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Assignment 3

Capstone Project: Developing the Intervention

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TSOCW: 533: Advanced Integrative Practice II

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PAMOJA Connect

African immigrant women support group



Promoting safe relationships

Table of Contents

Introduction.....	p. 3
Session Description.....	p.4
Tips for Facilitators	p. 5
Session One: Introduction.....	p. 6
Session Two: Cultural Beliefs	p. 9
Session Three: Communication.....	p. 11
Session Four: Anger Management.....	p. 13
Session Five: Healthy Relationships.....	p. 15
Session Six: Power and Control.....	p. 19
Session Seven: Self-Esteem.....	p. 22
Session Eight: Safety Plan.....	p. 24
Session Nine: Stress Management.....	p. 26
Session Ten: Self-Care.....	p. 28
Session Eleven: Goal Setting.....	p. 30
Session Twelve: Closing Session.....	p. 34
Appendices:	
A. Pre Survey.....	p. 36
B. Are you being abused quiz?	p. 37
C. Personalized Safety Plan.....	p. 38
D. Rosenberg Self-Esteem Scale.....	p. 41
E. Post-Survey.....	p. 44
References.....	p. 45

Introduction

PAMOJA (Swahili word which means “togetherness”) Connect is a support group whose mission is to improve the quality of life for immigrant women from Africa, by empowering them to ensure they are safe in their relationships and that they have access to needed help and resources. The program intends to create a safe place where the women can meet and freely express, interact, feel respected and honored, and learn ways to stay safe and enrich their lives.

This program is necessary because African culture supports men having power and control over their women; therefore, the latter are likely to suffer abuse. This program intends to develop culturally appropriate support services for these women, engage them in discussions about why their safety should be primary, and the need to challenge the cultural beliefs that promote staying in relationships under all costs.

This program’s intervention is driven by empowerment theory which “focuses on processes that individuals and collectivities can use to recognize patterns of inequality and injustice and take action to increase their own power” (Hutchinson, 2011). This sense of empowerment will enable the women to realize their right to live a life free of abuse, give them an opportunity to advocate for themselves by refusing to stay in unsafe relationships, and encourage them to seek help.

This support group will offer services to twenty women who will attend twelve sessions of two hours each over a period of six months. The participants will engage in open guided dialogue and the objective will be to adopt a bi cultural perspective that can tap into both the western and African culture, with the goal of helping the women make culturally informed decisions about their safety in relationships and therefore, enhancing the quality of their lives.

Participants will be requested to sign a confidentiality agreement to ensure that they are aware to not disclose information about other participants within and outside of the group settings, unless of course with the explicit permission of the participant. The program’s rules and regulations will expect facilitators and participants to be non-judgmental and respect each other as unique individuals with exceptional experiences.

This support group will not be a forum to condemn or betray one another, but, one that will encourage and give hope to the women. African cultural values, including, gender roles and respect for marriages will be upheld as much as possible during the group meetings.

Session structure

All sessions will follow a similar outline except a few changes for the first and last sessions. Each session will be 120 minutes long and will include:

Goal: To guide the learning process and the topics being discussed for each session should support that particular goal.

Check-in (approx. 5 minutes): The participants will be required to sign in as well as answer a simple question in relation to the topic of the day. This will be followed by a short prayer. This should not take more than five minutes and facilitators should emphasize that it is not a time for participants to chat with one another.

Icebreaker (approx. 10 minutes): The icebreaker exercise will be used to strengthen community amongst participants.

Learning and Discussion (approx. 90 minutes) **includes one or more activities** – During this time, a summary of the last session material is briefly reviewed. This gives a chance for participants to ask clarification or make comments in an effort to solidify learning. This should take no more than ten minutes and then the topic of the day is introduced.

Break (10 minutes) Participants will have a ten minutes break in between the learning and discussion time. This time will allow them to have some refreshments, use the bathroom, and/or check in with their children. The facilitators will be available during this time to attend to participants needs.

Check-out/Closing (approx. 5 minutes): Each session ends with a closing prayer and the participants will write a brief comment on one new thing they learned that day after which they will sign out. African immigrant women strongly believe in the power of prayer and this will build a sense of trust that God is in control.

Resources: At the first session, participants will receive a folder in which they can keep handouts they will receive during the entire group time. Other important information including contact numbers for facilitators and community resources related to the topics being discussed will be included.

Suggestion box: A suggestion box will be available at every session where participants can anonymously ask questions, give suggestions/comments about what they like or do not like. They can suggest topics of interest as well. This will give them a chance to express their opinion as well as ask questions that they may not feel comfortable asking during the group meetings.

Note: The allocated time/schedule may change depending on the needs of the day. The most important thing is to meet the needs of the participants as long as they are supporting the program's goals.

Tips for facilitators

Knowledge and skills of a good facilitator

An effective facilitator:

- Listens and observes.
- Uses visual aids effectively (overheads, flipchart, etc.)
- Records ideas legibly
- Asks probing questions
- Thinks quickly
- Acknowledges and responds to emotions
- Paraphrases
- Summarizes
- Resolves conflict
- Uses humor
- Knows a variety of techniques for group discussions, including problem-solving and decision-making
- Designs or chooses appropriate group discussion techniques
- Understands people and groups
- Energizes the group.

Values and attitudes of a good facilitator

- Respect and Empathy- All ideas are important. No idea or individual is more important than another.
- Cooperation -Your group members must work together to reach the group's goals. As a facilitator you cannot force individuals to work together but you can create an environment for it to happen.
- Honesty -You and the group need to be honest and open about your feelings, values, and priorities.
- Responsibility -The group must assume responsibility for the solutions and their implications. The facilitator assumes responsibility for his or her actions, which ultimately affect the content, participation, and process of the session.
- Flexibility- As you manage the discussion, you will be sensitive to the needs of individuals and adjust the process and schedule as required.

Adapted from: <http://www.omafra.gov.on.ca/english/rural/facts/95-073.htm>

Session One: Introduction

Goal: Introducing the PAMOJA Connect program and creating a safe and supportive place for learning and sharing.

Objectives: By the end of the session

- Participants will get an understanding of the purpose of the program and the intended results.
- Participants should feel comfortable to share and discuss issues in a group setting.
- Everyone should be in agreement of the rules and expectation of the group.
- Participants will be able to counter their negative thoughts with positive affirmations.

Materials:

- A big rock,
- 20 fresh sticks (at least one foot long and about the thickness of a finger).
- A length of yarn
- Flip chart
- Markers
- Pencils
- Writing paper
- Folder
- 25 name badges
- Folder
- Food

Outline:

Welcoming group members.

