

Latin@ Support Group

A Guide to Psychoeducational Support Groups
for Latin@ Survivors of Sexual Violence

Guide



A Supplement to Circle of Hope



WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS

Latin@ Support Group *Guide*



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for Latin@ Survivors of Sexual Violence

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Washington Coalition of Sexual Assault Programs

4317 6th Avenue SE, Suite 102

Olympia, WA 98503

(360) 754-7583 / (360) 709-0305 TTY

www.wcsap.org

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INTRODUCTION



This guide is intended to provide a basic outline for support group facilitators that are seeking to establish or enhance sexual assault support groups for adult Latin@ survivors in Washington State. Recognizing the expertise current facilitators have working with Latin@ survivors and also acknowledging the need for new facilitators to obtain a basic foundation to build upon, this guide provides generalized guidelines for structuring, marketing, and facilitating support groups. This provides Latin@ survivors a safe environment in which they are able to share and receive support around experiences with sexual violence. You can and should adapt the materials to work with your unique group and community. Consider making adaptations to be entirely inclusive of Latin@ survivors who also identify as lesbian, gay, bisexual, queer, transgender, living with a disability, pregnant and parenting, or those held at local detention centers. There are unlimited possibilities for inclusion; it is important for facilitators to approach the subject with humility and allow participants to determine what they need to feel welcomed and included in the support group.

The 2010 U.S. Census found that the state of Washington's Latino population grew 71 percent in the last decade (KCTS9, 2013). Washington's Latino population increased from 4.4% in 1990, to 7.5% in 2000, to 12.2% (or 861,506 people) in 2014. (United States Census Bureau, 2001, 2015)

Throughout this document, we have chosen to use the term "Latin@" rather than the longer "Latino or Latina" or the plural male version ("Latinos") that is often used inclusively. We made this choice to indicate gender equality and neutrality. Language is a powerful tool. It is ever-evolving to reflect our culture. We create new words and use words in new ways to reflect our lived experiences and identities. WCSAP strives to reflect this cultural progression when discussing the experiences of survivors and advocates of all genders. You also may notice that at times we use "they" as a singular pronoun in our publications. We understand that men,

people who identify as transgender, and those who do not identify within a gender binary (male or female only) are also affected by the abuse we describe, some at higher rates. Please note there are a few instances where we use the term “Latina” only because we are citing studies where the researchers speak in terms of “women.”

People who identify as transgender experience sexual assault at rates 50% higher than cisgender individuals, or those who identify with the sex assigned at birth. See the section Latin@ or LatinX? for more information on being inclusive of those who identify as transgender in your group.


This Guide is a supplement to the Washington Coalition of Sexual Assault Programs’ (WCSAP) general guide to psychoeducational support groups, Circle of Hope, Second Edition (2014). Any mention of information from the Circle of Hope in this guide refers to the Second Edition. Circle of Hope provides excellent information about the nature of psychoeducational groups and how they differ from self-help and therapy groups. In addition, it includes information about how to select participants, work with a co-facilitator, establish a curriculum, handle the inevitable concerns that arise in the course of running groups, and maintain healthy boundaries in group work. This Guide does not duplicate that information, and should be used in conjunction with Circle of Hope, which is available online at [WCSAP Website Circle of Hope \(PDF\)](http://www.wcsap.org/circle-hope-guide-conducting-effective-psychoeducational-support-groups) (<http://www.wcsap.org/circle-hope-guide-conducting-effective-psychoeducational-support-groups>.)

As with Circle of Hope, this Guide provides information specifically relevant to psychoeducational groups according to the guidelines provided by the Office of Crime Victims Advocacy for community sexual assault programs in the state of Washington. The goal of this supplemental manual is to encourage support groups where Latin@ survivors of sexual violence can feel welcomed, included, and supported.

Although we have used a psychoeducational structured format in this guide, we realize that adaptations may need to be made to meet the unique needs of Latin@ communities. Example adaptations may include: flexible arrival time, drop-in groups, or meeting with the same group of Latin@ survivors for extended periods of time or lengthier group sessions.



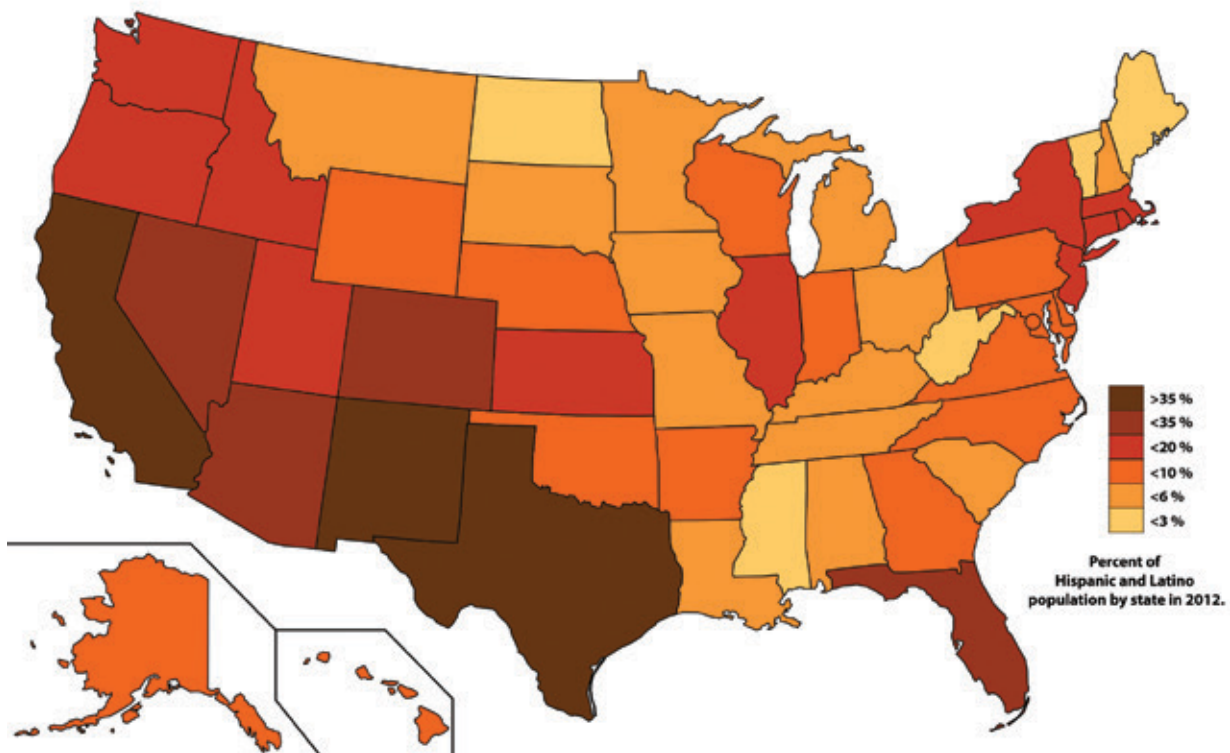
LATIN@ SURVIVORS OF SEXUAL VIOLENCE SUPPORT GROUPS



SECTION 1

LATIN@ SEXUAL VIOLENCE SURVIVORS

According to the National Intimate Partner and Sexual Violence Survey, approximately 1 in 7 Latina women in the United States have experienced rape in their lifetimes, and more than 1 in 3 have experienced other forms of sexual violence; 1 in 7 have experienced stalking; and more than 1 in 3 have experienced intimate partner violence (Black et al., 2011). Considering these statistics and then reviewing the map below of Latin@ population within the United States, will illustrate the need for addressing sexual violence in Latin@ communities.



(Zifran, 2015)

Sexual violence is rarely spoken about within the Latin@ community, but the truth is that many have experienced sexual abuse in their lifetime. According to the No Más Study, more than a third of Latina women and one in five Latino men know someone who is a victim of sexual assault (Lake, Snell, Gormley, Wiefek, & Lethbridge-Cejku, 2015). Approximately 7.9% of Latinas are raped by a romantic partner during their lifetime (Thaden & Thoennes, 2000) and sexual harassment in the workplace was reported as a major problem by 77% of the Latinas

surveyed by the Southern Poverty Law Center (2009). Domestic workers are reported to be especially vulnerable to sexual exploitation because they depend on their employers for their livelihood and may live in constant fear of deportation. Campesinas, or women farmworkers, are particularly vulnerable to sexual assault in the workplace. Latina girls reported that they were likely to stop attending school activities and sports to avoid sexual harassment (American Association of University Women, 2001). For immigrants who make the journey across the Mexico-U.S. border, rape has become so prevalent that many women take birth control pills or get shots before setting out to ensure that they won't get pregnant (Watson, 2006). A staggering 80 percent of Central American girls and women crossing Mexico en route to the United States are raped along the way (McIntyre, E. and Bonello, D., 2014).

Seeking out support services is a huge accomplishment for any survivor of sexual violence; this is especially true for Latin@ survivors, as they must overcome unique barriers in order to reach your sexual assault program. Latin@ survivors must grapple with the decision to seek services, as this often forces them to involve systems that could potentially cause further harm to their families or put them in a position to suffer additional systemic barriers. The adverse effects of system involvement can include retaliation within their employment, loss of housing, or increased threat to their parental rights.

With regard to reporting crimes, Latin@ communities' history with adverse laws and policies may increase fear, and must be acknowledged. Two specific examples are the unsuccessful Secure Communities (S. Com) program and the new Priority Enforcement Program by Immigration Custom Enforcement (ICE). For more information on these programs you may visit the [ICE website](https://www.ice.gov/secure-communities) at <https://www.ice.gov/secure-communities>. The history of violence associated with corrupt criminal justice systems across Latin America can also play a role in fear of reporting. In a survey by the University of Chicago, 44 percent of Latinos stated they were less likely to contact police officers to report crime victimization because they feared that police would use this interaction as an opportunity to inquire into their immigration status or that of people they know (Theodore, 2013).

In addition, because the importance of family is a core personal and cultural value to many, individuals suffering from feelings of intense guilt and shame may not disclose the sexual abuse for fear of disrupting family dynamics. The needs of the Latin@s' family may come before all else, including their own healing and expressing what has happened to them. The fear of not being believed, being disowned, or being viewed as an "immoral" person is very real and should be addressed. Latin@ survivors you work with may not understand how sexual abuse has impacted their life; they may not identify the experience as rape if it was not physically violent or if the perpetrator was their partner.

Since we know that the experiences of Latin@ sexual assault survivors are quite diverse, we must seek to increase our understanding of historical traumas, specific linguistic needs, and current cultural traditions in order to develop services that help address sexual violence in Latin@ communities. While your own cultural background may be helpful in understanding the survivors in your group, their backgrounds may be very different from yours. Latin@ is a broad term and space should be given to explore the cultural experience and background that is unique to each individual. All Latin@ survivors, advocates, facilitators, interpreters, counselors and community leaders will be speaking from their own experiences as immigrants or as United States native-born individuals whose parents may be first, second, or third-generation immigrants. Each will be drawing from the histories and culture of any of the 22 Latin American countries (who may speak Spanish, Portuguese or any of the hundreds of indigenous languages), all of which have their very own cultural identities.

Each support group will look different, and the group content should be reflective of the diversity in the room. We recognize that there is no “one size fits all” approach. Advocates should ask questions about and be aware of cultural, family, and community norms and beliefs that may affect the experiences and healing of each group participant. This curriculum is to be used as a general outline by advocates working with Latin@ survivors and modifications will depend on the experiences and identities of your group participants.

Survivors in Latin@ communities experience multiple forms of oppression on a daily basis, which may include rigid gender roles within the home (machismo), racism and stereotyping. It is important to recognize and inform yourself about the historical and current trauma experienced by Latin@s within your local community. For general guidance on this topic, see [The National Child Traumatic Stress Network Spotlight on Culture: Working with Immigrant Latin-American Families Exposed to Trauma](http://nctsn.org/sites/all/modules/pubdCnt/pubdCnt.php?file=/sites/default/files/assets/pdfs/NCTSN_SOC_Fall2011.pdf&nid=920) (http://nctsn.org/sites/all/modules/pubdCnt/pubdCnt.php?file=/sites/default/files/assets/pdfs/NCTSN_SOC_Fall2011.pdf&nid=920).

Latin@ culture contains both strengths and barriers to healing for survivors of sexual violence. For many Latin@ families, religion and community are the keys to holding their lives together. The intersections of faith, family, and community help to establish natural support networks that provide emotional, financial, and social support and increase resilience. By focusing on these strengths while validating and working through (or around) barriers, survivors can move forward from recent or historical sexual abuse.

Barriers you may need to work around:

- ▶ Traditional gender roles and beliefs about marriage
- ▶ Attitudes toward sexual assault and intimate partner violence
- ▶ Beliefs or values around virginity
- ▶ Cultural norms against sharing personal information with strangers
- ▶ Cultural norms against sharing family secrets
- ▶ The tendency to place the family's well-being above one's own
- ▶ Ideas or beliefs brought from the country of origin
- ▶ Fear of violence
- ▶ Fear of authority
- ▶ Taboos against talking about sex and abuse
- ▶ Negative experiences with the legal system in survivors' country of origin

Latin@s have a history of incredible strength and resilience. Reminding a survivor that they have strengths within them that they did not deserve what happened to them, and that healing is possible, will help the healing process. We know that when a survivor has a strong support system, trauma symptoms are greatly reduced. When an advocate tells a survivor that the rape was not their fault, that they are still a worthy person, and that they are believed, it may be the first time they are hearing this. It is also important to know that individuals close to survivors may not hold the same beliefs, which is why support groups are crucial. The group setting may serve as the key to healing for a Latin@ survivor as it provides the opportunity to decrease isolation, increase their voice, and experience empowerment with other survivors within the strength and wisdom of their own community.



Tu voz, or “your voice,” is a term used to describe the experience of not being silenced by sexual violence any longer. We have used tu voz throughout this support group guide to represent the positive impact on survivors’ lives when they are given space and are able to speak out about their experiences.

Working with Survivors of Intimate Partner Sexual Violence

Intimate partner sexual violence (IPSV) is the use of threat, manipulation, physical violence, or coercion to force a current or former intimate partner into unwanted sexual contact or activity. IPSV can also include reproductive coercion, in which a person exerts control by influencing their intimate partner's reproductive rights and choices using force, threats, or manipulation. This can include restricting access to birth control, refusing to wear a condom, forcing a partner to get an abortion, or not allowing them access to abortion services, among other examples.

For sexual assault support groups for Latin@ survivors, your awareness of IPSV will help you to include discussion of intimate partners as perpetrators whenever appropriate. However, it will be important for you to understand that some Latin@ survivors may not believe they can be raped by their intimate partner, especially if it is their spouse. There is a belief within the culture that it is a woman's duty to be available for sex at any time her husband demands it. Further, even when the survivor identifies herself as an IPSV survivor, she may not view this rape as equally significant as other experiences of sexual violence. An example of this could be a migrant farmworker, who has experienced both workplace sexual violence and IPSV, states the workplace rape as having a greater impact on their life than the partner rape.

As a facilitator it is important to consider that personal values may vary significantly and that is okay. Advocates meet and support survivors on their chosen healing path. They provide every option regardless of the advocate's own beliefs about how healing takes place, such as in the context of formal psychotherapy. At the appropriate point in the group process, raising the issue of IPSV may prompt meaningful discussion.

Survivors of IPSV

During group, set boundaries early to avoid participants engaging in debates over personal values within the culture or home. You can focus on providing facts, such as, "In Washington State, there is a law that says it is not permitted to have sex with one's spouse without their consent, regardless if physical force was or was not used. This is considered marital rape."

Working with Survivors of Workplace Sexual Violence

There are many settings in which workplace sexual violence occur. We know by talking with advocates throughout Washington State that sexual violence experienced by farmworkers is a distinct and significant problem. Latin@ farmworkers have an increased risk of sexual violence for a number of reasons, such as:

- ▶ perpetrators abusing their authority, with the knowledge that Latin@ farmworkers may not be aware that they have rights within the United States,
- ▶ survivors (especially if they are undocumented) may be afraid of law enforcement and will not report,
- ▶ survivors may be silenced by personal shame and guilt surrounding the sexual assault, and
- ▶ survivors could be exchanging sex for housing or other basic resources and may express self-blame or fear; this can be an enormous barrier to seeking help.

Many Latin@ farmworkers who have experienced sexual violence may not know there are local programs that care about their safety and want to help. Even if they are aware of services, these may not be physically accessible, culturally relevant or have anyone who speaks the survivor's language. Your community sexual assault program and support group may be the only resource available for healing from sexual violence. Depending on demand, you may be able to facilitate a support group specifically for farmworkers who have experienced workplace sexual violence. Regardless, knowledge of workplace violence dynamics and resources for Latin@ farmworkers is essential for any advocate facilitating Latin@ support groups.

Farmworker Survivors of Sexual Violence

77 percent of Latinas said that sexual harassment was a major problem in the workplace (Southern Poverty Law Center, 2009).

WHY CONSIDER SEPARATE SUPPORT GROUPS FOR LATIN@ SURVIVORS?

While the cultural identity of each Latin@ survivor varies, it can be helpful to the healing process to have a support group specifically by and for this community. Most often the greatest benefit from support groups comes from peer learning and discussion. It is vital that a safer space is created prior to engaging in deep discussion. Latin@-specific support groups can create safer spaces for healing, where participants can talk about norms within their culture without having to explain them in detail. It can feel much safer to open up to a group that understands how deep cultural traditions and beliefs impact the options and choices they have. In Latin@-specific support groups, participants may be able to speak in their preferred language without an interpreter and group members can be empowered and empower others within their own community.

Even when you facilitate a separate support group for Latin@ survivors, it is important to know that there will still be varied experiences and realities for survivors within the group. Participants may have different home countries, socioeconomic status, levels of acculturation, immigration status, and support networks. They may have experienced child sexual abuse or another type of trauma—past, recent, or current. The perpetrator may have been a relative, boss, landlord, taxi driver or neighbor.

Some facilitators feel strongly that groups should be restricted to participants with as similar trauma histories as possible—for example, a group with all survivors of child sex abuse or all survivors of workplace sexual violence. Other facilitators argue that this is not necessary, that survivors are still able to build solid support and heal from trauma with other group members that have drastically different stories. Having varied ages and generations of members in the support group offers a similar controversy. Some facilitators prefer generational groups, such as a “young Latina women’s group”; others express the value in varied levels of life experience and knowledge during group discussions. You could bring this question up during screening and survey each survivor’s feeling around group expectations and structure.

Ensure you provide the safest environment possible for healing (see section on “safety” under Group Format). It is recommended that survivors directly inform your decision of who can be invited to join the group. However, depending on the size of your community and the demand for your group, it may not be efficient or possible to hold separate groups.

