

Utilizing Art as an Educational Tool for Discussing Healthy and Unhealthy Relationships with Adolescents

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**35.2% of Women and
30.3% of Men**

In the state of NC experience intimate
partner violence in their lifetimes

(NCDAV - 2020)

Introduction

- This educational project was funded by the **Tiana Nicole Williams** endowment in honor of a former medical student who lost her life to intimate partner violence
- The goal was to create an educational opportunity for children and adolescents addressing the increasing domestic and interpersonal violence in the community

Aim: This project uses art as a vehicle to discuss aspects of healthy and unhealthy relationships with adolescents

Creating the Curriculum

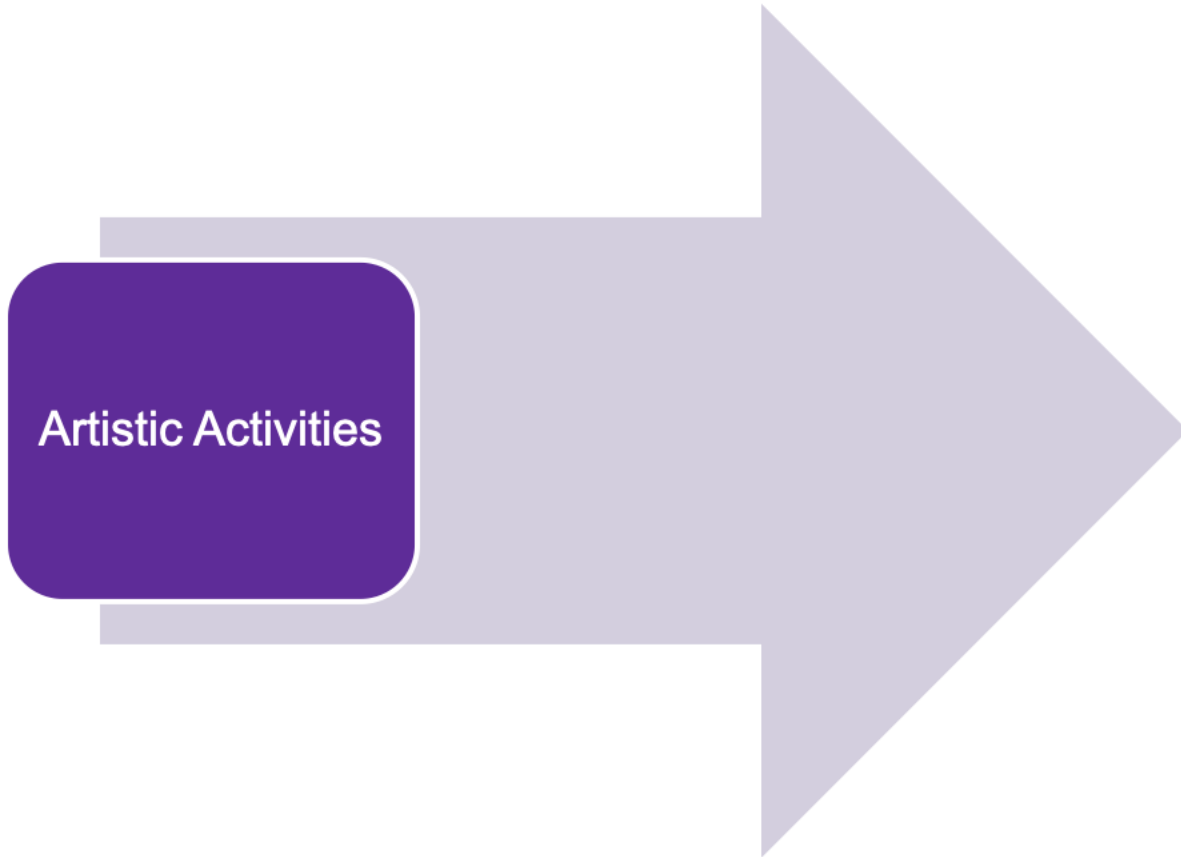
- A one-time class 45- minute class curriculum was developed for middle and high school aged students using past literature and mentor advice
- 4 classes were conducted in the community
 - 2 at Boys and Girls Club of Winterville
 - 2 at Building Hope Community Life Center



