

Gender
Equitable
Relationships:
Integrating dating
abuse and
pregnancy
prevention to
promote
adolescent
health

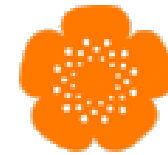
Barri Rosenbluth LCSW

Andrew Levack MPH

Elizabeth Miller MD, PHD

GEN.M

GENDER MATTERS



EngenderHealth
for a better life



SafePlace
Ending Sexual & Domestic Violence

1. Supportive relationships based on respect and equality rather than sexual conquest;
2. Being involved as a domestic partner/father in terms of childcare and household activities;
3. Sharing responsibilities with partner for reproductive health and
4. Opposing partner violence.

Gender-Equitable Relationships

McCauley & Miller, 2014, Society for Adolescent Health and Medicine; Pulerwitz & Barker, 2008, Men and Masculinities, Vol. 10, Number 3, 322-338

Adolescent males who hold traditional attitudes towards masculinity :

- report more sexual partners
- less likely to use condoms consistently
- more likely to believe that pregnancy validates masculinity
- less likely to access health care



Pleck J. et al, *Journal of Social Issues*, 1993, 49 (3:) 11-29.

Pulerwitz & Barker, 2008, *Men and Masculinities*, Vol. 10, Number 3, 322-338.

○ **Adolescent females who hold traditional attitudes toward femininity:**

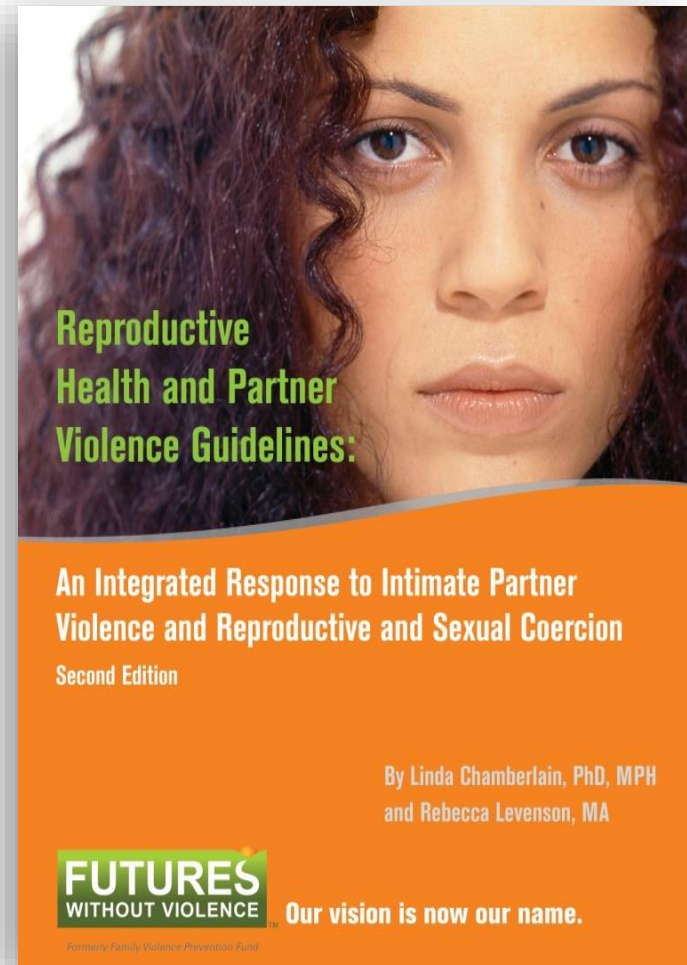
- more likely to have an unintended pregnancy
- less likely to use condoms consistently
- more likely to accommodate the interests and desires of men




Stewart 2003, *Journal of Sociology and Social Welfare*, 30(2): 3-30; Jewkes & Morrell, 2010, *Journal of the International AIDS Society*, 13:6.

Impact on Girls

- 17.8% of high school girls were forced to engage in sexual activity by a dating partner. (US DOJ, 1997)
- Teen girls in physically abusive relationships were 3-6 times more likely to become pregnant. (Roberts et al, 2005)
- 38.8% of adolescent girls tested for STIs/HIV have experienced dating violence. (Decker et al, 2005)



Where do **YOU** go to
figure out relationships?