RECRUITING AND MARKETING FOR YOUR GROUP



When you promote your agency's ability to serve Latin@ survivors in support groups, you are also advertising the value of all advocacy services for survivors in your community. It is important to assess your agency's commitment and capacity to work with Latin@ survivors along the continuum of services. Latin@ survivors may initiate services because they are interested in attending a support group and then go on to request legal, medical or other general advocacy support as they start to heal. It is important to be prepared to present viable options and resources to survivors, carefully considering various barriers. Support group facilitators can assume an important leadership role within sexual assault programs by highlighting the needs of Latin@ survivors, sharing resources and training opportunities with colleagues, identifying gaps in services and barriers to access, and offering feedback from the survivors in their groups. Prepare to help your program increase its capacity to serve the diverse needs of Latin@s, including those with disabilities, LGBTQ survivors, and those who are pregnant and/or parenting.

Getting a group off the ground is not an easy task, especially if you live in a rural community. Though you may get some specific requests for a group, you will need to do some creative networking and advertising to gather enough participants.

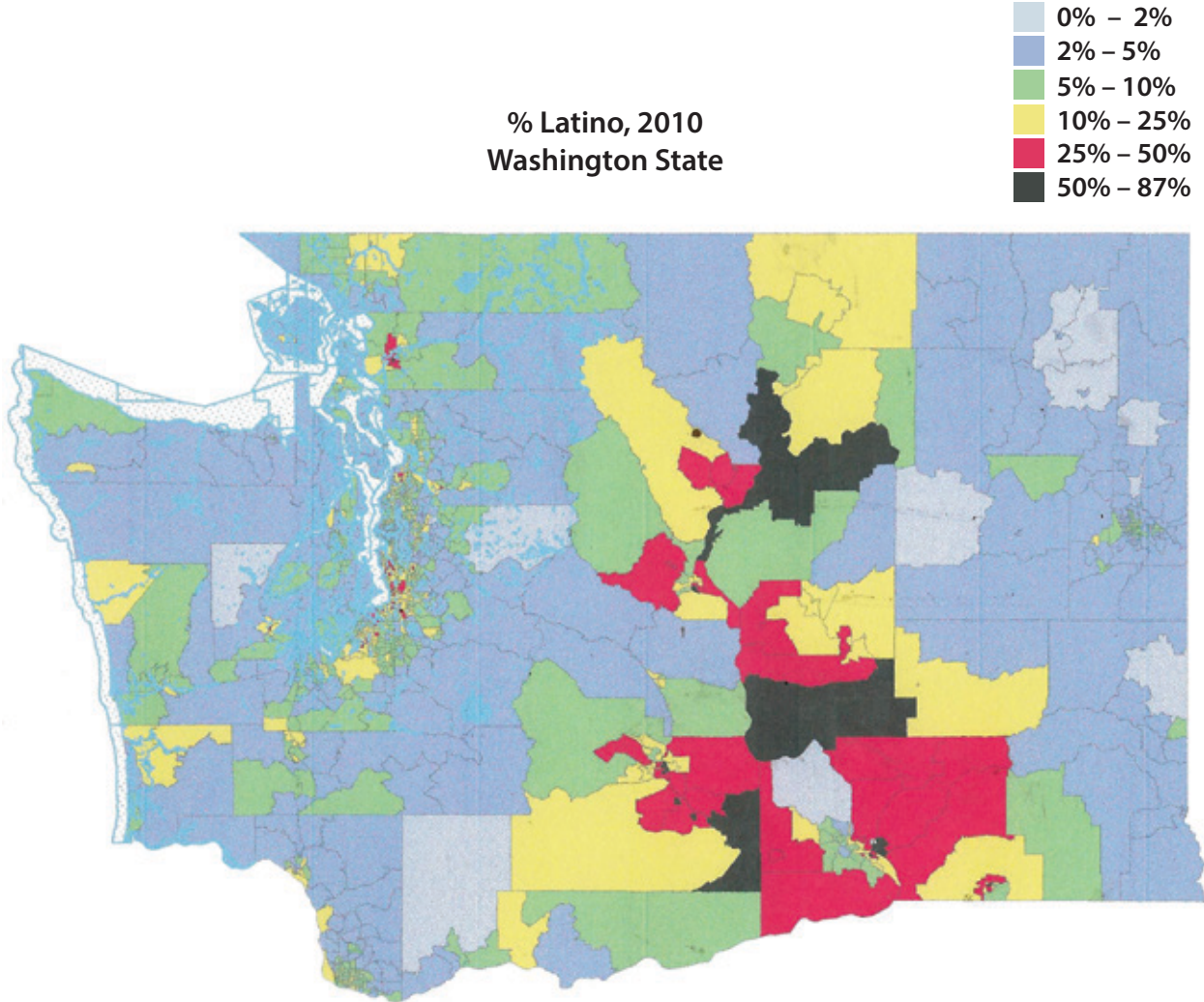
Prepárese Prepare

To reach as many survivors as possible, you must advertise your support group in a variety of ways. Prepare early by developing presentations, creating flyers, and connecting with Latin@ allied and supportive organizations. Be sure you are familiar with the multiple languages that may be spoken in your community.

Word of mouth is especially effective in marketing your support group to Latin@ survivors. A few Latin@ survivors who have received helpful services from a program will send their friends, families and others from their community to your agency. Advertise your group to community agencies, community groups, schools, day care centers, church groups, ESL classes, or informal meetings. Be patient while you get the word out and develop trust within the community. This will take time, especially if you are a new advocate or new to the area. Time spent relationship-building is essential for creating any strong services with the Latin@ community.

Conozca a su comunidad
Know your community

Latin@ communities look different throughout Washington State. The range of Latin@ cultures in Washington State varies greatly; for example some locations have a large Mexican community, while other areas may have large Peruvian populations. It is important to know who lives in your region and what specific cultures and languages to take into consideration before beginning the marketing and recruitment process. You can start by reaching out to agencies that serve the Latin@ community and request resources. Attend local cultural events and meet community members. Bilingual/bicultural Latin@ advocates can also benefit from fully immersing themselves in the diversity of Latin@ cultures in their area. Be certain to note all languages you discover being spoken; this will provide you a head start on locating interpreters for potential clients.



(Morrill, 2011)

Comience dentro de su agencia

Start with your agency

Do other staff members know you are starting a group and do they understand its purpose? Advertise and educate at staff meetings or case conferences so everyone is informed. Advocates can and should inform every survivor of the option to join a support group. Reminding co-workers and training all new staff on this practice can create a significant increase in survivors' interest in participating in group. Therapists within your agency may also be able to provide referrals. Many times therapists are grateful to be able to refer their clients to such a rare free resource. Meet with your program's prevention educator and outreach staff. Ask them to bring flyers and inform other professionals, groups, and community members at events and trainings. If you are a multi-service agency, be sure the information is distributed to all departments. Recruiting and marketing requires a team effort to be as efficient and successful as possible.

Corra la voz

Spread the word

If community members do not know that your agency offers Latin@ support groups, they are not going to seek your services. Check your agency outreach materials to ensure it highlights your commitment to serving Latin@ survivors, and be sure that your chosen support group setting is welcoming. Advertise the availability of bilingual/bicultural advocates at your community sexual assault program. Reach out to your network of local community leaders to help get the word out about your upcoming group. Connect with organizations that already offer services to Latin@s in group settings, such as parent support groups, English Language Learner (ELL) classes, community workshops, bilingual story times, and back-to-school nights.

It is important for your agency to be aware and prepared for the influx of survivors from the Latin@ community that will seek services once this capacity is perceived. Facilitators need additional office hours for follow up with support group participants. Latin@ clients will stay longer in services because the barriers to alternative services are so high. Many will come with needs often outside the scope of your services. Your agency should be aware that this leads to higher caseloads for bilingual bicultural advocates and facilitators. Agencies will need to have a plan in place of how to best support bilingual bicultural advocates who experience higher levels of vicarious trauma than monolingual advocates. For more information on how to best support bilingual bicultural advocates see the Resources Sharing Projects publication, [Supporting multilingual and bicultural rural advocates \(PDF\)](http://resourcesharingproject.org/sites/resourcesharingproject.org/files/Supporting%20Multilingual%20and%20Bicultural%20Advocates.pdf), (<http://resourcesharingproject.org/sites/resourcesharingproject.org/files/Supporting%20Multilingual%20and%20Bicultural%20Advocates.pdf>)

Revisar sus archivos de clientes Review old client files

Maybe you worked with someone last year who wasn't quite ready for the group process or able to make the time commitment. Make a quick phone call to see if it would be a better fit this time. Always keep a list of Latin@ survivors who have expressed interest so you can check back with them when a group is getting started. Be sure that you have asked if it is okay to add them to a waitlist and if it is safe to call them.



Construya sus conexiones comunitarias Build your community connections

Send the information out to your email list and take some flyers to your multidisciplinary team meetings. Your community and system partners will be happy to have a resource when someone asks them for sexual violence support services. Use this opportunity to build your network and spread the word. Don't limit yourself. Build connections with other groups and professionals in the area. You can talk about the group to doctors, church members, administrators, directors of agencies, social workers, and nurses, among others, and ask for their collaboration to publicize the group. You can help them make informed and appropriate referrals by providing information about the group and the screening process. Please see the guidance document on [Supporting Multilingual and Bi-cultural Advocates \(PDF\)](http://resourcesharingproject.org/sites/resourcesharingproject.org/files/Supporting%20Multilingual%20and%20Bicultural%20Advocates.pdf), created by the Resource Sharing Project (<http://resourcesharingproject.org/sites/resourcesharingproject.org/files/Supporting%20Multilingual%20and%20Bicultural%20Advocates.pdf>).

Creatividad Creativity

Within the Latin@ community there are different levels of acculturation or assimilation and there is much diversity. You must be creative in finding places to reach all survivors.

Some marketing ideas include:

- ▶ Concert venues
- ▶ Bilingual storytime at the public library
- ▶ Spanish and English language radio advertisements
- ▶ ECEAP or Head Start
- ▶ Child care centers
- ▶ Community resource agencies or health department
- ▶ Cultural appreciation nights at schools
- ▶ English Language Learner (ELL) classes
- ▶ Schools (universities, community colleges and/or technical training institutions)
- ▶ Women, Infants, and Children (WIC) Program
- ▶ Community action council
- ▶ Community health centers

Anuncios de Televisión, Radio y Redes Sociales TV Ads, Radio and Social Media

As the Latin@ community increases, forms of communication by local media are shifting to accommodate Spanish-language audiences. It could prove beneficial to identify the local Spanish radio stations, social media networks/groups, and local television stations accessed by Latin@s to help you connect with your community. You may be able to advertise your agency's services and promote upcoming events. Community media is also a great tool for staying up-to-date with community events and celebrations that could help you build your local network.

LATIN@ OR LATINX?



The term LatinX (pronounced “La-teen-ex” or “La-teen-ess”) is quickly becoming the common term among people in the United States of Latin American descent who seek to include all gender identities in order to escape the implicit gender binary (the assumption that every person identifies as either male or female). The use of the “X” makes the word gender-neutral. “Latin@” only reflects the “o” and the “a”, which is limited to the masculine and feminine, while LatinX includes people who do not identify within a gender binary and/or those who use gender-neutral pronouns, such as “they” or “their.” There is confusion and division between Latin@ LGBTQ groups on the usefulness of using “LatinX” in place of Latin@, including arguments that the entire Spanish language and indigenous languages are gendered and subtle changes, such as this, can shift and eliminate foundational pieces of the culture.

Because there is no consensus on the use of the term “LatinX,” we chose to use the term “Latin@” for this guide. We encourage facilitators and participants to discuss the use of each term and arrive at a decision that is inclusive and respectful of every group participant. WCSAP invites feedback on what language and terminology you have used in your experience of facilitating Latin@ support groups. Please reach out to us with information!

“The use of this term is very difficult to educate people about as it predominantly exists in the privileged realm of academia. Not many LatinX or LGBTQ see eye to eye on terms, identities, etc.”

—Angel De Jesus Gonzales, El Batallon Unido LGBTQA Latin@ Community Group

GROUP DYNAMICS AND STAGES OF GROUP DEVELOPMENT

“Que la comunidad latina no esta acostumbrada a hablar de sus problemas y situaciones familiares con ‘extraños.’ Las personas latinas prefieren callar y no decirle a nadie lo que están viviendo.”

–Lesbia Orellana

“The Latino community is not used to talking about their problems and family situations with ‘strangers.’ Latinos prefer to keep quiet and not tell anyone what they are experiencing.”

–Lesbia Orellana

First Stage

This first stage is where the group initially comes together and the group members are getting to know one another. This first stage can look different in the Latin@ community because many are not used to talking to “strangers” about personal topics, such as sexual violence. It is important to know that many Latin@ support groups do not first start as sexual assault groups. Many begin as already established groups, such as English Language Learners (ELL) or parenting classes and then, after much time and relationship building address topics related to sexual abuse. Some Latin@ sexual violence support groups may have already progressed through the first stage of group formation, the development of trust and group cohesion, through these previous group experiences.

When beginning a new Spanish-language group it is essential to establish respect by addressing the participants with the formal pronoun of usted. Latin@ culture places high value on respect and this formal pronoun is most commonly used when addressing superiors and new acquaintances. The facilitator can come to an agreement with the group, or individual participants, to move on to address one another using the pronoun tú, which should only be used when trust and familiarity is established. This is known as tutear or tuteando and addressing new participants informally (by using tú and not usted) can be viewed as offensive.

Latin@ families tend to be very close, and family (often including extended family) is considered the most important social unit. Facilitators should also consider that hierarchy within family connections is important and highly respected, and thus elders have a particular status. When elders are identified in the group, a space should be created to acknowledge the wisdom they will bring to the group.

“A las personas de edad se les saluda diciéndoles, ‘Buenos Días, Mama’ o ‘Buenas Tardes, Papa’ aunque no sean sus padres biológicos. Es la forma de comunicar respeto a las personas de edad.”

–Juana Perez Diaz de Diaz,
Mujer Obrera de la comunidad de habla Mam Indígena de Quetzaltenango, Guatemala

“We normally greet the elders by saying, ‘Good morning, Mama’ or ‘Good afternoon, Papa’ whether or not they are our biological parents. It is the way to communicate respect for the elders.”

–Juana Perez Diaz de Diaz,
Woman Leader in the Indigenous Mam community from Quetzaltenango, Guatemala

Second Stage

During this stage, the group defines how it will work together toward its common goal. Group members will begin to open up to each other and support each other's experiences. How your Latin@ support group originated will impact how quickly the members progress to this stage. It is possible if you brought the topic of sexual assault healing to a preexisting group, such as an established parenting class or convivio (a gathering group or get-together), your support group will progress to this stage in the first or second meeting. At other times, it may take longer for group members to trust and feel connected to other participants; this is especially true if this support group is their first interaction with each other.

It is important for the facilitator to create a safer space for everyone to participate. It may be difficult for some Latin@ group members to speak up, as they may be uncomfortable with conflict or with expressing a differing opinion than another participant or facilitator. Some Latin@ participants may never challenge or question the information provided by a facilitator, regardless of progressing to this stage or feeling more comfortable in the group environment. This should not be seen as negative but as a cultural aspect of respecting hierarchy and authority. Facilitators will be seen as *los profesionales o los expertos* (professionals or experts). You are the gatekeeper to knowledge on sexual violence. Regardless of multiple conversations to ensure participants know an advocate and facilitator's role is not to hold a position of power, many Latin@ survivors will always view you as an respected professional. You do not need to attempt to change or debate this personal and cultural value. Instead, recognize and validate participants who hold these views and pay extra attention to ensure you are providing respectful interactions and accurate information. It can be very helpful to ask clarifying questions throughout each group session. Examples include, “Can I clarify anything for anyone?” Or “if anyone would like to clarify anything that was learned today,

I am available to meet after group.”This provides the opportunity for group members to feel confident asking questions about the information provided without challenging los profesionales (the professional).

Third Stage

For many reasons, including lack of local resources, financial restrictions, and language barriers, Latin@ participants in your group may not have access to any other support services. For this reason you may need to begin a series of groups that progress for extended periods of time, or have varied levels of groups where members stay with the same group members, progressing through extended healing together. Examples of groups at various levels might be:

- ▶ Group 1 - Beginning Healing
- ▶ Group 2 - Understanding Trauma and Its Effects
- ▶ Group 3 - Increasing Independence
- ▶ Group 4 - Starting Our Own Group and Mission

These models also may include having weekly guest speakers sharing available and accessible Latin@ resources in the local community.

Regardless of the support group model you are required to follow, be sure to let group members know that you and your agency are available for individual sexual assault advocacy services even after the group has ended.

Tip:

Carefully planning at which stage you choose to introduce guest speakers could impact successful group retention. Be aware of any scheduling conflicts if the guest speaker you invite offers services or classes at the same time as your support group.

LOGISTICAL CONSIDERATIONS

Although facilitators often think first of the content for a group curriculum, remember that careful attention to the logistical details can have an impact on participants' attendance and their overall experience, and may even determine if your group begins and continues to meet. This may be especially true for Latin@ survivors who may have limited resources, logistical barriers, or resistance from others in their lives.

Logistical barriers could be things such as:

- ▶ lack of transportation to and from group,
- ▶ financial burden of purchasing bus tickets or additional gas,
- ▶ barriers to obtaining a valid driver's license or state identification,
- ▶ safety of surroundings (lighting, seclusion),
- ▶ or proximity to local law enforcement and/or detention centers.

Location and Mobile Advocacy

Holding group sessions at your agency may or may not be the best option given privacy, childcare, accessibility, transportation, and safety considerations. You may need to bring the group to the participants – this is an example of mobile advocacy. Your support group can meet in a comfortable and relevant place of worship, a community center or a local park. Flexibility may be necessary depending on your needs and those of the participants; you may need to brainstorm other gathering spaces that may be nontraditional for group settings. Some facilitators have held support groups at community housing units, a survivor's home, and even in a space provided by a local Latin grocery store.

Regardless of location choice, you must always keep safety and confidentiality as the greatest priorities. The environment can have a tremendous impact on the group experience. Strive for a trauma-informed setting – a space that feels safe, relaxing, and inviting will help increase participants' comfort levels and ease anxieties.

"I have held groups in local parks. The participants let their children play while we discussed the topic of the week. We often walked around the park while we talked and took full advantage of breathing fresh air and being out in nature. It was great to build in some self-care."

–Latin@ Learning Network Advocates, 2016

Time

It is necessary to choose a time and schedule that will be accessible to everyone, which can prove to be challenging. For many Latin@ participants, there will be barriers and values that can make it difficult for everyone to arrive on time. Be aware that family and personal responsibilities may often take precedence; it is important to allow participants to agree on time considerations as a group.

Potential obstacles to discuss as a group can include transportation barriers, the distance to and from the group location, work and/or school schedules, or any other responsibilities that impact participants' arrival time. Keep in mind that most Latin@ communities place higher value on personal relationships rather than punctuality to scheduled events or appointments. Participants may not end a conversation or interaction with someone prior to arriving at group if they feel that conversation will be left unfinished; time (including arrival time) is often treated as flexible. Facilitators are encouraged to develop an opening activity, such as extended check-in, that allows for flexibility of participant arrival time. This adaptation could increase group success and retention.