- Check in
- Prayer

Introduction of participants, facilitators, and volunteer (child care).

- Facilitators and volunteer will say their names, their education qualification, how long they have been in the United States. They will wear name badge with their first name at all times.
- Participants will introduce themselves; say their first names, when they came to the United States, and what they like to do during their free time. They will write their first name on the name badge that they will be provided. They will wear this name badge at all times during the group meetings for ease of identification. They will leave this badge with the group facilitators after each meeting to ensure that they do not lose it.

Overview of the PAMOJA Connect program.

- Topics to be covered – Facilitators will introduce the topics for the entire group sessions and ask the participants if there is any other topic they would like to add. If any topics come up, the facilitators will slot these topics at an appropriate time during the other discussions.

Laying ground rules.

- Confidentiality issues (The facilitators will emphasize the importance of keeping what has been shared by other group members, and especially personal stories and experiences, confidential to this program).
- Respect for each other.
- Being nonjudgmental.
- Being punctual at each meeting.
- Only group members allowed at meeting.
- Tolerance with each other and each participant should allow the other to finish talking before they jump in.
- Participants are expected to raise their hands when they want to talk and the facilitators will call upon their name.
- Child care issues – If a participant has to attend to their child, they are expected to step out of the room where the group session is taking place.

Pre Survey - see **Appendix A**

- Each participant will fill out a pre-survey questionnaire.

Icebreaker:

Exercise 1: Holding a large rock -This exercise emphasizes the importance of being part of a group and encouraging group cohesiveness.

1. Ask one participant to hold a piece of rock with one finger, this is a difficult task.
2. Ask all participants to hold the piece of rock together each with one finger, this is a doable task.
3. Discuss the importance of being together as a group and how each member is an asset to the group.
4. Let the participants share other examples of when groups work well as compared to individuals.



Exercise 2: Bundle of sticks – This exercise emphasizes the strength of numbers

1. Ask each participant to choose one of the stick and break it into half.
2. Collect the pieces and tie all together tightly with the yarn.
3. Ask participants to take turns trying to break the bundle (difficult task to do).

4. Discuss the meaning of this exercise – power of a group, fragility of an individual etc.

(Adapted from <http://www.healtorture.org/sites/healtorture.org/files/Updated%20Bhutanese%20curriculum%20April%202012.pdf>)

Learning/Discussion: This exercise is to help the participants feel better about themselves and appreciate what they have.

Activity: Positive assertion

Many women have negative thoughts/self-talk about themselves that can harmfully impact who they are and what they can do. Some of these negative thoughts may be culturally ingrained, from partners, friends, or themselves. This exercise is to help the participants to challenge these negative thoughts, thereby reducing their damaging effects.

- a) Give each participant a piece of paper and pencil and have them draw a vertical line at the middle of the paper.
- b) On the left side of the paper, ask participants to list as many negative thoughts that they think about themselves.
- c) As a group, list some of them on a flip chart. Discuss them and how real they can be as well as the damaging effects.
- d) Next, formulate a positive assertion to every negative thought. For example, if the negative thought is “I am fat”, the positive affirmation would be “I am a little heavier than I would like to be but not fat”.
- e) Ask the participants to write positive assertion to every negative thought that they had listed. Ask them to repeat these positive things over and over to reinforce them in their mind.
- f) Discuss ways that would help them focus on those positive things all the time so as to minimize the negative thoughts.

(Adapted from http://www.pearsoned.ca/highered/showcase/beebe/pdf/samplechapter_2.pdf)

After the activity, allow time to review the day’s material and answer any questions or comments.

Check out/Closing: Each participant will fill out a small question asking them to say at least one thing they learned from the group meeting that was helpful. They will pray, sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Two: Cultural Beliefs

Goal: Explore conflicting African and American cultural beliefs.

Objective: By the end of this session

- Participants will identify some African cultural beliefs/barriers that deny them their rights to freedom in their relationships.

Materials:

- Any obstacles (e.g. books, handbags).
- Ten scarfs
- Flip chart
- Markers
- Food

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Ice breaker: This exercise is meant to share with the participants the importance of guiding each other in a trustworthy manner.

Blindfold pairs

1. Put some obstacles out on the floor on the floor for everyone to look at.
2. Ask participants to pair up.
3. One of the pair puts a scarf around their eyes, or closes their eyes tightly so they cannot see.
4. The obstacles are quietly removed.
5. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.
6. Have the pairs switch tasks after three minutes and repeat the same.
7. Discuss any significance.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning and discussion: Facilitator will quickly go over the group rules and address any concerns from the last session and then introduce the topic of the day.

Facilitator will write points on the flip chart as the discussion is ongoing.

- Definition of culture – A people’s way of life.
- An overview of integrating into the American culture will be discussed, this includes.
 - a) Culture shock- things participants find conflicting between the two cultures and how this strains family relationships, for example, working 24 hrs.
 - b) Language barriers and use of curse words - not common/prevalent in African culture.
 - c) Respect and gender roles.

- d) Community – close communities and extended families. In the African culture, knowing and socializing with neighbors is important which is not necessary the case in the American culture.
 - e) Religion- working on Sundays which disrupts family time (reconciliation time).
 - f) Discrimination/stereotyping/stigmatization due to race/ethnicity- can cause stress at work/home.
 - g) Acculturation/assimilation.
- Discussion on some African cultural practices that support domestic violence.
 - a) Violence as an accepted way to discipline wives.
 - b) Domestic violence as a private family matter; no police or court system to be involved.
 - c) Payment of dowry that allow men to take women as their property.
 - d) Women being economically dependent on their men.

Allow time for questions/comments.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Three: Communication

Goal: To identify the habits of a good communicator.

Objectives: By the end of the session

- Participants will learn better ways to communicate in an effort to strengthen their relationships.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Colored paper
- Cloth
- Flip chart
- Markers
- Communication chart
- Pencils
- Writing paper
- Food

Icebreaker: This exercise is to emphasize that everyone is unique in their own way even though we are all from the same culture.

Messenger:

1. Build something out of the colored paper (house, airplane, ship).
2. Cover it with a cloth.
3. Divide participants into groups of four.
4. Each group selects a messenger to look under the cloth and reports back to their groups about what they have seen under the cloth.
5. They must give their group instructions for how to build the same thing.
6. The messengers are not allowed to touch the build/drawn object or to demonstrate how it should be done – they can only describe how it should look.
7. The group can send the messenger to have a second look at the structure. When all the groups are finished, the structures are compared to the original.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning/discussion: Brief overview of materials from last session and then topic of day is introduced. Facilitator will define what communication is and the different forms (verbal, nonverbal, and written).

