities and state.
5. Improving prevention education by strengthening linkages between prevention advocates and educators.



A Vision for Prevention

Key Issues and Statewide Recommendations for the
Primary Prevention of Violence Against Women in Michigan

Key Issues & Recommendations





Key issue: Integrating violence against women prevention messages into every local community in Michigan.

Focus statement: It has been known for years that violence against women is largely a cultural phenomenon. Therefore, when thinking of ways to prevent violence against women, we must look to ways of creating a culture that does not condone or support the oppression of women. Considering that the average child is exposed to many images of violence against women, we must think of ways to counteract these images with more positive images and messages of women. Additionally, it is important to include positive images of men and boys supporting women and being non-violent. The overall prevention goal for Michigan requires community-wide and community-driven efforts to integrate positive messages about women and girls into every community venue possible. Messages can take the form of written words, pictures, videos, public speeches, radio announcements and any other way of “getting the word out.”

It is essential that local response agencies have the capacity to respond to any increase in demand for services due to the increased awareness of violence against women in their local community. If necessary, work to increase the capacity of each local community to respond to increased demands for services in conjunction with any efforts to raise awareness.

Strategy

Pro-woman messages can be placed in many different venues, including grocery store bags, health clubs, mail coupon inserts, anti-violence license plates or weekly anti-violence columns in local newspapers. We can all identify the messages we see in our everyday lives that support violence against women, and work to replace those messages with positive images of women that do not condone abuse or mistreatment. Policy makers can be instrumental in educating the general public by supporting and creating legislation that funds violence against women awareness-raising activities, including media campaigns.

Notes

Strategy

Social norms media campaigns can be used to correct misperceptions that affect individual and community response to violence against women, which in turn helps strengthen healthy anti-violence norms. Find out more information about changing social norms by visiting the National Social Norms Resource Center online at <http://www.socialnorm.org>.

Recommendation: Violence against women prevention messages should be placed in every public space possible, with an emphasis on non-traditional spaces (see strategy box).

Recommendation: Various community groups that are not traditional responders to violence against women should each take ownership for preventing violence against women. For example, groups that are traditionally targeted for prevention activities (e.g. fraternities, teachers, etc.) could start doing the programming



Key Issues and Recommendations

Notes

themselves with the initial assistance of a local violence against women service provider.

Recommendation: The Governor and legislators should be involved in raising statewide violence against women awareness through activities such as making regular announcements of issues and statistics related to violence against women.

Recommendation: Strategies should be developed to publicize local data about the occurrence and prevention of violence against women widely across our communities (e.g. in school and local newspapers).

Recommendation: Groups working with persons often targeted for violence against women prevention (e.g. the faith community and the health care community) should join together to devote time and resources to preventing violence against women within their own context.



Key issue: Building relationships and partnerships across organizations within local communities.

Focus statement: Two of the major challenges cited by prevention educators in the local program survey conducted for this project were 1) lack of access to various community groups and 2) lack of time for building relationships with groups in their communities. A key to coordinated prevention efforts is building relationships with groups targeted for prevention and increasing the capacity within other community organizations so they can get involved with prevention efforts. Coordinating prevention efforts within one community will help keep prevention messages consistent, build relationships across service providers that may streamline response, and keep the values of the advocacy movement at the center of all prevention efforts undertaken across such a diverse set of groups. Many of the recommendations in this section involve violence against women advocates/service providers initiating the exchanges between interested parties. However, coordinating councils or other community based collaborative bodies may be promising leaders in getting various groups in the community to the same table (see corresponding key issue for recommendations specific to coordinating councils).

Violence against women service provider organizations need to be flexible in the techniques employed to build relationships in local communities without compromising the values of the movement against violence against women.

Notes

Strategy

An important principle in relationship building is the mutual support individuals and organizations can offer to each other's "issues." For example, members of a women's advocacy organization may want to show their support for policies and programs promoted by a youth runaway home, and vice versa. This helps with expanding awareness of each other's issues, building a supportive community structure for primary prevention activities, and opening connections and access points to groups in a community that may be targeted for violence against women primary prevention programming.

Recommendation: Violence against women service providers can enhance their credibility in their local communities by working to understand, share and assist with other community groups' issues.

Recommendation: Every community in Michigan should create and maintain a coalition of persons representing diverse sectors of the community to work on preventing violence against women. Existing coordinating councils can be used for this purpose if they are representative of the entire community and have the ability to focus on community-wide efforts at prevention (see corresponding key issue for recommendations specific to coordinating councils).

Recommendation: Enhance outreach efforts by investing in the development of interpersonal relationships with other groups, rather than only targeting or doing outreach to people and organizations working for the betterment of local communities.

Recommendation: To expand their influence in local communities, violence against women advocates should network with the community groups and agencies with which survivors and batterers come into contact.

Recommendation: Each violence against women advocacy agency should have a full-time prevention/education/outreach coordinator to ensure time is spent building community relationships.

Recommendation: Local agencies and organizations should work to fully integrate various community stakeholders on each other's governing boards. Governing boards of local violence against women service provider organizations should include as many members of diverse community stakeholders (e.g. from businesses, schools, rotary clubs) as possible. Violence against women service providers should work to join the boards of as many diverse community groups as possible.

Recommendation: Local community organizations should work to increase youth involvement in leadership positions and on their governing boards.

Recommendation: Every partnership at the local and state level working to prevent violence against women should work to involve males as partners in prevention.

Recommendation: All persons working to prevent violence against women in local communities should educate themselves about and work to address issues pertaining to specific groups within their community.

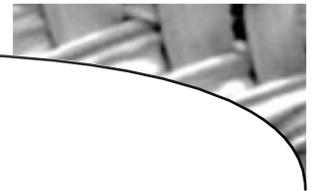
Recommendation: Persons and organizations working to prevent violence against women in the same community or vicinity should make every effort possible to coordinate efforts and share resources.

Recommendation: Prevention educators should partner with agencies that work with the group targeted for prevention efforts (e.g. youth groups, after-school programs, sports teams/organizations).

Recommendation: Strengthen existing relationships and use these relationships to gain access to other agencies/groups/members of the community.

Recommendation: Partnering groups must be aware that some partnerships may be detrimental or difficult in some situations (e.g. police and immigrant community) and as such, partnership efforts must be culturally appropriate for each community/community group.

Key Issues and Recommendations



Key issue: Increasing the capacity of current coordinated community response efforts to prevent violence against women through the development and implementation of prevention-focused coordinated community response activities.

Focus statement: There are an increasing number of coordinating councils addressing the response to violence against women across the State of Michigan. Some of these councils have been successfully working on implementing community-wide prevention efforts such as media campaigns and speakers' bureaus. However, the vast majority maintain a strong criminal justice focus, and although conversations about prevention may occur, primary prevention activities are relatively scarce among coordinating councils. When viewing prevention of violence against women as a community-wide effort, coordinating councils are a logical coordinator of prevention programming due to their position as a pre-existing group of diverse stakeholders within a community. Some of the following recommendations can help guide the development of existing coordinating councils into having more of a prevention focus. In some instances, however, it may be appropriate to create completely separate coordinating councils that are specifically focused on prevention planning and implementation.

Each community needs to decide how best to ensure that prevention takes the form of a coordinated effort. Particular attention should be paid to the barriers and facilitating factors to coordinating council involvement by all groups within a community. For example, coordinating councils with a heavy criminal justice representation and focus may not be seen as welcoming to some people of color who have traditionally not viewed the criminal justice system as a safe option for response.

Strategy

Consider having a specific sub-group of the coordinating council that is devoted just to planning and implementing prevention efforts across the community.

Recommendation: Coordinating councils should discuss and implement primary prevention activities as a core goal of their mission.

Recommendation: Coordinating councils should ensure that their prevention efforts are comprehensive in scope. For example, improving the criminal justice response is only one form of prevention (usually tertiary prevention), while raising community awareness through implementing a speakers' bureau is closer to primary prevention.

Recommendation: Coordinating councils should develop speakers' bureaus and local media campaigns as major prevention activities.