Equally important in scheduling your group is finding a time that will maximize attendance. Facilitators should take into consideration special events that may impact attendance such as school schedules, local holidays and festivals, growing and crop seasons, and any specific cultural celebrations that are important to your community.

Working with Latin@ Farmworker Survivors of Workplace Violence

Be sure to take into consideration growing and crop seasons when scheduling your support group. Latin@ farmworkers work long hours and may have limited availability. Learn when farmworkers in your community typically move to other locations for seasonal work. You will want to do your best to schedule your weekly group so that participants are able to finish all sessions prior to leaving.



Using this map, you can identify what crops are commonly grown in your area. You can then identify campesinas' work schedules surrounding growing and harvest seasons.

If you need additional support and information on working with farmworkers contact, Northwest Justice Project, Farmworkers Unit at 1-888-201-1018.

Once agreements on time are determined, facilitators should communicate them to their program director, supervisor, and staff within their agencies or with staff at the location where the group is being held. This will avoid miscommunication if support group times differ from what you had previously arranged.

Group Duration

Groups are most beneficial when they last approximately 10 to 12 weeks. This provides time for participants to develop trust within the group and meaningfully cover the material. The group model described in this guide is a closed psychoeducational group: all participants begin the group at the same time and end at the same time. Although it is typically best to not allow new members to join your support group after the first one or two sessions. This is for the purpose of developing trust and a bond and so that the group may progress into stage 2. This will look differently for the Latin@ community. Due to the natural communication avenues created, many participants will invite other participants to the group after identifying the focus and topics that will be discussed. Participants who have gained trust with facilitators can be key connectors to bringing additional participants to the group and relaying information to the community. This is especially true for rural areas where groups may not be as accessible for Latin@ survivors. Discuss this with participants and agree on how many sessions the group will remain open for new members to join.

Individuals may need prior engagement in group activities before moving forward to your sexual violence support group. It is very common to have group members coming from other support groups or support systems, such as ELL (English language learners) classes, parenting classes, skill-building groups, or domestic violence support groups that are run in a different manner than a psychoeducational group. In an effort to increase participants' comfort level and ability to discuss sexual violence, it may take continuous engagement in other support groups or settings for a year or longer.

Group Frequency

Weekly meetings are recommended to keep participants connected to the group and engaged in the learning and healing process.

Group Length

Sessions that last 1 to 3 hours are generally recommended. This provides sufficient time for education and group discussion, but is not so long that participants begin to disengage or cannot commit to the time requirement. The length of your sessions may also be partially dependent on the size of your group, as well as the setting. Depending on many variables, your Latin@ survivor support group may need to be extended to ensure each survivor has an opportunity to speak and participate. This type of time extension should be discussed and agreed upon by all members. You should maintain consistency with start and end times when at all possible.

Providing meals or childcare and the types of activities you use may extend the group session time. If any particular session will last longer than usual, this should be made clear before participants commit to attending the group, so as not to create a barrier or stressor for participants.

Group Size

A group of 6 to 10 participants is ideal, as it allows for diverse perspectives and experiences while still being a manageable size. Participants will all have an opportunity to share and learn in a personal way. If you live in a rural area, however, this group size may not always be feasible. If a smaller group is necessary, consider the group dynamics if one or two participants are unable to attend.

In some circumstances, it may be better to provide one-on-one services in lieu of group or until you have adequate numbers. The Latin@ survivors you work with also may be able to recruit additional friends or acquaintances who may be interested in joining group. If you choose to begin a group with a low number of participants, determine how you will let each member know quickly if group is canceled one week. Having a plan for this will limit the possibility and stress of participants making unnecessary trips.

Childcare

Many Latin@ parents may not have options for childcare and this will prove to be a major barrier if childcare is not provided during group. Providing child care through staff or volunteers may be an option. As an alternative, you could make arrangements with other qualified organizations, such as a crisis nursery or child care providers in your community, to volunteer time for this service.

Food

Food has a natural way of bringing people together and is great for building group cohesion. For Latin@ communities specifically, food brings a unique opportunity to celebrate their cultural identities and explore the emotional bonds they have with traditional food choices. Many Latin@s start to experience a deep sense of loss of their connections to their tierra natal (homeland) when they are forced to change their style of cooking due to the limited availability of traditional ingredients and dominance of American food culture. For this reason, food can be seen as a form of spiritual healing. Providing traditional dishes and drinks to your group can also increase participants' ability to feel more welcomed and respected.



There are different options available in providing food during your group. Consider these choices:

- ▶ Sexual Assault Program prepares a meal or provides snacks for participants.
- ▶ Eating together potluck style, in which each participant is given the option of bringing something to share with the group.
- ▶ Cooking a traditional meal together as a group - this can be a great activity to ground members to their culture and build connection.

TIP: No Funding for Food?

Try reaching out to Latin@ eateries to request donations for ingredients or to host a night where they cater the group. See Appendix A for a sample donation request letter.

Language

As we increase our understanding of the richness of all the cultures identified within the Latin@ community we must then also acknowledge that the use of the Spanish language will also look differently across our state. Most Spanish speaking countries use some words and expressions that are not common for all Spanish native speakers from other countries. The differences are sometimes minor but other times can result in mistakes that can insult or miscommunicate the focus of your group. Even within the same country, some words may have different meanings in various different regions. We invite facilitators to explore and discuss the common terms that will be utilized with the group to ensure that the terms are appropriate for all participants and everyone should be encouraged to bring up any confusion or feelings they may have with any words that are used. The following table is an excerpt from Rennert.com that provides a visual explanation of variations in the use of common words across Spanish speaking communities.

English Word	Translation by Country	Comments
<p>BABY (Referring to a child)</p>	<p>Common translation: Bebé</p> <p>Argentina, Uruguay: beba (girl) bebe (boy)</p> <p>Chile: guagua</p>	<p>In Cuba, the Dominican Republic and Puerto Rico a “guagua” is a bus.</p>
<p>HELLO? (Answering the telephone)</p>	<p>Common translation: ¿dígame?</p> <p>Argentina, Bolivia: ¿hola?</p> <p>Cuba: ¿oigo?</p> <p>Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Peru, Venezuela: ¿aló?</p> <p>Mexico: ¿bueno?</p> <p>Panama, Puerto Rico: ¿haló?</p> <p>Uruguay: ¿aló? ¿hola</p>	
<p>JACKET</p>	<p>Common translation: chaqueta</p> <p>Argentina: campera</p> <p>Dominican Republic, Panama: saco</p> <p>Mexico: chamarra</p> <p>Peru: casca</p> <p>Puerto Rico: blazer (women), gabán (men)</p> <p>Guatemala: chumpa</p>	<p>In Guatemala “chamarra” means blanket.</p> <p>In Spain “saco” is a large bag, for example, a large bag of potatoes.</p> <p>In Mexico “saco” is used for suits.</p>

(Rennert, 2007)

Language access is not as simple as procuring a Spanish interpreter or translating written materials into Spanish. There are 273 languages spoken in Central America, and 448 languages in South America. “The Mixtec, Nahuas, Otomí, Purhépechas, and Triques are among the largest indigenous groups migrating to the United States” (Pick, Wolfram, & López, 2011, p. 2). While some individuals speak Spanish along with another language, others do not. Even among Spanish-speaking cultures, there are different dialects and idioms from country to country or region to region. Some of the indigenous languages are transmitted through oral and cultural traditions and not via written form. For indigenous languages that do have a written form, literacy levels are low. (Thompson & Phillips, 2013).

Interpreters

Be prepared to address language accessibility when starting your group. Recruiting qualified interpreters and discussing their availability early will avoid scheduling conflicts, especially if the languages spoken by participants are indigenous, sign language or a form of communication created within the community. Most Spanish-speaking countries have their own sign language. If you have a participant who needs interpretation services, you should try to contract with the same interpreter(s) for the duration of the group.

The use of unqualified interpreters coupled with a lack of staff training on how to properly use an interpreter leads to poor communication between advocates and survivors. Facilitators are encouraged to seek out skilled interpreters in their area and consider the interpreter’s current connection with the community. It is vital that the group does not feel exposed by employing an interpreter that they may know or see in other social or professional settings. You must also consider discussing with the interpreter additional considerations if the interpreter is identified as a survivor, is a past client, or has an existing personal connection to any group participants. This may pose challenges when interpreters for indigenous languages are needed. For this reason, it may be beneficial to check with other agencies in your state to find someone out of the area willing to assist with initial communication.

Carefully consider any confidentiality implications and process any concerns that the group may have. Qualified interpreters must adhere to the same confidentiality policy as participants and should be prepared for the content of each meeting. It is helpful to give interpreters any handouts or written materials in advance. Provide potential group participants with the name(s) of the interpreter or interpreters, so you can find an alternate interpreter if personal relationships are an issue. During the first session, discuss expectations with the group about working with interpreters so it is a positive experience for everyone involved.

In some ethnic groups, particularly in rural areas, nearly all members of the specific community may know each other, and this can cause complications with regard to interpreter confidentiality. The quality of interpretation is a major concern. Advocates mentioned court interpretation as one of the most problematic areas because of the technical nature of the material being translated and the potential for miscommunication (Washington State Attorney General, Washington Coalition of Sexual Assault Programs, Washington State Coalition Against Domestic Violence, 2015).

Literacy Considerations

Some participants in your group may have varied levels of literacy (which may or may not be related to English proficiency). It is important to obtain a rough assessment of literacy levels during prescreening. Be straightforward during prescreening and ask potential group members to let you know how you can support them if they are having trouble understanding any information. If this is a concern for participants attempt to limit or eliminate activities that require reading and writing. People may mask their comfort with literacy because they are fearful of others' reactions. It is important to let potential participants know that this is a common issue, and you will be discreet in helping them participate fully. If you are aware that some participants may have trouble reading group materials, use the following strategies to encourage their participation:

Strategies that encourage participation

- ▶ Orally review all written materials given to group members.
- ▶ Choose activities carefully, or modify activities that require reading and writing.
- ▶ Use more art, drawing, or mapping activities.
- ▶ Have participants "pair up" for activities.

FACILITATORS/CO-FACILITATORS

Programs that are offering support groups funded by the Washington State Office of Crime Victims Advocacy (OCVA) must abide by the facilitator qualifications in the Support Group Standard, see Appendix B for a description.

There are multiple benefits to having Latin@ bilingual/bicultural advocates facilitate sexual assault support groups for Latin@ survivors. We also recognize that at times this may not be possible. Even when a bilingual/bicultural advocate facilitates the group, there will be differences between the life experiences of the facilitator and that of the participants, such as language spoken, level of acculturation, or country of origin. The comfort level of group participants may be enhanced by having a facilitator who shares commonalities in language, culture, and understanding around family values, religion, spirituality and use of refranes (idioms). However it is important that each program assess their limitations and determine solutions that will allow for increased knowledge and understanding when seeking to provide support groups for Latin@ survivors. Utilizing facilitators who speak Spanish but lack understanding of cultural values can have a negative impact on survivors and create additional barriers for engagement and access to services. The same holds true when using less-than-qualified interpreters.



“La comunidad Latina aunque está creciendo sigue siendo muy pequeña y todos en algún momento se encuentran ya sea en el trabajo, iglesia, tienda, restaurantes o alguna fiesta o baile. En la primera sesión se establecen los compromisos de seguridad para todos los participantes. Se les invita a tomar parte en ellos y que cada uno aporte lo que considere es necesario para su propia seguridad y respeto. Los facilitadores hacemos hincapié en la confidencialidad dentro de las conversaciones nada de lo que se dice ahí sale de ahí. Si te veo fuera del grupo, no te conozco, nunca te he visto y nunca hemos hablado. Si los participantes se conocen fuera del grupo o continúan una amistad fuera del grupo están comprometidos a no tener conversaciones de otros participantes fuera del grupo.”

—Elizabeth Balcarcel

“The Latino community although it is still very small it is growing and everyone at some point or another are either going to run into each other at work, church, shops, restaurants or at some celebration or dance. Security commitments for all participants are set out in the first session. They are invited to take part in them and asked that each brings what they deem necessary for their own safety and respect. As facilitators we emphasize confidentiality in all our conversations. What we say here, stays here. If I see you outside the group, I do not know you, I’ve never seen you and we have never spoken. If participants know each other outside the group or have a friendship outside the group, they are committed to not having conversations with other participants outside the group.”

—Elizabeth Balcarcel

Guest Speakers

Programs differ in their approach to using guest speakers. Some facilitators find that inviting alumni of a former group back to speak to group members can serve as a powerful beacon of hope. Additionally, inviting other agency staff members or community service providers will help to link survivors with resources. In most instances, this may be the only opportunity for participants to learn about resources in their area and it can be very helpful to have speakers present empowering options, such as ELL classes, self-development courses, and skill building workshops near the end of your group. Mental health providers are another example of guest speakers that can bring a vital resource to the group. When inviting mental health providers to speak, it is important to have a clear understanding about the barriers, such as language, identification or insurance requirements, that exist for participants when accessing these specific services. This is especially important if they have limited counseling opportunities in their community.

Keep participants informed on local resources, classes, workshops, and other educational training opportunities in the community.

SUSTAINABILITY

Reducing Barriers

The logistics of transportation and attendance can be particularly challenging for groups (see Logistical Considerations). As part of your screening process and evaluation plan, be sure to ask group participants what would make it easier for them to attend group regularly.

Supplemental Services

Participants may benefit from individual advocacy or therapy in addition to group. When participants' needs are being met, they will be more likely and able to participate for the duration of the group. Many times as participants heal and expand their knowledge of sexual abuse they desire therapy services to help process the information and their feelings. We know that finding Spanish-speaking mental health providers is likely to be a challenge. It is important to research access to local providers who are able to provide these services in languages survivor's in your community speak.

In circumstances where there are no culturally relevant supplemental services available, your sexual assault program will need to be prepared to address increased caseloads and hours needed for bilingual bicultural advocates. Survivors will continue to reach out to your agency for many services, some that are outside your agencies scope. Programs should be prepared to best support bilingual bicultural advocates who will be providing support to Latin@ communities.

Individual therapy is time spent solely focused on the survivor's unique healing, while group time is typically focused on building connections and support to each survivor's unique journey; both are valuable to the healing process. Consider ideas for using holistic services such as: sweat lodges, spiritual cleanse, meditation, or Cantos.

GROUP FORMAT AND FACILITATION ISSUES

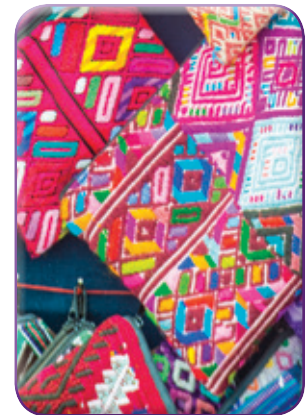
This guide provides a suggested format for a psychoeducational support group. No two groups will be, or should be, exactly the same. It is important that you tailor your group to the intended participants. Use what works for you, and change or discard what does not. Be sure to have participants complete an evaluation or exit interview to accommodate language or literacy levels at the final group session, and use their feedback to refine and improve subsequent groups.

Dual-Discipline Approach

If you work for a dual sexual assault/domestic violence agency, consider having one co-facilitator from each discipline. If that is not possible, seek consultation from your counterparts in the other discipline, since it is important to obtain as much information and familiarize yourself with as many resources as possible in each area. If using OCVA funding to support your group, it is important to ensure your sexual assault survivor support group follows the Support Group Standard (see Appendix B), including being closed, structured, and having a start and ending date. See Circle of Hope for more information.

Promote Hope

While sexual violence is a very serious and even tragic subject, one of the main goals of a support group is to give participants a sense of hope. Explain to survivors in your group that many emotions may be experienced, but overall the group is meant to promote feelings of hope and empowerment. While the support group is meant to assist in healing from trauma, most survivors do not want to return to a group that feels hopeless. Many trauma survivors have and enjoy a good sense of humor. During support groups, the use of humor can be a healing tool and may be used for positive reframing. As the facilitator, be sure boundaries are set early to ensure the humor remains appropriate. Inform survivors that the support group is a safe space to express any and all emotions in a healthy manner.



Understand that recovery is possible for **everyone**.

You can promote empowerment through facilitating peer support, focusing on strength and resiliency, and establishing future-oriented goals.

Group and Other Support Systems

Identify which systems currently have the capacity to support Latin@ survivors in your area. Things to note could include information on current bilingual staff availability, forms available in Spanish, and how the intake process works. You will find it effective to connect with program managers and supervisors to help alleviate common barriers. When establishing these connections, it is advised that these agreements are communicated to all agency staff to avoid misunderstandings associated with staff turnover. Each survivor should be made aware of the full array of services available to both domestic violence and sexual assault victims in the community.

Safety Issues

You will need to spend focused effort on ensuring that consideration of participant safety is at the forefront at all times. Because we know that victims who may have left abusive partners are at increased risk of being targeted for violence, the baseline assumption should be that every group participant may be in danger. When assessing safety be sure to look beyond physical and environmental safety. True safety planning assesses emotional, mental, and spiritual needs, in addition to physical safety.

Survivors of IPSV

For those who still live in abusive situations, extreme caution should be used in bringing home any group materials or using online resources or email. In addition to issues of individual protection, the safety of the group as a whole needs to be considered.

Farmworker Survivors

It could be helpful to hold group outside of harvest seasons so that farmworkers—who are at increased risk of workplace sexual violence, employment termination, or loss of housing—may participate.

HOW TO USE AND ADAPT THE CURRICULUM

Customizing the Session Outlines

Every agency and every group will be a bit different. This guide is a suggested curriculum; adapt the curriculum to make it fit with the specific group you are working with. Curriculum personalized to your unique group will help keep participants engaged throughout the duration. We have included ten example session outlines that were recommended by experienced facilitators.

We recognize that the Latin@ community is many communities, comprised of people who are immigrants and American-born; who are monolingual in either Spanish or English; who are fluently bilingual; or who come from indigenous communities with their own native tongues. Their families originate from Mexico, Cuba, Guatemala, and a host of other countries, and vary in customs, traditions, values, and beliefs. Because of this diversity, it is critical for service providers to become well acquainted with the people they serve in their own communities.

(Washington State Attorney General, Washington Coalition of Sexual Assault Programs, Washington State Coalition Against Domestic Violence, 2015).

Using Activities

Every session in this guide contains suggested activities. This is because most learners enjoy active participation and tend to retain information better when they are highly engaged in the learning process. Using the psychoeducational model, you will be helping participants to learn. You will use well-designed activities to help participants figure things out for themselves. It is empowering and beneficial when they have the opportunity to share their knowledge and experience in a setting where this input is valued; session activities and group discussion provide an ideal platform for participants to grow.



Taking Items Home

A number of group activities result in products that group participants may ordinarily want to take home and keep. Because some group members may still be living in abusive situations, this may not be safe. Discuss this issue at the first session and help the group members figure out how they would each like to handle it.

Alternatives to Taking Items Home

- ▶ Offer to store them throughout the group duration.
- ▶ Offer to keep them as examples for other groups.
- ▶ Offer to use them in anonymous art displays at the office or local arts walk.