Activity 1:

1. Pair up participants

2. Ask them to write good and bad habits of communication.
3. Give them the chart below.
4. Ask them to explore the eight dimensions by listing both bad and good habits for each.
5. After they have completed the chart, ask them to make a list of the key habits of excellent communicators.
6. Ask them to role play using excellent communication skills.
7. Discuss this as a group.

Communication Practice	Bad Habits	Good Habits
1. Listening		
2. Reading people		
3. Delivery style or attitude		
4. Paying attention		
5. Asking questions		
6. Message responsibility		
7. Message clarity		
8. Adjusting the message to the audience or situation		

Adapted from: <http://www.workshopexercises.com/Engagement.htm#E8>

8. Highlight/emphasize the following elements of a good communicator. (<http://www.loveisrespect.org/dating-basics/healthy-relationships/how-can-I-communicate-better>).
 - a) Finding the Right Time to talk – let your partner know you would like to talk to him and come up with an appropriate time.
 - b) Talking face to face – emails and text messages can be misinterpreted.
 - c) Do not attack- (use of “You” feels like attacking, try using “I” or “we”).
 - d) Be honest – truth hurts but it is key to a healthy relationship.
 - e) Check your body language – make eye contact, do not pick a phone call when talking.
 - f) Use 48 hour rule: do not speak up when you are upset, try not to bring past issues if there are irrelevant.

Note: Spare some time to discuss any material from the suggestion box.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Four: Anger Management

Goal: Explore anger and its effects.

Objective: By end of session

- Participants will get a chance to list down things that trigger their anger and what they can do to change that.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Flip chart
- Markers
- Pencil
- Pens
- Food
- Handout- What triggers anger, What I can do to change

Ice breaker: This is a useful activity to highlight the fact that people see things very differently, according to their own specific perspective. There is no wrong or right answer.

The “E” game

- a) Write a large, curvy letter E on a piece of flipchart paper and place it in the center of the circle.
- b) Ask participants to describe exactly what they see on the piece of paper, from where they are standing/sitting.
- c) Depending on where they are in the circle, they will either see an ‘m’, a ‘w’, a ‘3’ or an ‘E’.
- d) Participants can then move places so that they see the letter from a different perspective.
- e) Alternatively, put a person in the center of the circle and ask those around to describe exactly what they see from their perspective.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning: Brief overview of materials from last session and then topic of day is introduced. Facilitators will give a description of what anger is (constructive and destructive), what it looks like, and some of its consequences. Participants are free to share their understanding of anger.

Activity:

1. Give each participant a handout (below) and a pencil.
2. Ask them to write what triggers their anger and what they can do to change that.
3. Discuss this as a group.
4. Meanwhile ask each participant to write on the flip chart at least one thing that triggers their anger and what they can do to cope better.

Handout:

WHAT MAKES YOU ANGRY?

List Your Triggers:

- 1.
- 2.
- 3.
- 4.

THINGS I CAN DO OR CHANGE TO COPE BETTER WITH MY ANGER

- 1.
- 2.
- 3.
- 4.

The facilitator will highlight/emphasize the importance of controlling anger in relationships (http://www.helpguide.org/mental/improve_relationships.htm).

- a) **Stop.** If you get really angry about something, stop, take a step back and breathe. Give yourself time to calm down listening to music, taking a walk, etc. Taking a break can keep the situation from getting worse.
- b) **Think.** After you are no longer upset, think about the situation and why you got so angry. Was it how your partner spoke or something they did? Figure out the real problem then think about how to explain your feelings.
- c) **Talk.** Finally, talk to your partner and when you do, follow the tips above.
- d) **Listen.** After you tell your partner how you feel, remember to stop talking and listen to what they have to say. You both deserve the opportunity to express how you feel in a safe and healthy environment.

Note: Spare some time to discuss any material from the suggestion box.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Five: Healthy Relationships

Goal: To explore what a healthy relationship looks like.

Objective: By the end of the session,

- Participants will be able to identify qualities of a healthy relationship, what works, what does not, and be able to apply that in their own relationships.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Flip chart
- Markers
- Pencils
- Writing paper
- Food
- Handout – Empty wheel, filled out equality wheel

Icebreaker: This activity emphasizes the importance of making eye contact especially when talking to spouses or significant others.

Connecting eyes:

1. Ask participants to stand in a circle.
2. Each participant makes eye contact with another participant across the circle.
3. The two walk across circle and exchange position while maintaining eye contact.
4. Many pairs can exchange at the same time and every one should be included in the exchange.
5. Begin by trying this in silence and then exchange greetings in the middle of the circle.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning: Brief overview of materials from last session and then topic of day is introduced.

During this activity, participants will be expected to see possible connections between problems in their current family situation, either with partner or children, with those of their family of origin, their traditions, and/or the new culture.

Some of the highlights for this session include:

- What a healthy family looks like to each participant and what they can do to move towards that.
- Address what qualities are important in a healthy relationship.
- What is the cultural ideal for family roles/relationships and values versus what participants feel are the ideal family roles/relationships.
- How to intermingle the African cultural aspect of good relationships versus the American aspect of good relationships

