



## OIEC Prevention & Assessment Unit's Programming Framework

Our aim as practitioners is to teach pro-social skills that support social-emotional wellbeing. Our belief is that teaching certain skills may reduce the likelihood of harms happening and increase individual and cultural resiliency when harm does occur.

### Strategy Prioritization

Prevention exists on a continuum. We can aim to reduce harm from ever being conceivable or actionable; we can reduce the harm as it is happening; and we can reduce the ongoing negative impacts after harm has happened. Our unit has chosen to focus our preventative efforts on building healthy relationship skills and creating environmental shifts.

Our workshops and trainings are crafted around the following four components:

1. We create learner-led programming through motivational interviewing and asset-based strategies. We thereby design content that is accessible to wide-ranging audiences, not prescriptive, and communicates positive regard.
2. We use research to inform and ground our skills in facilitation and collaboration.
3. We prioritize behavior change over issue awareness or knowledge acquisition.
4. We commit to active reflection and humble curiosity in updating and changing the ways we engage within prevention work.

### Skill Overview

There is a wide range of skills that can foster protective factors to reduce sexual and interpersonal violence. Some of these skills can focus narrowly on creating good sexual experiences while others can extend broadly to build secure relationships. These life skills include, but are not limited to:

- Self-Advocacy
  - Boundary negotiation
  - Direct and indirect communication tactics
  - Navigating internal narratives and social scripts around self-worth, self-esteem, identity, and body image
- Self-Awareness
  - Emotional regulation
  - Recognizing biases and power dynamics
  - Somatic attunement (noticing what's happening in our body)
- Relationship Development and Maintenance
  - Active listening
  - Trusting self and others
  - Conflict, compromise, and repair
- Recognition of Harm and Ability to Respond
  - Identifying perception of threat and instances of harm
  - Developing intervention strategies that address the barriers to providing support