OVERVIEW OF SESSION OUTLINES

Each session outline provided in this Guide contains a structure for the session. Group members will soon become accustomed to this format and will benefit from the sense of familiarity it provides.



GOAL OF SESSION: These goals are carefully designed to align with the stages of group development. If you choose to add topics to a particular session, they should support the session goal.



CHECK-IN: During the Check-In, the group facilitators ask each participant to respond briefly to a question. This is an opportunity to acknowledge each person and to set the framework and tone for the session. It can be beneficial to give participants a brief opportunity to address things that they need to “let go” of, even temporarily, in order to be fully present in the group session. It is important that the facilitators establish the ground rule that each person has the floor for a specified amount of time and other participants should not interrupt the person sharing. Participants should also be given the opportunity to pass, if desired.



LEARNING AND DISCUSSION: Knowledge is power, and shared knowledge is an important aspect of psychoeducational support groups. By encouraging discussion, the facilitators can help participants to connect information to their own lives and situations. Group members are the true experts on their own lives; learning and discussion provides the opportunity for participants to integrate their experiences with a wider knowledge of the topic.

It is important to ensure that handouts are translated into the languages commonly spoken by your group members. Many translated materials already exist and can be accessed online. Keep in mind cultural relevancy and try adapting in the used language rather than offering a literal translation.



ACTIVITY: Activities serve to build group cohesiveness, to engage group members in active learning and self-discovery, and to make the sessions more interesting and enjoyable. A special activity is included in each session as an additional option for members to emphasize the importance of self-care and to provide examples for participants. These are brief activities and are designed to help participants cope and care for themselves.



CHECK-OUT: Because participating in a group focused on sexual violence is difficult and challenging, participants need time to decompress prior to leaving the group each week. The Check-Out helps group members make the transition back to their everyday lives by providing an opportunity to have closure on the meeting's topic and discussion. The structure is similar to the Check-In, with a chance for each participant to make a brief comment in turn. This closing activity teaches realistic goal-setting and assists in managing the emotions that may be stirred up by the group.



RESOURCES: Some session outlines include resources. Some resources are useful to share with group members; others are intended to enhance the facilitators' knowledge.



CONSIDERATIONS FOR FACILITATORS: Each session outline contains information to assist facilitators in presenting the information appropriately, things to consider, handling the group dynamics, and understanding the process of group development.



**SUPPORT GROUP
CURRICULUM**



SECTION 2

SESSION ONE - GETTING STARTED



“Te invito a que regreses para explorar todo tu potencial y aprender como volar tan cuan alto quieras.”

– Osho

“I invite you to come back to explore your potential and learn how to fly as high as you want.”

– Osho



GOAL OF SESSION: To begin the development of a safer group environment in which Latin@ sexual assault survivors can become empowered and begin to heal from trauma.

Welcome to the Support Group

- ▶ Introduce the support group and provide an overview of topics to be covered at future sessions.
 - ◆ Welcome group members and acknowledge that it may have been difficult just showing up for this first meeting.
 - ◆ Re-inform members that the group is completely voluntary, that they have complete choice in providing as little or as much information about themselves as they wish throughout the entire group process. If members do not want to participate in an activity or answer a question they can say “no” and that choice will be respected. Inform participants that this is a positive opportunity to practice setting boundaries in a safe place.
 - ◆ Be sure to continue to nurture an environment of choice and respect throughout the group.

- ▶ Ask group members, co-facilitators and interpreters (if present) to introduce themselves.
 - ◆ This is another opportunity to share a little about yourself as the facilitator. Introduce the various services you and your program can offer.
 - ◆ Group members generally appreciate when facilitators share areas of their personal life as well, such as your hobbies. Be sure to set a solid example of boundaries by only sharing what you feel comfortable with and being transparent when a question oversteps that boundary.
 - ◆ Facilitators can also use this time to introduce the role of the support group facilitator. If you have a co-facilitator or an interpreter involved in the group, describe their roles as well (or have them do so).
 - ◆ Some participants may not be used to working with interpreters so be prepared to provide general rules. Check to ensure the information is being interpreted correctly by asking frequent clarifying questions. See Resources in this session, below, for additional information on working with interpreters.
 - ◆ Explain to the support group that each week will open up with a check-in question. Typically this opening activity will be fairly short, for time management purposes.
 - ◆ Ask members to go around and share their first names and answer the check-in question. This will help members get relaxed and discover the diversity of personalities, experiences, and cultures in the group.



CHECK-IN: My name is... and what I most hope to achieve in this group is...

Icebreaker Ideas:

Ask each participant to share their first name, number and ages of children in their care, and to identify a special family recipe, favorite dessert or food item from their home country.

Icebreaker Ideas:

Have group members introduce themselves, tell where they are from, and if they know something about the origin of their name, for example, its meaning or significance. Are there any cultural reasons why their parents chose those names?

**ACTIVITY: Web of Connection****Materials:**

Large ball of yarn

Instructions:

1. Have participants arrange their chairs in a circle.
2. Hold a large ball of yarn. Start by telling the participants something about yourself as it relates your culture.
3. Then toss the ball of yarn gently to a participant without letting go of the end of the yarn. The participant who gets the ball of yarn tells their name and shares something about their culture (such as traditions, practices, or fun activities). The participant then tosses the yarn to somebody else, while holding on to the strand of yarn. Soon participants have created a giant web.
4. After everyone has spoken, you and all the participants stand up, continuing to hold the yarn. Start a discussion of how this activity relates to the idea of teamwork, togetherness, connectedness – for example, the participants need to work together to establish a common group culture.

**ACTIVITY: Pre-Test Evaluation**

Explain the need and value of evaluation. Explain that group members will be asked to complete an evaluation form at this first session and then again during the final session, and that there are no right or wrong answers. (Alternatively, the pre-test can be completed during the screening process. This may work better if there are any literacy concerns for participants, or for time considerations.) The purpose of this pre-test is to provide a baseline for the survivor to gauge their personal level of growth from the support group process. See Appendix C for sample Pre-Test form in English and Spanish. There will be an additional evaluation form during the last group session to assess the facilitator, content, and overall group experience.



LEARNING AND DISCUSSION

- ▶ Develop ground rules for the group, as a group.
 - ◆ Have group members brainstorm and agree on ground rules and write them on a flip chart that you may display during each group session.
 - ◆ Be sure the following topics are raised and ask for input from the group:
 - ▲ Confidentiality
 - ▲ Mandated reporting
 - ▲ For an additional overview of confidentiality issues, see page 50 in the Circle of Hope.
 - ▲ Discuss agreements about others coming to group.
 - ▲ Attendance, including agreement on late arrivals.
 - ▲ Respectful and nonjudgmental dialogue with each other.
 - ▲ Tolerance for using whatever language and words each person needs to use to describe what has happened.
 - ▲ Problem solving about transportation.

- ▶ Discuss the format of each meeting.
 - ◆ Let participants know what they can expect at future groups. While we recognize leading groups sometimes requires flexible curriculum and structure, it is still important to keep the group format as consistent as possible. This will reduce some participants' feelings of anxiety about the group process and exposing vulnerabilities.
 - ▲ **CHECK-INS** - Explain that each person should briefly answer the prompt question, and that you will give a signal (such as raising your index finger) if time is running out.
 - ▲ **LEARNING AND DISCUSSION** - Each week will include a structured group time that is meant to engage participants in learning and discussing new ideas related to coping with and healing from sexual violence.
 - ▲ **ACTIVITIES** - Every session includes at least one activity to switch up ways information is presented and processed.
 - ▲ **HOMEWORK** - Our curriculum outline includes a homework assignment in Session One only.
 - ▲ **CHECK-OUTS** – These are designed to allow for a structured time to put closure on that session's topic. The same rules as for Check-Ins apply. Each person should be offered time to respond briefly to allow everyone opportunity to answer, and so the group can end on time.
- ▶ Discuss an overview of safety issues, general group safety plans, and resources for help with maintaining safety (see Considerations for Facilitators – Session One).
 - ◆ Brainstorm ideas of ways to remain safe as a group, and write them on a flip chart.
 - ◆ Help participants explore ways in which they are currently safe. Reinforce safe coping and grounding skills.
- ▶ Review the topics you have chosen to be discussed in subsequent sessions with the support group.
 - ◆ It may be helpful to print off monthly calendar templates that show the group date, time, and topic for each session, as well as any schedule changes resulting from holidays.

- ▶ Introduce the concept of healing from trauma and what this can look like.
 - ◆ Explain that each participant is at a different point in their healing from the trauma experienced throughout life. All participants have knowledge and experience to offer the group.
 - ◆ Be patient with yourself and each other.
 - ◆ Understand that some participants may have an ongoing relationship with an abuser, while others may not.
 - ◆ Let participants know that it is generally not helpful to give “advice” within the group – they can share their thoughts and experiences, but they should not tell others what to do or feel. Always using “I” statements can be very helpful.
 - ◆ “You may feel worse before you feel better” – explain how certain group topics may trigger post traumatic reactions, and brainstorm with the group about how to handle those reactions during and between group sessions.
 - ◆ Plan ahead for the possibility of group stirring up difficult emotions.
 - ▲ Provide all participants with the 24-hour crisis line number and inform them they can call at any time for any reason.
 - ▲ Tell participants to reach out to you if group becomes too difficult to attend.
 - ▲ It is helpful to stay for a short time after each session to see if any members need to process that session’s topic of discussion. Even though you will attempt to create a healthy and healing group environment, at times participants may become triggered or need to process what was said or felt during the group session.
 - ▲ Participants should leave support group feeling a sense of closure of that session’s topic (this is the intention behind a check-out question). At times, this sense of closure cannot be accomplished during the group process. This may be due to comfort level, not wanting to disclose specific trauma details or triggers during group or time constraints.
 - ▲ Due to limited services for Latin@ survivors of sexual violence, providing a short individualized time following group may be the only opportunity for that survivor to process their emotion or triggering experience.
 - ▲ If a survivor needs to meet regularly to process the group experience it may be helpful to schedule individual advocacy shortly after the group each week. If there is a conflict between two group members, you can talk about how to manage conflict in general. Individual advocacy is intended to work directly with a survivor on navigating their unique experience and situation.



ACTIVITY: Masks I

Depending on your support group's level of readiness – you may want to move this activity to another session. (Please refer to the section Group Dynamics & Stages of Development: First Stage.)

Introduction:

Mask making and decorating can be a powerful activity. We all wear masks, meaning we each have different levels of ourselves that we expose, depending on who is around us. Masks have an even deeper symbolic meaning for survivors of trauma. Because Latin@ survivors are rarely given the opportunity to disclose or process sexual violence, a common mask can be to not reveal one's true feelings and emotions surrounding the sexual violence experienced.



For other Latin@ survivors, the concept of masks can represent the difficult aspect of managing life from their home country and their new life in the United States. Many are forced to wear an "American" mask at times, and this can cause conflict and difficulty remaining connected to their home country and culture, or their true self. This activity is intended to identify or reveal participant's true selves, according to them.

Facilitator Considerations:

Some participants may not want to create a mask directly on their face; others will be excited this option is available. Present all options equally and explain the activity fully. Inform survivors if they choose to make a mask on their face, they may need assistance from someone they choose in group who will have to touch their face. There is also an option for members to use mirrors and apply the material to their own face, or to use a plastic mold instead of making the mask on their face.

Inform survivors they will need to spread generous amounts of Vaseline on their face or the mold to ensure the mask can be removed when dried; this can be uncomfortable or triggering for some survivors. The mask will need to remain on the participant's face for about 5-10 minutes for the material to dry and harden. It can be helpful to use this time for grounding and self-care. Give each survivor complete control by checking with them multiple times to see if they are okay and let them know they can raise a hand or finger if they would like the mask removed immediately.

This hands-on activity provides an opportunity for self-expression without language being a barrier.

Materials:

Plaster cloth strips, water, mask molds, Vaseline, buckets, scissors, disposable aprons, paper towels, mirrors

Preparation:

Cut strips of plaster in 2" x 4" pieces. Fill buckets with warm water.

Instructions:

1. Participants have the choice of creating a mold of their own face or using a plastic mask mold; see Facilitator Considerations above.
2. Spread a generous amount of Vaseline over the person's face or plastic mold.
 - ◆ Facilitator Note: Be sure to spread **generous** amounts of Vaseline over any hair on the person's face or you will end up providing a free facial wax!
3. Dip each strip of plaster into the bucket of warm water and place on face or mold.
4. Smooth out each strip.
5. Repeat until the entire mold or person's face is covered
6. Participants can make the mask as thick or thin as they desire.
 - ◆ Facilitator Note: Some participants choose to create a thin mask to be symbolic of fragility; others create thick masks to represent strength. Every option is appropriate!
7. Inform participants that this first activity is simply to prepare for decorating the mask during the following session on Latin@ culture.

Alternative Method:

If you do not have access to the materials listed above, you can provide paper mask cut outs and miscellaneous decorative materials for participants to paint, design and decorate.

Introducing Two-Spirit

An additional option is to have group members start thinking about the historical and cultural views of gender, sexuality, and sexual orientation as it relates to the term *Dos Espíritus* (Two-Spirit). Read the article, “Two Spirits”: Variety of Gender in American Indigenous Cultures (www.eldragondehipatia.com/articulos/dos-espiritus-la-variedad-de-genero-en-las-culturas-indigenas-americanas/) and/or preview the film “Two-Spirits.” (Note: unfortunately, at this time the movie is only available in English and Navajo.)

After viewing the film or reading the article, provide space for group members to process and discuss. You may ask each participant to share stories about what they understand or what their experience has been regarding the two-spirit concept. You can then ask interested participants to begin thinking about decorating their mask during the next session in a way that reflects what two-spirit means to them.





HOMEWORK: Ask each participant to bring an item that represents a part of their culture. Inform them that each participant will have a chance to share the item during Check-In at the next session.



CHECK-OUT: What surprised you the most at this first meeting?



CONSIDERATIONS FOR FACILITATORS

- ▶ Be sure to conduct this session as you intend to conduct subsequent sessions; the first meeting sets the tone and expectation for the group.
- ▶ Art activities can be very useful in healing from trauma and sexual abuse. It is important as a facilitator to recognize that not all participants may feel comfortable with being artistic. Encourage participants by announcing that there is no wrong way to complete the project. The entire purpose of the activity is for the creation to be meaningful to each survivor.



RESOURCES

- ▶ For additional information and considerations when working with Latin@ communities review the following resource:
 - ◆ [Supporting Survivors of Sexual Assault: A Journey to Justice, Health and Healing; Chapter 9: Working with Survivors in Latino Communities](http://www.janedoe.org/site/assets/docs/Curriculum_SSSA_2012/09_Working_with_Survivors_in_Latino_Communities.pdf)
(http://www.janedoe.org/site/assets/docs/Curriculum_SSSA_2012/09_Working_with_Survivors_in_Latino_Communities.pdf)
- ▶ [National Latin@ Network - Strategies for Using Interpreters](http://nln7.windmilldesignworks.com/strategies-lep/interpreters-lep)
(<http://nln7.windmilldesignworks.com/strategies-lep/interpreters-lep>)

SESSION TWO - LATIN@ CULTURE



“¡Si hay vida, hay esperanza!”
– Cicero

“If there is life, there is hope!”
– Cicero



GOAL OF SESSION: To identify natural strengths and resiliency found within each Latin@ cultural identity.



CHECK-IN: Please share the item you brought and how it represents you and your culture. If you did not bring an item, can you describe a favorite item that represents you and your culture?

Once everyone has shared their items, invite the participants to explore similarities and themes within the diversity of each participant’s culture.



LEARNING AND DISCUSSION

Staying connected to your culture provides a sense of belonging and purpose to one's life. In hopes of having a strong and empowered group, you can start by creating an environment in which Latin@ participants can identify, share, and honor the strength of the culture within themselves. We know that people who have experienced trauma heal and recover at far greater rates when they have solid support networks.

Provide a space where members can speak about the experience of navigating through American culture while attempting to stay connected to one's native culture. Following traumatic events, many survivors experience anxiety and hypervigilance in unfamiliar situations. For Latin@ immigrant survivors, nearly everything in their environment is unfamiliar. Finding ways to provide even a small glimpse of something familiar from a Latin@ survivor's home country can be a healing experience during group.

► Experiencing Oppression in the United States

- ◆ Oppression is the unjust or cruel treatment of a particular group by another group that maintains power.
 - ◆ Latin@s experience many forms of oppression including racism, sexism, ableism, and homophobia.
 - ◆ It is important to understand that although there are general cultural commonalities, each country and region has its own uniqueness and individuality. There should be understanding that traditional food, music, and festivities are all as different as the specific cultures to which they belong. It is important for facilitators to not lump everything under the term "Latin@," as this ignores the economic, racial, political, and cultural differences among countries.
- ▲ How have you experienced oppression in your home country? In the United States?
 - ▲ When people from other countries think about your culture, what do they usually think of?
 - ▲ How do these thoughts make you feel about yourself and being a part of that culture? How do these thoughts impact your healing?

- ▶ Staying Grounded in Culture and Reducing Isolation
 - ◆ Help participants reduce feelings of aloneness and isolation by building connections between various aspects of each culture.
 - ▲ Are there common foods, celebrations, beliefs between the various cultures in the group?
 - ◆ Staying rooted in one's home country culture increases feelings of safety, and promotes strong cohesive relationships.
 - ▲ What do you like best about your culture?
 - ▲ What in your culture are you most proud of?
 - ▲ What do you like about how people relate to each other in your culture, in families or in other relationships?
- ▶ Identifying Cultural Values
 - ◆ It can be helpful to spend time identifying specific values that exist in each group member's culture. Have each participant identify one or two cultural values and write these on a flip chart.
 - ▲ What are the one or two most important values of your culture (for example, family)?
 - ▲ Do you agree or disagree with each value you identified?
 - ▲ What messaging, positive or negative, does each value give?
 - ▲ In what ways have these values affected your healing from sexual violence (positively or negatively)?

Diverse Latin@ Culture Discussion Topics:
Taboos/Myths, Values, Food, Holidays, Festivals and Celebrations,
Verbal and Nonverbal Communication, Resiliency, History

**ACTIVITY: Masks II****Materials:**

Masks, paint, paintbrushes, water cups, glue sticks, scissors, magazines, stickers, jewels, buttons, decorating items, ribbon, etc.

The color associations provided below are reflective of indigenous traditions from Mexico that include Danza Aztec and Dia de los Muertos celebrations.

Purple - Signifies pain, suffering, addresses grief and mourning.

Pink - Celebration

White - The white is a symbol of purity, innocence and heaven

Orange - Another traditional color that represents life and the Sun

Red - The blood of life

Yellow - Symbolizes the light and also death

Black- Represents the land of the departed

Instructions:

1. Allow participants to paint and decorate their mask to reflect the exposure of their true self—the removal of the mask they have worn in life.