Ask your school counselor about  Expect
Respect
or email expectrespect@safeplace.org or
call 512.356.1621.

expectrespectaustin.org



Expect Respect

A comprehensive dating abuse
prevention program with 3
primary components:

1. School-based Groups
2. Youth Education and Leadership
3. Training and Collaboration



1. Support Groups

- Youth exposed to violence/abuse
- Middle and high schools
- Separate-sex
- Curriculum-based
- 1989 - present
- 24 schools
- Program evaluation



Benefits:

- Access to services
- Relationship with caring adult
- Supportive peer group
- A place to learn/practice relationship skills
- Norms that support giving and getting respect

The image shows the word "RESPECTED" written in a stylized, hand-drawn font. The letters are blue with black outlines and are arranged in a slightly curved line. The background is white.

Session #8

Defining Abuse and Respect

Objectives:

- Identify and compare examples of abuse and respect;
- Write simple definitions for the terms, “abuse” and “respect;”
- Evaluate current or past relationships



Session #22. Mixed Gender Discussion

- What have you always wanted to know but were afraid to ask?
- What information do you need from girls or boys to understand them better?
- How are boys and girls similar? Different?
- What makes it difficult to ask questions like these?



2. Youth Education and Leadership

- Campus-based Leaders
- City-wide Changing Lives Youth Theatre Ensemble
- Summer Leadership Academy



3. Collaboration and Training

- School Policy
- Curricula
- Training
- Parent education
- Community events/campaigns



A Gender-Transformative Teenage Pregnancy Prevention Curriculum



Gender Transformative

A program that allows participants to **develop awareness, question and redefine** the socially constructed roles, behaviors and attributes that a given community considers appropriate for men and women.

Gupta, G.R., 2001, SIECUS Report, Vol. 26, No. 5.



Target Population:

- 14-16 year old youth enrolled in Austin/Travis County summer youth employment program
- 90% African American or Latino
- Majority reside in 12 low-income zip codes accounting for 80% of teen births in Travis County.

Five Consecutive, 4-hour Sessions

1. Understanding Gender:

Becoming aware of, questioning, and redefining gender norms

2. Healthy Relationships:

Understanding healthy and unhealthy relationships

3. Big Decisions:

Recognizing the challenges of being a teen parent

4. Skills for Preventing Pregnancy: Increasing awareness of STIs and building skills for making healthy decisions.

5. Taking Action to Prevent Teen Pregnancy:

Learning about contraceptives and where to obtain them



Declaration of Independence

- I am the boss of me.
- I decide what being a man or a woman means to me.
- I treat others the way I want to be treated.
- I make my own decision about if and when to have sex.
- I use protection every time I have sex.
- I go to the clinic to get tested and protected.

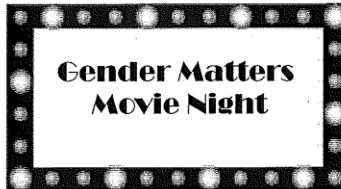


Activity 2.4 What is Consent?

Learning Objectives:

- Define the concept of sexual consent
- Apply the definition of consent to practical, real-life situations.
- Identify strategies to establish consent for sexual activity.
- Identify strategies for respecting a partner's sexual limits.
- Identify how gender norms influence people's ability to ask for consent and to respect a partner's sexual limits.

Reinforcing Messages Video and Social Media



*September 29th, 2011
Ventana del Soul
6-8pm*

6:00pm: reception, contests, and activities begin

7:00pm: Contest and trivia winners announced

7:20pm: movie screening begins

- 4 month SMS text message campaign
- Facebook group page
- Youth-generated videos shared via Facebook and community event

facebook





MATHEMATICA
Policy Research, Inc.

Evaluation

Independent Evaluators

Three Behavioral Outcome Objectives

1. Delay onset of sex
2. Increase use of condoms
3. Increase use of contraceptives

Randomized controlled study (N=1080)

3 cohorts-2012-2014

Sample size = 600

Innovations of Gender Matters

- Gender transformative approach-- gender norms as a key determinant for teen pregnancy;
- Synchronized approach--Working with young men and women together;
- Providing comprehensive sexuality education outside of school;
- Using media to reinforce key messages;
- Collaboration with DV/SA organization.