Recommendation: Coordinating councils need to be representative of the entire community by working to include non-traditional participants such as youth, survivors, and representatives outside of the criminal justice system and violence against women advocacy community.

Recommendation: Coordinating councils should promote culturally specific approaches to violence against women prevention.

Notes

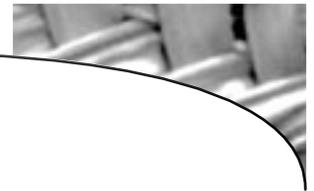


Key Issues and Recommendations

Notes

Recommendation: The creation of coordinated anti-violence efforts originating from community residents (rather than institutions) should be strongly encouraged to help expand the involvement of all members of a community.

Recommendation: Coordinating councils should use their access to legislative contacts and information to implement and improve public policy around violence against women prevention.



Key Issue: Promoting violence against women prevention education throughout local communities and the state.

Focus statement: Raising awareness and educating youth and adults about violence against women is one of the most common types of efforts to prevent violence against women. Efforts range from basic programs that correct the misperceptions around the abuse of women and girls to intense multi-day trainings addressing the underlying gender stereotypes that drive many to condone or engage in abuse. While there are many recommendations for the specific development of program curricula (see reviews of the academic evaluation literature, e.g., “A Review of VAW Prevention Programs and Recommendations for Future Program Design” Michigan Department of Community Health, 1999), this set of recommendations focuses on ways to improve the process of carrying out educational efforts, including the capacity to develop and use curricula across various groups in each community. The section is broken down into two parts: school-based prevention education and general curricula development.

Prevention efforts have not always actively included certain groups in the community and must be extended to minority, underserved, and special interest groups. What groups need to be reached will vary by community, but in general, the following groups are too often underrepresented:

- Faith communities/ leaders
- Communities of color
- LGBT communities
- Parents
- Business community
- Prison populations
- Elders
- Men and boys
- Media personnel
- Youth

Strategy

Prevention educators should ensure that prevention efforts reach all groups in each local community and are culturally appropriate and targeted to underserved populations. Gaps in violence against women prevention education need to be identified and addressed at both local and state levels.

Recommendations for school-based prevention education

Recommendation: Promote the use of a “state curriculum” across all grade levels that provides a coordinated and repeated exposure to prevention/ education messages and skill/knowledge development.

Recommendation: A panel of violence against women prevention educators needs to review and consider using the Michigan Model for Comprehensive School Health Education as a vehicle for violence against women prevention programming in the schools. The Michigan Model is already established within school systems and some violence prevention lessons are available for all grades.

Recommendation: When the Michigan Model goes through review processes, violence against women prevention educators should be involved with the revision process as much as possible. This should be specifically to integrate values of respect and a balance of power within relationships into as many components of the Michigan Model as possible.

Notes

Key Issues and Recommendations

In both the academic and popular literature there are limited reviews of effective strategies employed to prevent violence against women. Reviews of empirically evaluated sexual violence prevention programs exist; however, such reviews are not common for domestic violence prevention programming. "Safe Dates" is one of the few dating violence curricula that has been formally evaluated and included in the literature (see Foshee et al., 1998). Programs targeting children who have witnessed domestic violence are more commonly being seen as a prevention tactic, and reviews of the effectiveness of those programs can be found elsewhere (Peled & Edleson, 1992).

Examples of comprehensive reviews of prevention curricula include:

*Brecklin, L.R. & Forde, D.R. (2001). A meta-analysis of rape education programs. *Violence and Victims*, 16.*

*Breitenbecher, K. H. (2000). *Sexual Assault on College Campuses: Is an Ounce of Prevention Enough? Applied & Preventive Psychology*, 9(1).*

Foshee, V. A.; Bauman, K. E.; Arriaga, X. B.; Helms, R. W.; Koch, G.

continued

Recommendation: Teachers should utilize violence against women prevention educators as guests or speakers in the school presentations they conduct.

Recommendation: Educators, local violence against women advocacy programs, and appropriate state level programs should work together to identify where violence against women prevention messages can be integrated into existing school programming (e.g. substance abuse, health education programming).

Recommendation: Comprehensive programming should be developed and implemented for school-age children in alternative settings such as homeless youth, children in after-school care, home-schooled and charter school students.

Recommendation: Local communities should consider the creation of a coordinating council specific to school programming. Involve parent-teacher organizations, parents, teacher organizations, as well as other child-focused community organizations and interested persons.

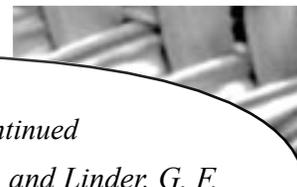
Recommendation: Allies in preventing violence against women need to be incorporated into school boards and other existing systems.

Recommendation: All school personnel and community members who have any contact with children should be educated and become educators about violence against women prevention (e.g. coaches, cafeteria workers, bus drivers, day-care center volunteers, after-school care volunteers, sports camp staff).

Recommendation: All schools should incorporate community-based violence against women prevention programming into existing school programming and curricula.

Recommendation: Specific training on violence against women and its prevention should be incorporated into programming for coaches and sports training staff at all schools and community sporting organizations. Training should reinforce violence free communities within the context of sports (*both boys' and girls' sports*).

Recommendation: Universities and colleges should include comprehensive information about violence against women in education degree-granting programs and teach future teachers how to incorporate these concepts into whatever lesson plan or topic they are teaching.



Recommendations regarding general curricula development

Recommendation: Identify, develop, and distribute effective and culturally appropriate curricula and community programs so resources are used most efficiently across violence against women prevention educators.

Recommendation: Make available and increase existing funding for the development of culturally appropriate violence against women prevention curricula to be used with children and the general community.

Recommendation: Integrate education about violence against women within the larger context of the entire culture of oppression (homophobia, racism, etc.).

Recommendation: Use existing anti-violence curricula, especially those that work with youth/peer education as models for violence against women prevention curricula.

Recommendation: Prevention programs should work with men and boys on their treatment and expectations of girls and women using appropriate male-specific methods established by experts in the field. To prevent violence against women, efforts need to be focused on preventing boys and men from becoming perpetrators.

Recommendation: Funding for the evaluation of primary prevention curricula and programs should be made available and secured.

continued

G., and Linder, G. F. (1998). *An Evaluation of Safe Dates, an Adolescent Dating Violence Prevention Program*. *American Journal of Public Health, 88*(1).

Lonsway, K. A. (1996) *Preventing Acquaintance Rape Through Education - What Do We Know? Psychology of Women Quarterly, 20*(2).

Schewe, P.A. (2002). *Guidelines for developing rape prevention and risk reduction programs for adolescents and young adults: Lessons from evaluation research*. In Paul A. Schewe (Ed), *Preventing Intimate Partner Violence: Developmentally Appropriate Interventions Across the Lifespan*. Washington, D.C.: American Psychological Association.

Schewe, P. and O'Donohue, W. (1993). *Rape Prevention - Methodological Problems and New Directions*. *Clinical Psychology Review, 13*(7).

Yeater, E. A. and O'Donohue, W. (1999). *Sexual Assault Prevention Programs: Current Issues, Future Directions, and the Potential Efficacy of Interventions With Women*. *Clinical Psychology Review, 19*(7).

Key Issues and Recommendations

Key issue: Improving prevention education by strengthening linkages between prevention educators

Prevention educators include public health educators, school personnel, violence against women prevention educators, and any other people in the community interested in preventing violence against women.

Notes

Focus statement: For many communities, the last few decades of community organizing to prevent violence against women has resulted in a diverse set of separate efforts by various groups in the community. For example, in one community, it is not uncommon to have separate educational programs used in the middle schools and a local university, with altogether different efforts undertaken by the county coordinating council, the local hospital, and local advocacy groups. One of the first steps to developing and maintaining a community-wide coordinated prevention effort is improving the communication and collaboration across various groups working to prevent violence against women. Prevention educators in the same community, as well as across the state, need to not only be delivering similar prevention messages, but also coordinating to help each other build from each other's strengths and experiences. It is important that prevention educators are able to reduce their isolation from each other and learn from each other's experiences.