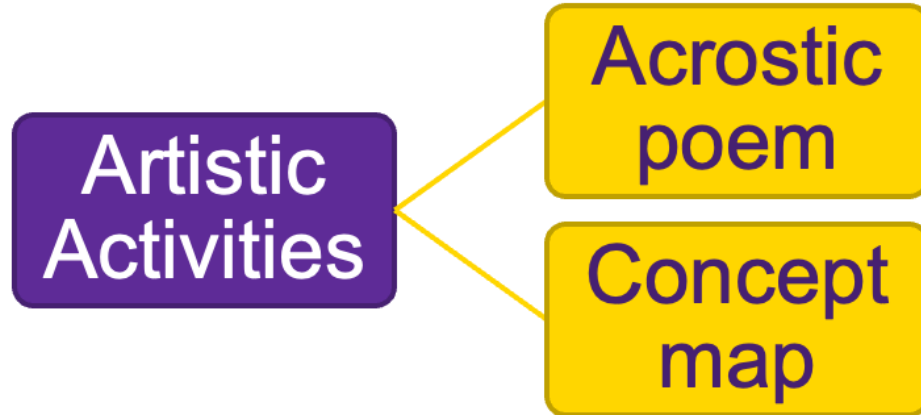
BOYS & GIRLS CLUBS
OF THE COASTAL PLAIN



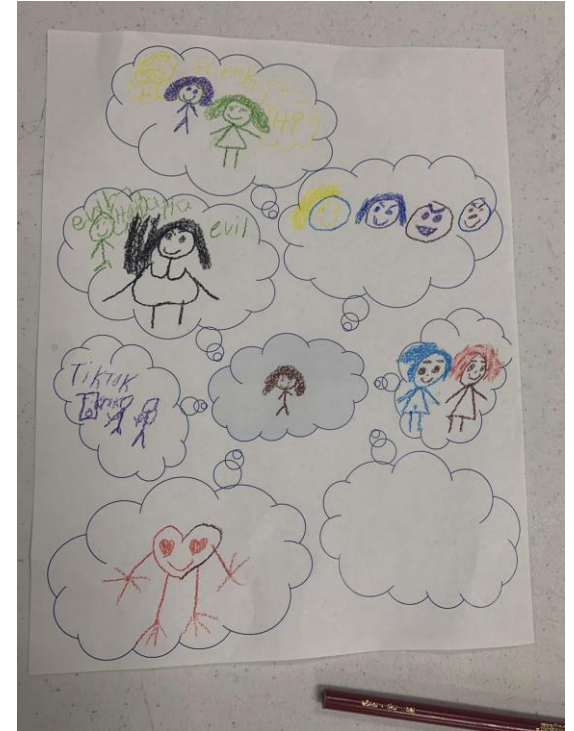
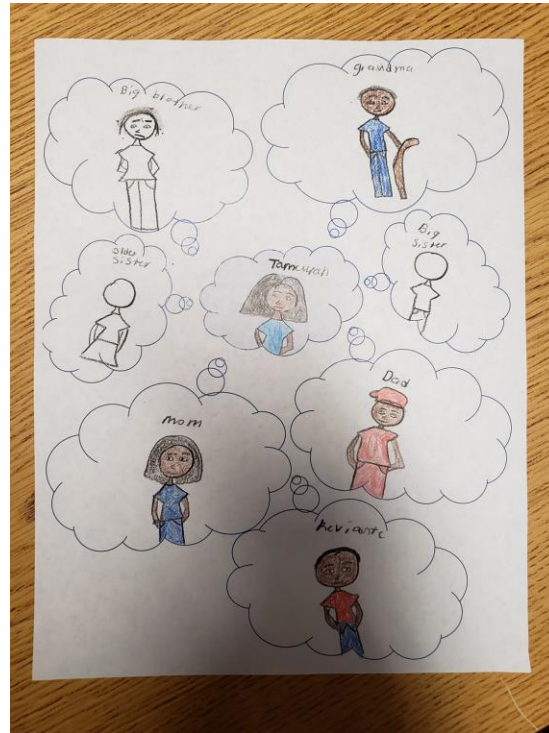
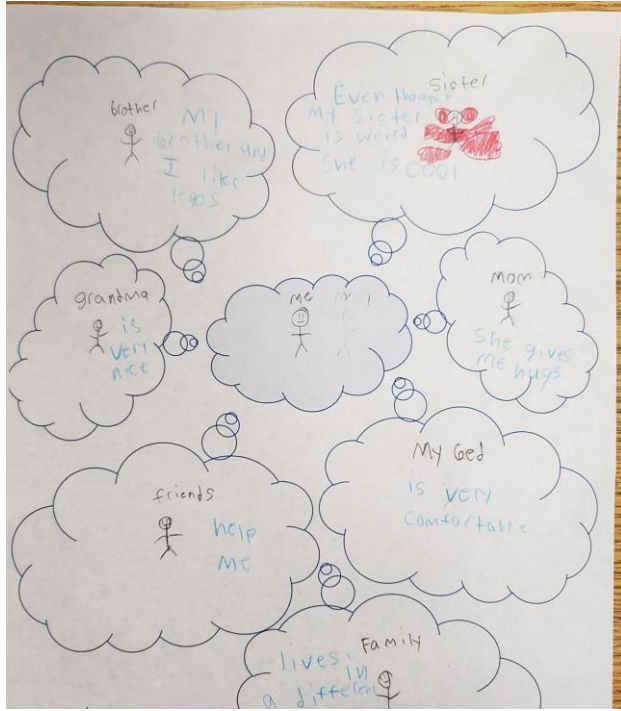
Class Structure



