

# Promoting Healthy Teen Relationships: Preventing Teen Dating Violence

February 20, 2013

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*Futures Without Violence's National Health Resource Center on Domestic Violence is funded by a grant from the Family Violence Prevention & Services Program, Family & Youth Services Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. This webinar is co-sponsored by the Office on Women's Health and the Office of Adolescent Health, U.S. DHHS.*



U.S. Department of  
Health and Human Services,  
Office on Women's Health



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# 1.5 CEU/CME credits

- **Social Workers (California MFT, LCSW, LEP, and LPCC)**

This course, sponsored by Futures Without Violence (License #5155), meets the qualifications for **1.5** hours of continuing education credit for MFTs, LPCCs, LEPs, and/or LCSWs as required by the California Board of Behavioral Sciences.

- **For social workers outside of California:** This webinar meets the qualifications for continuing education by the California Board of Behavioral Sciences. It is your responsibility to determine whether the course meets your state board requirements.

- **Physicians (MD or DO only)**

Futures Without Violence's National Health Resource Center on Domestic Violence is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

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# Instructions for receiving CEU/CME

- ✓ Register for the webinar.
- ✓ Login to join the live webinar on February 20, 2013. Your login and log out times will be automatically recorded by the online webinar system. **To receive full credit, you must participate for the full 1 hour and 30 minutes.**
- ☐ Complete the online evaluation form in its entirety by **February 25, 2013** (the link will be provided at the end of the webinar).

A *Certificate of Completion* will be provided after these steps have been completed. Please be sure to include your full name, address, and email in the evaluation form. You will receive an electronic copy of the certificate via email approximately 5-7 business days after receipt of your evaluation form.



# Conflict of Interest Declaration

- **Commercial Support:**

This activity received no commercial support.

- **Conflict of Interest Declaration:**

A Conflict of Interest occurs when an individual has an opportunity to effect educational content about health-care products or services of a commercial interest with which she/he has a financial relationship. The planners and presenters of this continuing education activity have disclosed no relevant financial relationship with any commercial interests pertaining to this activity.



# Learning Objectives

1. List three health consequences for adolescents experiencing relationship abuse.
2. Implement a safety card-based intervention to address adolescent relationship abuse in the clinical setting.
3. List two culturally-responsive teen dating violence prevention strategies.
4. Describe two youth-driven and youth-led teen dating violence prevention resources.



# Speakers



**Aleisha A. Langhorne, MPH, MHSA**  
Office on Women's Health,  
U.S. DHHS



**Marylouise Kelley, PhD**  
Family Violence Division, Family & Youth Services  
Bureau, Administration for Children, Youth and  
Families, U.S. DHHS



**Erica Monasterio, MN, FNP-BC**  
Division of Adolescent and Young Adult  
Medicine, Department of Pediatrics, and  
Department of Family Health Care in the  
School of Nursing, UCSF



**Mona Farroukh**  
Child and Adolescent Health Center and the  
Domestic Violence Prevention Program,  
ACCESS



**Jess Alder**  
Start Strong Initiative, Boston



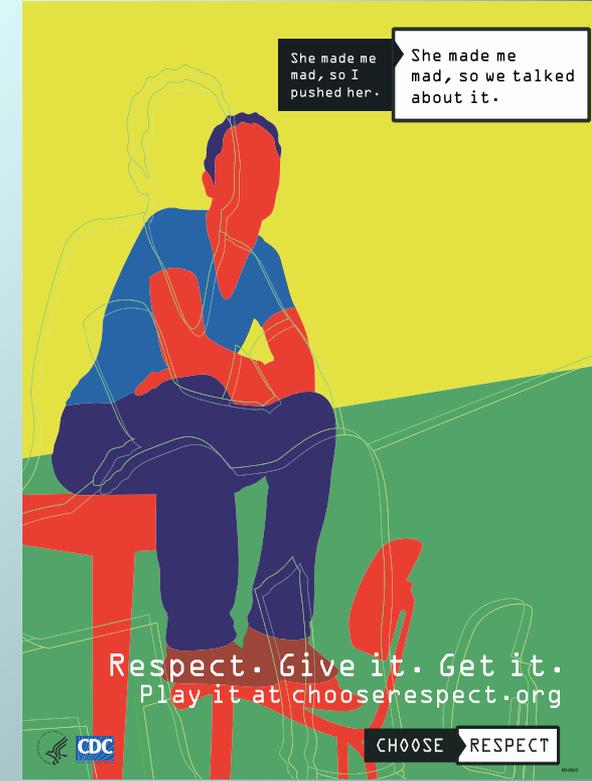
**Wilma M. Robinson, PhD, MPH**  
Office of Adolescent Health,  
U.S. DHHS





# Identifying and Intervening in Adolescent Relationship Abuse

Erica Monasterio, MN, FNP-BC UCSF  
 Division of Adolescent and Young Adult  
 Medicine



# Risk Factors for Abusive Relationships

Previous exposure to abuse (child abuse and/or witnessing DV)

Being YOUNG (16-24y.o.)

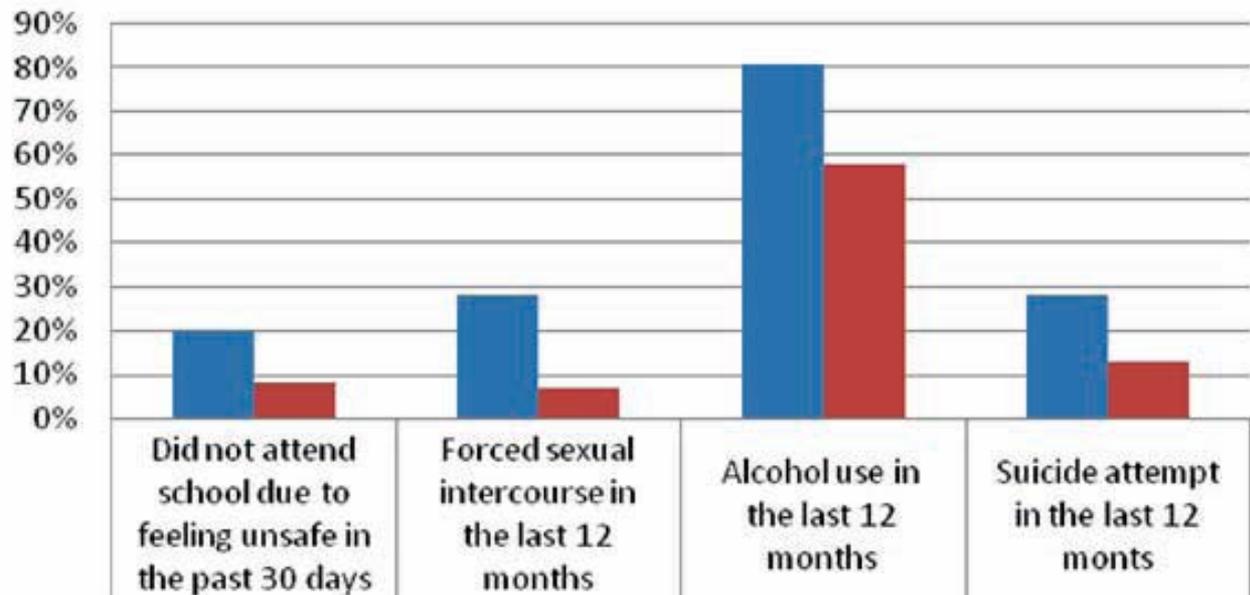
Substance involvement

Adolescent Relationship Abuse (ARA) is even more hidden because teens typically:

- Are inexperienced with dating relationships
- Want independence from parents
- Have romanticized views of love
- Are pressured by peers to have dating relationships
- Are more likely to turn to a friend than a parent or other adult when they experience dating violence