There are a variety of venues for prevention educators to communicate with one another. At a minimum, we recommend that the following three strategies be implemented as soon as possible:

Strategy

1. Create a statewide electronic list serve where prevention educators can post e-mail messages to each other.
2. Set aside meeting time at the annual conference of the Michigan Coalition Against Domestic and Sexual Violence specifically for networking among prevention educators.
3. Set aside meeting time adjunct to the Executive Director meetings sponsored by the Michigan Domestic Violence Prevention and Treatment Board specifically for networking among those interested in prevention education.

Recommendation: Expand networking opportunities for prevention educators across the state.

Recommendation: Develop a formal process that encourages more experienced prevention programs to mentor programs starting their prevention efforts. The Michigan Coalition Against Domestic and Sexual Violence may be instrumental in developing this process.

Recommendation: Make available funding for programs and processes that encourage networking across prevention educators.

Recommendation: Violence against women prevention educators should attend and present their work at conferences held by related professions, such as health education, counseling and nursing.



A Vision for Prevention

Key Issues and Statewide Recommendations for the
Primary Prevention of Violence Against Women in Michigan

Appendices





Planning group members and contributors to this report

Notes

Leadership team of state-level partners:

Michelle Bynum

Michigan Domestic Violence
Prevention & Treatment Board

Angelita Velasco Gunn

Program Services Director
Michigan Coalition Against Domestic
& Sexual Violence

Tammy Lemmer

Special Projects Manager
Michigan Coalition Against Domestic
& Sexual Violence

Karen Porter

Special Projects Manager
Michigan Domestic Violence
Prevention & Treatment Board

Patricia K. Smith, M.S, R.D.

Director-Violence Against Women
Prevention Program
Michigan Department of Community
Health

Paula Callen, M.A.O.M.

Program Manager
Michigan Coalition Against Domestic
& Sexual Violence

Mary Keefe, M.S.W.

Executive Director
Michigan Coalition Against Domestic
& Sexual Violence

Shawn Mincer

Graduate Intern
Michigan Coalition Against Domestic
& Sexual Violence

Wendi Siebold, M.A., M.P.H.

Doctoral Student
Ecological-Community Psychology
Michigan State University

Cris M. Sullivan, Ph.D.

Professor
Ecological-Community Psychology
Michigan State University

Members of the statewide prevention advisory group:

Lila Amen

Oakwood Hospital
Dearborn, MI

Dr. Mary Assel

Henry Ford Community College
Dearborn Heights, MI

Carla Blinkhorn

President/CEO
YWCA of Grand Rapids-DV & SA
Programs
Grand Rapids, MI

Kent Buesser Baumkel

Ann Arbor Police Department
Ann Arbor, MI

Dr. Hoda Amine

Dearborn Heights, MI

Debra Bennett

Michigan Network for Youth & Families
Lansing, MI

Beverly Black, Ph.D.

Professor of Social Work
Wayne State University-School of Social
Work
Detroit, MI

Reverend Kimberly J. Chandler

Lincoln Park, MI

Planning Group Members and Contributors

Notes

Joon Choi

New Vision
University of Michigan
School of Social Work
Ann Arbor, MI

Kim Crosby

Rape Crisis Program Coordinator
Family Counseling & Shelter Services
of Monroe County
Monroe, MI

Johanna Delp

Outreach Services Coordinator
Turning Point
Mt. Clemens, MI

David Garvin

Program Director
Alternatives to Domestic Aggression
Ann Arbor, MI

Amy Good

Executive Director
Alternatives for Girls
Detroit, MI

Leslie Hagen

Assistant United States Attorney
U.S. Attorney's Office Western
District of Michigan
Grand Rapids, MI

Diana Itawi

DV Program Coordinator
Arab Community Center for
Economic and Social Services
Dearborn, MI

Linda Lumley

Coordinator
Women's Resources and Services
Western Michigan University
Kalamazoo, MI

Barbara Mills

Program Director
YWCA of Kalamazoo-DV & SA
Programs
Kalamazoo, MI

Sue Coats

Executive Director
Turning Point
Mt. Clemens, MI

Barbara Cyr-Roman

Community Outreach Coordinator
Turning Point
Mt. Clemens, MI

Therese Doud

Advocacy Services Coordinator
Sexual Assault Crisis Center
Ypsilanti, MI

Dolores Gonzalez-Ramirez

Program Manager
La Vida/CHASS
Detroit, MI

Pat Habibi

Dearborn Heights, MI

Kelly Hutchins

Community Educator
Turning Point
Mt. Clemens, MI

Bernadine P. Lasher

Executive Director
Council on DV & SA/Shelterhouse
Midland, MI

Lori Mello

Director of Community Education
HAVEN
Pontiac, MI

Ruth Oja

Victim Advocate
Hannahville Indian Community
Wilson, MI

Planning Group Members and Contributors



Mary Patterson
Executive Director
Safe Horizons
Port Huron, MI

Sandra Ream
Director of Family Services
Lighthouse of Oakland County-
PATH Program
Pontiac, MI

Amy Ronayne Krause
Assistant Attorney General
Michigan Department of Attorney
General
Lansing, MI

Terry Sayatovich
Sexual Assault Services Coordinator
Dial Help, Inc.
Houghton, MI

Wendy L. Sellers, R.N.
Comprehensive School Health
Coordinator
Eaton Intermediate School District
Charlotte, MI

Dr. Rita Traynor
Assistant Superintendent
Novi Community School District
Novi, MI

Joyce Wright
Director of Training
Michigan Domestic Violence
Prevention & Treatment Board
Lansing, MI

Amy Youngquist
First Step
Plymouth, MI

Dan Quisenberry
Michigan Association of Public Schools
Lansing, MI

Melissa Reznar
MCH Epidemiologist
Michigan Department of Community
Health
Lansing, MI

Bea Rosalez
Program Manager
Region Four Community Services
Ludington, MI

Linda Scarpetta
Manager
Injury Prevention Section
Michigan Department of Community
Health
Lansing, MI

Jody Smith
Executive Director
Michigan Association for Deaf, Hearing
and Speech Services
Lansing, MI

Arlene Weisz, Ph.D.
Professor of Social Work
Wayne State University-School of Social
Work
Detroit, MI

Cristy Cardinal
Director of Education and Volunteer
Services
Domestic Violence Project/SAFE House
Ann Arbor, MI

Notes

Planning Group Members and Contributors

Notes

National experts/practitioners who contributed to this report:

Wendie H. Abramson, LMSW
Director, Disability Services ASAP
Austin, TX

**Karen Baker, Cindy Newcomer
and Jennifer Hoffman**
National Sexual Violence Resource Center
Enola, PA

Walter S. DeKeseredy, Ph.D.
Professor
Department of Sociology
and Anthropology
Ohio University
Athens, OH

Rus Ervin Funk, M.S.W.
Independent Consultant
Louisville, KY

Susan Holt
Los Angeles Gay and Lesbian Center, The
Family Violence Center
Los Angeles, CA

RasMo Moses
Men Overcoming Violent Encounters
(M.O.V.E.)
San Francisco, CA

Esta Soler
Founder and President
Family Violence Prevention Fund
San Francisco, CA

Gayle Stringer, M.A.
Prevention Services Director, Washington
Coalition of Sexual Assault Programs
Olympia, WA

Karen Artichoker
Director, Cungleska (Sacred Circle)
Rapid City, SD

Alan Berkowitz, Ph.D.
Independent Consultant
Trumansburg, NY

Ulester Douglas, M.S.W.
Co-Executive Director
Men Stopping Violence
Atlanta, GA

Margaret Hobart
Washington State Coalition Against
Domestic Violence
Seattle, WA

Greg M. Lanza
Education Coordinator
Gay Men's Domestic Violence Project
Cambridge, MA

Chair
GLBT Domestic Violence Coalition, MA

**Linda E. Saltzman, Ph.D.,
Karen Lang, M.S.W., Susan Binder**
National Center for Injury Prevention
and Control (Centers for Disease Control
and Prevention)
Atlanta, GA

Nan Stoops
Executive Director
Washington State Coalition Against
Domestic Violence
Seattle, WA

Oliver Williams, Ph.D.
Professor
Graduate School of Social Work
University of Minnesota
Minneapolis, MN

Executive Director
Institute on Domestic Violence in the
African American Community
Minneapolis, MN



These charts are meant to facilitate a quick reference for specific sectors of our communities. Shaded boxes indicate the statewide planning group’s suggestion for sectors that should address the recommendation listed in the corresponding row. Due to the community-level nature of the statewide goal for preventing violence against women, it may be appropriate for multiple sectors to address each recommendation.

