



We envision a just and equitable world where knowledge is applied to ensure that humans live in harmony with nature.

Welcome to the **CONVERGE** Webinar Series

CONVERGE Understanding and Ending Gender-Based Violence in Fieldwork: A Demonstration Webinar

March 16, 2021
3:00 to 3:30 p.m. MDT



University of Colorado **Boulder**

NSF Award #1841338



Please type questions or comments using the chat or Q&A box in Zoom!

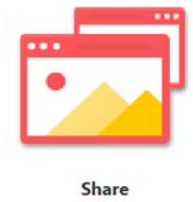
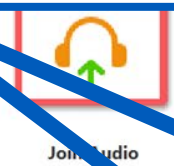
Question and Answer

Open Answered Dismissed

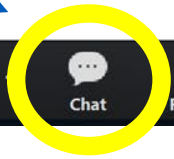
RECORDING IN PROGRESS

No open questions

converge.colorado.edu/communications



Participants 1 Q&A Polls Share Chat Record More End Meeting



Training and Mentoring for the Next Generation



Now Available



SOCIAL VULNERABILITY AND DISASTERS



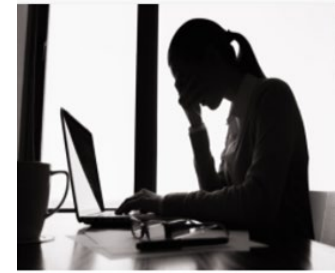
DISASTER MENTAL HEALTH



CULTURAL COMPETENCE IN HAZARDS AND DISASTER RESEARCH



INSTITUTIONAL REVIEW BOARD (IRB) PROCEDURES AND EXTREME EVENTS RESEARCH



CONDUCTING EMOTIONALLY CHALLENGING RESEARCH



UNDERSTANDING AND ENDING GENDER-BASED VIOLENCE IN FIELDWORK

★ Free!
★ Online
★ 30-60 minutes to complete

Coming Soon



BROADER ETHICAL CONSIDERATIONS FOR HAZARDS AND DISASTER RESEARCHERS



COLLECTING AND SHARING PERISHABLE DATA

1 Contact Hour of General Management Training



CONVERGE Training Modules Assignment Bank

This page contains sample assignments from a range of courses that have integrated the CONVERGE Training Modules into the learning curriculum. Please click on the images below for the full text of the assignments. If you have an assignment to contribute as a shared resource for our broader community, please contact us at converge@colorado.edu.

Course: HSEP 300 Risk & Vulnerability Assessment
Description: 3 credits, undergraduate level course for Homeland Security and Emergency Preparedness majors and others at Virginia Commonwealth University
Instructor: Hani M. Louis-Charles, Ph.D., Assistant Professor, L. Douglas Wilder School of Government and Public Affairs, Virginia Commonwealth University
Email: Louischarh@vcu.edu
Session: Spring 2020

SOCIAL VULNERABILITY AND WARNING SYSTEMS TRAINING MODULE ASSIGNMENT
 Due: April 16, 2020 by 7:00 p.m.
 50 Points

Assignment Overview:
 This assignment contains two parts.
 The first part requires you to register with the CONVERGE project and complete the training module for Social Vulnerability and Disasters. CONVERGE is a National Science Foundation-funded initiative headquartered at the Natural Hazards Center at the University of Colorado Boulder. CONVERGE has developed a series of training modules to enhance the educational experience and/or hone your skills. Such trainings can help strengthen your resume through demonstrating that you are curious, a lifelong learner, and eager for professional development opportunities. This assignment is designed to introduce you to training modules developed through the CONVERGE faculty, which is located here at the Natural Hazards Center at the University of Colorado Boulder. The goal of completing one of the CONVERGE modules is to strengthen your empirical and methodological skill set while encouraging you to learn more about the social scientific study of disasters. To complete this assignment, you will submit two documents:
 1. a certificate showing you've completed ONE of the CONVERGE training modules
 2. a case essay (additional points) that explains how this training module will aid in the social science research process

SOCIAL VULNERABILITY AND WARNING SYSTEMS TRAINING MODULE ASSIGNMENT

Course: ECHS 6642 Disaster Mental Health – International and Domestic Perspectives
Description: 3 credits, graduate level course for MPH students and others through the Colorado School of Public Health
Instructor: Courtney Wilton Mitchell, PhD, Clinical Assistant Professor, Colorado School of Public Health, Environmental and Occupational Health, Public Health Preparedness and Disaster Response, CU Anschutz Medical Campus
Email: Courtney.Wilton.Mitchell@ucsh.edu
Session: Spring 2020

CONVERGE DISASTER MENTAL HEALTH TRAINING MODULE ASSIGNMENT
 Due: January 30, 2020 by 11:59 p.m.