# IPV and Risk Behaviors for Girls

**Exposure to Violence & Risk Behaviors  
Among Female High School Students**



■ Experienced dating violence	20%	28%	81%	28%
■ Has not experienced dating violence	8%	7%	58%	13%

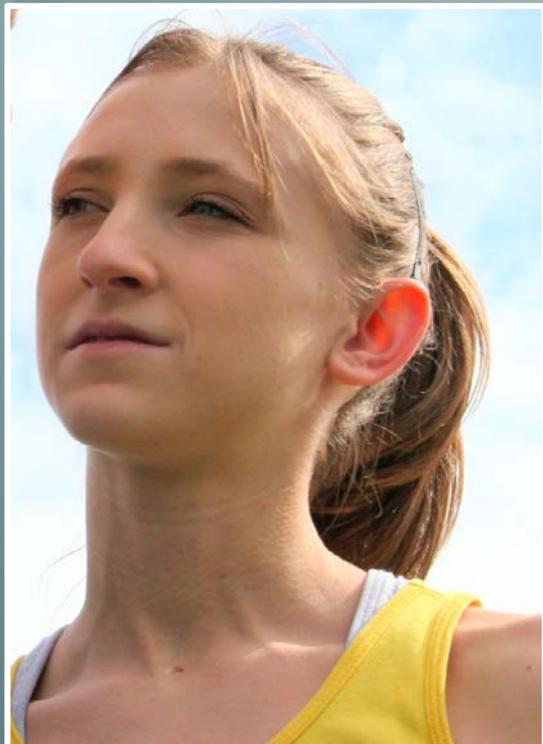
# Association between IPV and Adolescent Sexual Health

- Adolescents in relationships where IPV is occurring report:
  - Birth control sabotage
  - Inconsistent condom use
  - Unintended pregnancy promoted by the abusive partner
    - Miller (2007)

# What We Know

**One in five** (20%) U.S. teen girls report ever experiencing physical and/or sexual Intimate Partner Violence.

*CDC Morbidity and Mortality Weekly Report.  
February 2008. ;Silverman et al, 2001*



# Technology as a tool for exerting power and control

**One in four** teens in a relationship report being called names, harassed, or put down by their partner via cell phone/texting



- **One in five** teen girls have electronically sent or posted nude/semi-nude photos or videos of themselves (12% of these girls say they felt ‘pressured’ to do so)

*From “The Facts on Teens and Dating Violence,” available on the Futures Without Violence website:  
[FuturesWithoutViolence.org](http://FuturesWithoutViolence.org)*

# Adolescent Relationship Abuse and Mental Health

- Young women who have experienced abuse have higher rates of:
- Depression and anxiety
- Disordered eating
- Suicidality
- Substance abuse



- (Kim-Godwin YS, et al 2009;Howard DE,et al ,2008; ,Brossard RM, et al ,2008)

# ARA and Teen Pregnancy

- Adolescent relationship abuse increases young women's risk for unintended pregnancies

– Sarker 2008

- Adolescent girls in physically abusive relationships were **3.5 times more likely** to become pregnant than non-abused girls.

Roberts et al, 2005



# ARA During & After Pregnancy

- Pregnant adolescents are **2-3 times** more likely to have experienced violence during and after pregnancy than older pregnant women.
- Adolescent mothers who experienced physical abuse within three months after delivery were nearly **twice as likely** to have a repeat pregnancy within 24 months

– Raneri & Wiemann, 2007



# Additional Data on ARA

- Youth involved in same-sex dating are just as likely to experience dating violence as youths involved in opposite sex dating
  - Halpern et al, J of Adol Health, 2004
- In youth, perpetrators are equally likely to be female or male
  - Girls more likely to be victims of physical abuse
  - Boys more likely to be victims of psychological abuse
  - Mutual aggression is common
    - Mulford and Giordano, NIJ Journal 2009

# Summary of Research on Adolescent Relationship Abuse



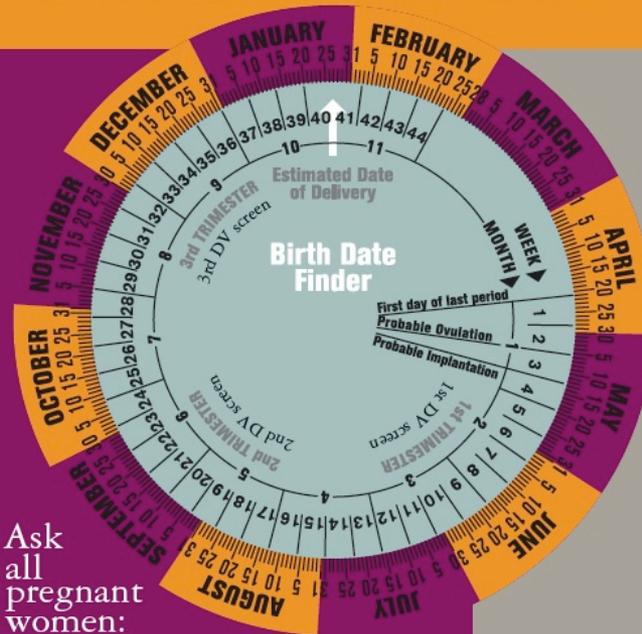
- It is **COMMON**
- It is **associated with multiple risk behaviors** and poor health indicators
- It has **SIGNIFICANT CONSEQUENCES** for health
- It is **highly prevalent** in clinical settings,
  - particularly **Family Planning** settings

# **APPROACHES TO ASSESSMENT**

# Step # 1: ASK!

## Did you know...

Controlling and violent relationships come in many forms including unwanted or mistimed pregnancies?



Ask all pregnant women:

*"Was your partner trying to get you pregnant when you didn't want to be?"*

*"Does your partner hurt you or make you afraid?"*

Family Violence Prevention Fund

## Getting Started:

- Always review the limits of confidentiality-- even if you are not asking DIRECT questions about abuse-- in case there is disclosure and you need to report.

First things first...



# Preparing Your Practice for Mandatory Reporting

- Learn your state law... and how it is applied in your county
- Partner with local DV and SA programs that can provide guidance and support
- Find out what to report and to whom
- Many forms of ARA are not reportable... but some forms of sexual and physical violence are

The screenshot shows the 'teen health law' website. The main heading is 'teen health law' in an orange box. Below it, the text reads 'information for California providers of adolescent health services' and 'A Project of the National Center for Youth Law'. There is a search bar and a navigation menu with links for Home, Publications, Links, Tools & Charts, and Register/Sign In. A breadcrumb trail shows 'Home > Resources for other US States'. A prominent box highlights 'Resources for US States other than California'. The page lists various topics such as Abortion, Child Abuse Reporting, Confidentiality, and Reproductive Health. It also features a section for 'When Teens Disclose Dating Violence to Health Care Providers' with a list of states: Arizona, California, Maine, and Michigan. A small photo of a woman is visible on the right side of the page.

**teen health law**  
information for California providers of adolescent health services  
A Project of the [National Center for Youth Law](#)

Home | Publications | Links | Tools & Charts | Register/Sign In  
Home > Resources for other US States

**Resources for US States other than California**

All files are PDFs unless otherwise noted, require [Adobe Reader](#) or equivalent to view. If a link appears to be broken, please [email us](#) to request the desired material.