Notes

Key Issue: Integrating violence against women prevention messages into every local community in Michigan.

	Place messages in public spaces	Community groups take ownership of preventing VAW	Governor and legislators raise awareness of VAW	Develop strategies to publicize local VAW data	Unify groups within communities to work together
VAW ¹ prevention educators					
Local school districts					
Colleges and universities					
State government					
Local government					
VAW service providers/advocates					
State VAW coalition					
Other service providers					
Health care providers					
Community ² members					
Coordinating councils/CCRs					
Researchers					
Foundations/funders					
Policy makers/legislators					

¹ Violence against women

² The categorization “community members” includes individuals and groups that may or may not have been traditionally involved with violence against women prevention efforts. These groups include, but are not limited to: faith-based organizations, community-based youth organizations/groups, mass media, teen health clinics, employers and local businesses, community leaders, neighborhood organizations, civic groups. Each of these sectors of the community are encouraged to become educated about violence against women prevention and reinforce the prevention of violence against women within their own settings.

Charts of recommendations

Key issue: Building relationships and partnerships across organizations within local communities

Notes

	Work to understand and assist with each other's issues	Every community in MI should have a coalition devoted to preventing VAW	Revise outreach efforts by focusing on developing relationships	Utilize the connections of survivors and assaultants to expand outreach	Have a full-time VAW prevention educator who can work to build relationships in community	Work to fully integrate community stakeholders onto each other's governing boards	Increase youth involvement in leadership positions	Work for male involvement in all partnerships and VAW prevention efforts	VAW prevention educators and other groups doing programming should work in collaboration	Work to address issues specific to each community
VAW prevention educators										
Local school districts										
Colleges and universities										
State government										
Local government										
VAW service providers/advocates										
State VAW coalition										
Other service providers										
Health care providers										
Community ² members										
Coordinating councils/CCRs										
Researchers										
Foundations/funders										
Policy makers/legislators										

Charts of recommendations



Notes

Additional recommendations for relationship building	Relationship building efforts need to be adequately funded	VAW prevention efforts should be coordinated within communities	Partner with agencies that work with target population	Build and snowball off of existing relationships	Partnerships must be culturally sensitive
VAW prevention educators					
Local school districts					
Colleges and universities					
State government					
Local government					
VAW service providers/ advocates					
State VAW coalition					
Other service providers					
Health care providers					
Community ² members					
Coordinating councils/CCRs					
Researchers					
Foundations/funders					
Policy makers/legislators					

Charts of recommendations

Key issue: Increasing the capacity of current coordinated community response efforts to prevent violence against women and to develop a prevention-focus for coordinated community response activities. ¹

Notes

	Discuss and implement primary prevention activities	Ensure that prevention efforts are comprehensive	Develop speaker's bureaus and local media campaigns	Be representative of entire community	Encourage the creation of prevention efforts by community residents	Use political connections to create and change policy
VAW prevention educators						
Local school districts						
Colleges and universities						
State government						
Local government						
VAW service providers/advocates						
State VAW coalition						
Other service providers						
Health care providers						
Community ² members						
Coordinating councils/CCRs						
Researchers						
Foundations/funders						
Policy makers/legislators						

¹ All members of coordinating councils, as well as council directors or leaders, are suggested to implement these recommendations.

Charts of recommendations



Key issue: Promoting violence against women prevention education throughout local communities and the state.

Notes

School-based prevention education	Convene a panel and review existing Michigan Model curricula	Encourage involvement of VAW prevention educators in the review of Michigan Model curricula	Involve teachers in school programming and have VAW prevention educators be guest speakers	Use a state curriculum	Integrate VAW prevention messages into existing school programs	Develop and implement programming in alternative youth settings	Create a coordinating council specific to school programming	VAW prevention allies in the community need to be on school boards	Any person in contact with youth should be educated and become an educator about VAW prevention
VAW prevention educators									
Local school districts									
Colleges and universities									
State government									
Local government									
VAW service providers/advocates									
State VAW coalition									
Other service providers									
Health care providers									
Community ² members									
Coordinating councils/CCRs									
Researchers									
Foundations/funders									
Policy makers/legislators									

Charts of recommendations

Notes

School-based prevention education, cont'd	Incorporate outside VAW prevention curricula into existing school programming	Specifically train sports coaches/teams in VAW prevention	Education students should be educated about and become educators about VAW prevention
VAW prevention educators			
Local school districts			
Colleges and universities			
State government			
Local government			
VAW service providers/advocates			
State VAW coalition			
Other service providers			
Health care providers			
Community ² members			
Coordinating councils/CCRs			
Researchers			
Foundations/funders			
Policy makers/legislators			

Prevention education curricula	Identify, develop and distribute effective and culturally appropriate curricula across VAW prevention educators	Make available and increase funding for culturally appropriate curricula	Educate about VAW as part of a larger culture of violence	Use existing anti-violence curricula as models for VAW prevention curricula	Educate boys and men about abuse against males AND females	Make funding available for program and curricula evaluation
VAW prevention educators						
Local school districts						
Colleges and universities						
State government						
Local government						
VAW service providers/advocates						
State VAW coalition						
Other service providers						
Health care providers						
Community ² members						
Coordinating councils/CCRs						
Researchers						
Foundations/funders						
Policy makers/legislators						



Key issue: Improving prevention education by strengthening linkages between prevention educators

Notes

	Expand networking opportunities for prevention educators across the state	Create system to facilitate experienced programs in mentoring less experienced programs	Mobilize funding for programs and processes that encourage networking across prevention educators	VAW prevention educators attend and present at related conferences
VAW prevention educators				
Local school districts				
Colleges and universities				
State government				
Local government				
VAW service providers/advocates				
State VAW coalition				
Other service providers				
Health care providers				
Community ² members				
Coordinating councils/CCRs				
Researchers				
Foundations/funders				
Policy makers/legislators				

Suggested Program Components

Notes

Suggested prevention/education program components and curricula¹

Most programs aim to educate communities about violence against women in four ways: school-based curricula, community education programs aimed at adults, media campaigns/efforts, and community coalition building/organizing. Although there has been a recent increase in the number of evaluated educational programs, programs have largely been based on theoretical understandings of how to best address violence against women, rather than on evaluation findings. Both sexual violence and domestic violence prevention programming usually have focused on educational presentations, and programs based in a school setting account for the majority of empirically-based programs in the literature. The research literature tends to evaluate programs targeting youth and college students.

In this report, we have included a listing of programs and curricula suggested by national experts and national and state resource centers as being model efforts. There are also suggestions for working with minority communities and developing coordinated community efforts to help broaden the scope of prevention programming across our communities. Please see “A Review of VAW Prevention Programs and Recommendations for Future Program Design” (MDCH, 1999) for more detailed information about curricula and evaluation. A copy of this document can be obtained from the Michigan Resource Center on Domestic and Sexual Violence.