Overview:
 This assignment is part of the week 1 introductory materials for the course. The specific **Disaster Mental Health (DMH) CONVERGE training module** is part of course materials intended to orient students to disaster mental health in the United States. The DMH Training Module emphasizes common mental health outcomes associated with disasters, including risk and protective factors that make certain populations and individuals more or less vulnerable. This module has been developed for disaster researchers and practitioners, and includes content broadly relevant to public health, and specifically relevant to this course (ECHS 6642: Disaster Mental Health). Click here to learn more about CONVERGE, a National Science Foundation-funded initiative headquartered at the Natural Hazards Center at the University of Colorado Boulder. In addition to the Disaster Mental Health training module, you can access additional

DISASTER MENTAL HEALTH TRAINING MODULE ASSIGNMENT

Course: SOCY 4052: Social Inequalities in Health
Description: 3 credits, undergraduate level course for Sociology majors and other upper division students through the Department of Sociology, University of Colorado Boulder
Instructor: Heather Champoux, Doctoral Student, Department of Sociology and Research Assistant, Natural Hazards Center, University of Colorado Boulder
Email: heather.champoux@colorado.edu
Session: Spring 2020

APPLIED SOCIOLOGY CONVERGE TRAINING MODULE ASSIGNMENT
 Due: April 16, 2020 by 7:00 p.m.
 60 Points

Project Overview:
 Academic and professional training modules are typically designed to enhance your educational experience and/or hone your skills. Such trainings can help strengthen your resume through demonstrating that you are curious, a lifelong learner, and eager for professional development opportunities. This assignment is designed to introduce you to training modules developed through the CONVERGE faculty, which is located here at the Natural Hazards Center at the University of Colorado Boulder. The goal of completing one of the CONVERGE modules is to strengthen your empirical and methodological skill set while encouraging you to learn more about the social scientific study of disasters. To complete this assignment, you will submit two documents:
 1. a certificate showing you've completed ONE of the CONVERGE training modules
 2. a case essay (additional points) that explains how this training module will aid in the social science research process

SOCIAL INEQUALITIES IN HEALTH TRAINING MODULE ASSIGNMENT

converge.colorado.edu/resources/training-modules/assignment-bank

Presenter



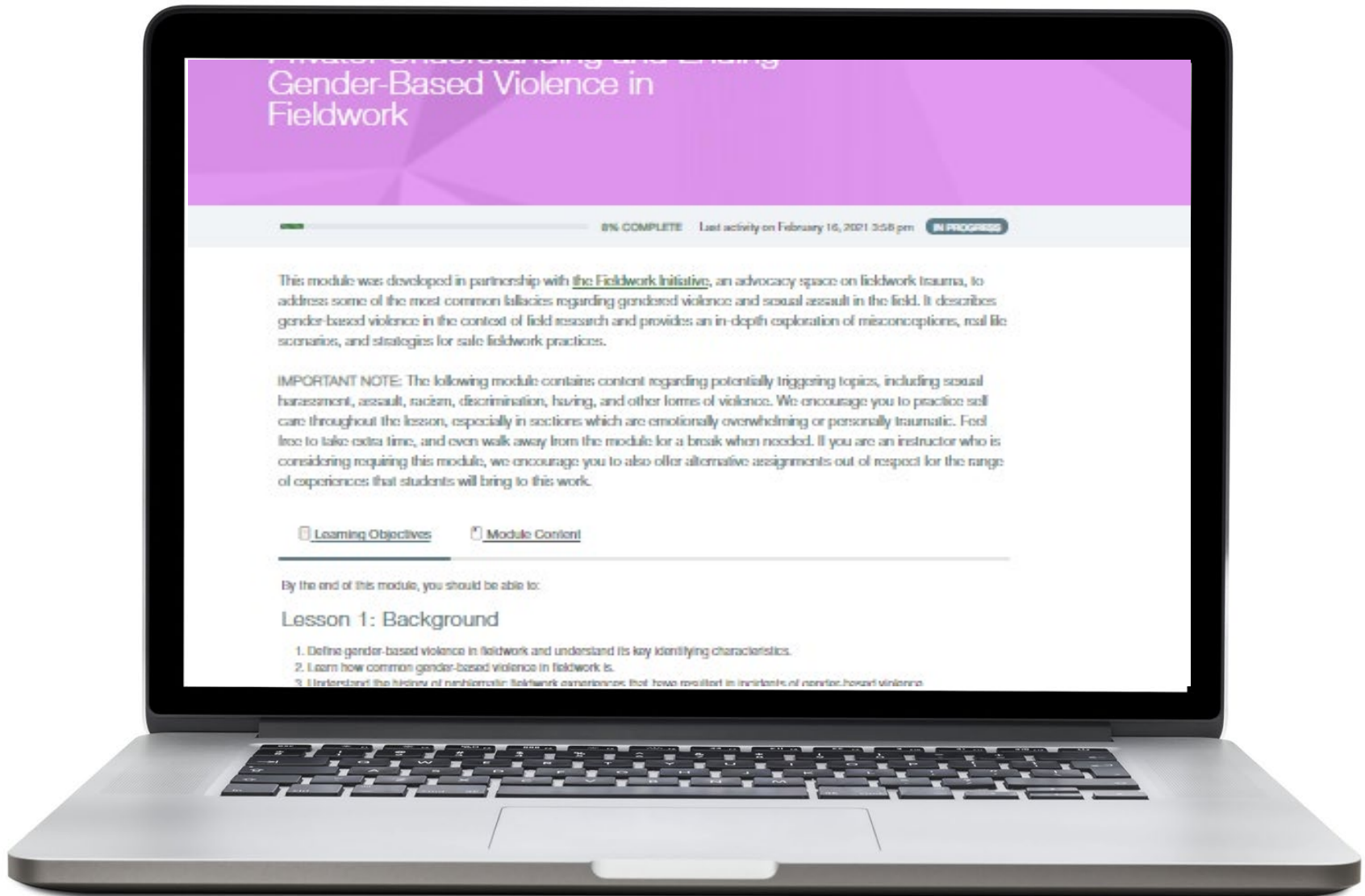
Jerika Heinze
Founder, The Fieldwork Initiative