Class Structure

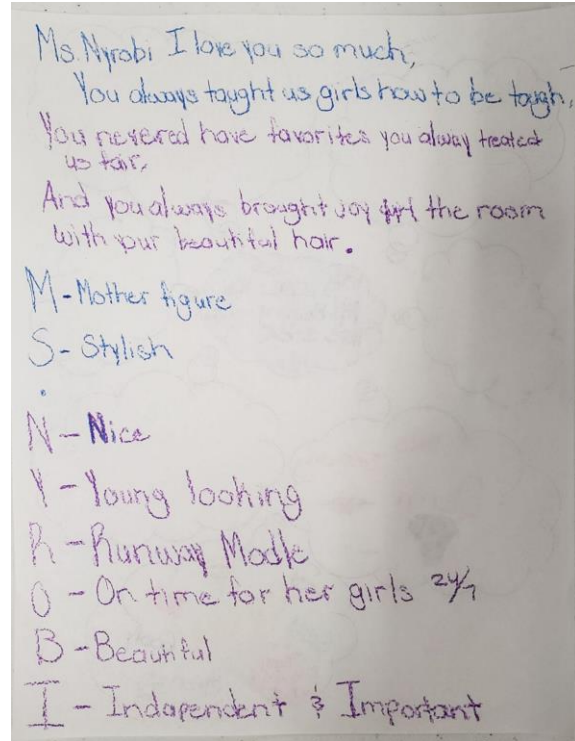
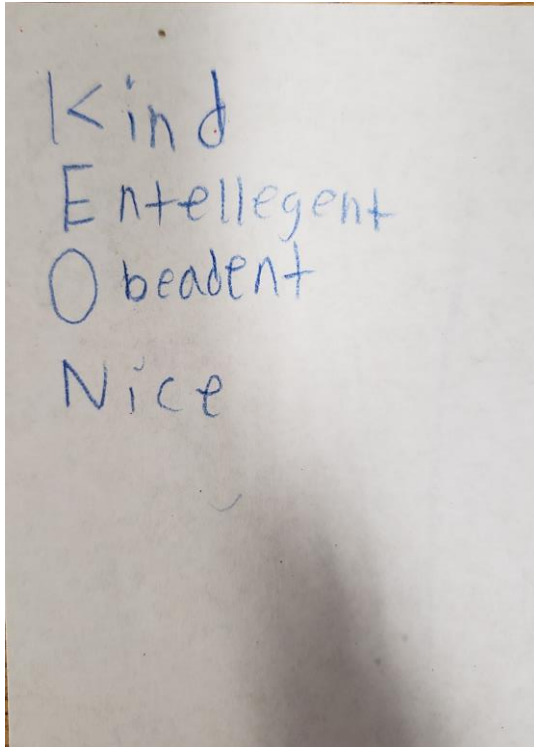