“The mask is half geisha and half lion. It reflects our inner vulnerability, but also our hope and resilience. The lion plays the part of strength and mastering our lives.”



Designed by and printed with permission of Jasmine Pacheco.

“Incluir la diversidad dentro de cada tema, conectar a la audiencia con ejemplos o metáforas que los identifiquen con sus propios traumas. Usar arte, por ejemplo: hay un tema que se llama el yo dividido y aquí implementamos pintar mascararas. En la máscara ellos pueden expresar lo que hay dentro de ellos y la gente no conoce o no ve a simple vista.”

—Elizabeth Balcarcel, Iowa Coalition Against Sexual Assault

“Include diversity within each theme, connecting the audience with examples or metaphors that identify with their own traumas. Using art, for example, there is a song called the divided self and here we implement paint masks. In the mask they can express what is inside of them and people do not know or cannot see with the naked eye.”

—Elizabeth Balcarcel, Iowa Coalition Against Sexual Assault

Introducing Two-Spirit (Continued)

If you have chosen to initiate a conversation in Session One regarding general views of gender, sexuality and sexual orientation as it relates to the term Dos Espíritus (Two-Spirit), you may take some time to share the use of colors and the associated meanings to deepen the significance of their art piece. Group discussion during the activity can center on what two-spirit means to each participant or what participants have learned about the term. You may also once again ask each participant to share stories about what they understand or what their experience has been regarding the two-spirit concept.



ACTIVITY: Cultural Scavenger Hunt

This activity provides the opportunity for group members to get up and move around and meet fellow group members. It also introduces the wide range of cultures that are represented in the room.

Materials:

Cultural Scavenger Hunt handout (Appendix D), pens

Instructions:

Circulate around the room and find people who identify with each of the cultural descriptions listed on your handout. You will have to talk to people to determine if they identify with anything on the list; you will not be able to assume a person represents a specific culture. When a person fits a particular description, ask them to initial your sheet.



CHECK-OUT: What is one thing you are most proud of about yourself?



CONSIDERATIONS FOR FACILITATORS

- ▶ Expect a variety of responses to this session, and accept them all. Some participants may feel this is the first opportunity they have had to talk about crucial experiences, and may talk a great deal. Others may still be very cautious about trusting the group or reflecting on their own experiences.
- ▶ Don't be afraid of a little silence during these first and subsequent meetings. If you ask a question, allow time for people to think before they answer. Group facilitators sometimes move on too quickly because silence can be awkward. You can always make a comment like, "I'm going to give people some time to think about this," or "That is a tough topic to talk about," but don't rush in to "rescue" the group from the silence. It is normal in the early phases of group development, and you want to encourage group members to talk to each other and not expect the facilitators to do most of the talking.



RESOURCES

- ▶ Among Latinos in the United States, the role of music has been expanded, and its importance heightened. In its rich cultural diversity and engaging social complexity, musical latina gives voice to the cultures, struggles, issues, hopes, and joys of all people called "Latino."
 - ◆ [Smithsonian Musica del Pueblo Virtual Exhibition website](http://www.musicadelpueblo.org/) (http://www.musicadelpueblo.org/)
- ▶ The following guide contains stories and portraits of diverse Latin@s who have lived extraordinary lives and made significant contributions to American life and are contributing to the new foundation of the United States. It includes various activity ideas, as well:
 - ◆ [Smithsonian Institute: Our Journeys/Our Stories – Nuestros Caminos Nuestras Historias \(PDF\)](http://latino.si.edu/virtualgallery/OJOS/familyguide%20FINAL.pdf) (http://latino.si.edu/virtualgallery/OJOS/familyguide%20FINAL.pdf)

SESSION THREE - TRIGGERS AND COPING



“Mi cuerpo me recuerda si se me olvida.”
– Anónimo

“It is not being selfish, it’s self-care.”
– Anonymous



GOAL OF SESSION: To understand what triggers are, and to learn about common responses, how to identify one’s own triggers, and discover coping strategies to utilize throughout the process of healing from sexual violence.

Latin@ survivors may have layered and multiple traumas that are not related to sexual violence they may have experienced: border crossing, witnessing violence, living in a location where femicide is prevalent, extreme poverty, political turmoil or coup, etc. It can be beneficial to consider the layers when discussing triggers. It might not be apparent which trauma is connected to which trigger.



CHECK-IN: Tell about a time in your life when you felt strong.



LEARNING AND DISCUSSION

The feelings of loss of control associated with being triggered can be frightening to Latin@ survivors of sexual violence.

- ▶ What are Triggers?
 - ◆ Triggers are anything that reminds a survivor of the trauma they have experienced. This can be a smell, a sound, a setting, or person, for example. Your body reacts as if you are experiencing the exact same traumatic event from the past.
 - ▲ “What if triggers were flags waving as if to say, ‘Hey, over here, there is something needing healing and attention?’ Triggers are healable.” (Haines, 1999, p 151)
 - ◆ When confronted with a trigger, a survivor’s body may begin to have automatic and uncontrollable physical and emotional responses. Triggers are especially troubling to survivors because they may have no control over when and what their response will be.
 - ◆ Physical responses may include: body gets tense, heart begins to race, adrenaline starts pumping, may begin to sweat, or crying.
 - ◆ Emotional responses may include: fear, anxiety, intense grief, dissociation, flashbacks, or obsessive thoughts about the abuse.

- ◆ Fight, flight, or freeze
 - ▲ Most people have heard of “fight or flight” responses to extreme stress. When adrenaline builds up in response to a perceived threat, our bodies often undergo physical changes that prepare us to fight or run away – even if we can’t actually do either of these things.
 - ▲ The “freeze response” has been discovered more recently. It is also called “tonic immobility,” and it has been studied in several animal species. Researchers have found that sexual assault victims may experience this temporary paralysis, during which they literally cannot move their bodies.
 - ▲ The freeze response is automatic – you can’t control it, and it doesn’t mean you are weak or cowardly.
 - ▲ Understanding the freeze response can help many survivors to overcome guilt at not having acted to defend themselves when they were attacked.
- ◆ Identify the common physical and emotional responses your body has to triggers.
 - ▲ Why do you think our body is wired to experience triggers?

▶ Learning to Identify My Own Triggers

- ◆ Introduce general categories of triggering sources:
 - ▲ Physical (hungry, tired, relaxed, “turned on”)
 - Note: this may be a good opportunity to mention that during experiences of sexual abuse the body may react by being stimulated. This does not mean that the survivor wanted the experience or is responsible for what happened. It does mean that experiencing even positive sexual feelings might trigger flashbacks.
 - ▲ Emotional (sadness, grief, anxiety)
 - ▲ Setting (street, orchard, warehouse, home, bar)
 - ▲ Social/Relationships (coercion, confrontations, behaviors, oppression, intimacy)
 - ▲ Mental (flashbacks, dissociation, hypervigilance)
- ◆ Discuss in what situations the group members typically experience triggers. For example, if a survivor drives by a housing unit that was related to the rape, this may trigger the same physical and emotional response as they experienced during the original traumatic event (i.e. difficulty breathing, uncontrollable crying, fight/flight or freeze response).
- ◆ Help increase understanding that once trigger sources are identified survivors are then able to either attempt to avoid these situations or can proactively prepare appropriate coping skills.
 - ▲ Have you ever consciously identified your triggers?
 - ▲ What are the activities and pressures that give you the most stress and why?
 - ▲ How do you act when you are stressed, and who do you usually take it out on?
 - ▲ Was there a time recently when you needed to ask someone for help, but did not?
 - ▲ Why might experiencing traumas, such as sexual assault, make it hard for you to ask for help?

▶ Coping with Triggers

- ◆ Survivors can train their minds and bodies to remain calm during a trigger.
- ◆ Try using grounding techniques, some examples have been included in this session's activity section. These can be a great tool to help cope with triggers. There are various methods; ask participants what they have used in the past and be sure to review the activity included in this session.
- ◆ Describe the differences between healthy and unhealthy coping.
 - ▲ Healthy coping is any practical behavior or activity that reduces a survivor's negative feelings surrounds a trigger or stressor.
 - ▲ Healthy coping can include attending support group, drinking mate (a traditional South American caffeine-infused drink) with your friends, writing, hot showers, or spending five minutes alone, for example.
 - ▲ Some behaviors that appear healthy on the surface can become unhealthy if a survivor feels they have become obsessive (can't stop thinking about it) or compulsive (can't stop doing it) about the behavior or activity.
 - ▲ Commonly identified forms of unhealthy coping include substance abuse and self-harm. However we know unhealthy coping can include isolation, obsessive thinking, or excessive spending of money.
- ◆ Help group members identify what methods of coping have been used in the past. Determine which methods are healthy versus unhealthy.

Yerba Mate Ceremony

“In a traditional Mate sharing, the host usually pours the hot water and serves up the cup. Generally the host will take the first “infusion” or cup of hot water and finish it (you should be able to hear the air coming through the bombilla), then the host will pour another “infusion” and offer it to the next person.

When that person is done he hands it back to the host. The person only says “Thank You/Gracias” when they do not want another infusion.

The bombilla is not to be touched by anyone other than the host – it is not to [be] stirred, but if the flavor becomes lavado or washed [out], then the host may adjust the bombilla but placing his or her thumb over the top to trap the air, pull the bombilla completely out and re-inserting the bombilla on the other side of the cup. If the flavor is completely gone the mate should be replaced with fresh Yerba Mate.”

(Mi Yerba Mate, 2003)



- ▶ Encourage your group to look at past or current methods of unhealthy coping with compassion. Recognize that unhealthy coping served its purpose at one point in life—we can only do the best we can!
 - ◆ What do you currently use to help cope?
 - ◆ Is it working? Do you feel it is healthy for you?
 - ◆ If you could cope in another way, would you?
 - ◆ Why is asking for help such an important coping skill?
 - ◆ Are there any successes you've had in asking for help?
 - ◆ Why would asking for help more increase independence?

Farmworker Survivors of Sexual Violence

Help farmworkers identify coping skills that can be done discreetly in a variety of settings, including the workplace, such as keeping a stone in one's pocket that whenever touched reminds the survivor of their strength and courage.

Survivors of IPSV

Many IPSV survivors may still be living with an abuser. They may not be able to avoid many of their triggers because they are still living in active trauma. Survivors can still learn ways to cope with their triggers, such as repeating an affirmation over and over in their head while they experience verbal abuse. For more information on advocacy with people currently in abusive situations, see Jill Davies' book in the Resources section of this session.

**ACTIVITY: Calming and Grounding Spray**

This activity was provided by Carolina Gutierrez with Proyecto Cielo.

After experiencing trauma, one of the strongest triggers can be smells that are related to the abuse or abuser. We believe you can also use this sensory response to promote positive coping and to help with grounding. Having group members prepare the spray together, and then connect the smell to the positive healing environment and experience can be a beneficial tool. Participants can take their spray with them and use it throughout their healing journey and when experiencing stress or triggers.

Materials:

Small spray bottle for each participant, distilled water, witch hazel, funnel, essential oils (lavender, rose, orange etc.)

Instructions:

1. Use the funnel to add witch hazel to fill 1/3 of the spray bottle.
2. Add 10 drops of the essential oil.
3. Use the funnel to fill the remainder of the spray bottle.
4. Screw on the top; then shake to mix the ingredients.
5. Lightly spray in the air or on your linens when experiencing a trigger.



CHECK-OUT: What is one coping skill you are going to practice this week?



CONSIDERATIONS FOR FACILITATORS

- ▶ This session gives participants some ideas about how to increase their ability to cope before they get into some of the heavier session topics.
- ▶ Be sure to tell members to be compassionate and patient with themselves as they learn what method of coping works best for them. Even when we learn what does not work for coping, progress is still being made on our recovery from trauma.
- ▶ It is important to help participants share enough so that they feel the material applies to them, but not so much that they are over-sharing or getting into deep trauma topics and conversations this early in the group.
- ▶ You are introducing some important concepts, including the idea that unhealthy coping served a purpose and should be honored for that. The next step is to begin to replace unhealthy coping strategies with healthier alternatives. Having a toolkit of various coping skills to try will help each participant handle difficult situations in their everyday life.
- ▶ Encourage participants to develop healthy coping behaviors in small steps, so it does not seem like an overwhelming task. Make a plan to try out a new skill for a week or two, and if it's not working try something else.



RESOURCES

- ▶ For additional information on triggers and ways to cope see the following resource:
 - ◆ [Supporting Survivors of Sexual Assault: A Journey to Justice, Health and Healing; Chapter 26: Further Support for Healing \(PDF\)](http://www.janedoe.org/site/assets/docs/Curriculum_SSSA_2012/26_FurtherSupport.pdf) (http://www.janedoe.org/site/assets/docs/Curriculum_SSSA_2012/26_FurtherSupport.pdf)
- ▶ This is an excellent article about Tonic Immobility (the “freeze response”) by Dr. Rebecca Campbell:
 - ▲ [Talking about Tonic Immobility on Tonight’s SVU](http://www.joyfulheartfoundation.org/blog/talking-about-tonic-immobility-tonights-svu)
<http://www.joyfulheartfoundation.org/blog/talking-about-tonic-immobility-tonights-svu>

SESSION FOUR - UNDERSTANDING SEXUAL VIOLENCE AND TRAUMA



“En momentos difíciles busca fortaleza dentro de ti y déjala fluir y veras como encuentras aquellas reservas que te llenaran de animo, optimismo y vitalidad.”

– Autor desconocido

“In difficult times seek the strength within you and let it flow and see how you find those reserves that fill you with encouragement, optimism and vitality.”

–Author unknown



GOAL OF SESSION: To increase knowledge about sexual violence and trauma and its impacts on each person.



CHECK-IN: What’s one thing you hope to accomplish at today’s meeting?



LEARNING AND DISCUSSION

- ▶ What is sexual violence?
 - ◆ Sexual violence occurs on a continuum. This can range from beliefs, attitudes, comments and threats to completed acts of rape. The root of sexual violence is oppression, such as racism, ableism, sexism and homophobia.
 - ◆ Sexual assault occurs when a person is forced, coerced, and/or manipulated into any unwanted sexual activity. Sexual assault is an umbrella term that includes a wide range of victimizations which may or may not involve force.
 - ◆ The dynamics of sexual assault are complicated. Typically, sexual assault is not primarily motivated by sexual desire, but involves manipulation, exploitation, and exerting power and control over another person.
 - ◆ Immigrant Latin@ domestic workers are especially vulnerable to sexual exploitation because they depend on their employers for their livelihood, live in constant fear of being deported, suffer social isolation, and are vulnerable to their employer's demands (Office for Victims of Crime, n.d.).

- ▶ What is trauma?
 - ◆ Explain simple, complex and historical trauma
 - ▲ Simple trauma - a single isolated traumatic event such as a car accident, a death, an isolated rape, or a national disaster.
 - ▲ Complex trauma - a combination of multiple ongoing traumatic events such as ongoing child sexual abuse, living in a violent environment, or experiencing multiple rapes.
 - ▲ Historical trauma - refers to trauma experiences that have occurred over a survivor's life span, or the trauma that has been experienced by Latin@s throughout history and generation.

- ◆ Questions for the group:
 - ▲ What are your main symptoms of trauma?
 - ▲ What trauma symptom(s) bothers you most?
 - ▲ What are some messages we are told about sexual violence?
 - ▲ Who gives these messages?
 - ▲ What are some examples of “grooming”?
- ▶ Common short-term and long-term impacts of trauma.
 - ◆ Short-term impacts of trauma can begin directly following the sexual assault and typically last a few days up to a couple weeks.
 - ▲ Examples of short term impacts:
 - irritability
 - memory loss
 - anger
 - sadness
 - numbness
 - hypervigilance
 - inability to focus
 - dissociation
 - fatigue
 - disorganized thinking or behavior

- ◆ Long-term impacts of trauma may impact survivor's lives for weeks, months or years.
 - ▲ Examples of long term impacts:
 - Post traumatic stress disorder (PTSD)
 - depression
 - anxiety
 - increased health issues
 - chronic stress
 - dissociation

It can be helpful to bring a guest speaker to this session to talk about services available in the community for PTSD recovery, while always recognizing access to services may be limited.

- ◆ While discussing the impacts of trauma, you may want to discuss posttraumatic stress disorder (PTSD). This disorder came to the public's attention when veterans were returning home from war and many were displaying similar specific symptoms, such as flashbacks, increased irritability, and hypervigilance. The definition of the disorder has been broadened to include direct or indirect exposure to any actual event or threat of death or injury, or an actual or perceived threat to one's physical integrity (such as sexual violence). There are specific assessments to diagnose PTSD and these must be conducted by a qualified mental health professional in a personal counseling or medical setting.
 - ◆ What coping strategies work best for you?
 - ▲ How do you treat yourself when something goes wrong or you make a mistake?
 - ◆ What could you do differently that would show yourself compassion?
 - ▲ What does it mean to say that PTSD is a normal reaction to abnormal events (Najavits, 2002)?

Farmworker Survivors of Sexual Violence

Campeñas or female farmworkers are vulnerable to sexual assault and harassment at work. They spend many hours in isolated conditions and may be unaware of or have fear in advocating for their rights in the United States, regardless of documentation status. “Our research confirms what farmworker advocates across the country believe: sexual violence and sexual harassment experienced by farmworkers is common enough that some farmworker women see these abuses as an unavoidable condition of agricultural work.”

(Human Rights Watch, 2012, p. 23)

Survivors of IPSV

1 in 4 Latin@ women experience intimate partner violence including IPSV in their lifetime and married Latin@s experience higher rates of IPSV than unmarried Latin@s.

**ACTIVITY: The Case of Ana**

Reprinted with permission of the authors from Grupos de Apoyo para Latinas Maltratadas (Koch & Pavón, 2002, pp. 53-54).

The subject of sexual abuse within violent relationships is a delicate one. Many women have experienced this, but are hesitant to discuss it. There can be a lot of different reasons for this hesitancy—a feeling that it is socially unacceptable to discuss such things, being deeply traumatized by experiences, not recognizing that it is not “normal” sexual behavior, etc.

It is an important part of group to break the silence about sexual abuse while respecting each person’s right to share their experiences or not. If group facilitators are too uncomfortable to broach the subject, they merely reinforce the idea that it should not be discussed openly. This session is usually placed late into a group cycle, once a sense of trust has been established among members.

The story of Ana is a fictional composite taken from many different women’s actual stories.

Materials:

El Caso de Ana handout (see Appendix E)

Instructions:

1. Give each woman the story (found in Appendix E).
2. Have several participants read different sections of it or facilitators can read it so everyone understands it, regardless of literacy level.
3. Discuss how common sexual abuse is and the silence around the issue is to begin a larger discussion of the topic.
4. Variation: If you have a facilitator or a participant willing to share their experiences with sexual abuse, it may be a wonderful way to give the other participants courage to talk about their experiences.

Before a facilitator discloses personal trauma history, please review the topic “Carefully consider the pros and cons of disclosing your own personal history to the group” on page 22 of Circle of Hope.



CHECK-OUT: What is one thing you learned today that is important to you?