What is Gender-Based Violence?



Training Module Overview



Training Module Overview

This module was developed in partnership with [the Fieldwork Initiative](#), an advocacy space on fieldwork trauma, to address some of the most common fallacies regarding gendered violence and sexual assault in the field. It describes gender-based violence in the context of field research and provides an in-depth exploration of misconceptions, real life scenarios, and strategies for safe fieldwork practices.

IMPORTANT NOTE: The following module contains content regarding potentially triggering topics, including sexual harassment, assault, racism, discrimination, hazing, and other forms of violence. We encourage you to practice self-care throughout the lesson, especially in sections which are emotionally overwhelming or personally traumatic. Feel free to take extra time, and even walk away from the module for a break when needed. If you are an instructor who is considering requiring this module, we encourage you to also offer alternative assignments out of respect for the range of experiences that students will bring to this work.

[Learning Objectives](#)

[Module Content](#)

By the end of this module, you should be able to:

Lesson 1: Background

1. Define gender-based violence in fieldwork and understand its key identifying characteristics.
2. Learn how common gender-based violence in fieldwork is.
3. Understand the history of problematic fieldwork experiences that have resulted in incidents of gender-based violence.

Lesson 2: Addressing Misconceptions

1. Recognize how to separate misconceptions about gender-based violence from realities in fieldwork.
2. Understand the difference between necessary difficulties and unnecessary discrimination and violence in the field.

Lesson 3: Problems Doing Fieldwork

1. Learn about the various contexts of problematic fieldwork through case studies and published literature focused on solitude, danger and intimacy.
2. Understand aspects of heightened risk and prevalent dangers associated with gender-based violence.

Lesson 4: Reporting Violence and Seeking Help

1. Understand barriers to reporting violence.
2. Learn how trauma impacts decision-making.
3. Develop strategies to overcome barriers to reporting.

Lesson 5: Recommendations for Self Advocacy and Structural Change

1. Access resources that offer help.
2. Recognize the power of the researcher to set their own boundaries.
3. Learn best practices and violence prevention strategies.



Learning Objectives

Lesson 1: Background

1. Define gender-based violence in fieldwork and understand its key identifying characteristics.
2. Learn how common gender-based violence in fieldwork is.
3. Understand the history of problematic fieldwork experiences that have resulted in incidents of gender-based violence.

Lesson 2: Addressing Misconceptions

1. Recognize how to separate misconceptions about gender-based violence from realities in fieldwork.
2. Understand the difference between necessary difficulties and unnecessary discrimination and violence in the field.

Lesson 3: Problems Doing Fieldwork

1. Learn about the various contexts of problematic fieldwork through case studies and published literature focused on solitude, danger, and intimacy.
2. Understand aspects of heightened risk and prevalent dangers associated with gender-based violence.