Suggested program components: Educational efforts among minority communities

- Efforts targeting communities of color need to be developed within a context of developing community institutions and support systems, public consciousness raising, and education. Efforts need to be designed with an intimate knowledge of the local community/culture and the underlying factors related to abuse. (Klein et al., 1997: 85)
- By focusing on traditional values of family and community and challenging values that perpetuate and condone partner violence, programs can avoid putting forward one issue at the expense of another (e.g. women’s issues over race issues) and instead address their intersection (Klein et al., 1997: 86)
- Church and community leaders are considered to be in an ideal position to provide support as well as to change social norms regarding violence (Hyman et al., 2000)

¹ Special thanks to the National Sexual Violence Prevention Resource Center and the Michigan Resource Center on Domestic and Sexual Violence for compiling the listing of suggested programs curricula



- Efforts to prevent and reduce the occurrence of domestic violence among African Americans must occur within the context of a comprehensive prevention agenda that is culturally sensitive and competent (Oliver, 2000: 546)
- Recast popular black culture (e.g. hip-hop, black radio, gospel plays or musicals) in interventions to help the community claim ownership of domestic violence as a significant social problem in the African American community (Oliver, 2002)

Suggested program components: Coordination of services/community

- Coordinated and highly publicized community-wide events are recommended for making a lasting impression and raising awareness within a community. Use AIDS and MADD campaigns as examples (e.g. AIDS rides, court monitoring) (Klein et al., 1997)
- Look to other prevention efforts that have utilized the public health approach (not necessarily the model) successfully (e.g. California Tobacco Control Initiative, MADD). The success of such programs has been credited to their comprehensive approaches (Chekal & Sorenson, 1998). For example, tobacco use in California was targeted using all of the following strategies in a coordinated manner:
 - Assistance to and the establishment of local agencies
 - Statewide media campaign
 - Competitive grants that mainly targeted fostering prevention and organizing in ethnic minority communities
 - School education programs
 - Medical care programs
 - Tobacco tax
- Most programs using a public health approach share the following general activities in common (adapted from Chekal & Sorenson, 1998):
 - Implementing/changing policies
 - Changing social norms
 - Advocacy
 - Health education
 - Targeting industry
 - Local approaches/activism
 - Emphasize and require diversity
 - Media advocacy
 - Public information (media) campaigns

Suggested Program Components

Notes

- Corporate investment is a good way to get community-wide involvement and raise awareness (e.g. Marshall's Domestic Peace Prize) (Klein et al., 1997)
- Information vehicles must be expanded beyond the domestic and sexual violence community: PTAs, men's and youth groups, community health clinics, etc. must be included in providing and promoting community-based responses to violence.
- Traditional coordinated community responses (CCRs) need to expand beyond the justice system to other community agencies, including health care providers, child protective services, clergy and community-based providers, drunk driving and other chemical dependency programs, the business community and batterer intervention programs. By being more inclusive of the variety of agencies that come into contact with persons experiencing abuse, early intervention is more likely and CCRs become more prevention oriented (Clark et al., 1996)
- Consider using Community Action Teams (CATs): more information can be found at <http://www.transformcommunities.org> (Transforming Communities)
- Require a school curriculum, taught to every grade, every year instead of a program offered only once every couple of years (National Sexual Violence Resource Center (NSVRC), personal contact, 2002)
- Create an awareness campaign and hold town meetings. Make sure local agencies are able to respond to increased awareness among community (NSVRC, personal contact, 2002)
- Involve a variety of community organizations, including faith-based organizations and children's groups: 4-H Clubs, Boy/Girl Scouts, Big Brother/Big Sister, sports clubs/teams, etc. (NSVRC, personal contact, 2002)
- Work to establish local tax incentives for agencies that are involved. If they want lower crime, help fund it (NSVRC, personal contact, 2002)



Listing of suggested programs and curricula

Notes

Listed below are some of the model programs and curricula suggested for use by national violence against women prevention experts and national and state resource centers. While not all have been formally evaluated, these efforts are seen as incorporating the elements that are assumed to be successful in preventing violence against women.

Some of these resources may be available through the Michigan Resource Center on Domestic and Sexual Violence (<http://www.mcadsv.org/mrcdsv>).

Resource Centers for Prevention Education

Michigan Resource Center on Domestic and Sexual Violence
www.mcadsv.org/mrcdsv

Provides comprehensive information, resources and technical assistance on issues related to domestic and sexual violence. A collection of over 3500 books and 350 videos are available to borrow free of charge. The collection is available for all of Michigan's citizens to utilize free of charge. Staff are available to assist patrons in person, via phone or e-mail. Resources can also be mailed to patrons anywhere in Michigan. Please call (517) 381-4663 to apply for borrowing privileges or visit the Resource Center online at the address above. The Resource Center is a collaboration of the Michigan Domestic Violence Prevention and Treatment Board and the Michigan Coalition Against Domestic and Sexual Violence. The Resource Center is a valuable resource for educators, administrators, and parents dedicated to understanding and preventing violence against Michigan's young adults and children.

National Resource Center on Domestic Violence
www.vawnet.org

Provides comprehensive information and resources, policy development and technical assistance designed to enhance community response to and prevent domestic violence. The National Resource Center in conjunction with community organizations has published information on model prevention programs that are downloadable from the Web. The NRC also has information packets available to download on different topics, including "Children Exposed to Intimate Partner Violence." Applied Research paper topics include working with young men who batter and the overlap of violence against women and child abuse.

National Sexual Violence Resource Center
www.nsvrc.org

Suggested Program Components

Notes

Provides comprehensive information, materials, and technical assistance on issues involving sexual assault. Serving as a central clearinghouse for voluminous resources and research, the NSVRC provides a place to turn to for information, help and support.

General prevention programming resources

Sexual Violence Prevention: A Catalog of Educational Materials.

The Massachusetts Department of Public Health. Boston, MA 1997.

http://www.vahealth.org/civp/sexualviolence/SVP_Resource_Catalog.pdf

Synopsis: This catalog gives a brief description and ordering information for 383 curricula covering young children, pre-teens and teenagers, young adults, older adults, adult survivors, and health and human service professionals. It also includes 45 pages of internet, poster, and video resources.

Listings of evaluated prevention programs have been compiled by:

National Violence Against Women Prevention Research Center http://www.vawprevention.org/research/college_sa_eval.pdf

Arizona Rape Prevention Education Project <http://www.u.arizona.edu/~sexasslt/arpep/>

Public Education/Media Campaigns

“There’s No Excuse for Domestic Violence” Campaign (general community)

<http://endabuse.org/programs/publiceducation/>

Synopsis: A centerpiece of the *There’s No Excuse for Domestic Violence* campaign is a series of public service announcements (PSAs) created by the Family Violence Prevention Fund in collaboration with The Advertising Council for television, radio and print media. The PSAs encourage Americans to actively address this pervasive problem by calling 1-800-END-ABUSE to receive free information about how they can help stop the violence.

“It’s Your Business” Campaign (African-American community)

<http://endabuse.org/programs/publiceducation/>

Synopsis: *It’s Your Business* is a twelve-part radio micro-drama created by the Family Violence Prevention fund and centered around a fictional but realistic domestic violence trial, as reported and discussed on a radio call-in show. Ma B, the show’s celebrated host, enjoys a large listenership in local African-American radio. With pointed commentary and dare-to-air antics, Ma B makes no topic taboo and speaks out on the sensitive issue of



domestic violence against African-American women.

“Reaching Men” Campaign (boys and men)

<http://endabuse.org/programs/publiceducation/>

Synopsis: Men – fathers, brothers, coaches, teachers, uncles and mentors – are in a unique position to help prevent domestic violence by educating tomorrow’s men through action and through conversation. A powerful Public Service Announcement (PSA) campaign entitled *Teach Early*, developed by the Family Violence Prevention Fund and The Advertising Council, invites men to start conversations with boys about how they treat girls and women.

The Strength Campaign (boys and men)

<http://www.mencanstoprape.org/info-url2698/info-url.htm>

Synopsis: In February 2001, Men Can Stop Rape (MCSR) launched the Strength Campaign, a landmark educational effort that seeks to prevent rape and other forms of dating violence among youth in Washington, DC. Organized around the theme line “My Strength is Not for Hurting,” the Campaign targets public high school students, particularly young men, with a message that men can be strong without being violent. The campaign includes bus and bus shelter ads, posters in high schools, an original minimagazine for students created around Campaign themes, guidebooks distributed to all school personnel and “Safe and Strong” workshops by MCSR speakers with students in select schools.