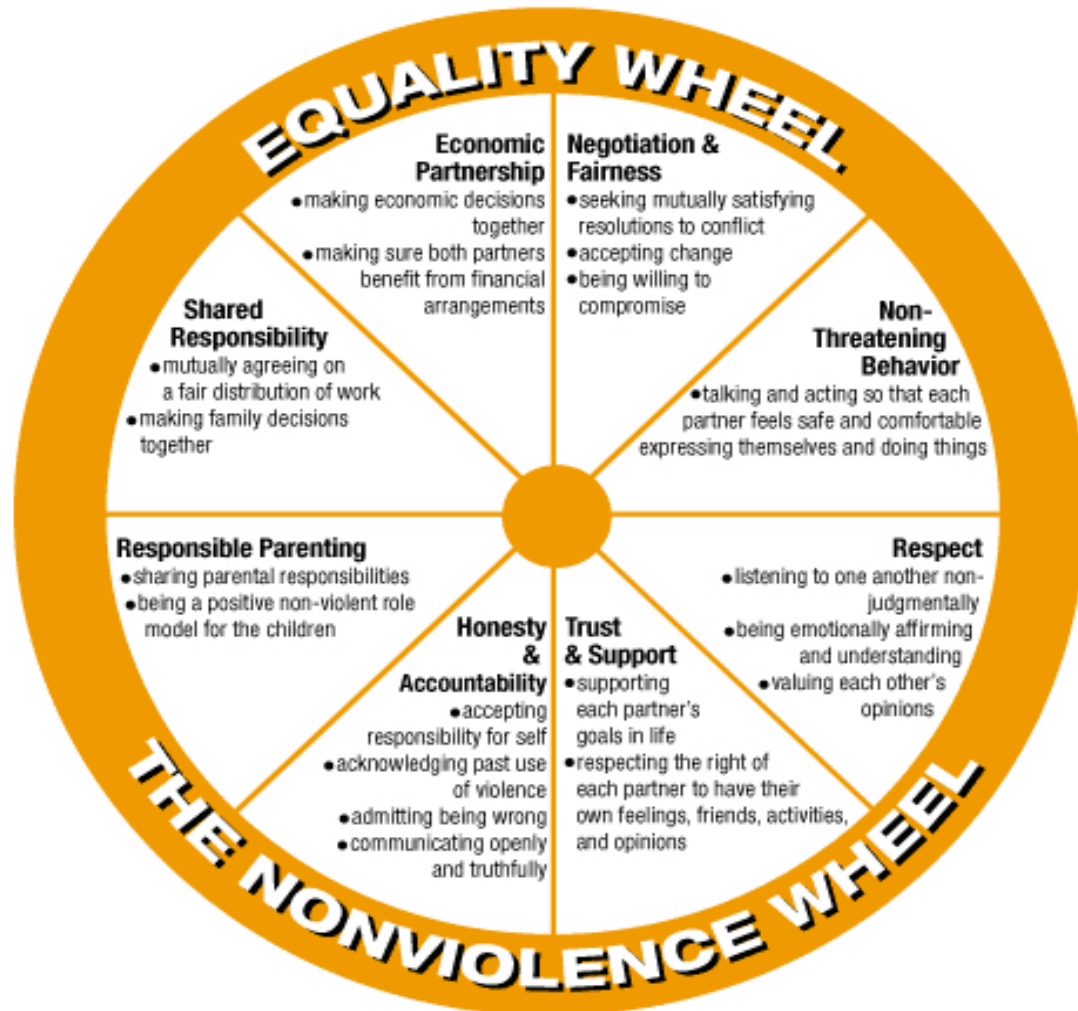
- The importance of extended families, communities, and what it is like to maintain healthy relationships

Activity 1:

1. Divide participants into pairs.
2. Give each pair a drawing of a wheel with nothing written on it.
3. Ask each pair to write their names at the center of the wheel.
4. Inside the wheel, ask them to write what a healthy relationship looks like to them. Give them time to do this and allow for questions and/or clarification on this exercise.
5. Each group will discuss their findings and one participant will volunteer to write these on the flip chart.
6. Provide a copy of the filled out equality wheel to each participant and discuss what equality looks like in a relationship.

THE EQUALITY WHEEL (AKA The Nonviolence Wheel)

*concepts of equality in a relationship
and ways people who abuse can move toward nonviolence*



Retrieved from: <http://www.cobar.org/index.cfm/ID/21078/subID/194/Equality-Wheel/>

Summary (<http://www.stepupspeakout.org/youth/youth-home>)

- A healthy relationship is based on equality, mutual respect, shared responsibilities, and commitment. It involves open communication, trust, and healthy boundaries. These traits are not inherent in most relationships. They must be learned, practiced, and worked toward for the duration of the relationship. Relationships are not perfect. Feeling angry, hurt, or upset at times is normal. But feeling scared, humiliated, pressured, or controlled is not the way a relationship should make you feel. Instead, you should feel loved, respected, and free to be yourself’.

No relationship is perfect. Everyone has disagreements from time to time. And all relationships involve give and take – from both partners. But here is the bottom line: you should feel loved and respected by your partner, not anxious or afraid of him or her.

Reminders:

- You cannot change anyone's behavior but your own.
- It is okay to agree to disagree with someone else.
- It is okay to limit interactions with someone you see as unhealthy.
- You have the right to set healthy boundaries in every relationship.
- Healthy relationships take time, effort, and commitment.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Six: Pattern of Power and Control

Goal: Explore issues of inequality in relationships.

Objective: By the end of the session

- Participants will be able to identify any signs of abuse in their relationships.
- Have better control of their decisions.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Flip chart
- Markers
- Pencils
- Writing paper
- Food
- Handout – Empty wheel, filled out power and control wheel, “Are you being abused” quiz, domestic violence handout with more information and hotline number.

Icebreaker: This exercise highlights the importance of being good listeners and the ability to be attentive to details.

1. Ask group to form a circle.
2. One person start by saying “I am going to the store to buy milk.” The next person says, “I am going to the store to buy milk and bread.” Each person repeats the list, and then adds an item.
3. The aim is to remember all of the items that all of the people before have listed.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning: Brief overview of material from the last session and then topic of the days is introduced.

Are you being abused?” Adult Quiz (**Appendix B**).

The answers to these questions for each participant will help determine if they are being abused or not. Facilitators will assure the participants that this is a confidential document and that they are not required to share their findings unless they want to.

Activity 1:

1. Explain the quiz and its purpose.
2. Give each participant the quiz.
3. Give them time to answer the questions
4. Clarify any questions?
5. Once they are done, have them score their own sheet.
6. Explain to them that if they said yes one, two, three or more times, they can be sure that that their partner is trying to control them with hurtful, destructive behavior.

7. Provide a handout with domestic violence hotline number to each participant.
8. Ask them to call, that this number is anonymous and that they can get any help they need.
9. Assure them that you are also available to help or direct them to services.