Lesson 4: Reporting Violence and Seeking Help

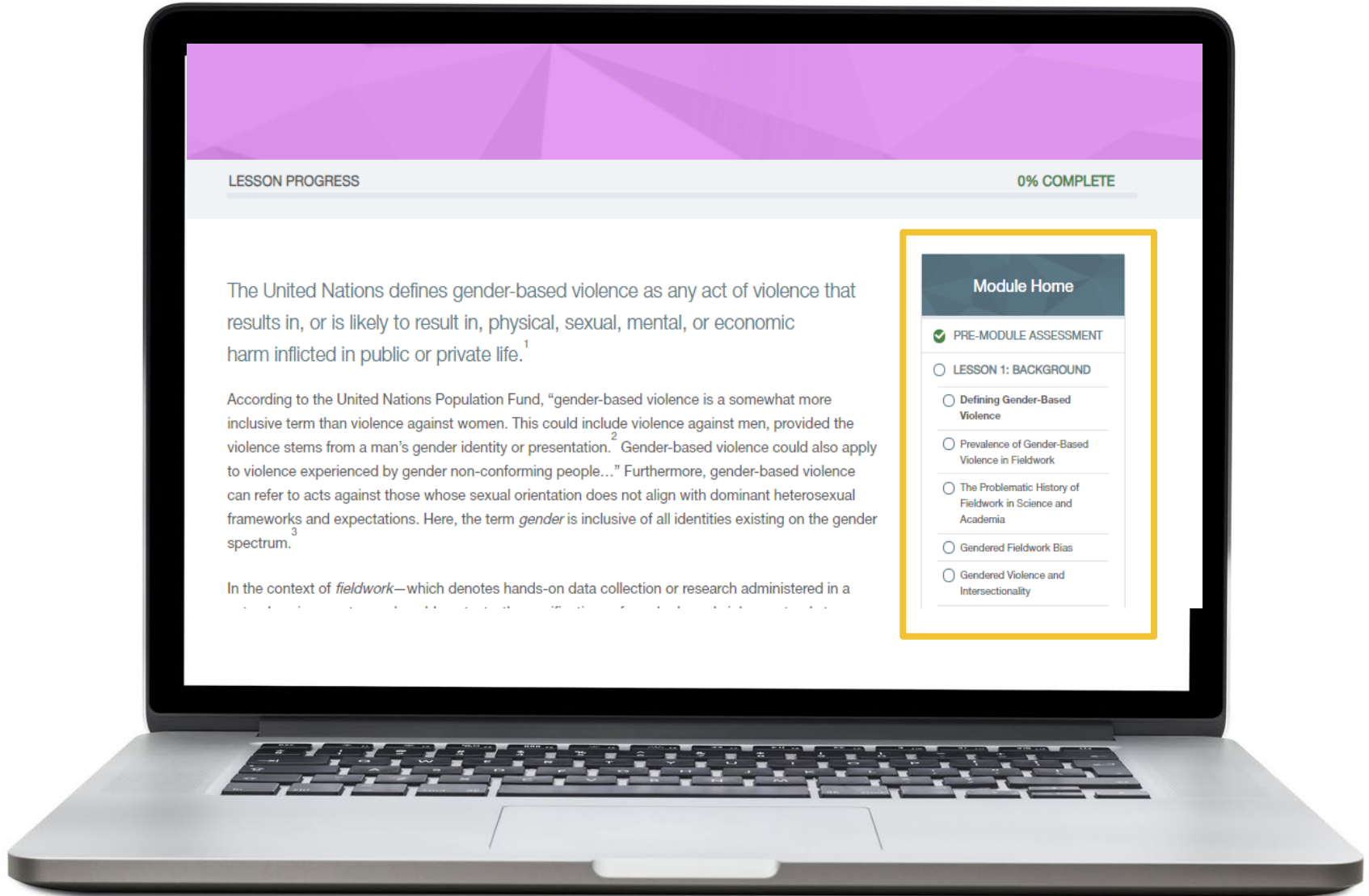
1. Understand barriers to reporting violence.
2. Learn how trauma impacts decision-making.
3. Develop strategies to overcome barriers to reporting.

Lesson 5: Recommendations for Self Advocacy and Structural Change

1. Access resources that offer help.
2. Recognize the power of the researcher to set their own boundaries.
3. Learn best practices and violence prevention strategies.



Training Module Overview



LESSON PROGRESS

0% COMPLETE

The United Nations defines gender-based violence as any act of violence that results in, or is likely to result in, physical, sexual, mental, or economic harm inflicted in public or private life.¹

According to the United Nations Population Fund, “gender-based violence is a somewhat more inclusive term than violence against women. This could include violence against men, provided the violence stems from a man’s gender identity or presentation.² Gender-based violence could also apply to violence experienced by gender non-conforming people...” Furthermore, gender-based violence can refer to acts against those whose sexual orientation does not align with dominant heterosexual frameworks and expectations. Here, the term *gender* is inclusive of all identities existing on the gender spectrum.³

In the context of *fieldwork*—which denotes hands-on data collection or research administered in a