Examples of Student Artwork



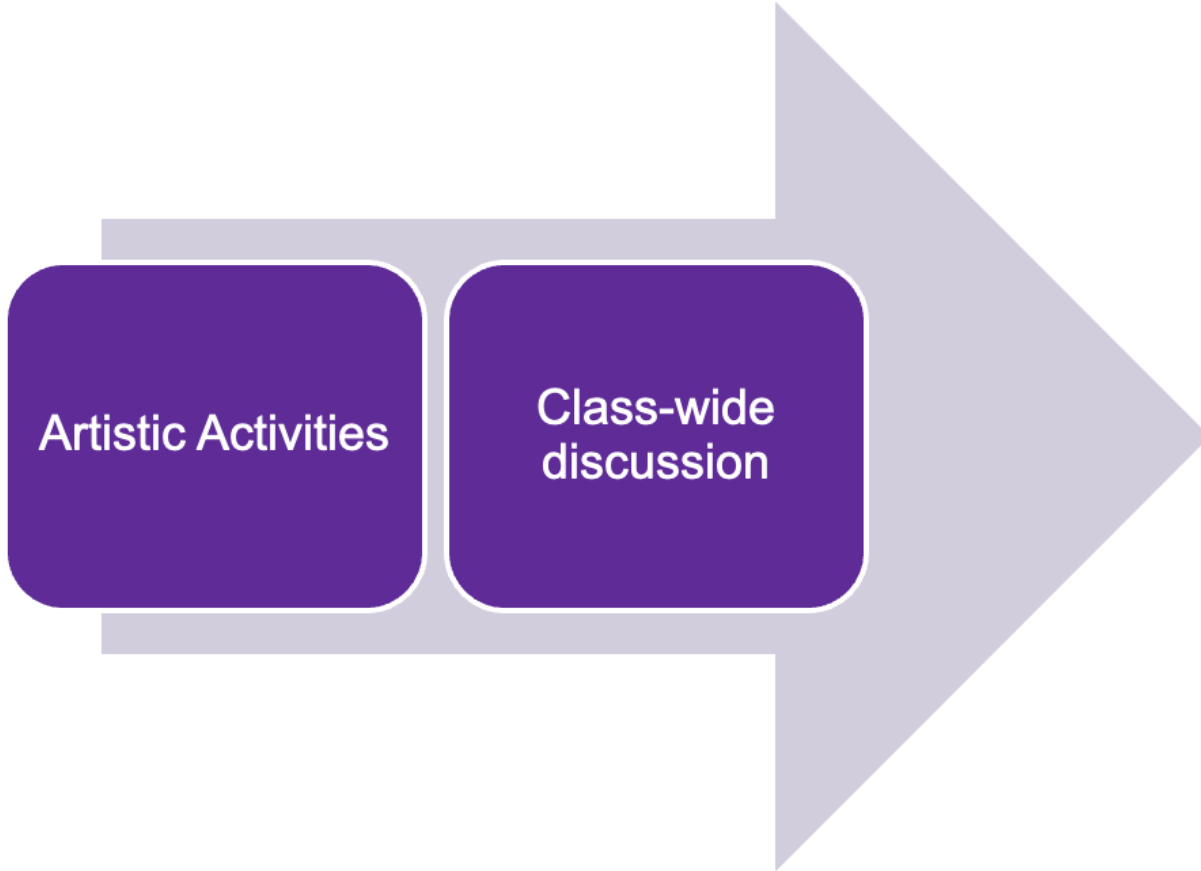
Disclaimer: all artwork was de-identified to protect student identity

Examples of Student Artwork



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Class Structure



Examples of Class Discussion Slides

What makes a healthy relationship?