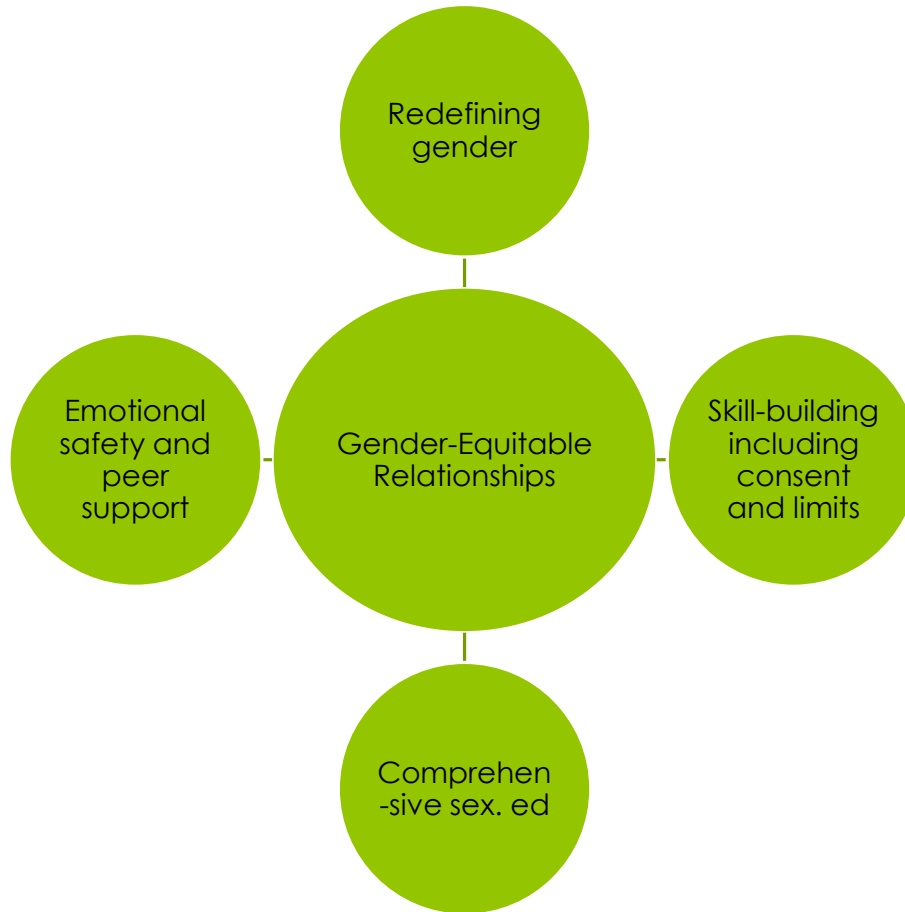
Potentially Unique DV/SA Perspectives

- Not all teen sex is consensual;
 - Prevent sexual coercion vs. refusal skills;
 - Script role-plays to demonstrate sexual pressure so negative behavior isn't reinforced;
 - “Readiness” for sex is not a one-time thing—you decide if you're “ready” each and every time.
- Many teens have been exposed to violence;
 - Create a safe and caring environment
 - Build supportive relationships
- Gender norms are complex and continue to evolve;
 - Individual identities are comprised of many influencing factors that often conflict;
 - Be inclusive of sexual minority youth, address sexual health, not just pregnancy prevention.

Collaboration

- Honor expertise and values of all partners;
- Increase buy in - discuss links between SRH and IPV and how collaboration advances the work of both organizations;
- Allow ample time for program development;
- Provide cross-training so that staff are both learners and teachers;
- Create an MOU to document roles and responsibilities;
- Celebrate successes and reflect on lessons learned.

Lessons Learned





Thank You!

Barri Rosenbluth, LCSW
brosenbluth@SafePlace.org
(512) 356-1628

www.expectrespectaustin.org