CONSIDERATIONS FOR FACILITATORS

- ▶ We have intentionally put this topic in this session to allow time for participants to build trust and group cohesion before exploring the dynamics and effects of sexual violence. Depending on the level of readiness in your group, you may want to move this topic to an earlier or later session.
- ▶ Allow participants to decide what experience was traumatic for them. Some survivors minimize their own experience and think they should “be over it by now.” They may compare what happened to them to other survivor stories and feel their experience was not “as bad,” causing confusion about their trauma symptoms.
- ▶ Discuss how there is no way to compare traumatic events experienced by two different people; we are unable to classify trauma events on a level of severity, because different people will perceive and process similar events in their own unique manner.



RESOURCES

- ▶ For considerations on sexual violence experienced by Latin@s see:
 - ◆ [Mujeres Latinas en Accion – Latina Portrait \(PDF\)](http://www.mujereslatinasenaccion.org/userfiles/images/Documents/Latina%20Portrait%20Latinas%20and%20Sexual%20Assault.pdf) (<http://www.mujereslatinasenaccion.org/userfiles/images/Documents/Latina%20Portrait%20Latinas%20and%20Sexual%20Assault.pdf>)

SESSION FIVE - STAYING SAFER IN RELATIONSHIPS

“Puede que sientas que se te acaba la fuerza, pero tu alma es más fuerte de lo que crees, y nada te puede destruir.”

– Sobreviviente

“You may feel that you just don’t have the strength, but your soul is stronger than you think, and nothing can destroy you.”

– Survivor



GOAL OF SESSION: To identify safe methods of coping when abuse and trauma are still occurring.



CHECK-IN: Name one thing that brings you energy and life.



LEARNING AND DISCUSSION

- ▶ Unsafe relationships
 - ◆ Many survivors do not leave unhealthy, toxic, or abusive relationships for a variety of reasons. For many people leaving a relationship is far more dangerous than staying.
 - ◆ It can be helpful to engage in a discussion on reasons many survivors do not leave abusive or toxic relationships.
 - ◆ Many survivors love their partners and do not want to leave; they want the abuse to stop.
 - ◆ Most traditional resources (such as therapy) that are available for survivors are difficult for Latin@s to access, especially if they speak a language other than English or Spanish. It may be helpful to provide some general examples to help survivors stay as safe as possible in situations and environments identified as relevant by your support group.
 - ▲ What are some tactics used by abusers to keep Latin@s in unhealthy relationships?
 - ▲ What do you need to stay safe and healthy in a relationship?
 - ▲ What resources do you have to turn to when you feel overwhelmed?
- ▶ Staying safer
 - ◆ How can a person who is living with an abuser practice self-care?
 - ◆ What are some ways in which you have successfully coped with difficult situations?
- ▶ Stalking
 - ◆ This may be a good time to raise the issue of stalking and the how abusers can use technology in this form of abuse. Often Latin@s who are still living with, or have contact with their abusers, feel that they can never have any personal time because their partner is always text messaging, calling, or using forms of social media to attempt to communicate and control their behavior.
- ▶ When survivor's separate by choice or force from abusive and toxic relationships
 - ◆ Identify the issues of grief and loss. For example, if someone has left an abusive partner, family and friends may expect them to feel only relief. The survivor may feel a deep grief (i.e. being shunned by family, losing a person they love, or from losing assistance with financial support or parenting).

Working With Latin@ Survivors of IPSV

If the group you are facilitating includes participants still living with an abusive partner, be sure the group environment remains safe for those individuals. Introducing ways group members can support others who are in actively abusive relationships can lead to a safer and more compassionate approach.



ACTIVITY: Why People Stay

Materials:

Poster board, drawn silhouette of a person, post-it notes, markers

Preparation:

Prepare a poster board with a large full-body silhouette of a person.

Instructions:

1. Give each participant a handful of post-it notes and a marker.
2. Ask participants to write reasons why people stay in abusive relationships, one reason per note (each person can write as many reasons as they wish).
3. Have the participants bring the notes up and stick them onto the silhouette of the person when they are done.
4. Read through the notes as a group.



CHECK-OUT: What was the most important thing you got out of today's group?



CONSIDERATIONS FOR FACILITATORS

- ▶ It is important to approach participants from a strength-based model. Each person in the group has certainly coped successfully with a number of life events. This session is designed to help participants tap into their existing strengths and to connect with needed resources.
- ▶ This session would be an excellent time to emphasize the value of maintaining an ongoing connection with an individual community advocate or promotora and the resources and services they can provide.



RESOURCES

- ▶ This book has information on providing advocacy services to survivors who are still in abusive relationships. It provides an alternative to the way advocates traditionally talk about safety.
 - ◆ Davies, J., & Lyon, E. (2014). *Domestic violence advocacy: Complex lives/difficult choices* (2nd ed.). Thousand Oaks, CA: Sage Publications.

SESSION SIX - BODY IMAGE

“Mi cuerpo está hecho de la sustancia de la tierra. Mi cuerpo está lleno de vitalidad y fuerza. Mi cuerpo es sagrado.”

– Corazon Tierra

**“My body is made of the substance of the earth.
My body is full of vitality and strength. My body is sacred.”**

– Corazon Tierra



GOAL OF SESSION: To restore a healthy and accepting image of oneself.



CHECK-IN: Name one success you have experienced since our last meeting.



LEARNING AND DISCUSSION

- ▶ Self-Image and Social Messages
 - ◆ Spend some time examining:
 - ▲ How does the experience of sexual violence affect how you see yourself?
 - ▲ What are some messages you hear within your culture that make you feel good? Are there messages that make you feel sad?
 - ▲ What are social messages about survivors of sexual abuse?
 - In what ways can we reframe or dismiss these messages?

- ▶ Negative vs. Compassionate Self-Talk
 - ◆ By the time your group has progressed to Session Six members have typically built a strong bond with each other. This is a great opportunity to have participants practice recognizing negative self-talk and speaking to themselves in kinder, more compassionate ways:
 - ▲ **IDENTIFY:** Identify ways they commonly talk negatively about themselves.
 - ▲ **REJECT:** Reject that perception and develop a kinder, more compassionate approach.
 - ▲ **REVISE:** Choose to accept the compassionate view.

 - ▲ **IDENTIFICAR:** Identificar las maneras en que comúnmente hablan negativamente sobre sí mismos.
 - ▲ **RECHAZAR:** Rechazar esa percepción y desarrollar un enfoque más amable, más compasiva.
 - ▲ **REVISAR:** Elija aceptar el punto de vista compasiva.

- ◆ When survivors have a lot of emotional pain they often express it through negative self-talk, self-harm, or other forms of unhealthy coping. Help members proactively practice a more compassionate approach.
- ◆ Compassion involves validating and being kind to yourself, not dismissing or ignoring your feelings.
- ◆ Compassion will help healing.
- ◆ Practice, practice, practice! Don't ever give up!
 - ▲ What does your negative self-talk sound like?
 - ▲ What does your compassionate self-talk sound like?
 - ▲ How might using compassion toward yourself and your situations prevent unhealthy coping behaviors?
 - ▲ Does it bring up any feelings when you try talking to yourself compassionately?
 - ▲ How are your traumatic experiences related to negative self-talk?

Example of Compassionate Reframing:

Negative self-view - "I am so stupid! I can't believe I relapsed!"

Compassionate self-view - "I still haven't found a coping tool that works for me, but I'm trying and it's okay to take a little longer. I am still growing by learning what does not work for me."

**ACTIVITY: You.****Materials:**

Adult face silhouette, cardboard or cardstock, glue stick, paint, paintbrushes, water cups, magazines, buttons, feathers, stickers, various objects for decorating

Preparation:

Find or draw a basic outline or silhouette of a variety of adult faces and create enough copies for all group members.

Instructions:

1. Glue each outline on a sheet of cardboard or cardstock to strengthen the backing.
2. Invite participants to paint and use the various items available to decorate the image as a reflection of who they are and what they love about themselves. It can be designed to reflect what defines them as a person, what is important in each person's life, or any other idea that feels beneficial to them. Providing participants with a list of common color associations can help.

Do not give much more instruction than that - let each participant decide what direction to take.

3. When finished give the opportunity for group members to share their creation. Inform members that they have the opportunity to share as little or as much as they want, including the right to not share at all.



CHECK-OUT: What is one positive thing you can tell yourself every day this week to practice what we learned today?



CONSIDERATIONS FOR FACILITATORS

- ▶ The concept of using compassion towards oneself may be a new idea for some participants. Let individuals know it is okay to take small steps in increasing compassion. The first step is recognizing negative self-talk. Once that is accomplished you can choose to accept a more compassionate view as reality, and reject the negative self-talk.
- ▶ Changing habits of talking negatively towards ourselves is a process. Explain that learning to use more compassion towards ourselves takes time. We will make many mistakes, but the most important point to remember is to never give up.



RESOURCES

- ▶ The book is based on interviews and surveys Rosie Molinary collected from more than 500 Latinas of Mexican, Caribbean, Central American, and South American descent. Survey questions examined topics that are uniquely female, as well as Latina, including body image, standards of beauty, sexuality, and ethnic identity.
 - ◆ Molinary, R. (2007). *Hijas Americanas: Beauty, Body Image, and Growing Up Latina*. <http://rosiemolinary.com/hijas-americanas/>

SESSION SEVEN - HEALTHY SEXUALITY



“Reemplaza tus pensamientos negativos con afirmaciones positivas para construir tu autoestima y confianza.”

– Autor desconocido

“Replace your negative thoughts with positive affirmations to build your self-esteem and confidence.”

– Autor desconocido



GOAL OF SESSION: To build self-love and empowerment through increased knowledge surrounding sex, sexuality, and anatomy.



CHECK-IN: What is the best compliment you can remember receiving?



LEARNING AND DISCUSSION

- ▶ What is THAT?
 - ◆ NOTE: This session may need to be adapted for members who do not identify as female or do not have female anatomy.
 - ◆ Many Latin@ survivors may have limited to no knowledge of female or reproductive anatomy. Some survivors never had anyone teach them about sex or may have relied on information from their peers and through exploration.
 - ◆ Discovering how amazing human bodies are and how the reproductive system functions is not only educational and empowering but can change survivors' lives. Pass out a basic anatomy diagram (See Appendix F for handout) and identify names and functions of body parts.
 - ◆ Survivors of sexual violence may have been exposed to negative and harmful misinformation regarding their bodies. Facilitating discussion on anatomy and the reproductive system can provide group members with accurate and helpful information.
 - ◆ Increasing knowledge is taking back power.
 - ◆ Have fun and be silly!
 - ▲ How do feel after learning about your body parts?
 - ▲ What is the most interesting thing you learned?

▶ Setting Healthy Boundaries

- ◆ Boundaries are essential to healthy sexuality and relationships. They are what helps keep us separated or close in relationships. Discovering how to set boundaries may be a new skill for survivors.
- ◆ Healthy boundaries are flexible. Just as life and our interactions with the world are always changing, our boundaries with people should typically be adjustable. The difficulty is in finding the right adjustment.
- ◆ Boundary setting occurs on a spectrum. This ranges from boundaries that are too firm (for example, inability to trust) or boundaries that are too loose (for example, trusting too easily).
- ◆ It is common for survivors to jump from one end of the spectrum to the other before developing a balanced skill in setting boundaries. For example, a survivor may swing from trusting people too easily and to not trusting or letting anyone into their life.
- ◆ Learning when to say “yes,” or when to ask for and accept help can be a very difficult thing for Latin@ survivors, particularly because of barriers (language, transportation, no telephone). Many survivors may also have difficulty telling people “no.” Helping Latin@ survivors practice saying “yes” and “no” in various settings can be a beneficial exercise. Start small!
- ◆ Examples of saying “yes” include: speaking in group, agreeing to meet a friend for lunch or getting out of bed.
- ◆ Examples of saying “no” include: choosing not to speak in group, turning down requests for help from friends, not going to a party, avoiding triggering situations and people.
 - ▲ What are the differences between emotional and physical boundaries?
 - ▲ What can we do when we set a boundary and someone does not respect it?
 - ▲ Do you feel you typically set firm, loose, or flexible boundaries with people?
 - ▲ Do you feel you struggle with saying “yes,” “no,” or both, in relationships?

Farmworker Survivors of Sexual Violence

This session can be a great opportunity to bring in a guest speaker from Planned Parenthood or a neighboring migrant or farmworker's clinic. See if they can offer information on reproductive health and schedule appointments, if needed.

Survivors of IPSV

Whether or not participants tell the stories of their partner abuse, talking about sexual disagreements will most likely trigger thoughts of these experiences. Be sure to remind survivors of the grounding techniques developed in Session Three on Triggers and Coping.



ACTIVITY: The CERTS Model of Healthy Sexuality

The CERTS model, developed by Wendy Maltz, is a great way to explain the building blocks of a healthy sexual relationship. There is a handout you can copy in Appendix G.

Materials:

CERTS model Handout (see Appendix G)

Preparation:

Before the session, you should explore the website that has the [CERTS information: www.healthysex.com](http://www.healthysex.com). There is a great deal of useful information on that site.

Instructions:

Have participants read the various points under the CERTS model out loud to the group, and discuss.

- ◆ Consent (consentimiento)
- ◆ Equality (igualdad)
- ◆ Respect (respeto)
- ◆ Trust (confianza)
- ◆ Safety (seguridad)



CONSIDERATIONS FOR FACILITATORS

- ▶ This session may open up some very difficult issues for participants. Some Latin@ participants may feel embarrassed or unsure about learning about female anatomy and reproductive health. The topic has been reserved for this session so that group members will have had the opportunity to build trusting relationships with one another.
- ▶ For many Latin@ survivors, identifying their own sexual feelings and preferences is a new concept. For many Latin@s, the primary purpose of their life is to care for their spouse, children, and family.



RESOURCES

- ▶ Yo Soy is a national campaign to end the stigma and silence around sex education, birth control, abortion and young parenting within the Latin@ community.
 - ◆ [Yo Soy website](http://www.iamyosoy.org/) (<http://www.iamyosoy.org/>)
This website gives comprehensive information regarding sexual anatomy and how the body functions. We suggest reviewing this material before engaging in conversation on this subject.
- ▶ [Our Bodies Our Selves. \(2016\). Anatomy and Menstruation.](http://www.ourbodiesourselves.org/health-topics/anatomy-menstruation/)
(<http://www.ourbodiesourselves.org/health-topics/anatomy-menstruation/>)

SESSION EIGHT - REPRODUCTIVE AND SEXUAL COERCION



“Tienes dentro de ti todo lo que necesitas
para superar los desafíos de la vida.”
– Sobreviviente

“You have it within you to do everything you need
to overcome the challenges of life.”
– Survivor



GOAL OF SESSION: To identify sexual and reproductive coercion and learn about tools to remain safer in relationships.



CHECK-IN: When in your life do you feel you have the most control?



LEARNING AND DISCUSSION

Many survivors of domestic violence are also survivors of intimate partner sexual violence, including reproductive and sexual coercion.

► What is...

- ◆ Reproductive Coercion: the act of controlling a partner's reproductive choices by use of force, threats, manipulation or intimidation.
- ◆ Sexual Coercion: the act of using pressure to force someone into unwanted sexual activity.
- ◆ Birth Control Sabotage: a common form of reproductive coercion. Some examples include: abusers hide or destroy pills, refuse access to birth control, take the condom off, remove an IUD.

▲ What are your fears when it comes to birth control?

- ◆ Emergency Contraception: an over-the-counter pill that if taken within 120 hours of unprotected sex will either prevent the egg from being released from the ovaries, prevent the egg and sperm from meeting, or prevent the egg from implanting in the uterine wall. A copper Intrauterine Device (IUD) can also be used as a form of emergency contraception if inserted by a healthcare provider within five days of unprotected sex.
- ◆ Stealth Birth Control Options: certain forms of birth control that are less detectable by a partner. See Appendix H for an overview on available forms of stealth birth control. These options should be accessible at local community health clinics or Planned Parenthood clinics.

► Facilitate a discussion on Futures Without Violence's Did You Know Your Relationship Affects Your Health? Safety Cards

- ◆ This evidence-based intervention has been proven effective in helping survivors identify ways in which their current relationship may be unhealthy.
- ◆ The safety card (see Resources) offers a method for opening the conversation between advocates and survivors about IPV and reproductive and sexual coercion. It also allows the advocate to introduce important information about harm reduction strategies. See www.pregnantsurvivors.org (Washington State Office of the Attorney General, 2013).

▲ What does a healthy relationship look like?

**ACTIVITY: My Control Collage****Materials:**

Activity handout, Relaciones Toxicas o Abusivas (see Appendix I), cardstock, glue sticks, magazines, scissors, markers, stickers, and other items to decorate.

Instructions:

1. Provide each participant with a copy of the Relaciones Toxicas o Abusivas handout.
2. After reviewing and discussing the handouts, have participants reflect on which areas of their life they have control within, which areas they do not have control within, and how to cope.
3. Provide each participant with a blank mandala handout (see resources in this session) and allow them to create a collage of words, pictures, and designs that reflects the areas of control in their life.



CHECK-OUT: Describe one small step you could take this week that would help you to feel more confident in your own life.



CONSIDERATIONS FOR FACILITATORS

- ▶ This session is an excellent opportunity to bring in a guest speaker such as a health educator with Planned Parenthood. Invite them to discuss available services, including STI and HIV testing, birth control options, and other family planning services.
- ▶ Consider offering emergency contraception, pregnancy tests, and condoms on site at your community sexual assault program for survivors of sexual violence, including those experiencing sexual coercion. WCSAP has many resources for you to help initiate and complete the process.



RESOURCES

- ▶ You can print [free blank mandala coloring sheets](https://printmandala.com) at the following website: <https://printmandala.com>
- ▶ [Pregnant Survivors Website](http://www.pregnantsurvivors.org/)
Domestic violence, sexual assault, and stalking are all-too-common experiences for women and teens who are pregnant or have recently given birth. The goal of this website and the guidelines is to present an integrated, multidisciplinary approach to service delivery in order to meet the needs of pregnant and parenting survivors of these forms of victimization. (<http://www.pregnantsurvivors.org/>)
- ▶ [Did You Know Your Relationship Affects Your Health? Safety Cards](http://www.futureswithoutviolence.org/did-you-know-your-relationship-affects-your-health/)
You can order up to 300 safety cards in English or Spanish for free (with a small shipping charge) on [Futures Without Violence's website](http://www.futureswithoutviolence.org/did-you-know-your-relationship-affects-your-health/): (<http://www.futureswithoutviolence.org/did-you-know-your-relationship-affects-your-health/>)



SESSION NINE - WHO'S ON YOUR TEAM?



“Cuando las arañas tejen juntas, pueden atar a un león.”
– Refran

“When spiders weave a web together, they can tie up a lion.”
– Spanish Proverb



GOAL OF SESSION: To identify existing and new support systems and resources available.



CHECK-IN: If you could invite someone you love or respect to sit with and support you in making this group session successful today, whom would that be?