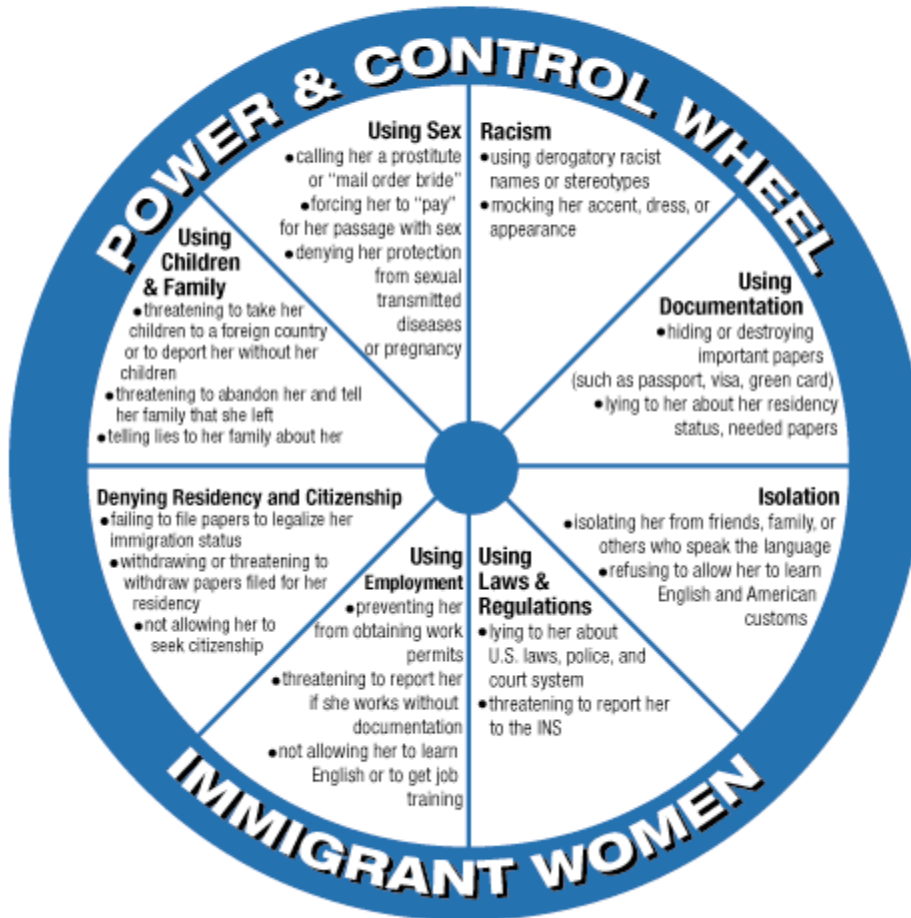
Activity 2: Introducing the issue of abuse in relationships.

1. Introduce the issue of abuse in relationships and how it comes in different forms.
2. Talk about power and control in abusive relationships; give an example.
3. Have the participants share their ideas of power and control and the different types of control in a relationship.
4. Facilitators will give the participants a blank power and control wheel and have them fill it in small groups of three to four people.
5. Each group will then share their findings and one participant will volunteer to write on the flip chart.
6. Handouts of the power and control wheel will be distributed to the participants. Each category will be discussed and participants will be asked to give examples where applicable in their lives.
7. Emphasize to the participants that they can only share information if they are willing but they are not obligated to.

THE POWER AND CONTROL WHEEL (For Immigrant Women)

(Source www.life-span.org/immigrantwomenwheel.html)

*ways in which victims feel controlled by their abusers
and behaviors abusers use against victims*



Retrieved from: [http://www.cobar.org/index.cfm/ID/21078/subID/193/Power-and-Control-Wheel-\(For-Immigrant-Women-and-Their-Partners\)/](http://www.cobar.org/index.cfm/ID/21078/subID/193/Power-and-Control-Wheel-(For-Immigrant-Women-and-Their-Partners)/)

Summary: A strong relationship is based on equality and respect, not power and control. Think about how you want to be treated in a relationship. Participants will come up with a relationship under control, not a relationship that is controlling you.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Seven: Self Esteem

Goal: Explore what it means to have low or high self-esteem.

Objective: By the end of the session

- Participants will learn ways to increase their self-esteem.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Soft ball made out of paper
- Flip chart
- Markers
- Computer
- Projector
- Pencils
- Writing paper
- Handout - Rosenberg's Self-Esteem Scale.

Icebreaker: This exercise is to encourage the participant see something good in themselves.

- a) Ask participants to think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I am Carol and I am caring". Or, "I am Ann and I am amazing".

Learning: Brief overview of material from last session and then topic of the day is introduced. This discussion will focus on measuring the participants' self-esteem and ways to enhance it. Measurement of self-esteem will be done using the Rosenberg's Self-Esteem Scale (**APPENDIX C**), which consists of 10 statements about self like the following: "I feel I have a number of good qualities", "I feel I do not have much to be proud of." These are rated from strongly agree to strongly disagree on a 4 point scale and are tallied to offer a score that ranges for 0-30 with scores below 15 suggesting low self-esteem and score 15-25 as within the normal range.

1. Explain what self-esteem is; give examples of how one feels when they have low and high self-esteem.
2. Explain the use of the self-esteem scale.
3. Have each participant fill it out.
4. Using the guide for scoring, have each participant score their own sheet.
5. Discuss findings.
6. Watch a video- 10 tips for improving your self-esteem.
<http://www.youtube.com/watch?v=Oc-B536E6M>
7. Discuss it.
8. Do a small exercise:
 - a) Have participants sit in a circle
 - b) Have a ball made out paper
 - c) Ask participants to through ball at each other.

- d) When they have the ball, they can say something they will do to increase their self-worth.
- 9. Important to highlight is how self-doubt translates to relationships insecurities, importance of self-forgiveness, and embracing the positive.

Note: Spare some time to discuss any material from the suggestion box.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Eight: Safety Plan

Goal: Explore what self-protection can mean in relationships.

Objectives:

- Each participant will have a chance to create a safety plan for their use in case they are in a difficult or abusive relationship.
- Identify ways to keep safe.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Flip chart
- Writing paper
- Pencils
- Computer
- Projector
- Food
- Handout: Personalized Safety plan

Icebreaker: This exercise emphasizes that lying is difficult and promotes the importance of honesty.

Mime a lie:

Everyone stands in a circle. The facilitator starts by miming an action. When the person on their right says their name and asks “What are you doing?” they reply that they are doing something completely different; for example, the facilitator mimes swimming and says “I am washing my hair.” The person to the facilitator’s right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different. Go around the circle in this way until everyone has had a turn.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning/Discussion:

1. Watch this video: Between World: Immigrant Women and Domestic Violence
<http://www.youtube.com/watch?v=QEXCbI8N6hU>
2. Explain what safety plans are and their importance.
3. Each participant will be expected to think about what might work for them in case of a difficult or abusive relationship and make that into a safety action plan. It does not have to be complicated.
4. Guide participants to fill out the sample personalized safety plan (**Appendix D**).
5. Emphasize that they do not have to share what they write.
6. Facilitator will also be filling out an anonymous safety plan on the flip chart as the discussion continues.