PCAR’s Xpose, Gonna Make It and Related Materials

Synopsis: Xpose contains 10 powerful songs, all performed by young Pennsylvania artists. This impressive compilation of music includes rap, hip-hop, alternative and rock. Tracks focus on self-esteem, healthy relationships, statutory rape/sexual violence awareness and prevention. It appeals to both males and females. Gonna Make It: The Music Video is a track from Xpose that addresses incest and drug-facilitated rape and sends an important prevention message to males. It contains information and a resource guide.

CDC’s Preventing Sexual Assault: A Sampling of Existing Media Campaigns

Synopsis: This CD-ROM collection compiles information on a variety of media campaigns designed to prevent and raise awareness of sexual violence. While the CD-ROM is not an exhaustive collection, it provides a starting point for programs that are interested in developing a media campaign. Contact the CDC website for more information.

Community Organizing

Transforming Communities

<http://www.transformcommunities.org>

Synopsis: The Transforming Communities project mobilizes volunteer

Notes

Suggested Program Components

Notes

community members into Community Action Teams (CATs) around specific areas of interest. The CAT members design and implement strategies to transform institutions, behaviors, and belief systems in ways that hold violent men accountable and that create safety and justice for women and girls.

School-Based Programs and Curricula

Elementary School

Building Healthy Relationships: Sexual Harassment Prevention and Relationship Skills Curriculum (K-5th). There is also a curriculum for 6th-12th (see next section).

Synopsis: This curriculum provides students with concrete information and allows them to practice building the skills necessary to develop and maintain respectful peer relationships that are free from bullying, harassment and sexual violence. There are evaluation components for students, parent/guardians and teachers.

Choices and Change: Challenging interpersonal violence: Book iii: A curriculum for young people.

Bolsevor, Sheila, ed. Boulder, Colorado: Boulder County Safehouse Outreach Center, 1994.

Michigan Model, grades K-6.

Synopsis: This curriculum is already used in many Michigan schools and includes sexual abuse, bullying and general violence prevention materials. It focuses on the development of communication skills and respect for diversity.

My Family and Me: Violence Free, grades K-3 & grades 4-6.

Petersen, Katia. St. Paul, Minnesota: Minnesota Coalition for Battered Women, 1988.

No Punching Judy: Curriculum for the prevention of domestic violence, grades 1-2 & grades 3-5.

McCue, Margi. Plainview, New York: The Bureau for At-Risk Youth, 1994.

Preventing child sexual abuse, ages 5-8.

Reid, Kathryn Goering. Cleveland, Ohio: United Church Press, 1994.

Note: Particularly for use within the faith community.

Suggested Program Components



Middle & High School

Notes

The Youth Violence Prevention Project <http://www.vahealth.org/civp/sexualviolence/index.htm#curricula>

Sample YVPP curricula available at: <http://www.vahealth.org/civp/sexualviolence/yvpp.pdf>

Synopsis: The Sexual Assault Response Program of the Crisis Line of Central Virginia, Inc. created the Youth Violence Prevention Project. The overall goal of the project is to address the culture of rape and sexual violence by implementing a sexual assault preventative education program utilizing behavioral and empowerment/education approaches. The objective is to have at risk youth recognize potential victim and perpetrator behaviors, attitudes, and beliefs and to promote healthy relationships.

Young men's work: stopping violence and building community, sessions 1-10.

Creighton, Allan and Paul Kivel. Center City, Minnesota: Hazelden, 1995.

Young men's work: stopping violence and building community sessions 11-26.

Creighton, Allan and Paul Kivel. Center City, Minnesota: Hazelden, 1998.

Young women's lives, building self-awareness for life: a multi-session curriculum.

Myhand, M. Nell and Paul Kivel. Center City, Minnesota: Hazelden Publishers, 1998.

Teen Voices

<http://www.vahealth.org/civp/sexualviolence/index.htm#curricula>

Synopsis: New Directions of Staunton developed this eight session educational group. Teen Voices encourages a small group of teenage girls to become leaders within themselves and in the community. The group is held during school hours and at varied class times for a total of eight forty-five minute sessions. The participants are referred by parents, school counselors, and through self-referrals. The objective is to develop an abuse-prevention counseling group with high school girls who have concerns about dating relationships and about preventing physical, sexual, and emotional abuse; to provide information and education about healthy/unhealthy relationships, the impact on self-esteem, typical patterns of abuse, and sexual harassment; to help group members increase their self-awareness of their own values, standards, and what is important to them in relationships; to help members experience sharing and mutual support in the context of a small and safe group; and to develop an awareness of their potential for leadership in preventing abuse in their school and community.

Suggested Program Components

Notes

RELATE

http://www.altinc.org/site_relate/index.htm

Sample RELATE lesson plans are available at:

(middle school) www.vahealth.org/civp/sexualviolence/session1ms.pdf

(high school) www.vahealth.org/civp/sexualviolence/session1hs.pdf

Synopsis: Alternatives, Inc. developed, pilot-tested and evaluated this five-session curriculum for middle and high school age youth. The purpose of the RELATE Project is to prevent sexual violence and peer violence among teens in Virginia by educating them about healthy relationships and building their skills to resist violence. The project reaches youth all over Virginia because various agencies participate in the project as RELATE sites. Each RELATE site consists of adults who coordinate the project on their local level and young people who are trained as peer educators. The peer educators facilitate the RELATE training sessions for other youth in their area of Virginia. The greatest strength of the RELATE Project is the focus on peer education and youth involvement. This focus is made possible through a planning, implementation and training process that is a product of youth and adult partnerships. Youth were involved in the creation of the curriculum and other project materials as well as training the peer educators and adult coordinators across the state of Virginia.

PeaceLine

<http://www.vahealth.org/civp/sexualviolence/index.htm#curricula>

Synopsis: The Women's Resource Center of the New River Valley developed this curriculum in accordance with the Standards of Learning in 1998. Peaceline is a violence prevention education curriculum for middle and high school aged youth. It is designed with three lesson plans - dating violence, sexual assault and sexual harassment - for each grade level, 6th - 12th. Lessons can be used in school or community settings. Each lesson includes definitions, activities, handouts and resource information.

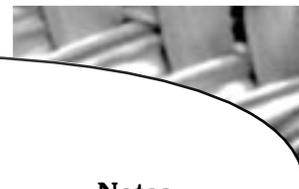
MVP Playbook: for male high school students & MVP Playbook: for female high school students.

Katz, Jackson. Long Beach, California: MVP Strategies, 2000

For more information on this program, please see "College/University" section below.

VIVA Peer Education Manual <http://www.vahealth.org/civp/sexualviolence/index.htm#curricula>

Synopsis: Voices for Interpersonal Violence Alternatives (VIVA) is an organization that provides a forum for awareness, discussion and education regarding the issues of dating violence, sexual assault and harassment. VIVA members present a play about dating and sexual violence. Members then lead small group discussions with the audience. This manual contains teen dating violence and sexual violence information developed for teen educators in 1999. It covers statistics, definitions, special topics, how to



facilitate discussions and more. Also available via consultation with VIVA is a Training Manual and a Teacher's Guide.

Notes

The youth relationships manual: a group approach with adolescents for the prevention of woman abuse and the promotion of healthy relationships.

Wolfe, David. Thousand Oaks, California: Sage Publications, 1996

The Two R's for Stopping Assault and Preventing Violence: Michigan Model for grades 7-8

Synopsis: This curriculum is already used in many Michigan schools, and focuses on recognizing and building healthy relationships, showing respect for others and managing and resolving conflict

Managing Conflicts and Preventing Violence: Michigan Model for grades 9-12

Synopsis: This curriculum is already used in many Michigan schools, and focuses on managing anger, expressing emotions constructively, learning the connections between emotions and violence, recognizing and managing anger in others and conflict resolution. It also includes a component addressing abusive relationships and how to help others in violent situations.