**Minor Consent, Confidentiality, and Child Sexual Abuse Reporting: A Guide for Title X Family Planning Providers.**  
Manuals are available for the following states:

Arizona	Minnesota
Arkansas	Nevada
Hawaii	New Mexico
Illinois	Ohio
Indiana	Oklahoma
Louisiana	Texas
Michigan	Wisconsin

**When Teens Disclose Dating Violence to Health Care Providers: A Guide to Confidentiality and Reporting Laws**  
Manuals are available for the following states:

- [Arizona](#)
- [California](#)
- [Maine](#)
- [Michigan](#)

Photo: Harry Cutting

# Tools for Screening

- Many tools exist but most are not adolescent appropriate
- HEADSSS/SSHADES (general psychosocial assessment)
  - Ask questions to gain an understanding of the context of the youth's life
  - Ask direct questions within HEADSSS/SSHADES
- Normalize first:
  - “I ask all my patients about their relationships, because how we feel in our relationships is such an important part of our lives



Using a safety card to discuss relationship quality

<http://www.futureswithoutviolence.org/content/features/detail/1653>

# UNIVERSAL ANTICIPATORY GUIDANCE

Safety cards are a simple, evidence based intervention

- Opportunity to talk about healthy relationships
- Provide primary prevention by identifying signs of an unhealthy relationship.
- Educate clients about what they can do if they have a friend or family member who may be struggling with abuse
- Plant seeds for adolescents who are experiencing abuse but not yet ready to disclose.
- Help victims learn about safety planning, harm reduction strategies and support services.

## How to Introduce the Card:

- "We started giving this card to all our patients so they know how to get help for themselves or so they can help others."
- (Unfold card and show it) "See, it's kind of like a magazine quiz and it talks about respect, sex and texting. On the back are confidential hotline numbers you can call 24/7..."



The safety card covers a range of issues...

## How is it Going?

*Does the person you are seeing (like a boyfriend or a girlfriend):*

- ✓ Treat you well?
- ✓ Respect you (including what you feel comfortable doing sexually)?
- ✓ Give you space to hang out with your friends?
- ✓ Let you wear what you want to wear?

If you answered YES—it sounds like they care about you.

## Characteristics of healthy relationships



## What About Respect?

**Anyone you're with (whether talking, hanging out, or hooking up) should:**

- Make you feel safe and comfortable.
- Not pressure you or try to get you drunk or high because they want to have sex with you.
- Respect your boundaries and ask if it's ok to touch or kiss you (or whatever else).

How would you want your best friend, sister, or brother to be treated by someone they were going out with? Ask yourself if the person you are seeing treats you with respect, and if you treat them with respect.



# Signs of an unhealthy relationship

## And on a Bad Day?

*How often does the person you are seeing:*

- ✓ Shame you or make you feel stupid?
- ✓ Pressure you to go to the next step when you're not ready?
- ✓ Control where you go, or make you afraid?
- ✓ Grab your arm, yell at you, or push you when they are angry or frustrated?

Nobody deserves to be treated this way. If these things ever happen in your relationship, talk to someone about it. For more info, go to [www.loveisrespect.org](http://www.loveisrespect.org).



# Adolescent specific relationship abuse patterns

## Everybody Texts

**Getting a lot of texts can feel good—“Wow, this person really likes me.”**

What happens when the texts start making you uncomfortable, nervous, or they keep coming nonstop?

**Figuring out what to say can be hard, especially if you like the person.**

Be honest. “You know I really like you, but I really don’t like it when you, text me about where I am all the time or pressure me for naked pics.” For more tips on what to say go to: [www.thatsnotcool.com](http://www.thatsnotcool.com).



# Engaging peers to change “bystander behavior”

## How to Help a Friend

*Do you have a friend who you think is in an unhealthy relationship?*

### **Try these steps to help them:**

- Tell your friend what you have seen in their relationship concerns you.
- Talk in a private place, and don't tell other friends what was said.
- Show them [www.loveisrespect.org](http://www.loveisrespect.org) and give them a copy of this card.
- If you or someone you know is feeling so sad that they plan to hurt themselves and/or wish they could die—get help.

Suicide Hotline: 1-800-273-8255

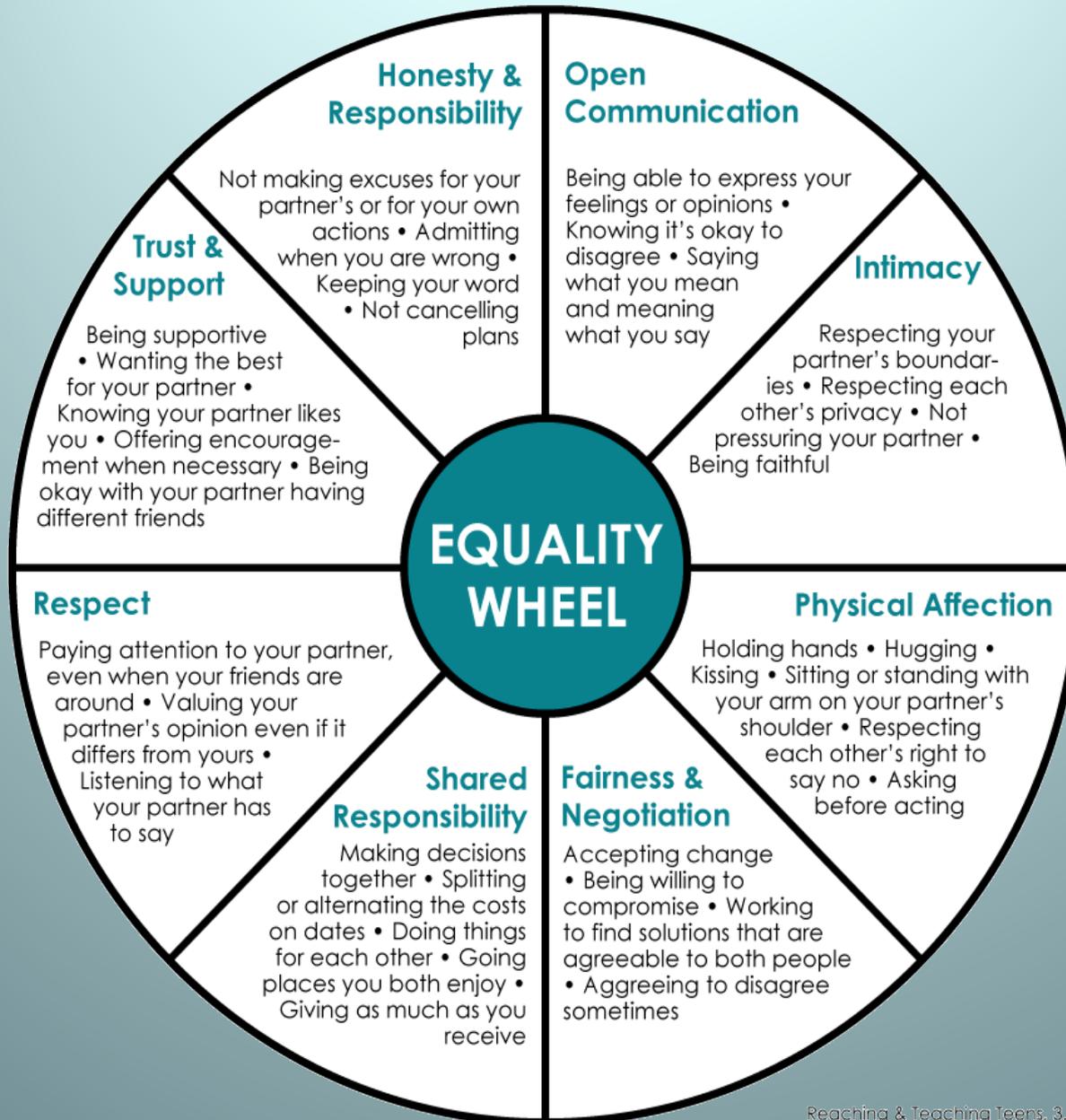


“One of the things that I talk to all my patients about is how you deserve to be treated by the people you go out with. You have the right to:

- Be treated with kindness
- Be with your friends when you want to be
- Wear what you want to wear
- Feel safe and have your boundaries be respected.
- Go only as far as you want to go as far as touching, kissing, or anything sexual
  - Speak up about any controlling behavior, including textual harassment such as receiving too many texts, phone calls or embarrassing posts about you on Facebook or other sites.”