Safety strategies to consider (<https://www.safehorizon.org/index/get-help-8/domestic-violence-35/create-a-safety-plan-1.html>)

- a) **Talk with people you trust** such as friends, family, neighbors and co-workers. Let them know what is happening and talk about ways they might be able to help.
- b) **Consider what you might do to increase safety** during an argument or if you can tell abuse is coming. For example, some rooms in your home may be safer than others.
- c) **Memorize the numbers you might need to use in an emergency**, like 911, a friend's or family member's number, or the local hotline.
- d) **Plan how you would escape if you needed to.** Consider what routes you could take to get to transportation, and where you could go to get to safety; local police station, fire department, hospital emergency room, or 24-hour store. Identify a route that is different from your usual route, and plan to use that in an emergency.
- e) **Consider talking with your children about safety.** Teach them how to call 911, or talk with them about a neighbor's home or place in the community that may be a safe place to go in an emergency.
- f) **Prepare an emergency bag.** You may want to put together a bag that includes money, copies of house and car keys, medicine, and copies of important papers such as birth certificates, social security cards, immigration documents, court orders, and health insurance information. The bag could also include extra clothes, important phone numbers, nonperishable snacks or other things you might need if you had to leave your home in a hurry. If you prepare an emergency bag, you may be able to keep it at a trusted friend's or family member's home. Important phone numbers include the Washington State Domestic Violence hotline at 1.800.562.6025.
- g) **Make a plan for times when you are at work-** You may want to speak with your employer about changing work locations or hours, or alerting security or reception staff to your situation.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Nine: Stress Management

Goal: Explore what stress management is and how to identify stressors.

Objectives: By end of session, participants will be able to

- List stressors in their lives
- Identify ways to deal with them

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

MATERIAL:

- Flip chart
- Markers
- Pencils
- Writing paper
- Gift -leso
- Paper bags for wrapping gift
- Music
- Computer
- Projector
- Food
- Handouts: Stress reduction techniques.

Icebreaker: This exercise emphasizes that relationships are built slowly until you finally get to know one another.

Pass the parcel

1. Wrap a small gift (leso – African women cloth) with many layers of paper.
2. On each layer, write a task or question. For example, sing a song, pray, laugh, cry, hug the next person.
3. Facilitator starts music and participants pass the parcel around the circle.
4. When facilitator stops the music, the participant holding the parcel tears off one layer of paper and carries out the task or question written on the paper.
5. The game continues until all the layers have been unwrapped.
6. The gift goes to the last person to take off the wrapping.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning and discussion: Brief overview of material from last session and then topic of day is introduced.

Facilitator together with the participants will define stress and some of its causes.

Activity:

1. Divide participants into groups of three to four.

2. Ask each participant to share with other group members of situations when they were stressed out and what they did to overcome it.
3. Ask participants to join together as a big group.
4. Ask volunteers to share some of their experiences and what they did to overcome that.
5. Watch two videos
<http://www.youtube.com/watch?v=jVTw4dypBN8> (Effects of stress on your body)
<http://www.youtube.com/watch?v=ig6x-tW61mM>
(Presentation about stress management techniques, strategies, tips, and activities)
6. Ask participants to share their views.
7. Discuss ways to prioritize and set goals for decreasing stress and write on flip chart.

Important to note:

1. Stress is unavoidable in our day to day lives.
2. Stress can be demanding, ruin our energy, and put us down emotionally, physically, mentally, and psychologically.
3. Being aware of it can help us deal with it.
4. It is important to deal with stress as soon as possible because once it escalates it can be damaging to our bodies.
5. How do we prepare to deal with it? Talking to someone trusted about it, taking a breath, doing deep breathing exercises, eating right, having a journal so that you can journal when you are the most happiest and can recall on those moments, reviewing your photos and keeping yourself busy but not ignoring the stressor.

Note: Spare some time to discuss any material from the suggestion box.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Ten: Self-care

Goal: Exploring and experiencing self-care.

Objectives: By the end of the session

- Participants will get an opportunity to explore self-care and its meaning.
- See self-care as thoughts and actions that encompasses all of our senses.
- To create a reminding prompt for women to use outside of group time.

Check in: Participants will sign in, answer a simple question, and then say a short prayer as a group.

Materials:

- Flip chart
- Markers
- Writing paper
- Pencils
- Drawstring bag
- 5 cents coins
- Colored small pieces of paper
- Hearts
- Rubber bands
- Erasers
- Pens
- Fake bananas
- Banana
- Food
- Rosary

Icebreaker: This exercise highlights how non-verbal communication can be helpful or deceiving. Everyone needs to be careful not to jump into conclusions.

Banana game.

1. Ask participants to stand in a circle with their hands behind their backs.
2. One participant volunteers to stand in the middle.
3. Walk around the outside of circle and secretly slip a banana into one participant's hand.
4. Banana is secretly passed round the circle behind the participants backs.
5. The volunteer in the middle job is to study participants' faces and work out who has the banana.
6. When she successfully identifies who has the banana, she joins the circle and another volunteer takes her place.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning: Brief overview of material from last session and then topic of day is introduced.
Area of focus

1. What is self-care?
2. Why is self-care important?

Activity 1: Visual representation of self-care

1. Draw a battery that gives out energy to different things (flash light, solar, car, light bulb etc.) but itself is not plugged into anything.
2. What happens when the battery runs out? Means that every item being charged may not operate as expected.
3. Compare this to a woman who gives all her energy/attention to children, family, community without having a source to charge her energy. What would happen when her energy runs out? Discuss this as a group and have one participant write findings on the flip chart.
4. Discuss - what is self-care? Why is it important? Why do some women struggle with it?
5. Watch this video – Make Self-care your top priority
<http://www.youtube.com/watch?v=VeKiHxkb8q0>
6. Discuss findings and have each participant identify one self-caring activity that they will do in the next two weeks.

Activity 2: Making a Self-Care gift

1. Ask all participants to sit in a circle around a table
2. Give each participant a drawstring bag and a ribbon to tie the bag.
3. Put as many 5 cents coins, elastic bands, colored small pieces of paper, hearts, rubber bands, pens, rosaries, fake bananas, and any other significant items.
4. Ask participants to pick out some items and put them in their bags as they think of what significance these items could be to their lives (in terms of self-care). Facilitator can provide examples such as: Staying flexible may be represented by an elastic band, a heart may show that they are cared about, a coin may represent the desire or aim to get a job.
5. Each participant writes the content of her bag and what they represent on a colored paper. She attached this to the neck of her bag with ribbons: For example: an eraser to forgive myself any mistakes I have made.
6. Discuss some of the findings and write on flip chart.
7. Give an opportunity for questions/comments time.

(Activity 1 & 2 Adapted from <http://www.nifvs.org.au/files/D8181129.pdf>)

Note: Spare some time to discuss any material from the suggestion box.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Eleven: Goal Setting

GOALS: Helps participants gain a sense of control over life outcomes by making informed choices.