Expect Respect

http://www.vawnet.org/vnl/library/general/NRC_Expect-full.pdf
or <http://www.austin-safeplace.org>

Synopsis: The program goal is to encourage community-based programs and schools to join forces in providing comprehensive prevention and intervention services that address the problems of abuse in students' lives. This document is a "snapshot" of the Expect Respect program. It has sections on teenage dating violence, sexual harassment and bullying, the need for school-based programs, Expect Respect program history, Expect Respect overview, program components, implementation and replication issues, and future directions.

Days of respect: organizing a school-wide violence prevention program.

Cantor, Ralph, Paul Kivel and Allan Creighton. Alameda, California: Hunter House Publishers, 1997.

In Touch With Teens, facilitator's guide: a relationship violence prevention curriculum for youth ages 12-19

Los Angeles Commission on Assaults Against Women. Los Angeles, California: 1995.

Building Healthy Relationships: Sexual Harassment Prevention and Relationship Skills Curriculum (6-12th). There is also a curriculum for K-5th (see previous section).

Synopsis: This curriculum provides students with concrete information and allows them to practice building the skills necessary to develop and maintain

Suggested Program Components

Notes

respectful peer relationships that are free from bullying, harassment and sexual violence. There are evaluation components for students, parent/guardians and teachers.

Making the Peace

http://www.vawnet.org/vnl/library/general/NRC_MTP-full.pdf

Synopsis: MAKING THE PEACE (MTP) is a comprehensive curriculum, training and organizing program designed by staff of the Oakland Men's Project to prevent male-to-female family and dating violence among youth ages 14-19. The MTP curriculum, published in 1997, includes an organizers' manual, teachers' guide, 15-session curriculum and handout packages for educators, administrators and family-violence community-based organizations on preventing family/relationship violence in an entire school district.

Empowering young women to make healthy choices.

Brady, Jeanne, Amy Rumbel, and Michelle Teti. State College, Pennsylvania: Centre County Women's Resource Center and The Pennsylvania Coalition Against Rape (PCAR).

Helping teens stop violence: a practical guide for counselors, educators and parents.

Creighton, Allan and Paul Kivel. Alameda, California: Hunter House Publications, 1990.

Reaching and teaching teens to stop violence.

Nebraska Domestic Violence Sexual Assault Coalition: Lincoln, Nebraska: 1998.

College/University

Mentors in Violence Prevention

<http://www.sportinsociety.org/mvp.html>

Synopsis: The Mentors in Violence Prevention (MVP) Program is a gender violence prevention and education program based at Northeastern University's Center for the Study of Sport in Society. The multi-racial, mixed gender MVP team is the first large-scale attempt to enlist high school, collegiate and professional athletes in the effort to prevent all forms of men's violence against women. Utilizing a unique bystander approach to gender violence prevention, the MVP Program views student-athletes and student leaders not as potential perpetrators or victims, but as empowered bystanders who can confront abusive peers. Program participants develop leadership skills and learn to mentor and educate younger boys and girls on these issues.



Organizing College Campuses Against Dating Abuse http://www.vawnet.org/vnl/library/general/nrc_camp-full.pdf

Synopsis: This publication is designed to provide information and assistance to staff in higher education and/or domestic violence programs who are interested in developing a comprehensive response to dating abuse as it affects students on college campuses.

Notes

Tough Guise: Violence, Media & the Crisis in Masculinity <http://www.mediaed.org/videos/MediaGenderAndDiversity/ToughGuise>

Synopsis: Video resource. While the social construction of femininity has been widely examined, the dominant role of masculinity has until recently remained largely invisible. Tough Guise is the first educational video geared toward college and high school students to systematically examine the relationship between images of popular culture and the social construction of masculine identities in the U.S. at the dawn of the 21st century.

Special Populations

Men and Boys

Men Can Stop Rape **

<http://www.mencanstoprape.org>

Synopsis: **Men Can Stop Rape** empowers male youth and the institutions that serve them to work as allies with women in preventing rape and other forms of men's violence. Through awareness-to-action education and community organizing, they promote gender equity and build men's capacity to be strong without being violent. See their website for more information about their public awareness campaigns and other programming and curricula.

"Reaching Men" Campaign (boys and men)

<http://endabuse.org/programs/publiceducation/>

See description under "Public Education/Media Campaigns."

Tough Guise: Violence, Media & the Crisis in Masculinity <http://www.mediaed.org/videos/MediaGenderAndDiversity/ToughGuise>

See description under "College/University" programs.

Mentors in Violence Prevention

<http://www.sportinsociety.org/mvp.html>

See description under "College/University" programs.

Young men's work: stopping violence and building community, sessions 1-10 and 11-26.

See description under "Middle & High School" programs.

Suggested Program Components

Notes

Select men's organizations that support and work to end violence against women (who also may have programming materials and curricula available):

Men Stopping Violence, Atlanta, GA
<http://www.menstoppingviolence.org>

Men's Resource Center, MA
<http://www.mensresourcecenter.org>

Men Overcoming Violence, San Francisco, CA
<http://www.move.org>

Men's Initiative at Jane Doe Inc., Boston, MA
<http://janedoeinc.org>

** A comprehensive list of organizations and programs for men and boys from around the country can be found on their website by clicking on the link to "Resources" and then "[U.S. Men's Antiviolence Organizations](#)."

Populations with mental and/or physical disabilities

Kid & Teen Safe: An Abuse Prevention Program for Youth with Disabilities
http://www.vawnet.org/vnl/library/general/nrc_ktsafe.pdf
or <http://www.austin-safeplace.org>

Synopsis: A project of *SafePlace's* Disability Services ASAP (A Safety Awareness Program), its goal is to encourage community-based programs and schools to join forces in providing comprehensive prevention and intervention services that address the problems of abuse in students' lives. The program is sensitive to all disabilities, serving children with mental retardation, cerebral palsy, muscular dystrophy, autism, Down syndrome, pervasive developmental disorder, attention deficit hyperactive disorder, traumatic brain injury, deaf, blind, visually impaired, behavioral or emotional disorder, and speech impairment.

Assert Project

<http://www.vahealth.org/civp/sexualviolence/index.htm#curricula>
Synopsis: The project's primary focus is the risk reduction of sexual assault to special populations. This curriculum is designed as a 12 week course for adults with mental retardation and/or serious mental illness. However, after careful review and assistance from allied professionals that work with this special population on a regular basis, this program is most often presented as a 4-8 week course, by combining several of the topics. The ASSERT project is also available in a 4-week program for middle and high school youth with special needs, such as developmental disabilities and/or physical limitations.



Based on the level of functioning for each group, the program will provide risk reduction skills, education, safety skills and printed materials to meet the learning styles and needs of the participants. The multiple sessions allows opportunities for participants to master skills through role-plays, repetition, praise and accurate information.

Notes

Child sexual abuse prevention programs

Stop It Now!

<http://www.stopitnow.com>

Synopsis: STOP IT NOW!'s mission is to call on all abusers and potential abusers to stop and seek help, to educate adults about the ways to stop sexual abuse, and to increase public awareness of the trauma of child sexual abuse.

From Darkness to Light

<http://www.darkness2light.org>

Synopsis: A primary prevention program aimed at reducing the incidence of child sexual abuse by increasing public awareness of the prevalence and consequences of the problem. The program encourages adult survivors to break the cycle of abuse, and offers educational programs to provide hope, healing and healthy lifestyles for abused children and their families.

Generation Five

<http://www.generationfive.org>

Synopsis: Generation Five is committed to creating sustainable plans for a multi-generation change in public systems, community values, and personal practices. This transformation is seen as taking place through five cycles of change: leadership, community, accountability, systems, and restoration. Each generation will build on these five cycles to interrupt and mend the intergenerational impact of child sexual abuse.

Hero Project

<http://www.hero-project.org>

Synopsis: The HERO Project is a group of organizations in Westmoreland County, Pennsylvania, that have joined together to encourage the heroes in their community — parents, relatives, caregivers and acquaintances — to intervene, protect children and report suspicions of child sexual abuse.