## Universal Anticipatory Guidance





# **INTERVENTION STRATEGIES**

# What Should You do When You Get a Disclosure

## Validate:

- “I'm so sorry this is happening in your life, you don't deserve this”
- “It's not your fault”
- “I'm worried about your safety”



# Responding to Disclosures

- 1 Validate client's experience.
- 2 Offer discreet methods of contraception including EC.
- 3 Review safety card harm reduction strategies.
- 4 Ask client if s/he has immediate safety concerns and discuss options.
- 5 Refer to a domestic violence advocate for safety planning and additional support .
- 6 Follow up at next visit.



# Supporting a patient when you need to make a report

- Inform your patient of your requirement to report
- Explain what is likely to happen when the report is made
  - Ask your patient if she is willing to call or meet with an advocate to develop a safety plan in case of retaliation
    - Maximize the role of the client in the process



# Why address the issue?

## The goal is to enhance safety

- Even if a patient/client is not ready to leave a relationship, your recognition and validation of her situation is important.
- You can help:
  - Reduce her sense of isolation and shame
  - Plant the seeds for change
  - Encourage her to believe a better future is possible

# You can't do it alone



Domestic violence advocates provide safety planning and support.

- Get to know local programs that SERVE YOUTH
- Additional services may include:
  - Housing
  - Legal advocacy
  - Support groups
  - One-on-one counseling
  - Children's programs
  - Referrals to other programs for health, mental health, etc.



# Making a Difference

- You do not have to be a domestic or sexual violence expert to recognize and help youth experiencing ARA
- Contact with adolescents during clinic visits provides a unique opportunity for education, early identification, and intervention
  - Partnering with DV/SA advocates and programs will ensure a full range of necessary services





# Start Strong Boston





# Background of Start Strong



**Mission: To prevent teen dating violence and to promote healthy relationships using a Peer Leadership Model.**

- Inside and outside school training on healthy relationships
- Peer Influencers deliver healthy relationship trainings to pre-teens, teens, and adults
- Policy collaboration with Boston Public Schools
- Social Media campaigns
- Engaging Men and Boys, conversations around intersections of gender and violence



# Start Strong Peer Leaders



- Work with 20 Peer Leaders between the ages of 14-18
- Intensive 6 week summer training: Peer Leaderships, teen dating violence, gendered violence
- Considered Young Experts in the field of healthy relationships and teen dating violence
- Placed in community centers in Boston neighborhoods
- Target Audience: Youth ages 11-14
- Workshops: healthy relationship promotion and teen dating violence prevention, social media
- Events raising awareness on healthy relationship promotion



# Youth Driven Events



- **Basketball Tournament**
  - 3 on 3 competition: participants filled out healthy relationship quizzes, had small group discussions on healthy relationships, and participants received a gift bag with resources.
- **Fashion Show**
  - Latest and greatest fashion interwoven with resources, healthy relationship presentations, and PSA's made by our Peer Leaders.
- **Break Up Summit**
  - Themes inspired by our Peer Leaders, last year we focused on cheating. Returning Peer Leaders lead workshops in the morning and co-facilitate in the afternoon.

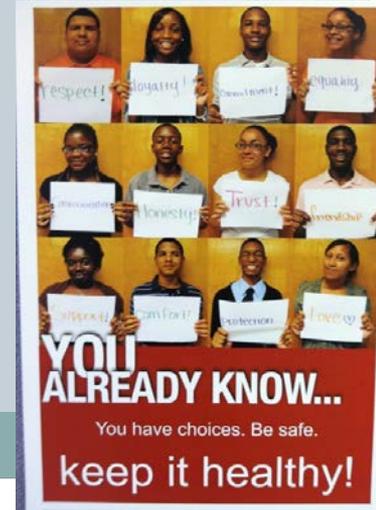




# Youth Driven Events



- **Speak Up Summit**
  - A summit for young people between the ages of 11-14 to share their knowledge of relationships via song, dance, and art.
- **Clothesline Project**
  - Similar to the Clothesline Project for Sexual Violence, our t-shirts focused on healthy relationship promotion and TDV awareness
- **Social Media Campaigns**
  - Healthy Relationships PSA's; You Already Know Campaign; Engaging Men and Boys Meme's and Web Series





# Their Voice



- Domestic Violence Roundtable
  - One of our Senior Peer Leaders was a panelist
- Youth Spotlight Award
  - Mayor Thomas Menino recognized one of our Peer Leaders for their excellent contribution to the City of Boston





# What You Can Do



- **Sound Nutrition Label**
  - Youth inspired tool to analyze un/healthy characteristics in their lyrical diet
- **True View Tool**
  - Youth inspired tool to analyze un/healthy characteristics their music videos
- **The Reel Binary**
  - Youth inspired tool to unpack gender norms present in visual media



# Their Tools, Your Application

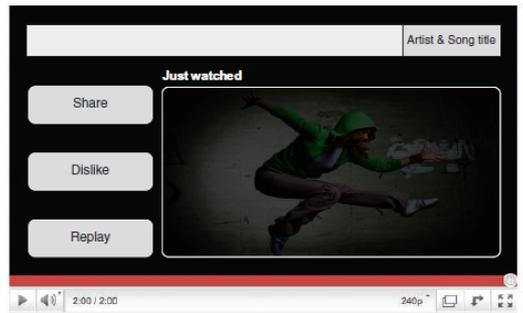
## True View

[Create Account](#) | [Sign in](#)

### The Whole Picture

The songs we listen to affect us. The songs we listen to and watch may have an even greater impact. Since music videos can have an influence on our health and the health of our relationships, it is especially important to be a critical viewer.

Take these steps to help you discover if the music videos you watch are portraying healthy or unhealthy relationships. Get comfortable, get online, and get the whole picture.



Unhealthy Views	0-5
<b>Drama</b> Wow! This video shows one or both partners doing a lot of making up/breaking up, yelling, destroying property, etc.	<input type="checkbox"/>
<b>Possession</b> Crazy! This video shows one or both partners constantly calling, checking on, thinking about, or trying to control the other person, etc.	<input type="checkbox"/>
<b>Disrespect</b> No way! This video shows one or both partners flirting with other people, cheating, touching inappropriately, ogling, etc.	<input type="checkbox"/>
<b>Relationship = sex</b> Uh uh! This video takes place mostly in the bedroom, shows one or both partners with very few clothes, focuses primarily on the physical parts of the relationship, etc.	<input type="checkbox"/>
<b>Manipulation</b> Whoa! This video shows one partner buying/giving gifts in order to get what he/she wants, using alcohol to get sex, etc.	<input type="checkbox"/>
<b>Total Unhealthy Views</b>	<input type="checkbox"/>
Healthy Views	0-5
<b>Fun/Enjoyable</b> Awww! This video shows both partners laughing, smiling, doing activities together, etc.	<input type="checkbox"/>
<b>Support</b> This video shows both partners comforting each other, watching/praising each other as they try something new, etc.	<input type="checkbox"/>
<b>Respect</b> Yup! This video shows both partners talking and listening to each other, helping one another, etc.	<input type="checkbox"/>
<b>Equality</b> Great! This video shows both partners making decisions together, sharing decision-making around sex, etc.	<input type="checkbox"/>
<b>Trust</b> Wow! This video shows both partners sharing secrets, looking each other directly in the eyes, hanging out with other friends, etc.	<input type="checkbox"/>
<b>Total Healthy Views</b>	<input type="checkbox"/>

### Directions

#### Step One: Find a music video

Select a music video of a song you enjoy. Watch the video on YouTube, iTunes, or TV. Begin with just getting a feel for the main themes of the images and behaviors of the people in the video.

