

**Minnesota Sexuality Education Resource Review Panel**

Summary of Panel Review

**Review Date – November 2009**

**Safe in the City (2008)**

**Format:** Video and Discussion Guide  
**Target Audience:** Stated audience: clinic patients from diverse cultural backgrounds  
Recommended by panel: Clinic patients-high school through college age and professionals  
**Cost:** Free

**Distributor:** EDC for CDC

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The Minnesota Sexuality Education Resource Review Panel **Highly Recommends** use of this video for the following reasons and with the following reservations:

**Review Summary:**

The *Safe in the City* video is a 23 minute HIV/STD prevention video for STD clinic waiting rooms. It includes three intertwined vignettes that show young couples of varied cultural backgrounds and sexual orientations in various types of relationships negotiating safer sexual behaviors. According to the distributor, it was designed as a looping video where multiple playback options allow users to customize intervention delivery. The distributor states that *Safe in the City* aims to increase condom use and other safer sex behaviors, and thereby reduce infections among patients who view the video while in the clinic waiting room.

The panel **highly recommends** *Safe in the City* for the following reasons:

- Video promotes health management - illustrating every person doing specific things to maintain their personal optimal health.
- Video is easy to watch and makes participants feel comfortable.

The panel has concerns about the following elements of *Safe in the City*:

- The video seems to suggest that those positive with a sexually transmitted infection (STI), could easily “fix” issue with pills. Non-curable STIs were not represented or discussed.
- Presentation is mature; the information is honest and objective. May not be appropriate for younger audiences.

Overall, the panel **highly recommends** *Safe in the City* for use as a sexuality education resource. One panel member’s shared this comment about *Safe in the City* – “Excellent! I will recommend this DVD to all of my colleagues who work with older youth/young adults.”

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Assessment Criteria	Mean Score (1-5)	Additional Information
Information is medically accurate and presented using the correct terminology	4.2	More medically accurate information about STI’s, could have been included
Focuses on clear health goals: prevention of STI, HIV and/or pregnancy	4.5	<u>This resource focused on:</u> HIV/STI, pregnancy and relationships

Does the material guide participant or learner to acquire new skills?	4.1	<p><u>The panel acknowledges that this resource guides the participant/learner to acquire the following skills</u></p> <ul style="list-style-type: none"> <li>• Problem solving/conflict resolution</li> <li>• Decision making</li> <li>• Respect</li> <li>• Health self-management</li> <li>• Assertiveness</li> </ul>
Does this resource address multiple factors affecting sexual behaviors	4.7	<p><u>According to the panel, this resource addresses the following factor(s) that affect sexual behaviors(s):</u></p> <ul style="list-style-type: none"> <li>• Knowledge, including knowledge of sexual issues, HIV, other STIs and pregnancy (including methods of prevention)</li> <li>• Perception of HIV risk</li> <li>• Personal values about sex and abstinence</li> <li>• Attitude towards condoms (including perceived barriers to their use)</li> <li>• Perception of peer norms about sex and perception of peer sexual behavior</li> <li>• Self-efficacy to refuse sex and to use condoms</li> <li>• Intention to abstain from sex or to restrict frequency of sex or number of sexual partners</li> <li>• Communication with parents or other adults about sex, condoms or contraception</li> <li>• Self-efficacy to avoid STI/HIV risk and risk behaviors</li> <li>• Intention to use a condom</li> </ul>
Create a safe social environment for youth to participate	4.3	<ul style="list-style-type: none"> <li>• Open to a variety of ethnicities</li> <li>• Does a great job emphasizing health self-management</li> </ul>
Employs instructionally sound teaching methods and activities that engage learners	3.3	<p><u>The panel recognizes the following elements are present in this resource as a way to engage learners:</u></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Small group work</li> <li>• Role plays</li> <li>• Surveys of attitudes and intentions</li> <li>• Problems-solving activities</li> <li>• Condom demonstrations</li> </ul>
Target audience	<ul style="list-style-type: none"> <li>• 10 – 12 grades</li> <li>• College +</li> </ul>	<p><u>The panel feels the following people group and/or demographic area were considered in this resource:</u> Race/Ethnicity: Black, Caucasian &amp; Hispanic GLBTQ Rural, Urban and Suburban</p>
Culturally and developmentally appropriate	4.4	<ul style="list-style-type: none"> <li>• Video normalizes the use of clinic services to manage health</li> </ul>
Organization of resource	4.5	<p><u>The panel finds the resource:</u></p> <ul style="list-style-type: none"> <li>• Covers topics in a logical sequence</li> <li>• Is well organized with clear and thorough instructions</li> <li>• Requires minimal assembly and preparation time</li> </ul>
Facilitation Skills Required How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> <li>• Requires leader with moderate content knowledge and group skills</li> </ul>
Presentation Quality How appealing is the resource, e.g, up-to-date graphics, appealing to look at, easy to read, etc.	4.9	<ul style="list-style-type: none"> <li>• Up-to-date and culturally relevant for many young people.</li> <li>• “Condom Man” is a great graphic to illustrate proper condom use.</li> </ul>
<b>Overall Recommendation</b>		<ul style="list-style-type: none"> <li>▪ <b>Recommend Highly - 12</b></li> <li>▪ <b>Recommend - 2</b></li> <li>▪ <b>Recommend with Reservations - 0</b></li> <li>▪ <b>Reject - 0</b></li> </ul>