Module Home

PRE-MODULE ASSESSMENT

LESSON 1: BACKGROUND

Defining Gender-Based Violence

Prevalence of Gender-Based Violence in Fieldwork

The Problematic History of Fieldwork in Science and Academia

Gendered Fieldwork Bias

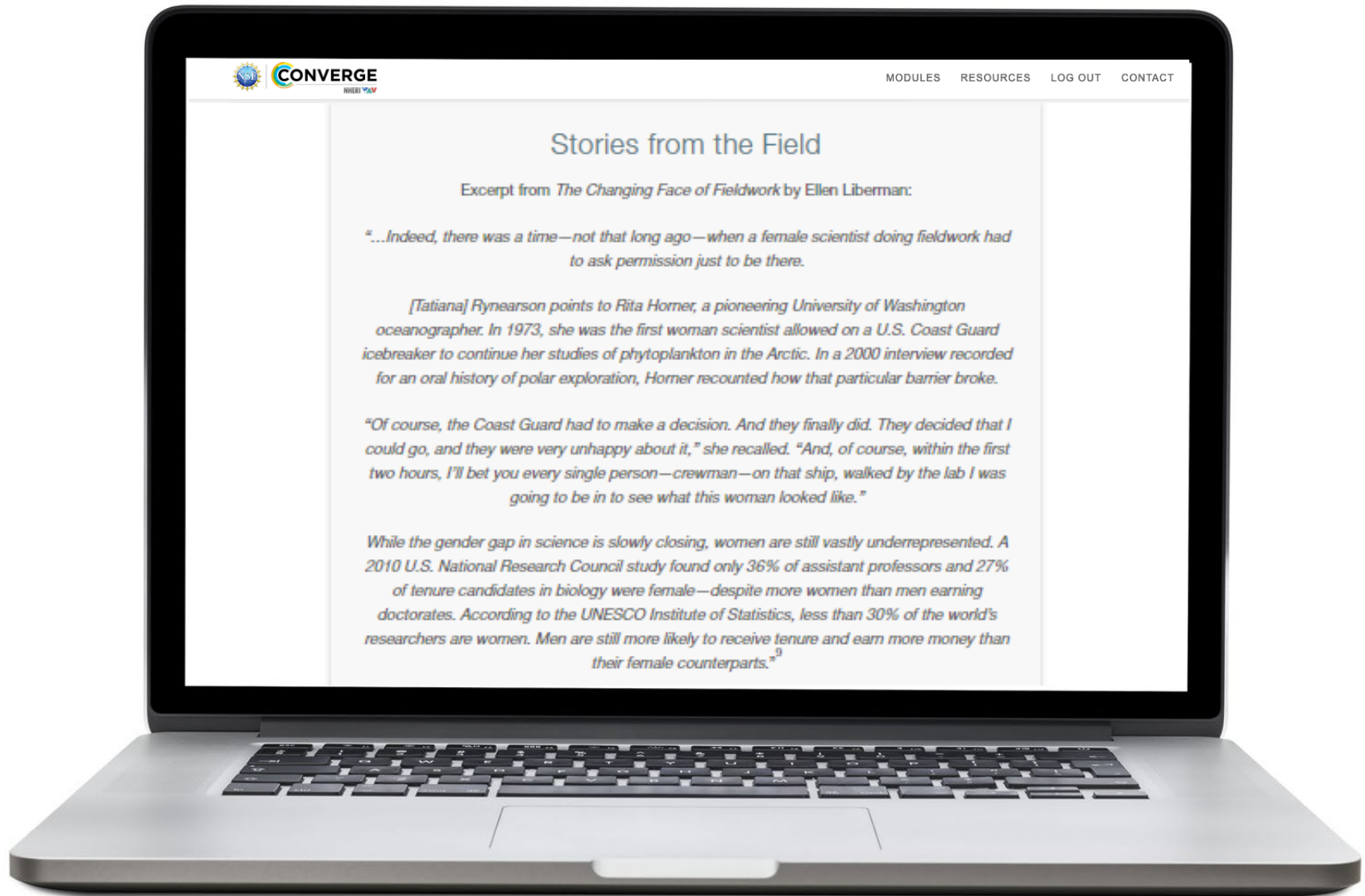
Gendered Violence and Intersectionality



Prevalence of Gender-Based Violence



Stories from the Field



Stories from the Field

Excerpt from *The Changing Face of Fieldwork* by Ellen Liberman:

"...Indeed, there was a time—not that long ago—when a female scientist doing fieldwork had to ask permission just to be there.