#### Step Two: Determine if the music video has a relationship theme

Decide if the music video has a relationship theme. Look for two or more people with an emotional or physical connection. This connection should support or celebrate the healthy or unhealthy characteristics of the relationship.

#### Step Three: Score the music video

Watch the music video carefully, looking for images that give you information about the relationship. You may need to watch it more than once.

Look at the TrueView scoring tool to the left. For each healthy or unhealthy "view" that is present in the music video, assign a score. A score of 0 indicates that there is none of that relationship element present while a score of 5 indicates a very high level of that relationship element.

#### Step Four: Total your numbers

Add up the scores in both the unhealthy and healthy comment sections. These totals indicate the unhealthy and healthy relationship "views" contained in the music video.

#### Step Five: Replay, Dislike or Share

Based on your scores, choose one of the three choices in the video screen: Circle **SHARE** if you think the overall message about relationships is something you admire and would like to share with others.

Circle **DISLIKE** if you think the overall message celebrates or glorifies unhealthy relationships.

Circle **REPLAY** if you are unsure of the overall message conveyed about the relationship. If you circle this choice, you may want to view the video again alone or with another person who might be able to help you evaluate it.

Use this tool whenever you want to find out the relationship views of a music video.

## Nutritional Impact

Artist:

Song title:

Serving Size: Min:

Sec:

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

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

## SOUND RELATIONSHIPS

Music, like food, can feed our brains and give us energy. But, it also can be filled with ingredients that can affect us negatively. Some music may even have an influence on our health and the health of our relationships. This instrument will help you evaluate the "nutritional" value of the music you might listen to. We want you to put on your headphones, turn up the volume and become a song lyrics nutritionist. Just follow these easy steps.

#### STEP ONE: Find a song

Select a song. Find the lyrics of the song either from the CD insert, or search for them online. Print out the lyrics, and read them to get a feel for the main themes in the song.

#### STEP TWO: Determine if the song has a relationship theme

Songs with a relationship theme describe an emotional or physical connection between two or more people and should support, celebrate or glorify the unhealthy or healthy characteristics of the relationship.

#### STEP THREE: Score the song lyrics

Carefully examine the song's title and all lyrics in the chorus and verses of the song. Now look at the Song Lyrics Scoring Label to the left. Check the "PRESENT" box for each relationship ingredient that you find in the song. The definitions for each relationship ingredient are at the bottom of the label. Finally, for each ingredient that is present in the song, assign it a score from 1-10 in the "INTENSITY LEVEL"

box based on how much of that relationship ingredient you feel is in the song. A score of 1 would indicate that there is a very low level of that relationship ingredient in the song while a score of 10 would indicate a very high level of that relationship ingredient. When assigning an intensity score, consider how those particular lyrics impact the overall message of the song.

**STEP FOUR: Total your numbers**  
Add up the scores from the intensity column in both the unhealthy and healthy sections. These totals indicate the unhealthy and healthy relationship "nutritional" value of the song's lyrics.

**STEP FIVE: Balance your "lyrical" diet**  
Use this tool whenever you want to find out the relationship ingredients of a song. Just like with the food we eat, it is important to have a balanced "song" diet that includes lots of healthy relationship ingredients. Knowing the ingredients will help you make an informed decision about which songs will promote good relationship health.

Prepared by the Boston Public Health Commission, 2010



# Their Tools, Your Application

## The Reel Binary

### The Gender Box

In our society gender expression is limited so that men and women are expected to act in a specific manner. When a person doesn't fit into the "norm" their identity is challenged, "Man up!" or "Act like a lady!"

The media we consume can reinforce those sometimes harmful societal norms. The characters we see on the screen can become the unspoken rule for how men and women should behave, which can impact our perceptions of others and who we are. This makes it especially important to be a critical viewer.

Use this tool to help you discover if the show or movie you watch is portraying men and women through a narrow lens. Get comfortable, get online, and get the "reel" picture.

### WARNING

Behaviors described below are NOT the belief of the creator of the tool or BPHC on how men and women are or should be. The descriptions are used to bring awareness to the portrayal of men and women in media.

Movie/ TV Title: \_\_\_\_\_

Movie \_\_\_\_\_ TV Episode: \_\_\_\_\_

Female Character Name: \_\_\_\_\_

#### Feminine Norms

- Clothing
- Emotional
- Flirty
- Gossips
- Nags



#### Masculine Norms

- Insults
- Intimidation
- Rebellious
- Sex
- Toughness



Total Feminine: \_\_\_\_\_

Total Masculine: \_\_\_\_\_

Male Character Name: \_\_\_\_\_

#### Feminine Norms

- Clothing
- Emotional
- Flirty
- Gossips
- Nags



#### Masculine Norms

- Insults
- Intimidation
- Rebellious
- Sex
- Toughness



Total Feminine: \_\_\_\_\_

Total Masculine: \_\_\_\_\_

Gender Conforming

Gender Conforming

Gender Non Conforming

Gender Non Conforming

### The Reel Binary Gender Tool

#### Instructions

**Step One:** Find a TV Show or Movie  
Select a tv show or movie you enjoy. Watch the program on tv, Netflix, hulu etc. Begin by watching the program and getting a sense of the various characters present in the program.

#### Step Two: Select Characters

Select one or two of your favorite male and female characters within the program that you will follow for the duration of movie or show.

#### Step Three: Score the characters

Watch the program carefully, looking for behaviors that give you information about the character(s) personality. Look at the Reel Binary scoring tool to the left. For each feminine or masculine "norm" that is present in the program, assign a score. A score of 0 stars indicates that behavior is not present while a score of 5 stars indicates a very high level of that behavior for that character.

#### Step Four: Total Your numbers

Add up the scores for each character in the feminine and masculine "norm" sections. These totals indicate the gendered "norms" present within the film or show.

#### Step Five: Rate Your TV Show or Movie

Based on your scores, choose one of the two film ratings score

**Circle C: Gender "Conforming":** Character in the show/movie consistently acts in a way that society says males/females should be.

**Circle N: Gender "Non Conforming":** Character in the show/movie rarely or never acts in a way society says society says a men/women should.

The character may: **Clothing:** Wears clothing that is revealing or made to accentuate certain body parts. **Emotional:** Not able to keep their composure, loses temper or cries. **Flirty:** Uses flirting (verbal or non verbal) as a way to manipulate others. **Gossips:** Talks about others spreads rumors or slander others. **Insults:** Makes comments to put down others. **Intimidation:** Uses money or physical strength in order to exert power. **Nags:** Frequently complains, worries, finds faults in others or urges them to do things. **Rebellious:** Goes against status quo or what an authoritative figure (ex. parent or boss) says. **Sex:** Sex on the mind, talks about sex or sexualizes others. **Toughness:** Has an ego, or exhibits a sense of pride that prevents them from acknowledging mistakes or seeking help.

## HEALTHY RELATIONSHIP QUIZ

Each relationship is unique, but all **healthy relationships** have a few things in common. In a healthy relationship there should be trust, support, respect, equality, and it should be fun. Take the quiz below, and find out how healthy your relationship is!