1. Enjoy spending time together and apart
2. Trust each other and feel safe with each other
3. Support each other's goals and opinions
4. Accepting responsibility for actions
5. Apologize when you're wrong
6. You are proud to be with each other
7. Communicate with each other openly
8. Allow each other space when you need it
9. Treat each other with respect
10. Encourage each other

Examples of Class Discussion Slides

What makes an unhealthy relationship?

1. Puts the other person down by calling names or insulting
2. Does not listen when the other person is talking
3. Grabbed, pushed, or physically hurts the other person
4. Embarrassed or humiliated the other person
5. Blames the other person for their behavior
6. Makes all the decisions about both of them
7. Acts controlling or possessive
8. Depends on the other partner completely for all needs
9. Cheats or threatens to cheat
10. Criticizes the other person's family and friends

Class Structure

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graph LR; A[Artistic Activities] --> B[Class-wide discussion]; B --> C[Center for Family Violence Prevention pamphlets + Feedback forms];
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Artistic Activities

Class-wide
discussion

Center for
Family Violence
Prevention
pamphlets +
Feedback forms

Follow-Up

- We discussed identifying a trusted adult that students can reach out to for support
- ***Center for Violence Prevention*** pamphlets handed out with resources for students to call if they ever need help with violence or feelings of unsafety in their relationships

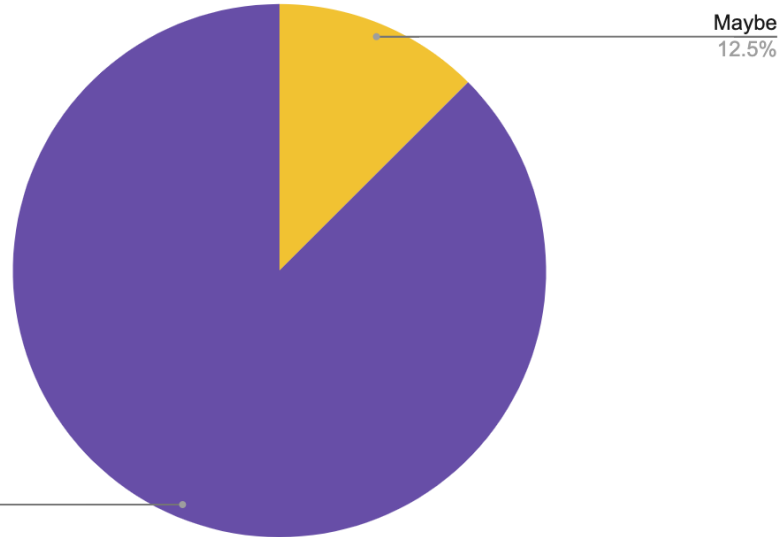


Students Reached

- 2 in person sessions (19 students each)
 - 2 virtual sessions (8 students each)
 - **Total of 54 students**
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- All students had parent permission forms completed prior to visits, including permission to display de-identified student artwork

Student Feedback

Do you think this was beneficial for the student participants?



- We had 8 student participants respond to our feedback survey
- $\frac{7}{8}$ students reported that they found the session beneficial

Student Feedback

Some comments shared for the question “what do you think went well for our session?”:

- *“How we talked about our family”*
- *“It helped me understand that my friends felt the way that I felt”*
- *“It was entertaining”*

Potential Impact

Our hope is that this method of communication and learning will become more widely used by clinicians as a way of beginning difficult conversations about other sensitive topics.

Future Educational Opportunities

- Host an educational session with Dr. Tana Hall for medical students and residents in Fall 2022 about our project
- Future research ideas:
 - Comparing effectiveness of different educational styles in teaching healthy relationships
 - Surveying pediatric and adolescent providers about their interests in using art in their practice
 - Conducting more qualitative research about success and effectiveness of art as an educational tool

Questions

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