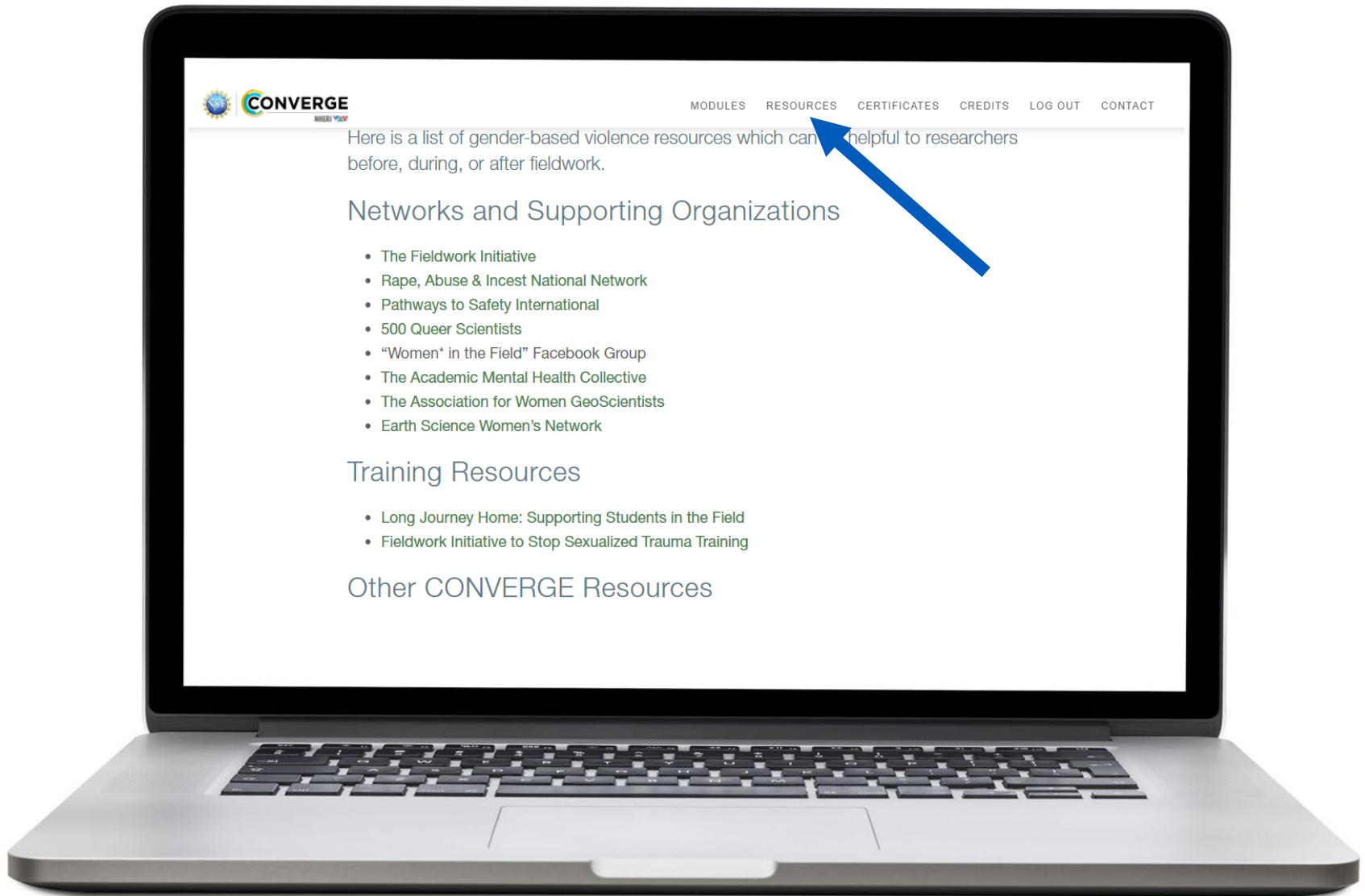
[Tatiana] Ryneerson points to Rita Horner, a pioneering University of Washington oceanographer. In 1973, she was the first woman scientist allowed on a U.S. Coast Guard icebreaker to continue her studies of phytoplankton in the Arctic. In a 2000 interview recorded for an oral history of polar exploration, Horner recounted how that particular barrier broke.

"Of course, the Coast Guard had to make a decision. And they finally did. They decided that I could go, and they were very unhappy about it," she recalled. "And, of course, within the first two hours, I'll bet you every single person—crewman—on that ship, walked by the lab I was going to be in to see what this woman looked like."