Objectives: By the end of the session, participants will be able to;

- Identify barriers to achieving past goals and come up with new remedies.
- Become more comfortable in making decisions.
- Accept credit and rewards for what is done well while admitting mistakes.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Flip chart
- Markers
- Pencils
- Writing paper
- Handouts: Barriers in My Past/Present, Making Better Choice; My Daily Schedule, Thing That Must Be Done.

Icebreaker: This exercise encourages participants to think big of themselves.

Who am I?

- a) Pin the name of a different famous person to each participant's back, so that they cannot see it.
- b) Ask participants to walk around the room, asking each other questions about the identity of their famous person.
- c) The questions can only be answered by "yes" or "no".
- d) For those who figure out who they are, have them sit down.
- e) For those who will not figure out who they are, give hints.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning: (Adapted from

<http://publichealth.lacounty.gov/sapc/resources/LifeSkillsSupportGroupCurriculumVol1.PDF>)

Activity 1 (a).

1. Together with participants, list examples of things that interfere with accomplishing goals.

Examples of things could be;

- a) I have trouble taking the first step.
- b) I need childcare.
- c) I did not finish high school.
- d) I am too old to go back to school.
- e) I do not know where to start.

- f) I lack basic work skills
- g) I cannot speak good English.
- h) Other....

2. Ask each participants to fill out this worksheet.

MY LIFE HAS MEANING WHEN:

A: I CAN.....

- a)
- b)
- c)
- d)

B: I HAVE.....

- a)
- b)
- c)
- d)

I WOULD BE MORE SATISFIED WITH MY LIFE IF

A) I COULD.....

- a)
- b)
- c)
- d)

THINGS I REALLY ENJOY DOING

- a)
- b)
- c)
- d)

IF I HAD TO REWARD MYSELF FOR DOING SOMETHING WELL

A) I WOULD.....

- a)
- b)
- c)
- d)

3. Discuss these findings as a group and write on flip chart.

4. Give time for questions and/or comments.

Activity 1 (b):

Have participants fill out the following handout.

BARRIERS IN MY PAST

List some of the things, situations, or people that have hindered you in the past from achieving your goals.

- a)
- b)
- c)
- d)

BARRIERS IN MY PRESENT

There are things, situations or people that are currently interfering with you reaching your goals.

- a)
- b)
- c)
- d)

MAKING BETTER CHOICES

Most mistakes in the past can be attributed to making poor choices. The good thing about past failures is the opportunity to learn from them. We learn what not to do, who to trust and why. We also learn that more help or information may be needed next time.

A: SOME THINGS I HAVE LEARNED FROM PAST MISTAKES

- a)
- b)
- c)
- d)

B: WHEN I SUCCEED AT A GOAL I PLAN TO REWARD MYSELF BY

- a)
- b)
- c)
- d)

Activity 2: Setting priorities which focus on daily tasks based on (1) importance, (2) consequences, (3) resources and (4) self and family needs.

1. Give participants a hand out of the daily schedule and have them fill out for a typical day

MY DAILY SCHEDULE

Write in your daily schedule

- 6AM
- 8AM
- 10AM
- 12AM
- 2PM
- 3PM
- 4PM
- 6PM

8PM
10PM

2. From the daily schedule, have them check off the most important things that must be done.
3. List three things that are a priority (doctors' visits, bills)
 - a)
 - b)
 - c)
4. List 3 things that you could put off for another day if necessary.
 - a)
 - b)
 - c)
5. Discuss findings and guide participants using an example of your own.
6. Give time for questions/comments.

Check out/Closing: After the closing prayer, each participant will answer a question asking them to say at least one new thing they learned from the group meeting today. They will then sign out and leave. Members are encouraged during any time of the group session to use the suggestion box for any question or comments that they may not feel comfortable sharing in a group setting.

Thank everyone for attending the group meeting.

Session Twelve: Closing

Goal: Overview of topics, discussion of suggestion/comments/questions from the suggestion box.

Objective: To solidify learning, interaction, and celebration.

Check in: Participants will sign in, answer a simple question, and say a short prayer as a group.

Materials:

- Box
- Flip chart
- Writing paper
- Markers
- Computer
- Music
- Food
- Completion certificates

Icebreaker:

Exercise 1: Presenting gifts (to check out how well participants have bonded during this time).

1. Put participants' names in a box.
2. Pass the box around and ask each person to pick a name. If they get their own name they have to put it back and choose another.
3. Give the group a few minutes to think of an imaginary gift they would present to the person whose name they have drawn.
4. Ask them also to think how they would present it. Go round the group asking each person to present their imaginary gift.

Exercise 2: Writing on backs – This exercise is to help appreciate each other.

1. Ask participants to stick a piece of paper on each other's backs.
2. Each participant then writes something they like, admire, or appreciate about that person on the paper on their backs.
3. When they have all finished, participants can take their papers home with them as a reminder.

(Adapted from http://icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Learning:

1. Highlights of topics learned during the entire session.
2. Review of any materials in the suggestion box that have not been addressed.
3. Allow time for questions and comments.

4. Watch a video as you eat together: I Choose to be Happy
<http://www.youtube.com/watch?v=sohGDfNQV7M>
5. Discuss any comments/suggestions.
6. Allow time for socialization/celebration – relaxing music in the background.
7. Issue each participant a completion certificate.

Post Survey (**APPENDIX E**): Have each participant fill out a post-survey questionnaire that will be used to evaluate if the program met its goals.

Check out: After the closing prayer, each participant will sign out and leave at will. Once the session is over, facilitators will be available to attend to participants needs.

Thank everyone for attending the group meetings, give your contacts.

Appendix A

Pre Survey

Please tell us about your experiences by answering the questions below

1. Tell us what the word “safe” means to you.

2. How safe do you feel now?

1. Not safe at all
2. Somewhat safe
3. Mostly safe
4. Very safe

3. What things have made you feel safer? How important is this for you to feel safe?
1=Not important to 4= Very important

Talking to others about my situation	1	2	3	4
Having a safety plan	1	2	3	4
Leaving the abuser/abusive situation	1	2	3	4
Being able to say No to abusive situation	1	2	3	4
Increased self-esteem	1	2	3	4

4. How prepared are you to ensure that you remain safe in the future?

1. Not prepared at all
2. Somewhat prepared
3. Mostly prepared
4. Very prepared

Appendix B

Are you being abused? Adult Quiz

- Are you afraid to disagree with your partner?
- Does your partner humiliate you or criticize you in front of other people?
- Does your partner often check up on you or ask you where you've been?
- Does your partner act jealous or wrongly accuse you of flirting?
- Does your partner blame you for the way he/she treats you?
- Does your partner make it hard for you to see friends or family?
- Does your partner make you feel you're always wrong or a little crazy?
- Has your partner ever threatened to hurt you, your children or pets?
- Has he/she ever followed through?
- Has your partner threatened suicide if you leave?
- Does your partner blame drinking, drugs, a bad childhood, or stress for abusive behavior? Try to pass it off as not a big deal?