Directions: Indicate who in your current relationship does the following things by marking one of the boxes to the right of each statement. You should put an X in either the <b>Neither Person/One Person</b> or <b>Both People</b> columns.	Neither Person Or One Person	Both People
Considers partner's likes and dislikes when making plans		
Shares things he/she likes about their partner		
Supports partner in setting and meeting personal and school goals		
Encourages partner to be the person they want to be		
Comforts partner when upset, sad, frustrated, etc.		
Asks for and listens to partner's point of view (even when having a disagreement)		
Respects partner's need for alone time		
Treats partner's property/belongings well		
Treats partner as an equal		
Respects online privacy (Facebook, e-mail, text messages etc)		
Respects decisions around sex		
Admits mistakes		
Okay with partner spending time with family and friends		
Trusts that partner is being honest about his/her actions and activities		
Cares if the other person has fun when going out		
Communicates respectfully both publically and privately		
<b>TOTAL:</b> Count the number or X's for the <b>Both People</b> column only, and write the number in the bold box to the right		

**HOW DID YOUR RELATIONSHIP SCORE?  
SEE BACK TO FIND OUT**





# Start Strong Peer Leaders





# Start Strong Boston



Thank you!  
Jess Alder

Contact Info: [jalder@bphc.org](mailto:jalder@bphc.org) or 617-534-3446



# *Healthy Relationships*

*Culturally Appropriate  
IPV Screening & Counseling*  
**@ ACCESS CAHC**



*PRESENTED BY:*

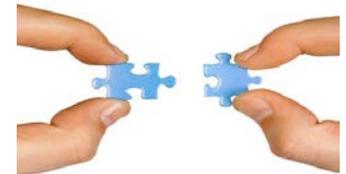
**MONA FARROUKH, MANAGER**

**OLA SAAD, PROGRAM ASSISTANT**

**ACCESS CHILD AND ADOLESCENT**

**HEALTH CENTER (CAHC)**

**FEBRUARY 20, 2013**





- The Arab Community Center for Economic and Social Services (ACCESS) was founded by Arab Americans 42 years ago to help new immigrants adapt to life in Dearborn, Michigan.
- Today, we are the largest Arab American human services nonprofit in the U.S.
- Approximately 1.4 million contacts per year.
- Staff speak 15 languages.
- Recognized as a model for the delivery of services to ethnic communities.
- We serve all segments of the population in metropolitan Detroit.
- Over the past decade, we have seen an influx of an average 3,000 new refugees per year.
- ACCESS offers nearly 100 regional and national programs.
- We are housed in 10 locations throughout metropolitan Detroit.



## **ACCESS Child and Adolescent Health Center**

- ✓ Established 1990
- ✓ Funded by: (MDCH) (MDE)
- ✓ Recognition:
  - ✓ 2010- *Certificate of Tribute* from Governor J. **Granholtm**
  - ✓ 2011 *Certificate of Recognition* for improving the health and well-being of Arab American girls, women and families, by Governor R. **Synder**
- ✓ Child and Adolescents Health Center (CAHC) provides a comprehensive range of medical and psychological services to the children and adolescents in Dearborn and its adjacent communities.
- ✓ ACCESS -CAHC has the ability to promote health and health education programs for adolescents and parents by continuing our direct outreach in the community through the Detroit Metropolitan school districts.

# Incorporating Project Connect into the ACCESS CAHC



- **Learning objectives:**

- List three health consequences for adolescents experiencing relationship abuse.
- Implement a safety card-based intervention to address adolescent relationship abuse in the clinical setting.
- List two strategies for providing culturally-responsive teen dating violence.
- Describe two youth-driven and youth-led teen dating violence prevention resources.

# IPV Screening at the Child and Adolescent Health Center



**Project Connect** @ the ACCESS Child and Adolescent Health Center Program:

➤ **Implementation** and training of the project:

- Medical staff
- WIC programs (on site in Dearborn and another site in Macomb County)
- MIHP
- VOCA
- Mental Health providers
- BCCCP staff
- Obstetrics and Gynecology clinic with HFHS



# Structure and Implementation



The mission of Project Connect has been embedded into our **policies and procedures**:

**1. Revision of policies include:**

- Clinical visits with the physician
- Clinical visits with the nurses
- School/sports physical visits
- Immunizations visits
- Pregnancy tests
- HIV/STI's visits
- Health care insurance enrollment – Plan First/MOMS
- RAAPS (Rapid Assessment for Adolescent Preventive Services)
- Client Satisfaction Survey



# Structure and Implementation



- **RAAPS** – The Healthy Relationship and Hanging Out cards will be discussed and given to the client and/or patient upon completion of the RAAPS survey.
- **Pregnancy** – In addition, with any pregnancy test, the MA and/or physician must discuss and hand out the Healthy Relationship and Hanging Out card to the client/patient.



Please circle how well you think we are doing in the following areas:	GREAT 5	GOOD 4	OK 3	FAIR 2	POOR 1
<b>Ease of getting care:</b>					
Ability to get in to be seen	5	4	3	2	1
Hours Center is open	5	4	3	2	1
<b>Waiting:</b>					
Time in waiting room	5	4	3	2	1
Time in exam room	5	4	3	2	1
<b>Staff:</b>					
Provider: (Physician, Medical Assistant, etc.)					
Listens to you	5	4	3	2	1
Takes enough time with you	5	4	3	2	1
Provider properly discussed Healthy Relationships with you	5	4	3	2	1
Provider handed you a Healthy Relationship card	5	4	3	2	1

# Structure and Implementation



2. **Message** on the back of the clinic appointment card:  
“Everyone deserves respect and dignity.  
For more information on peaceful families, call: 1-800-799-SAFE (7233)  
or ACCESS Peaceful Families Program at 313-216-2204”
  
3. **Focus Groups:** 4 focus groups for Arab American females from different backgrounds: 2 groups ages 18-25 yrs old, and 2 groups ages 26 and older.
  - Q: what are some reasons you go see a doctor? Regular check up? Why and why not?
    - ✦ 85% of the young females responded that they do not go to the doctor unless they are very sick or for physical/immunizations
    - ✦ 85% noted the reasons that prevent them from seeking regular checkups are: 1) waiting too long, 2) physicians do not care, 3) no conversation with the physician

# Warning Signs of Unhealthy Relationships

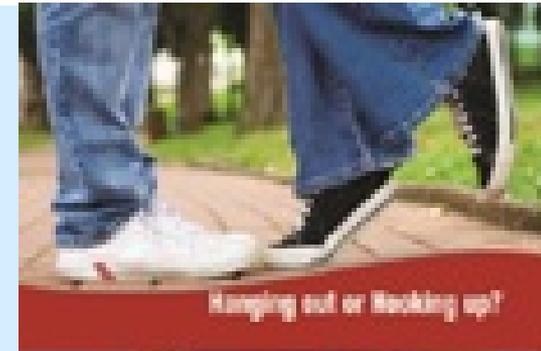


- **Among Arab American Youth:**
  - An estimation of 500 youth female and male are served annually.
  - The most prominent signs we have noticed are:
    - ✦ Fatigue
    - ✦ Lethargic
    - ✦ Low self-esteem
    - ✦ Lack of appetite
    - ✦ Failure to thrive
    - ✦ Depression
    - ✦ Lack of Cleanliness

# Effective Tools



- Safety Cards – pocket size...
  - Hanging Out or Hooking Up?
  - Is Your Relationship Affecting Your Health?
  - Healthy Moms/Healthy Babies



# Posters



## Are you in a **HEALTHY** relationship?

If you answered *yes* to any of these questions, you are not alone.