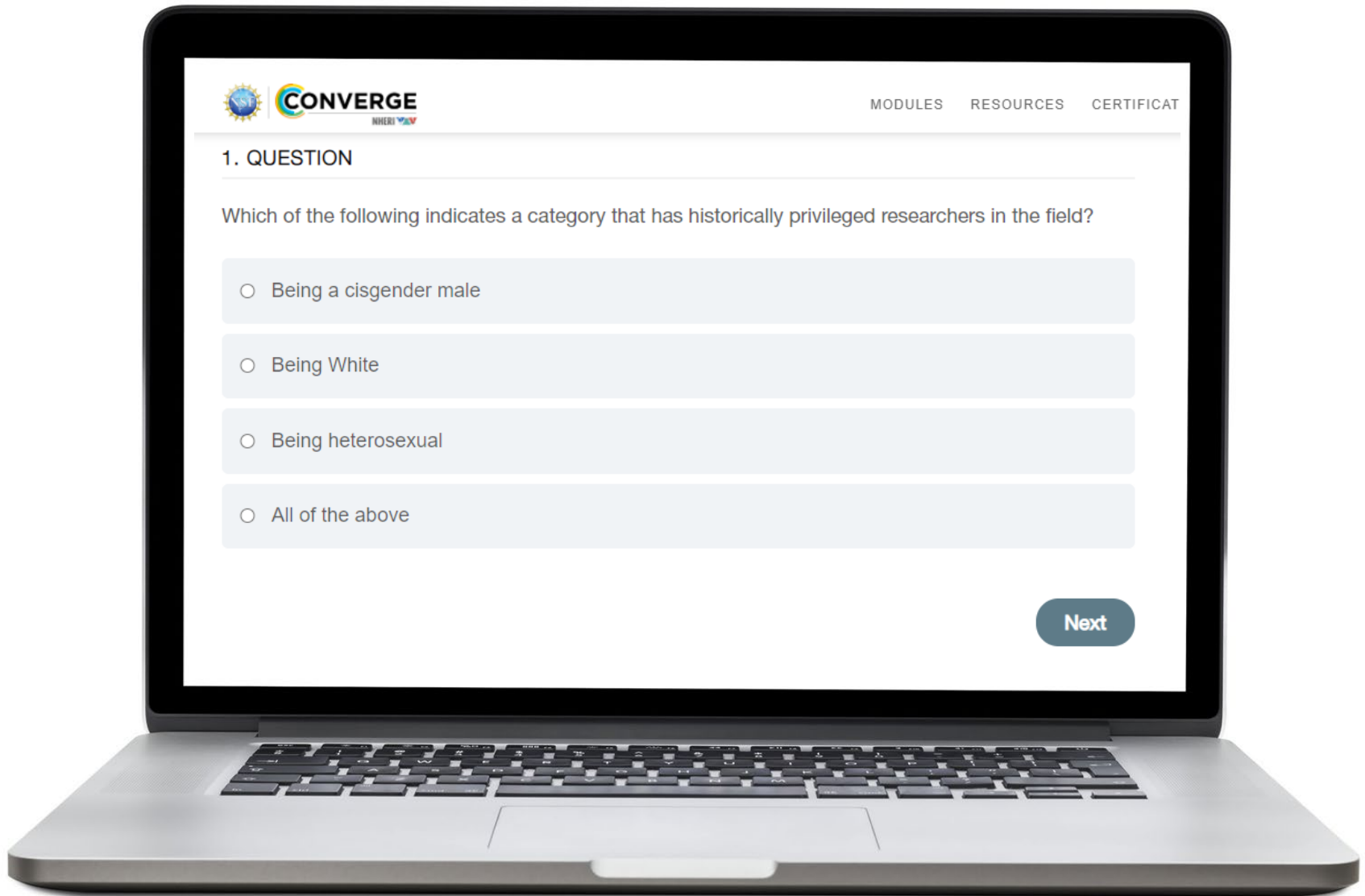
While the gender gap in science is slowly closing, women are still vastly underrepresented. A 2010 U.S. National Research Council study found only 36% of assistant professors and 27% of tenure candidates in biology were female—despite more women than men earning doctorates. According to the UNESCO Institute of Statistics, less than 30% of the world's researchers are women. Men are still more likely to receive tenure and earn more money than their female counterparts."³



Additional Resources



Quiz



Certificate of Completion



Awarding one contact hour of general management training.

CERTIFICATE OF COMPLETION

THIS CERTIFICATE IS PRESENTED TO

Rachel Adams

FOR COMPLETION OF

Understanding and Ending Gender-Based Violence in Fieldwork

CONVERGE Training Module

This module describes gender-based violence in the context of field research and provides an in-depth exploration of misconceptions, real life scenarios, and strategies for safe fieldwork practices.