LEARNING AND DISCUSSION

▸ Being Your Own Advocate

- ◆ What are small ways you can practice advocating for yourself?
- ◆ What are the benefits to advocating for yourself?
- ◆ What can be unintended negative consequences for advocating for yourself?

▸ Support Systems

- ◆ Who is in your support system?
- ◆ What is the biggest benefit of having a support system?
- ◆ With group ending next week, how will you continue focusing on your recovery from trauma?

▸ Laws and Legal Rights in the United States

It can be incredibly healing and transformative for survivors to learn about their rights within the United States. Some survivors who may have emigrated from other countries may benefit from learning about the differences in laws within the United States and those from their home country.

- ◆ Basic human rights
 - ▲ The United Nations (UN) developed The Universal Declaration of Human Rights in 1948. It can be helpful to review and discuss these rights in group. You can use the colorful Declaration of Human Rights booklet available in English and Spanish online.
 - [Universal Declaration of Human Rights booklet Spanish \(PDF\)](http://www.un.org/es/documents/udhr/UDHR_booklet_SP_web.pdf)
(http://www.un.org/es/documents/udhr/UDHR_booklet_SP_web.pdf)
 - [Universal Declaration of Human Rights booklet English \(PDF\)](http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
(http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
 - ▲ Civil and criminal laws related to sexual violence against adults
 - ▲ Civil, criminal, and age of consent laws related to sexual violence against minors

For more information on ways to introduce and discuss laws and legal rights in the US, see Resources in this session.

Facilitating presentations or workshops on laws and legal rights in the U.S. are practical methods for beginning groups or for using as outreach to build trust and offer useful and applicable information. The community can begin to see you as a resource and open up a dialogue for questions related to rights that can more easily be adapted to have conversations about sexual abuse, assault, harassment, and violence.



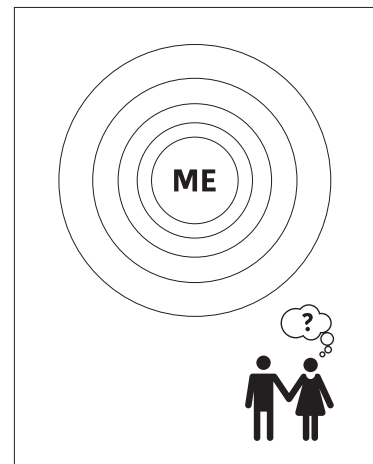
ACTIVITY: Boundaries

In this activity, participants will draw a boundary map. Have each participant draw a series of circles descending in size like a target sign (or use the graphic below).

The smallest, most inner circle is for the individual participant and no one else should be listed there. Ask participants to write in where they would put people in their lives, based on how close the people are to them. They should have at least four or five layers to their target diagram. They can name people as individuals like Michelle or mi sobrina (my niece) or can choose to list groups of people.

Participants don't have to share, but facilitators can ask questions to consider as they build their boundary maps:

- ▶ Do you move people from one circle to another? Is that an easy or a hard thing to do?
- ▶ Can you see the path some people took to get to the circle you keep them in now?
- ▶ If you don't like where someone is now, do you feel like you could move them to a different level?





CHECK-OUT: What is one positive self-care activity you will do to proactively prepare for the final group meeting next week?



CONSIDERATIONS FOR FACILITATORS

- ▶ It can be helpful to begin talking about the support group coming to an end. Preparing and validating participants on the feelings of grief and loss that may accompany the end of group is beneficial. Talk about ways to cope early to keep group members empowered.
- ▶ Be available to discuss potential fears regarding home and work environments and address any need for potential referrals for additional safety planning, legal advocacy, and/or individual counseling.
- ▶ You may also consider reviewing upcoming skills-building classes or other supportive groups in your local area that participants can join.



RESOURCES

- ▶ Lawinfo.com has general information in Spanish related to laws and legal issues in Washington State.
 - ◆ [Understanding the Judicial System in Washington](http://abogados.lawinfo.com/recursos/washington/) (<http://abogados.lawinfo.com/recursos/washington/>)
 - ◆ [Child Sexual Abuse Laws in Washington State](http://abogados.lawinfo.com/recursos/ley-de-familia/violencia-domestica/derecho-abuso-sexual/washington/) (<http://abogados.lawinfo.com/recursos/ley-de-familia/violencia-domestica/derecho-abuso-sexual/washington/>)
- ▶ This manual developed by Alianza was written as a guide with up-to-date basic information for all those who provide services to survivors. It offers survivors and their communities with basic information relevant to their rights, and provides an easy-to-understand guide to the different government systems and offices in the United States upon which the survival of Latin women (immigrant and non-immigrant) depends.
 - ◆ Alianza's Defensa y Promoción de la Mujer Latina: [Trabajando con Comunidades Latinas para Eliminar la Violencia Familiar—Manual para Profesionales y Trabajadoras de la Comunidad \(PDF\)](http://www.dvalianza.org/images/stories/ResourcePubs/manuals/ovwmanual.pdf) (<http://www.dvalianza.org/images/stories/ResourcePubs/manuals/ovwmanual.pdf>)

SESSION TEN - MOVING INTO THE FUTURE



“¡Nadie es más capaz que tú, Sé que tú puedes hacerlo!”
– Sobreviviente

“No one is more capable than you, I know you can do it!”
– Survivor



GOAL OF SESSION: To allow participants to reflect on the changes in their lives since entering the group, to say goodbye to each other, and to plan for future challenges.



CHECK-IN: What positive changes have you made in your life since you joined this group?



LEARNING AND DISCUSSION

- ▶ Moving Forward and Future Planning
 - ◆ The first step to moving forward is recognizing personal safety needs (emotional, physical, mental, and spiritual).
 - ◆ Participating in any social justice movement can promote empowerment.
 - ◆ Survivors' input is welcome and valued in any movement.
 - ◆ Each person is free to choose whether and when to participate in creating social change. Information on Women's Justice Circles that are available throughout Washington State is included in the resources in this session.
- ▶ Community Resources.
- ▶ Support networks and how they help.
- ▶ Leaving the group and what that means to each participant.
- ▶ How participants plan to stay safe and strong in the future.
- ▶ Moving forward in a big way:
 - ◆ What is the biggest thing you have gained from attending group?
 - ◆ How are you feeling about group ending?
 - ◆ What will you do today to honor your achievement?
 - ◆ What are the next steps for you?



ACTIVITY: A Letter to Yourself

Materials:

paper, pens, stickers

Instructions:

1. Write a letter or create an artistic drawing or painting for yourself, that reflects your accomplishment of completing this support group and what that means in your life. Use this letter or creation to set new goals for yourself.
2. Give participants the choice of taking the letter with them (if that is safe) or ask them what they would like to do with the letter (for example, give it to someone else for safekeeping, or destroy it).



ACTIVITY: Encouraging the Next Support Group

Materials:

Paper, pens, stickers

Instructions:

1. Offer the opportunity for group members to write a small anonymous handwritten note of encouragement that will be handed out to participants on the first session of the next group. Examples from survivors include: "You are worth it, keep coming back!" "Healing is possible, this group helped me realize that!" "I care about you!"
2. You can also record answers on a large sheet of paper (flip chart) for those who cannot or prefer not to handwrite notes of encouragement.



ACTIVITY: Evaluation

Explain the need and value of evaluation, and give each person a confidential evaluation form to fill out or schedule exit interviews for those that may feel more comfortable giving verbal feedback. See Appendix C for the Post-Test and end of group evaluation forms in English and Spanish. Be sure to allow enough time for this activity.



CHECK-OUT: This is your opportunity to say goodbye to the group in whatever way you wish.



CONSIDERATIONS FOR FACILITATORS

It is amazing how much a group can accomplish in a few short weeks. Help the participants to recognize and honor their progress, and to deal with their frustration that their lives are still works in progress (as are all of our lives!).

You may find that participants desire to remain in contact with each other. This is wonderful and should be viewed as a success of the group; the members have built their own support network!. Allow interested members to exchange their contact information in a manner that feels safe to them.

Please don't forget to contact WCSAP to give us feedback on this Latin@ Support Group Guide.

Give yourself credit for your hard work and dedication!



RESOURCES



This grassroots community organizing empowerment process enables women who are low-income and/or immigrants to identify and address the underlying causes of social injustices. Women develop leadership and organizing skills to take action and create systematic change. Circles are run in Spanish and English and can be organized at no cost to your agency.

For more information, call Giselle Cáramo, MSW at (206) 233-1138 or visit [Intercommunity Peace & Justice Center](http://www.ipjc.org), (www.ipjc.org)



REFERENCES AND RESOURCES



SECTION 3

REFERENCES AND RESOURCES

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APPENDICES



SECTION 4

APPENDIX A SAMPLE DONATION REQUEST LETTER

[FECHA]

[DIRECCIÓN]

Re: Solicitud de Donación

Estimado [Inserte el nombre del dueño de la compañía / gerente]:

Soy empleado/a de [NOMBRE DE SU AGENCIA] y soy el/la [su puesto de trabajo] de la agencia y estoy organizando nuestra próxima serie de grupo titulado [nombre de su grupo]. Este grupo sirve como una fuente de información que beneficiara a nuestros miembros de la comunidad mediante el aumento de sus conocimientos sobre temas que incluyen: relaciones saludables, autoestima, prevención de asalto sexual y el acceso a los recursos locales.

Como [su título aquí] de [nombre de agencia], he planeado que nuestro grupo se lleve a cabo durante [fechas del grupo] y entre [nombre los meses o semanas]. En apoyo de este próximo grupo, me gustaría pedir que su compañía considere hacer una contribución en mercancía, específicamente [describir DONACIÓN SOLICITADA].

Su donación se utilizará para proporcionar a nuestro grupo una comida para una semana / s específica de su elección y usted recibirá un recibo de [nombre del organización] por su generosa donación de alimentos o fondos que irán directamente a [nombre del grupo]. Cualquier patrocinio de donaciones para ayudarnos a facilitar una comida familiar se anunciará dentro de nuestra agencia, con nuestras familias participantes y en nuestro informe anual, proporcionando una mayor conciencia de su negocio.

Si usted tiene alguna pregunta, por favor no dude en ponerse en contacto conmigo al [INSERT PHONE NUMBER] o por correo electrónico a [indicar la dirección e-mail]. Quiero darle las gracias de antemano por su consideración y espero a hablar con usted muy pronto.
Atentamente,

[SU NOMBRE]

Título

APPENDIX B

OCVA SUPPORT GROUP SERVICE STANDARDS

	SUPPORT GROUP
Definition	Regular facilitated meetings of victims and/or secondary victims of sexual abuse/assault with a supportive and educational focus.
Goal	To provide emotional stability and promote the understanding of the impact of sexual abuse/assault.
Duration	1 to 2 hour average length of time per session; 1 to 4 sessions per month; 3 months to a year .
Activities	Group meetings with a planned beginning and ending date and an outcome-based, structured agenda with a primary focus on sexual abuse/assault issues.
Services	<ul style="list-style-type: none"> • Adult or adolescent sexual abuse/assault victims • Nonoffending parents of child sexual abuse/assault victims • Significant others who require help/assistance in order to address their own reactions to victimization and to effectively support the victim
Recipients	The facilitator must complete 30 hours of initial sexual abuse/assault training, plus 12 hours of ongoing sexual abuse/assault training annually. All trainings must be approved by the Washington Coalition of Sexual Assault Programs (both the curriculum and the trainer). The provider must be familiar with the dynamics of sexual abuse/assault and relevant community resources, as well as have an understanding of how medical, legal and social services respond to victims of sexual abuse/assault. The facilitator must also have training in group process and interpersonal dynamics, and experience as a facilitator or co-facilitator.
Qualifications	The facilitator must be supervised by a paid staff person with a minimum of a BA degree in Human Services or a related field plus two years of relevant experience or a combination of six years of relevant experience, education and training. The facilitator must be, or receive consultation on group process from, a Masters level therapist.

Note: This Service Standard is subject to change. Consult the Washington State Office of Crime Victims Advocacy (OCVA) for the most up-to-date service standard.

APPENDIX C-ENGLISH GROUP EVALUATION EXAMPLES

Goal and Objectives

The following goal and objectives are based on the curriculum in this guide and informed the development of the pre- and post-tests. Remember that the goal, objectives, and pre- and post-tests should be in alignment. If you change one, you will probably need to change the others.

Goal:

Participants are better able to cope effectively with the aftermath of sexual abuse and/or assault.

Objectives:

1. Participants demonstrate increased knowledge about sexual abuse/assault and how to reduce the risk of revictimization.
2. Participants express increased confidence in their ability to take steps toward recovery.
3. Participants indicate an increased ability to identify and utilize healthy coping skills.
4. Participants indicate decreased feelings of isolation, shame, guilt, and stress.

PRE-TEST

7. Do you agree with the following statements?
Please check the box which indicates your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am able to take care of myself in healthy ways when I am stressed out or overwhelmed.					
When I think about my abuse or assault, I do not feel alone with my experience.					
I understand what I need to do to keep healing.					
I understand my reactions to the abuse/assault.					
I have enough knowledge about sexual abuse for me to understand what happened to me.					
I know what to do to help myself recover from the abuse.					
I feel able to respond to the reactions of other people such as family and friends.					
I know how to get the help I need for myself.					
I have a sense of hope about my future.					
I feel able to identify the positive people and healthy relationships in my life.					
I am able to communicate effectively about my personal and sexual boundaries.					
Overall, I feel like I am coping well with the abuse/assault.					

2. Please identify three goals you would like to accomplish during your time in group.

Goal 1:

Goal 2:

Goal 3:

Thanks to Connie Au of the Children's Response Center for allowing us to use her materials as the basis for this sample survey.

POST-TEST

7. Do you agree with the following statements?
Please check the box which indicates your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am able to take care of myself in healthy ways when I am stressed out or overwhelmed.					
When I think about my abuse or assault, I do not feel alone with my experience.					
I understand what I need to do to keep healing.					
I understand my reactions to the abuse/assault.					
I have enough knowledge about sexual abuse for me to understand what happened to me.					
I know what to do to help myself recover from the abuse.					
I feel able to respond to the reactions of other people such as family and friends.					
I know how to get the help I need for myself.					
I have a sense of hope about my future.					
I feel able to identify the positive people and healthy relationships in my life.					
I am able to communicate effectively about my personal and sexual boundaries.					
Overall, I feel like I am coping well with the abuse/assault.					

2. Please identify three things you have accomplished during your time in group.

Accomplishment 1:

Accomplishment 2:

Accomplishment 3:

3. How many support group sessions did you attend? _____

Thanks to Connie Au of the Children's Response Center for allowing us to use her materials as the basis for this sample survey.

END-OF-GROUP EVALUATION

Do you agree with the following statements?

Please check the box which indicates your level of agreement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The group was a safe place to share my concerns.					
I learned what I needed to learn about sexual abuse and sexual assault.					
The facilitator(s) was (were) knowledgeable and helped the group run smoothly.					
The handouts were useful.					
The activities helped me learn and understand the information.					
I would recommend this group to others.					

7. What did you like most about the group?

2. What could be improved about the group?

3. What would make it easier for people to attend the group?

4. What will you do with the knowledge you gained in the group?

5. Any additional comments or thoughts you would like to share:

Thanks to Connie Au of the Children's Response Center for allowing us to use her materials as the basis for this sample survey.

APPENDIX C-SPANISH EJEMPLOS DE EVALUACIÓN DEL GRUPO

Meta y objetivos

La siguiente meta y objetivos se basan en el plan de estudios en esta guía e informaron el desarrollo de la evaluación inicial y evaluación final. Recuerde que la meta, objetivos, y las evaluaciones iniciales y finales deben estar en alineación. Si cambia uno, es probable que necesite cambiar los demás.

Meta:

Que los participantes sean capaces de hacer frente a las consecuencias del abuso y / o asalto sexual con más eficacia

Objetivos:

1. Participantes muestran un mejor conocimiento sobre abuso / asalto sexual y cómo reducir el riesgo de re-victimización.
2. Participantes expresan más confianza en su capacidad para tomar medidas hacia su recuperación.
3. Participantes indican una mayor capacidad para identificar y utilizar las habilidades de afrontamiento saludables.
4. Participantes indican una disminución en la sensación de aislamiento, vergüenza, culpa y estrés.

Gracias a Connie Au del Centro de Respuesta de los Niños por permitirnos usar sus materiales de base para esta encuesta como muestra al final de su Grupo de Evaluación

PRUEBA PREVIA

7. ¿Está de acuerdo con las siguientes afirmaciones?
Por favor marque la casilla que indica su nivel de acuerdo

	Muy en Desacuerdo	En Desacuerdo	Neutral	De acuerdo	Muy en Acuerdo
Soy capaz de cuidar de mí mism@ de manera saludable cuando estoy estresad@ o abrumad@.					
Cuando pienso en mi abuso o asalto, no me siento a solas con mi experiencia.					
Entiendo lo que tengo que hacer para mantener mi sanación.					
Entiendo mis reacciones al abuso / asalto.					
Tengo suficiente conocimiento sobre el abuso sexual para entender lo que me pasó.					
Yo sé lo qué tengo que hacer para ayudarme a recuperar del abuso.					
Me siento capaz de responder a las reacciones de otras personas, tales como la familia y amigos.					
Yo sé cómo conseguir la ayuda que necesito para mí mismo.					
Tengo un sentido de esperanza en mi futuro.					
Me siento capaz de identificar a las personas positivas y relaciones saludables en mi vida.					
Soy capaz de comunicarme de manera efectiva sobre mis límites personales y sexuales.					
En general, me siento que estoy sobrellevando bien el abuso / asalto.					

2. Por favor identificar tres metas que le gustaría lograr durante su tiempo en el grupo.

Objetivo 1:

Objetivo 2:

Objetivo 2:

Gracias a Connie Au del Centro de Respuesta de los Niños por permitirnos usar sus materiales de base para esta encuesta como muestra al final de su Grupo de Evaluación

PRUEBA POSTERIOR

7. ¿Está de acuerdo con las siguientes afirmaciones?
Por favor marque la casilla que indica su nivel de acuerdo

	Muy en Desacuerdo	En Desacuerdo	Neutral	De acuerdo	Muy en Acuerdo
Soy capaz de cuidar de mí mism@ de manera saludable cuando estoy estresad@ o abrumad@.					
Cuando pienso en mi abuso o asalto, no me siento a solas con mi experiencia.					
Entiendo lo que tengo que hacer para mantener mi sanación.					
Entiendo mis reacciones al abuso / asalto.					
Tengo suficiente conocimiento sobre el abuso sexual para entender lo que me pasó.					
Yo sé lo qué tengo que hacer para ayudarme a recuperar del abuso.					
Me siento capaz de responder a las reacciones de otras personas, tales como la familia y amigos.					
Yo sé cómo conseguir la ayuda que necesito para mí mismo.					
Tengo un sentido de esperanza en mi futuro.					
Me siento capaz de identificar a las personas positivas y relaciones saludables en mi vida.					
Soy capaz de comunicarme de manera efectiva sobre mis límites personales y sexuales.					
En general, me siento que estoy sobrellevando bien el abuso / asalto.					