Ask yourself:

- Does my partner make me have sex even when I don't want to?
- Does my partner mess with my birth control or refuse to use condoms?
- Has my partner ever tried to get me pregnant when I didn't want to be?
- ✓ As many as 1 in 3 women has experienced forced or coerced sex and/or abuse
- ✓ Many have experienced birth control sabotage
- ✓ Those who have been hurt are three times more likely to get an STD compared to women who have never been hurt



# We Need to Teach our Daughters

We need to teach our daughters to distinguish between

- A man who flatters her-and a man who compliments her.
- A man who spends money on her- and a man who invests in her
- A man who views her a property- and a man who views her properly
- A man who lusts after her- and a man who loves her
- A man who believes he is God's gift to women- and a man who believes she's a gift to him
- And then teach our sons to be that kind of man

We need to teach our daughters to distinguish between:

*a man who flatters her  
and a man who compliments her,  
a man who spends money on her  
and a man who invests in her,  
a man who views her as property  
and a man who views her properly,  
a man who lusts after her  
and a man who loves her,  
a man who believes he's a gift to women  
and a man who believes she's a gift to him.  
And then we need to teach our sons  
to be that kind of man.*



# Successful Stories



## Providers' Stories

### ➤ Family Practice Provider – A. A.



- “The idea of creating the pocket-size cards that contain important and comprehensive information and are translated into Arabic was very crucial to our communication with our clients. The cards are helping us open a safe and more comfortable conversation with the youth. In addition, going over the cards on a one-on-one basis with every young person, especially after the completion of the RAAPS survey, enhanced our relationship with our youth clients by creating a safe and more caring environment.”

# Successful Stories



## ➤ Registered Nurse– H.H.

- “Safety Cards became very important for our clinical care. The issue in our community is that some women have no idea what healthy relationships look like. Some think that having a controlling partner is part of a normal life because they used to see grandparents and parents living such a life. The questions on those cards make them think deeply and evaluate the importance of their well-being. This is important to me as a health care provider”.

# Successful Stories



## Patients/Clients Stories

- *Kal, N.*, “I feel safe that the physician takes time into consideration to ask me about my relationship. The questions are very personal and not lots of people in our lives usually ask these questions. The card help me better understand myself and the wellness of my relationship. Thank you.”



# DV Prevention and Intervention Programs



## **Culturally Responsive Strategies:**

1. “Healthy Relationships”- A curriculum implemented in our Dearborn and Dearborn Heights Public and Charter School Districts for our elementary, middle and high school students
  - The elementary/middle school curriculum consists of six educational sessions regarding family relationships and friendships.
  - The high school curriculum consists of six educational sessions regarding personal relationships, in school relationships with classmates and staff members.

# DV Prevention and Intervention Programs



## **Culturally Responsive Strategies:**

2. “Healthy Mothers, Happy Babies” - A curriculum implemented in our WIC program and the Henry Ford Clinic at ACCESS.
3. “WhyTry” - Curriculum is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. The mission of the WhyTry curricula is to help youth achieves opportunity, freedom, and self-respect using education and interventions that motivate and create positive change. The idea of WhyTry is straight-forward; to teach social and emotional principles to youth in a way they can understand and remember. The major learning styles-visual, auditory and body-kinesthetic- are all addressed.

# The Secrets of our Success



- Many of the curriculums that we implement with our youth are evidence based.
- However; we alter the curriculum into something that is culturally sensitive and culturally appropriate based on the age of youth.
  - For example: Activates that are associated with the topic of discussion in the evidence based curriculum are created by our team appropriately based on age and culture.

# Strategies for providing culturally-responsive teen dating violence



- **Our Strategies:**
  - Our programs team members are bicultural and bilingual.
  - Team is familiar with the community we serve.
  - Involve the parents of our youth to make them feel a sense of comfort and security.
  - Reach out to our school districts, and community based organizations to collaborate and serve our community.
  - Recruitment also comes from our youth clinic, teen advisory council, word of mouth, social media websites, and flyer distribution.

**ACCESS**  
Community Health & Research Center

**RESPECT WORKS!**  
ACCESS Community Health & Research Center's Child and Adolescent Health Center  
6450 Maple Street  
Dearborn, MI 48126

**SATURDAY, FEB. 16**  
**3 - 5 P.M.**

Love is Respect for One Billion Rising!

Join us at ACCESS's Community Health Research Center for the Teen Health Clinic Take Action Event for Teen Dating Violence Awareness Month!

Take part in the Global One Billion Rising initiative against violence towards girls and women. We cannot reach One Billion without YOU! And remember to wear orange to show your support for TDVA Month!

Make a change in your community, your school, and your relationships!

Register for this event and for more information, please email:  
Layla Elabed:  
lclabed734@hotmail.com or  
Ola Saad:

**RESPECT WORKS!**  
1 BILLION RISING

**POETRY SLAM Competition**  
**I slam. Therefore I am!**

Illustrate the art of the spoken word in front of an audience of your peers! 1st, 2nd, and 3rd winner prizes will be awarded. Follow the themes of Respect WORKS and check out [teendvmonth.org](http://teendvmonth.org) and [onebillionrising.org](http://onebillionrising.org) for more information and ideas.

**Also join in for the Respect WORKS! T-Shirt Contest!**  
*Design, vote, and your concept could be chosen*

What will you

# Teen Driven Prevention Projects



- **Teen Health Advisory Board**

- Implemented focus groups and work shops which included a round-table discussion regarding topics such as; acceptance, tolerance, diversity, loyalty, respect, motivation, conflict resolution, and positive communication.
- PhotoVoice- Conducted and presented by youth to youth. Youth use pictures they have taken through a lens, or from magazines to describe specific topics such as Healthy Relationships and Healthy Lifestyles. This project ensures that their voices are heard through pictures. Parents, students, and staff are invited to attend the youth presentations of *THEIR* photo voice project.

# 1Billion Rising



- ***1Billion Rising is:***
  - A global strike, an invitation to dance
  - A call to men and women to refuse to participate in the status quo until rape and rape culture ends
  - An act of solidarity
  - And a refusal to accept violence against women and girls as a given
- **ACCESS staff joined the One billion Global campaign across the country Feb. 14 rising against domestic violence.**



# Teen Driven Prevention Projects



- **RespectWorks!**

- It is a project of the ACCESS CHAC program in solidarity with the 1Billion Rising Global Movement. Designed by youth to involve other youth to prevent IPV and raise awareness in a culturally-sensitive manner to fit our community.





# Continuous Efforts



- **Soon to come, the CAHC grand opening**
- **The youth friendly waiting room will be equipped with 2 computer stations, TV, and a study station**
- **The goal of this restructuring is to bring more youth on site, build a stronger bond with our youth and create a safety oasis for them.**
- **Future events could include, but not limited to, movie and pop corn, round table discussion, etc...**