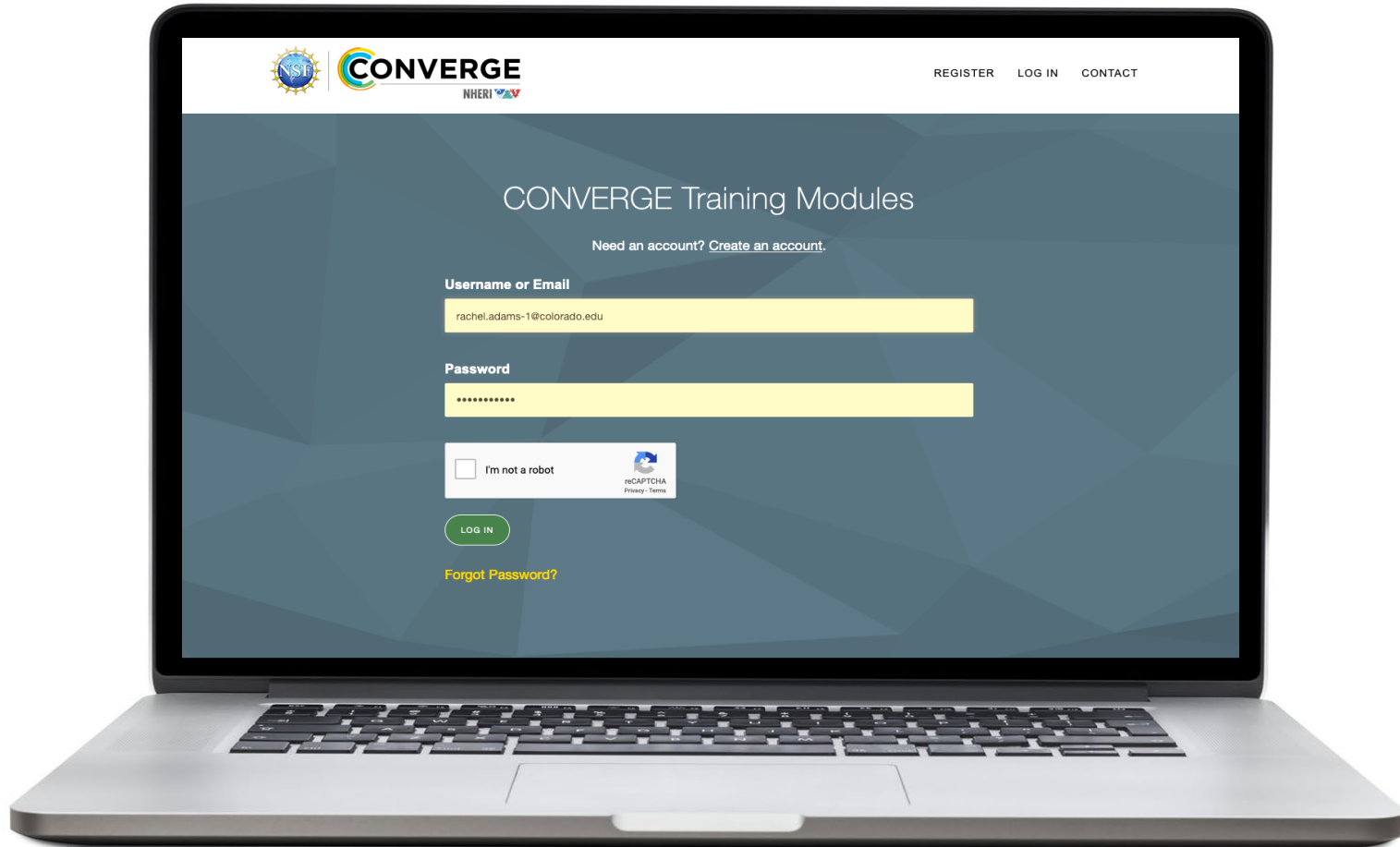
JANUARY 26, 2021

Date

Lori Peek
Lori Peek, Ph.D.
Principal Investigator
NSF-NHERI CONVERGE



Training Module Demonstration



converge.colorado.edu/training-modules



Next Training Modules



BROADER ETHICAL CONSIDERATIONS FOR HAZARDS
AND DISASTER RESEARCHERS



Future Webinars



Contact Us at:
converge@colorado.edu

Access the CONVERGE Training Modules at:
converge.colorado.edu/training-modules

This webinar will be posted at:
converge.colorado.edu/communications



Metrics

- **2,765** people registered for the CONVERGE Training Modules
- **973** people have successfully completed the **Social Vulnerability and Disasters** module
- **486** people have successfully completed the **Disaster Mental Health** module
- **407** have completed the **Cultural Competence** module
- **261** have completed the **IRB** module
- **152** have completed the **Emotionally Challenging Research** module



Acknowledgements

This CONVERGE Training Module was made possible with the support of the **National Science Foundation (NSF Award #1841338)**.





Sign up for updates and information on new training modules at:

converge.colorado.edu/signup