2. Por favor identificar tres cosas que usted a logrado durante su tiempo en el grupo.

Logro 1:

Logro 2:

Logro 3:

3. ¿Cuántas sesiones de grupo de apoyo asistió usted? _____

Gracias a Connie Au del Centro de Respuesta de los Niños por permitirnos usar sus materiales de base para esta encuesta como muestra al final de su Grupo de Evaluación

EVALUACIÓN AL FINAL DEL GRUPO

¿Está de acuerdo con las siguientes afirmaciones?
Por favor marque la casilla que indica su nivel de acuerdo.

	Muy en Desacuerdo	En Desacuerdo	Neutral	De acuerdo	Muy en Acuerdo
El grupo era un lugar seguro para compartir mis preocupaciones.					
Aprendí lo que tenía que aprender sobre el abuso sexual y asalto sexual.					
El facilitador (s) se ha (n) informado y ayudó para que el grupo funcione sin problemas.					
Los folletos fueron útiles.					
Las actividades me ayudaron a aprender y comprender la información.					
Yo recomendaría este grupo a los demás.					

1. ¿Qué es lo que más le gusto del grupo?

2. ¿Qué es lo que se podría mejorar sobre el grupo?

3. ¿Qué se pudiera hacer para que personas pudieran asistir al grupo más fácilmente?

4. ¿Qué va a hacer con el conocimiento que ha obtenido en el grupo?

5. Cualquier comentario adicional o pensamientos que le gustaría compartir:

Gracias a Connie Au del Centro de Respuesta de los Niños por permitirnos usar sus materiales de base para esta encuesta como muestra al final de su Grupo de Evaluación

APPENDIX D

Cultural Scavenger Hunt

DIRECTIONS:

Circulate around the room and find people who fit the description on your list. When a person fits a particular description, ask them to initial your sheet. Any individual can initial another person's sheet only once.

Knows a folk dance or traditional cultural dance. _____

Has Aztec, Maya or any Native ancestry. _____

Has sat under a palm tree. _____

Has attended a religious service of a religion other than their own. _____

Has attended a recent cultural celebration in their community. _____

Has visited another continent. _____

Plays a musical instrument or a vocalist. _____

Has had to utilize crutches, a wheelchair, a cane, or has worn a cast on a limb. _____

Can name four different kinds of breads from other cultures. _____

Is bilingual or multilingual. _____

Knows some sign language. _____

Likes do to crossword puzzles. _____

Has studied a foreign language. _____

Has had a pen pal. _____

Has attended a Las Posadas celebration or knows what it is. _____

Lived in another country part of their life. _____

Has been told that they are a good cook. _____

Has a teenage child. _____

Owens a home. _____

Has visited a South American country. _____

Is of mixed race or ethnicity. _____

Is an animal lover and has had more than one pet. _____

Has served in the Armed Forces in any country. _____

Was a high school or college athlete. _____

APPENDIX E

EL CASO DE ANA

Ana es una mujer de México que ahora vive en Carolina del Norte. Está casada desde hace 9 años. Se casó de 15 años y nunca ha estado con otro hombre aparte de su esposo. El esposo de Ana la maltrata pero lo peor es que abusa de ella sexualmente. Él la obliga a tener relaciones cuando no tiene ganas, cuando está enferma y, después de ser golpeada. A veces su esposo la agarra a la fuerza. Otras veces emplea amenazas o chantajes para obligarla.

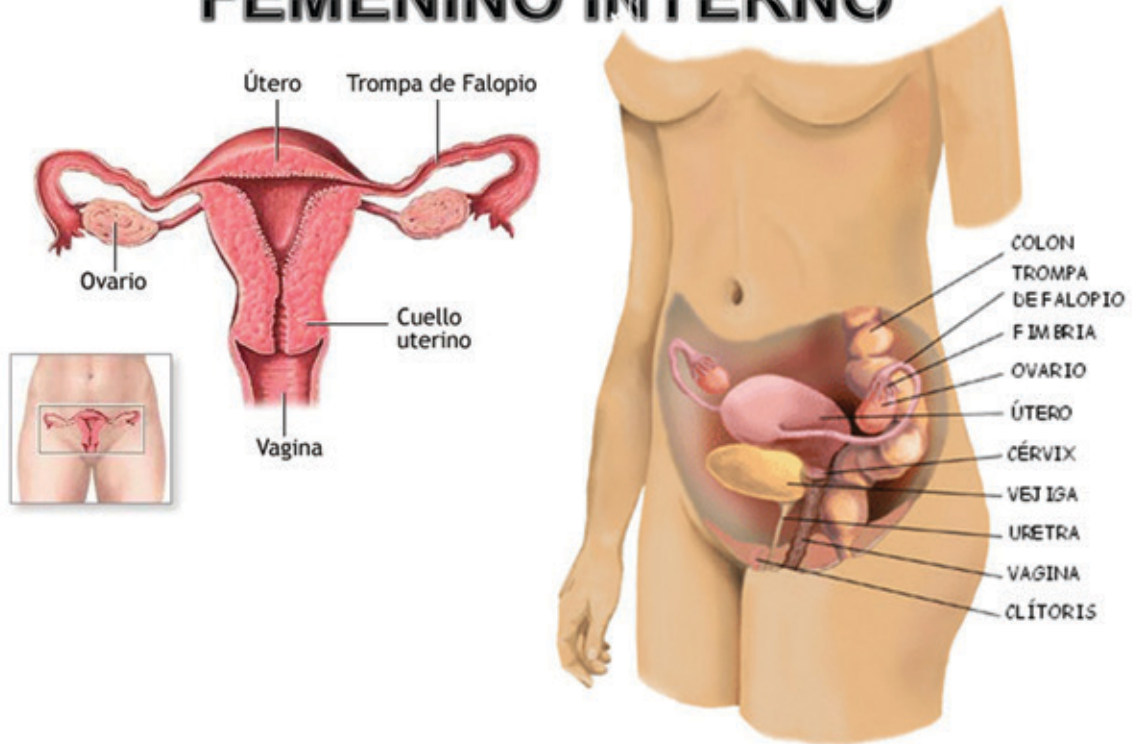
El no la deja planificar para no tener más hijos. Por eso, tiene ya 5. Es difícil mantener a todos y Ana tiene miedo de quedarse embarazada otra vez. Cada vez que habla con su esposo sobre el asunto, la acusa de tener “aventuras” con otros hombres.

También, el esposo de Ana la fuerza a hacer cosas sexuales que no quiere—la obliga a mirar videos pornográficos durante el sexo y la obliga a mirar mientras él tiene sexo con otra mujer.

Ana se siente avergonzada sobre todo esto y no lo habla con nadie. Piensa que esto es una parte normal del matrimonio y odia el sexo. Se siente muy deprimida y aislada pero no ve ningún remedio.

APPENDIX F

SISTEMA REPRODUCTOR FEMENINO INTERNO



APPENDIX G

The CERTS Model for Healthy Sex

- > **CONSENT**
- > **EQUALITY**
- > **RESPECT**
- > **TRUST**
- > **SAFETY**

From www.healthysex.com Used by permission of Wendy Matz

CONSENT means you can freely and comfortably choose whether or not to engage in sexual activity. This means you are conscious, informed, and able to stop the activity at any time during the sexual contact.

EQUALITY means your sense of personal power is on an equal level with your partner. Neither of you dominate or intimidate the other.

RESPECT means you have positive regard for yourself and for your partner. You also feel respected by your partner based on how your partner is treating you.

TRUST means you trust your partner on physical and emotional levels. You accept each other's needs and vulnerabilities and are able to respond to concerns with sensitivity.

SAFETY means you feel secure and safe within the sexual setting. You are comfortable with and assertive about where, when and how the sexual activity takes place. You feel safe from the possibility of negative consequences, such as unwanted pregnancy, sexually transmitted infection, and physical injury."

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APPENDIX H - ENGLISH

Birth Control Methods

That Can be Used Without a Partner's Knowledge

What is it?	How does it work?	How long is it effective?	Helpful hints	Risks of detection
Injection Depo-Provera ("The Shot")	Depo-Provera is a hormone shot that prevents an egg from being released.	3 Months	Once administered, there is no way to stop the effects of the shot.	Irregular bleeding is common. Periods may stop. This may be a less safe option if her partner closely monitors her menstrual cycles.
Emergency Contraception (EC) AKA: The Morning After Pill, Plan B, Next Choice	A single dose of hormones given by one or two pills within 120* hours of unprotected sex to prevent an egg from being released.	Single Dose <i>(must be taken after every instance of unprotected sex)</i>	Clients can get emergency contraception to keep on hand before unprotected sex occurs. EC is NOT an abortion; it works just like "regular" birth control pills. It prevents an egg from being released.	Clients can remove the pills from the packaging so they are easier to hide and partners will not know what they are.
Implant Nexplanon	A matchstick-sized tube of hormones inserted just under the skin of a woman's upper, inner arm to prevent an egg from being released.	3 Years	Unlike previous implantable methods (Norplant), it is generally invisible to the naked eye and scarring is rare.	The implant might be detected if touched. Irregular bleeding is common. Periods may stop. This may be a less safe option if her partner closely monitors her menstrual cycles. Many women bruise around the insertion site. The bruising may be noticeable for several days after insertion.
Intrauterine Device (IUD) ParaGard <i>(non-hormonal)</i>	A small T-shaped device inserted into the uterus to prevent pregnancy by changing the lining of the uterus so an egg cannot implant.	10 Years <i>(some data has shown effectiveness up to 12 years)</i>	This IUD contains copper. Periods may get slightly heavier. Period cramping may increase. ParaGard can be used for emergency contraception if inserted up to 7 days after unprotected sex.	The IUD has a string that hangs out of the cervical opening, which may be felt when fingers or a penis are in the vagina. If a woman is worried about her partner finding out that she is using birth control, she can ask the provider to snip the strings off at the cervix (in the cervical canal) so her partner can't feel the strings or pull the device out. If a woman's partner is monitoring her menstrual cycle, this is the least detectable birth control option because periods do not get lighter or stop. However, some spotting between periods is common at first.
Intrauterine Device (IUD) Mirena & Skyla <i>(hormonal)</i>	A small T-shaped device inserted into the uterus to prevent pregnancy by: <ul style="list-style-type: none"> making the lining of the uterus thin so an egg cannot implant thickening cervical mucus to prevent sperm from entering the uterus inhibiting sperm from reaching or fertilizing an egg stopping an egg from being released in some women 	Mirena: 5 Years <i>(some data has shown effectiveness up to 7 years)</i> Skyla: 3 Years	Hormonal IUDs have a very small amount of hormone that is released which can lessen cramping around the time of a period and make periods lighter. Some women may stop bleeding altogether. All IUDs can be used by women regardless of their pregnancy history or age, but Skyla was FDA-approved specifically for women who have never been pregnant and younger women.	The IUD has a string that hangs out of the cervical opening, which may be felt when fingers or a penis are in the vagina. If a woman is worried about her partner finding out that she is using birth control, she can ask the provider to snip the strings off at the cervix (in the cervical canal) so her partner can't feel the strings or pull the device out. Irregular bleeding is common, especially in the first six months. Periods will change and may stop. This may be a less safe option if her partner closely monitors her menstrual cycles.

*EC packaging may say that the pills should only be taken within 72 hours after unprotected sex and, if given the two-pill option, to take the pills 12 hours apart. Research has proven EC is effective up to 120 hours after unprotected intercourse (although efficacy decreases after 72 hours) and, if given two pills, it is more effective to take both pills together rather than 12 hours apart. (<http://ec.princeton.edu/info/ecminip.html>)

Portions of this resource have been adapted from Futures Without Violence's *Healthy Moms, Happy Babies* training curriculum www.FuturesWithoutViolence.org. We are indebted to Futures Without Violence for permission to adapt their materials and their assistance with this project.

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APPENDIX H - SPANISH

Métodos Anticonceptivos

Que se Pueden Utilizar Sin Que su Pareja Tenga Concocimiento de Ellos.

Todos estos métodos están disponibles solo con receta (excepto la anticoncepción de emergencia, que puede ser comprada sin receta en una farmacia). Las personas pueden llamar al 1-800-230-PLAN para encontrar un proveedor de atención médica cerca de ellas que pueda recetarles métodos anticonceptivos. Es importante hablar con su cliente sobre un plan de seguridad con respecto a las llamadas de recordatorio del consultorio médico y la programación de citas si piensa que estas citas para anticoncepción podrían ponerla en riesgo con su pareja.

¿Qué es?	¿Cómo funciona?	¿Por cuánto tiempo es eficaz?	Consejos útiles	Riesgos de detección
Depo-Provera ("la inyección")	Depo-Provera es una inyección de hormonas que evita que la mujer ovule.	3 meses	Una vez administrada, no hay forma de detener los efectos de la inyección.	El sangrado irregular es frecuente. Pueden detenerse los períodos. Esto puede ser una opción menos segura si su pareja pone atención o vigila sus ciclos menstruales.
Anticoncepción de emergencia (AE) También conocida como: la pastilla del día siguiente, Plan B, Next Choice	Se administra una única dosis de hormonas mediante unas o dos pastillas en un plazo de 120* horas después de tener sexo sin protección para evitar que se liberen óvulos.	Una sola dosis (se debe utilizar después de cada instancia de sexo sin protección).	Los clientes pueden obtener anticoncepción de emergencia para tener a mano antes de que ocurra el sexo sin protección. La anticoncepción de emergencia NO es un aborto; sino funciona igual que las pastillas anticonceptivas "comunes" al evitar que se liberen óvulos.	Los clientes pueden quitar las pastillas del paquete de forma que sean más fáciles de esconder y la pareja no sepa qué son.
Implante: Nexplanon	Se introduce un tubo pequeño de hormonas del tamaño de un fósforo justo debajo de la piel en la parte superior interna del brazo de la mujer para evitar que se liberen óvulos.	3 años	A diferencia de métodos implantables anteriores (Norplant), generalmente es invisible a la vista y es raro que queden cicatrices.	El implante podría ser detectado al tacto. El sangrado irregular es frecuente. Pueden detenerse los períodos. Esta puede ser una opción menos segura si su pareja pone atención o vigila sus ciclos menstruales. Muchas mujeres muestran moretones alrededor del lugar de inserción. Es posible notar el moretón durante varios días después de la inserción.
Dispositivo intrauterino (DIU) no hormonal: ParaGard	Se introduce un pequeño dispositivo con forma de "T" en el útero para evitar el embarazo al modificar el recubrimiento del útero para que el óvulo no pueda implantarse.	10 años (algunos datos han demostrado eficacia hasta 12 años)	Este DIU contiene cobre. Los períodos pueden ser un poco más abundantes. Pueden aumentar los calambres durante el período. ParaGard se puede utilizar como anticoncepción de emergencia si se coloca hasta 7 días después de tener relaciones sexuales sin protección.	El DIU tiene un cordón que cuelga por el cuello del útero y que puede detectarse cuando se introducen dedos o un pene en la vagina. Si una mujer le preocupa que su pareja descubra que está usando un método anticonceptivo, puede pedirle a su proveedor que corte el cordón que sale por el cuello del útero (en el canal cervical) de forma que su pareja no pueda sentir el cordón ni tirar de él para quitar el dispositivo. Si la pareja de la mujer pone atención o vigila sus ciclos menstruales, esta es la opción de anticoncepción menos detectable porque los períodos no disminuyen ni desaparecen. Sin embargo, al comienzo de usar el DIU es normal sangrar poquito entre ciclos de menstruación.
Dispositivo intrauterino (DIU) hormonal: Mirena y Skyla	Se introduce un pequeño dispositivo con forma de "T" en el útero para evitar el embarazo: <ul style="list-style-type: none"> al hacer que el recubrimiento del útero sea tan delgado que no se pueda implantar el óvulo al engrosar el moco cervical para evitar que el esperma entre al útero al inhibir que el esperma llegue a un óvulo o lo fertilice al evitar que se libere un óvulo en algunas mujeres 	Mirena: 5 años (algunos datos han demostrado eficacia por hasta 7 años) Skyla: 3 años	Los DIU hormonales tienen una pequeña cantidad de hormonas que se liberan, las cuales pueden disminuir los calambres de los períodos y hacerlos menos abundantes. Algunas mujeres pueden dejar de menstruar. Todos los DIU pueden ser utilizados por mujeres sin importar sus antecedentes de embarazos ni edad, pero Skyla fue aprobado por la FDA especialmente para mujeres que nunca han estado embarazadas y para mujeres más jóvenes.	El DIU tiene un cordón que cuelga por el cuello del útero y que puede detectarse cuando se introducen dedos o un pene en la vagina. Si una mujer le preocupa que su pareja sepa que está usando un método anticonceptivo, puede pedirle a su proveedor que corte el cordón que sale por el cuello del útero (en el canal cervical) de forma que su pareja no pueda sentir el cordón ni tirar de él para quitar el dispositivo. El sangrado irregular es frecuente, especialmente durante los primeros seis meses. Los períodos cambiarán y pueden detenerse. Esta puede ser una opción menos segura si su pareja pone atención o vigila sus ciclos menstruales.

*El envase de la anticoncepción de emergencia puede decir que las pastillas solo deben tomarse en un plazo de 72 horas después de tener relaciones sexuales sin protección y, si se le da la opción de tomar dos pastillas, que se deben tomar con 12 horas de separación. Las investigaciones han demostrado que la anticoncepción de emergencia es eficaz hasta 120 horas después de tener relaciones sexuales sin protección (aunque la eficacia disminuye después de 72 horas) y, si se le dan dos pastillas, es más eficaz tomar las dos pastillas al mismo tiempo en lugar de tomarlas con 12 horas de separación. (<http://ec.princeton.edu/info/ecmimp.html>)

Partes de este recurso han sido adaptadas del plan de capacitación *Healthy Moms, Happy Babies de Futures Without Violence*, www.futureswithoutviolence.org. Le agradecemos a *Futures Without Violence* por brindarnos su permiso para adaptar sus materiales y por su ayuda con este proyecto.

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APPENDIX I

Relaciones Tóxicas o Abusivas

Abuso Sexual:

- Forzar, o hacer pasar vergüenza para hacer actos incómodos.
- Acosto

Abuso Emocional:

- Minimizar
- Humillación
- Hacerte cuestionar si realmente está experimentando abuso.
- Violación de confianza
- Neglegencia

**Maltrato Psicológico:**

- Amenazas
- Juegos de mente
- Chantaje emocional o humillación

Intimidación:

- Utilizar el miedo con mirandas, acciones o comportamientos
- Destrucción de su propiedad.
- Exhibir armas.

Aislamiento:

- Control y limitación de quien ve, de que puede hacer o para donde puede ir.
- Mantener a alguien lejos de sus amigos o familiares

Abuso de Privilegio:

- Mentalidad que hay una figura que dominante en el hogar
- Que alguien tenga la última palabra
- Que los roles de género son rígidos