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## Preventing Aftershocks: A Multidisciplinary Exploration of Gender–Based Violence

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# Preventing Aftershocks: A Multidisciplinary Exploration of Gender-Based Violence

Developed by Molly Pistrang, Lesley University GSOE, Community Arts

**Aftershocks:** an installation that explored aftershocks as a metaphor for the aftereffects of sexual assault.

**Objective:** examine my personal experiences with sexual assault to evaluate how art making can be used in sexual violence prevention programs.

**Research question:** how can the art making process be used to develop skills and make meaning out of the personal, both before and after sexual assault?



**Methods:** conceptual mapping, translated verbal into formal creation, navigated the role of the personal in art.

**Applications:** control, risk-taking and experimentation; art as iterative process; safe and productive peer feedback; autoethnographic methods and work about the self.

## Communication, Compassion, and Collaboration: A Research Internship on Gender-Based Violence with the Lesley University Women's Center

### Objectives:

- Develop research, grant writing, and development skills.
- Submit grants to fund sexual assault prevention efforts at Lesley.

**Methods:** interviewed Lesley stakeholders and mapped existing services, participated in the National Leadership Institute grant training, used data to write and submit two grants.

### Grants:

- Bringing Theory to Practice (Developing an Ethos of Care for the Prevention of Campus Gender-Based Violence): 6 dialogic and experiential dialogues to create a culture of "upstanders" through a trauma informed approach.
- AAUW Community Action Grant (Train the Trainer): funding to professionally train undergraduate facilitators of *The Girlhood Project*.



## Masters Thesis: Preventing Aftershocks: A Multidisciplinary, Healthy Relationship Resource Guide as Primary Prevention Against Sexual Assault

**Introduction:** sexual violence is a serious public health issue. Although most sexual assault prevention work focuses on college, the majority of sexual violence occurs before or during college. Situating my program within the middle and high school age group attempts to reach students before they experience sexual violence (as victim or perpetrator), become ingrained in beliefs about gender norms, power, and relationships, or internalize communication, negotiation, and problem solving skills that may lead to a trajectory of interpersonal violence.

**Methods:** researched literature and existing organizations to determine best practices to incorporate into the program model.

### Framing:

- Sexual violence prevention from multiple levels of the social ecological model.
- Theory of Multiple Intelligences (people possess different combinations of intelligences) to help participants start from areas of strength and actively engage with content.



**Project objective:** develop an interdisciplinary, multi-component resource guide that educators can use to facilitate healthy relationship education for middle and high school students as primary prevention against sexual violence.

### Format:

- Tailored to community needs and culture
- Strengths based
- Theory based (social ecological model)
- Interdisciplinary, multi-component
- Skill based learning

### Content:

- Dating violence and substance use
- Gender roles and societal factors
- Communication/ interpersonal, negotiation, conflict resolution, and problem-solving skills

### Implications:

- Sexual violence prevention before college will prevent the onset of interpersonal violence, leading to reduced perpetration throughout the lifespan.
- Art modalities will be used as process, not just product, to engage students with difficult topics.

### Selected Sources:

Casey, E.A. & Lindhorst, T.P. (2009, April). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention in peer and community contexts. *Trauma, Violence, & Abuse, 10*(2), 91-114. doi: 10.1177/152483609334129

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Gardner, H. (2003, April). Multiple intelligences after twenty years. Paper presented at American Educational Research Association, Chicago, IL.

World Health Organization/ London School of Hygiene and Tropical Medicine. (2010). *Preventing intimate partner and sexual violence against women: Taking action and generating evidence*. Geneva: World Health Organization. Retrieved from www.who.int/violence\_injury\_prevention/publications/violence/9789241564007\_eng.pdf

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