Suggested Program Components

Notes

Other resources for educators

Virginia Responds

<http://www.vahealth.org/civp/sexualviolence/index.htm#curricula>

Virginia Responds is a facilitator's guide to assist educators in presenting sexual violence and teen dating violence information to middle and high school age youth. This 209 page color guide includes: Experiential activities that address the issues of interpersonal relationships, violence in relationships, sexual harassment and sexual assault; One full unit on general facilitator training and specific facilitator training preceding each specific unit; Timed activities with specific intended audiences and detailed objectives; Appendices including forms for evaluations, legal advocacy information, resources and poetry and prose by teens; and graphics, layout and information written by teens for teens.

Drawing the Line: A Guide to Developing Effective Sexual Assault Programs for Middle School Students

http://www.acog.com/from_home/publications/drawingtheline/index.htm

Synopsis: Drawing the Line: A Guide to Developing Sexual Assault Prevention Programs for Middle School Students is designed to help you: Create sexual assault prevention programs that are most likely to have a positive impact on middle school students' attitudes and behaviors; Implement programs that involve entire communities in the work of preventing sexual assault; Measure the relative comprehensiveness of the sexual assault prevention programs currently being offered for middle school students in your own community; and Determine how evaluation efforts will be designed and implemented.

Sexual Assault Risk Reduction Curriculum: A Comprehensive Guide for the Classroom Teacher or Community Educator

<http://www.mysati.com/curriculum.htm>

Synopsis: This manual will assist school personnel, police and community agency staff in the implementation of sexual assault prevention programs. The lessons contained in this guide can be used as a stand-alone curriculum, as an enhancement to an existing health education program or as a component of an integrated curriculum. This manual can be used in either school or non-school settings such as health clinics, after-school programs, youth centers and camps. We encourage other communities to collect data and to customize these lessons and presentations to reflect their findings. Existing community coalitions and networks that share resources and advocate for youth services may provide a vehicle for establishing programs to increase the awareness and reduce the incidence of sexual assault.



References

Notes

- Albee, G.W. (1982). Preventing psychopathology and promoting human potential. American Psychologist, 32, 150-161.
- Brecklin, L.R. & Forde, D.R. (2001). A meta-analysis of rape education programs. Violence and Victims, 16.
- Breitenbecher, K. H. (2000). Sexual assault on college campuses: Is an ounce of prevention enough? Applied and Preventive Psychology 9(1).
- Campbell, J. (1999). Sanctions and sanctuary: Wife battering within cultural contexts. In D.A. Counts, J.K. Brown and J.C. Campbell (Eds.), To have and to hit (pp. 261-285). Urbana and Chicago: University of Illinois Press.
- Chekal, M. & Sorenson, S.B. (1998). Domestic violence prevention: Published evaluation efforts, lessons from other public health fields, and possible directions. Unpublished report to the Domestic Violence Section, Maternal and Child Health, California Department of Health Services.
- Clark, S.J., Burt, M.R., Schulte, M.M., Maguire, K. (1996). Coordinated community responses to domestic violence in six communities: Beyond the justice system. Available through the Urban Institute at: <http://www.urban.org/crime/ccr96.htm>
- Cowen, E. (1983). Primary prevention in mental health: Past, present and future. In R.D. Felner, L.A. Jason, J.N. Moritsugu, & S.S. Farber (Eds.), Preventative psychology: Theory, research, and prevention (pp. 11-25). New York: Pergamon.
- Criminal Justice Information Center, Michigan State Police. Crime in Michigan – 2000 Uniform Crime Report. Available from: URL: http://www.michigan.gov/documents/msp_2000_crime_report_8802_7.pdf
- Felner, R.D. (2000). Prevention in mental health and social intervention: Conceptual and methodological issues in the evolution of the science and practice of prevention. In J. Rappaport and E. Seidman (Eds.), Handbook of community psychology (pp. 9-42). New York: Kluwer Academic/Plenum Publishers.

References

Notes

- Foshee, V. A., Bauman, K. E., Arriaga, X. B., Helms, R. W., Koch, G. G., & Linder, G. F. (1998). An Evaluation of Safe Dates, an Adolescent Dating Violence Prevention Program. American Journal of Public Health, 88(1).
- Gidycz, C. A., Lynn, S. J., Rich, C. L., Marioni, N. L., Loh, C., Blackwell, L. M., Stafford, J., Fite, R., & Pashdag, J. (2001). The Evaluation of a Sexual Assault Risk Reduction Program: a Multisite Investigation. Journal of Consulting and Clinical Psychology, 69(6).
- Greenfield LA, Rand MR, Craven D, et al. (1998) Violence by Intimates. Analysis of Data on Crimes by Current or Former Spouses, Boyfriends, and Girlfriends (NCJ-167237). Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.
- Gunderson, L. (2002). Intimate partner violence: The need for primary prevention in the community. Annals of Internal Medicine, 136(8).
- Hyman, I., Guruge, S., Stewart, D. E., & Ahmad, F. (2000). Primary Prevention of Violence Against Women. Womens Health Issues, 10(6).
- Jewkes, R. (2002). Preventing sexual violence: A rights-based approach. The Lancet 360(9339).
- Klein, E., Campbell, J., Soler, E., Ghez, M. (1997) Ending Domestic Violence: Changing Public Perceptions/Halting the Epidemic. Thousand Oaks, CA: Sage Publications.
- Largo TW, Smith PK, Thrush JC, McCrohan N, Rafferty A, Christensen J. (1999). Violence in the Lives of Michigan Women (DCH-0774). Lansing, MI: Violence Prevention Section, Michigan Department of Community Health.
- Lonsway, K. A. (1996). Preventing Acquaintance Rape Through Education - What Do We Know? Psychology of Women Quarterly, 20(2).
- Mantak, F. J. (1995). Creating an Alternative Framework for Preventing Rape - Applying Haddon Injury Prevention Strategies. Journal of Public Health Policy, 16(1).
- Oliver, W. (2000). Preventing domestic violence in the African American community. Violence Against Women, 6(5).
- Peled, E. & Edleson, J. (1992). Multiple perspectives on group work with children of battered women. Violence and Victims, 7(4).



- Rennison, C.M. (2003). Intimate Partner Violence, 1993-2001. (NCJ 197838). Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.
- Russo, A. (1999). Lesbians organizing against lesbian battering. In B. Leventhal and S.E. Lundy (Eds.), Same-sex domestic violence (pp. 83-96). Thousand Oaks, CA: Sage Publications.
- Schewe, P.A. (2002). Guidelines for developing rape prevention and risk reduction programs for adolescents and young adults: Lessons from evaluation research. In Paul A. Schewe (Ed), Preventing Intimate Partner Violence: Developmentally Appropriate Interventions Across the Lifespan. Washington, D.C.: American Psychological Association.
- Schewe, P., & O'Donohue, W. (1993). Rape Prevention - Methodological Problems and New Directions. Clinical Psychology Review, 13(7).
- Schwartz, M.D. & DeKeseredy, W.S. (1997). **Sexual assault on the college campus: the role of male peer support**. Thousand Oaks, CA: Sage Publications.
- Seidman, E. (1987). Toward a framework for primary prevention research. In J.A. Steinberg and M.M. Silverman (Eds.), Preventing mental disorders: A research perspective (pp. 2-19). DHHS Pub. No. (ADM)87-1492. Washington, D.C.: U.S. Government Printing Office.
- Tjaden P, & Thoennes N. (1998). Prevalence, Incidence, and Consequences of Violence Against Women: Findings From the National Violence Against Women Survey (NCJ-172837). Washington, D.C.: U.S. Department of Justice, National Institute of Justice.
- Witwer, M.B. & Crawford, C.A. (1995). A Coordinated Approach to Reducing Family Violence: Conference Highlights. Research report: National Institute of Justice and the American Medical Association. Washington, D.C.
- Wolfe, D. A., & Jaffe, P. G. (1999). Emerging Strategies in the Prevention of Domestic Violence. Future of Children, 9(3).
- Yeater, E. A., & O'Donohue, W. (1999). Sexual Assault Prevention Programs: Current Issues, Future Directions, and the Potential Efficacy of Interventions With Women. Clinical Psychology Review, 19(7).