# Gratitude

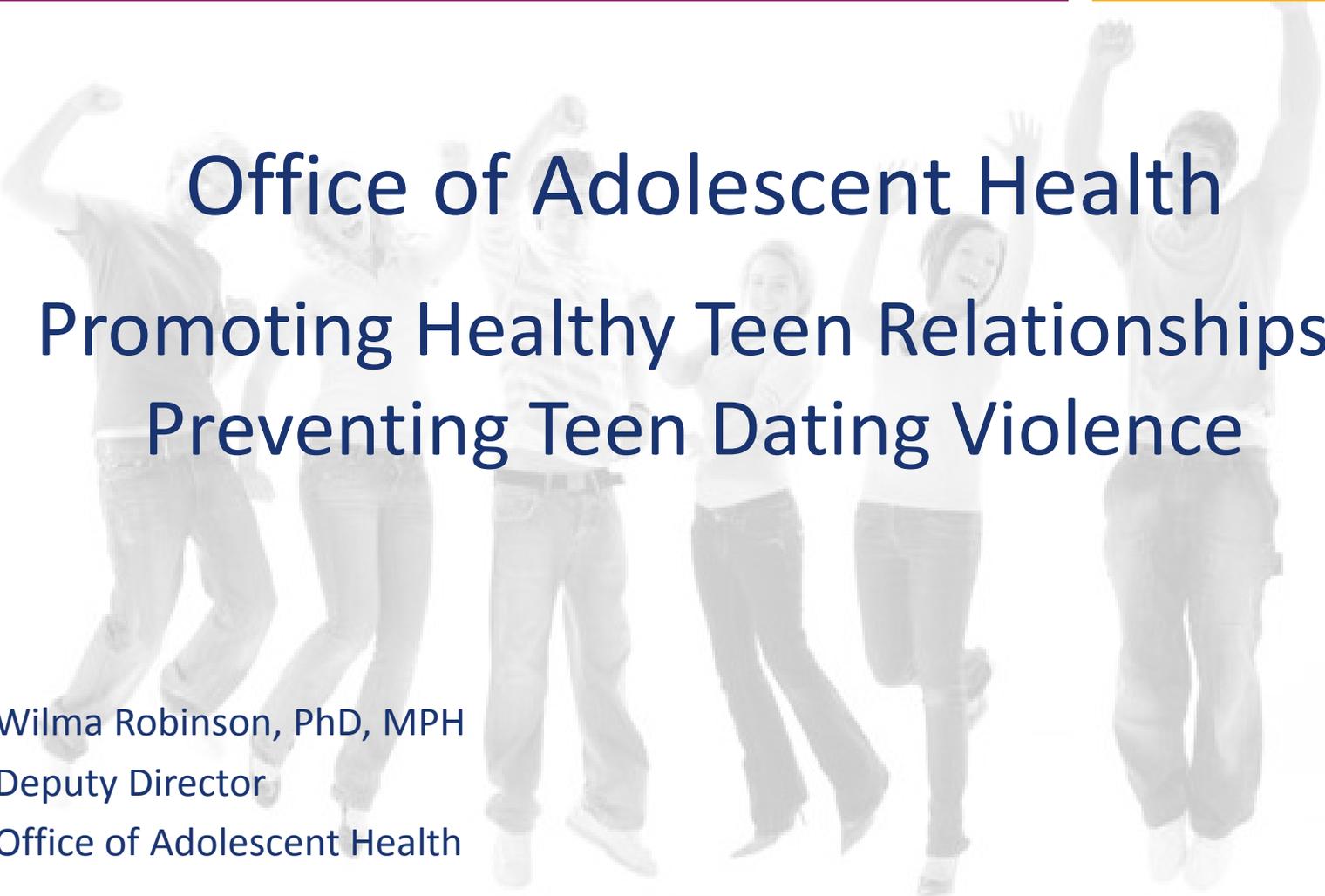


My gratitude is to ...

- 1) ACCESS Management for support
- 2) ACCESS CAHC and DV staff for collaboration
- 3) MDCH and MDE
- 4) Futures Without Violence for resources
- 5) ***Special appreciation*** is to the Michigan Coalition to End Domestic and Sexual Violence (**MCEDSV**) for their encouragement, support and guidance, specifically Tammy Lemmer & Lisa Winchell-Caldwell



**Thank You!**



# Office of Adolescent Health

## Promoting Healthy Teen Relationships: Preventing Teen Dating Violence

Wilma Robinson, PhD, MPH  
Deputy Director  
Office of Adolescent Health

2/20/13

# Teen Dating Violence Resources

- OAH website links to information and resources on healthy relationships including:
  - Dating & Relationships
  - Dating Violence
  - Healthy Friendships

The screenshot displays the Office of Adolescent Health website. At the top left is the logo, and to its right is a search bar. A navigation menu includes links for Home, About Us, OAH Initiatives, Adolescent Health Topics, News, and Resources & Publications. Below the menu is a 'Grants' section. The main content area features a 'Healthy Relationships' article with a sub-header and a brief description. To the right of this article is a vertical list of topics: Dating & Sexual Relationships, Bullying, LGBT, Dating Violence, Healthy Friendships, With Parents at Conversation Generation, and In the States. Below the main content are three columns of resource boxes: 'RESOURCES' with links to school engagement, domestic violence, and traumatic events; 'HEALTHY RELATIONSHIPS IN THE STATES' with a map and data options; and 'ADOLESCENT HEALTH TOPICS' with a list of health areas. At the bottom, there are sections for 'SPOTLIGHT' (Online Privacy), 'DID YOU KNOW?' (statistics on school curricula), and 'EVIDENCE-BASED PROGRAMS'. Social media icons for Facebook, Twitter, YouTube, and RSS are at the very bottom.

# Teen Dating Violence Resources

■ OAH website also has a “Talking with Teens” section to help parents talk to youth about various topics including:

- Healthy Relationships
- Adolescent Sexual Behavior
- Puberty
- Other topics

The screenshot shows the OAH website's navigation menu with options: Home, About Us, OAH Initiatives, Adolescent Health Topics, News, and Resources & Publications. The 'Grants' link is highlighted. Below the navigation is a banner for 'Talking with Teens' featuring a photo of a family. The text reads: 'Talking with Teens: Teens and Parents Talking. Research confirms what young people already know—that their parents have to say matters to teens. That's why parents play a powerful role in helping adolescents make healthy decisions about sex, sexuality, and relationships. But if you think talking to your son or daughter about sex is tough, or it makes you nervous, know that you're not alone. Lots of other parents feel the same way. MORE »'. To the right is a sidebar with 'in TALKING WITH TEENS' containing links: 'Get Started', 'Just the Facts', 'Talking with Teens', and 'Other Conversations'. Below this is a section titled 'ARE YOU RAISING HEALTHY KIDS?' with a 'Check in here to find out' link. Further down is a 'CONVERSATION TIPS' section with five numbered tips. To the right of the tips is a box titled 'REAL PARENTS, REAL KIDS, REAL CONVERSATIONS' with a photo of a family and a quote: '“Out of the blue in the car one day, my 12-year-old in the back seat said, “Mom, where do I come from?”” Read More »'. Below the tips is a 'More tips »' link. At the bottom are sections for 'OTHER CONVERSATIONS' and 'TEACHABLE MOMENTS'. The 'OTHER CONVERSATIONS' section states: 'Talking about sex, sexuality, and relationships can pave the way for conversations on related topics ... and vice versa. Teens face many pressures, including those related to using alcohol, tobacco, illegal drugs, and more.' The 'TEACHABLE MOMENTS' section states: 'Don't try to tackle THE TALK! It isn't a one-time conversation. Instead, use everyday occurrences to jump start conversations with your teen.' On the far right, there are two vertical sidebars. The top one is titled 'TOPICS & ISSUES' and lists: 'Adolescent Sexual Behavior', 'Contraception', 'Healthy Relationships', 'HIV/AIDS', 'LGBTQ Youth', 'Physical Health', 'Puberty', 'Sexually Transmitted Diseases', and 'Teen Pregnancy Prevention'. The bottom one is titled 'RESOURCES AND PUBLICATIONS' and lists: 'Adolescent Health Social Media', 'E-Updates', 'Evidence-Based Programs', 'National and State Facts', 'Publications by Topic', and 'Need Information?'. At the very bottom right, there is a partial view of an 'EVIDENCE-BASED' section with a photo of a person.

# Connect With Us!



Use OAH's Award Winning Website

[www.hhs.gov/ash/oah/](http://www.hhs.gov/ash/oah/)



Follow Us on Twitter

[@TeenHealthGov](https://twitter.com/TeenHealthGov)



Sign up for E-Updates

[www.hhs.gov/ash/oah/news/e-updates](http://www.hhs.gov/ash/oah/news/e-updates)



Watch us on YouTube

[www.youtube.com/teenhealthgov](http://www.youtube.com/teenhealthgov)