Retrieved from: <http://www.nextstepdvproject.org/home/are-you-being-abused-adult-quiz.html>

Appendix C

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agrees to strongly disagree.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

1. On the whole, I am satisfied with myself.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
2. At times, I think I am no good at all.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
3. I feel that I have a number of good qualities.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
4. I am able to do things as well as most other people.
 - a) Strongly agree
 - b) Agree
 - c) Disagree

- d) Strongly disagree
5. I feel I do not have much to be proud of.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
6. I certainly feel useless at times.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
7. I feel that I'm a person of worth, at least on an equal plane with others.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
8. I wish I could have more respect for myself.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
9. All in all, I am inclined to feel that I am a failure.
- a) Strongly agree
 - b) Agree
 - c) Disagree

d) Strongly disagree

10. I take a positive attitude toward myself.

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

Guide for scoring – this piece will not be included when the participants are originally given the scale to measure their self-esteem. Once the facilitators have guided the participants to score their own sheets, then the scoring guide can be availed to them.

Scoring: Strongly Agree=3, Agree=2, Disagree=1, Strongly Disagree=0. Items with an asterisk are reverse scored, that is, Strongly Agreed=0, Agreed=1, Disagree =2, Strongly Disagree=3. Sum the scores for the 10 items. The higher the score, the higher the self-esteem. Scores below 15 suggest low self-esteem.

Appendix D

Personalized Safety Plan

The following steps represent *my* plan for increasing my safety and preparing in advance in the event of an abuse. Although I do not have control, over my partner's violence, I *do* have a choice about how to respond to him/her and how to best get myself and my children to safety.

I can use some or all of the following strategies:

- A. If I decide to leave, I will _____.
(What doors, windows, elevators, stairwells or fire escapes can I use?)
- B. I can keep my purse and car keys ready and put them (place) _____ in order to leave quickly.
- C. I can tell the following people about the violence and request that they call the police if they hear suspicious noises coming from my home:

- D. I can teach my children how to use the telephone to contact the police and the fire department.
- E. I will use _____ as my code word with my children or my friends so they can call for help.
- F. If I have to leave my home, I will go _____.
(Decide this even if you don't think there will be a next time.)
If I cannot go to the location above, then I can go to _____ or _____.
- G. I can also teach some of these strategies to some/all of my children.
- H. When I expect we are going to have an argument, I will try to move to a space that is lowest risk, such as _____.
(I will try to avoid arguments in the bathroom, garage, kitchen, near weapons or in rooms without access to an outside door).
- I. I will use my judgment and intuition. If the situation is very serious, I can give my partner what he/she wants to calm him/her down. I have to protect myself until I/we are out of danger.
- J. Pack a bag with a change of clothes for myself and my children, some cash, an extra set of keys, toothbrushes and other toiletries, and hide it or leave it at your safety spot. I'll pack a bag and keep it _____.

K. Leave important documents, like birth certificates, with someone you trust.
I'll leave important papers with_____.

L. Get a prepaid cell phone so your batterer cannot trace your calls from the cell phone bill.

M. Memorize the domestic violence hotline number:1 800.799.SAFE (7233)

N. Stay safe on the Internet.

- a) Avoid using email to talk about abuse or your abuser.
- b) Use a safe computer – at a library, a friend's house, a community college -change your account (Yahoo, Gmail) if your abuser monitors it.
- c) Avoid social networks, e.g. Facebook, twitter.

O. Stay safe at work.

- a) Talk to your manager or at least one co-worker about the situation.
- b) Ask staff who answers phones not to put calls through from your batterer.
- c) Get a protection order and ask co-workers to tell you if your abuser shows up at your workplace, violating the order. Then report it to police.
- d) Ask a coworker to walk you to your car.

IMPORTANT:

I always have the right to feel safe—no matter who I am hanging out with. If I think that I am in an unsafe relationship, I can do some or all of the following things to increase my safety.

1. When I have to talk to my partner in person, I can:

2. When I talk to my partner on the phone, I can:

3. When I feel a fight coming on, I will try to move to a place that is lowest risk for getting hurt, such _____ as

_____ or _____

4. I can call, text, or email the following people at any time if I am feeling threatened or unsafe and they will help me:

I will decide for myself if and when I will tell others that I am in or have been in an unsafe relationship, or if I am still at risk. Friends, family, coworkers, and school personnel can help protect me, if they know what is happening and how they can help.

1. I can tell a family member, teacher, coworker, boss, or friend about my situation. I feel safe telling:

_____ , _____ , _____ .

2. I will make up a “code word” for my family, teachers, coworkers, or friends, so they know when to call for help for me. My code word is:

_____ .

3. I can ask the following people to call the police if they see my partner bothering me:

4. I can ask _____ , _____ , or _____ to help screen my phone calls at home or work.

5. When leaving work or school, I can _____ .

_____ .

6. If problems occur while I am walking, riding, or driving home can _____ .

_____ .

7. If I use the school bus or public transportation, I can _____ .

_____ .

8. I can take a different route or change the time I leave when I walk if I think my abuser will follow me.

9. I can also _____ .

_____ .

For Myself:

1. If I feel down, I can talk to sources of support, like family, friends, neighbors, teachers, youth ministers, or a helpline. The people and numbers I can call include:

2. I can attend a support group for women who have been in unhealthy relationships. Support groups are held:

_____ at _____ .

3. Other things I can do to make myself feel better include:

Adapted from: <http://www.ncbi.nlm.nih.gov/books/NBK64443/>

Appendix E

Post Survey

Please tell us about your experiences in the program by answering the questions below

1. Tell us what the word “safe” means to you.

2. How safe do you feel? (Please circle how you felt before this joining this program and now)

Before	Not safe at all	Somewhat safe	Mostly Safe	Very safe
Now	Not safe at all	Somewhat safe	Mostly safe	Very safe

3. What things have made you feel safer? How important is this for you to feel safe?
1=Not important to 4= Very important

Talking to others about my situation	1	2	3	4
Having a safety plan	1	2	3	4
Leaving the abuser/abusive situation	1	2	3	4
Being able to say No to abusive situation	1	2	3	4
Increased self-esteem	1	2	3	4

4. How prepared are you to ensure that you will be safe in the future?
 - a. Not prepared at all
 - b. Somewhat prepared
 - c. Mostly prepared
 - d. Very prepared

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