## ABSTRACT

## PSYCHOEDUCATION FOR ADOLESCENT LATINAS AT RISK FOR SEXUAL

VIOLENCE: A CURRICULUM

By

## Citlalit1 Santos

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Sexual violence against women has persisted throughout time and has proven to carry many detrimental psychological and health complications. Women of lower socioeconomic status and ethnic minorities are at a higher risk for experiencing sexual violence. This curriculum was developed as a prevention program that will serve to educate young Latinas in the topic of sexual violence and enhance awareness of personal values about sex, relationships, and stress management. The curriculum highlights ethnicity as a risk factor as it pertains to sexual violence. Specifically, young Latinas can be provided with valuable psycho-education and the knowledge needed to protect themselves against the many forms of sexual violence in their communities.

# PSYCHOEDUCATION FOR ADOLESCENT LATINAS AT RISK FOR SEXUAL VIOLENCE: A CURRICULUM

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Committee Members:

Venetta Campbell, Psy.D. (Chair) Brian Lam, Ph.D. Janaki Santhiveeran, Ph.D.

College Designee:

Nancy Meyer-Adams, Ph.D.

By Citlalit1 Santos

B.A.S.W., 2009, California State University, Long Beach

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#### CHAPTER 1

## **INTRODUCTION**

## Purpose Statement

The goal of this curriculum is to provide psycho education to at risk adolescent Latinas, in order to help them develop coping strategies when dealing with sexual violence in their community. This will be a primary prevention effort that will target the risk factors associated with sexual violence. The curriculum content will include: ethnic identity, sexual violence overview, issues in sexual activity, and stress management in relationships.

There is a need to develop a curriculum that considers the complex cultural and ethnic dynamics that exist in the broad spectrum of what is known as sexual violence. This curriculum will address the core risk factors affecting Latinas, and provide them with necessary tools to prevent and cope with the issue of sexual violence in their community. According to Sabina, Cuevas and Picard (2010), there is a need to look at the "broad spectrum of victimization" in order to provide better interventions.

This curriculum's aim is to provide preventative services for at-risk Latina adolescents. There has been substantial research in the area of childhood sexual abuse, teen dating violence and intimate partner violence. The current curricula on these subjects have generally focused on these specific acts of violence. For example, *Club Amigas* was designed to have Latina college women mentor at-risk middle school aged

Latinas. Common themes that emerged from this process included sexuality, how to deal with peer relationships, and issues with self-esteem and ethnic identity (Kaplan, Turner, Piotrkowski, & Silber, 2009). Secondly, Moving Towards a Connection: A curriculum for female survivors of childhood sexual abuse (Champlin, 2010) was developed specifically to help participants build and maintain healthy friendships and romantic relationships, based on the premise that having strong social connections is an important part of coping with the distress of sexual abuse. Furthermore, the use of psychodrama and group therapy has been used as psycho-educational intervention, focusing on reducing existing symptoms (Tourigny, Herbert, Daigneault, & Simoneau, 2005). Lastly, efforts at intervening and preventing teen dating violence have been substantial. Some of these include *Dating Matters*, a comprehensive program which targets urban communities with high crime rate and economic disadvantage (Tharp, 2012). The Ending Violence Curriculum is a school based dating violence prevention program that emphasizes legal issues regarding dating violence and domestic violence (Jaycox et al., 2006).

#### Problem Statement

Sexual violence in the United States is a prevalent issue among young women and requires continued attention in order to combat the detrimental effects that are caused by this condition (Centers for Disease Control and Prevention, 2010). Females of all ages have been shown to be at risk for some form of sexual violence, but more information and sensitivity is needed when providing support for females of specific ethnic minorities (Ulibarri, Ulloa, & Camacho, 2009). The links that exist between sexual violence and psychological distress are noteworthy. Specifically among Latinas, sexual victimization

has been linked with depression, anxiety, dissociation, low self-esteem, substance abuse, and most commonly, posttraumatic stress disorder (PTSD; Sabina et al., 2010).

Women continue to be targets and most vulnerable to acts of sexual violence in many forms. The National Center for Injury Prevention and Control has defined sexual violence as encompassing the following acts: rape, sexual coercion, unwanted sexual contact, and non-contact unwanted sexual experiences (CDC, 2010). According to the National Intimate Partner and Sexual Violence Survey, it has been reported that almost 1 in 5 women have been raped in their lives (CDC, 2010).

These statistics indicate the high risk for sexual violence among young adults. Approximately 1 in 20 women have encountered some form of sexual violence such as attempted rape, sexual coercion, and unwanted sexual experiences. Nationally, 37.4% of females experience a first time rape between the ages of 18-24 years old. Moreover, among females that have been raped, 42.2% were raped before the age of 18. Next, among 11-17 years old, 29.9% were raped at this age. Lastly, it was found that 12.3% of rape victims were girls under the age 10 years old (CDC, 2010). This data suggests a need to provide young girls with prevention awareness.

The Latino population is currently the largest and most rapidly growing minority group in the United States, accounting for about 14% of the United States population (Sabina et al., 2010). The incidence of sexual violence as experienced by race and ethnicity is as follows: 8.2% of Latino high school students have reported being forced into sex during their lifetime. The incidence of sexual violence among adolescents and young adult females has occurred primarily by intimate partners or friends. For Latinos, 8.4% report being raped, 35.2% have experienced physical violence, 10.6% have been

stalked and 37.1% have experienced a combination of these acts of sexual violence (CDC, 2010).

## Sexual Trauma in Childhood

The prevalence of sexual trauma in childhood among Latinas has yet to be well established, however, there are findings that may be generalized. It has been found that compared to other ethnic groups, young Latinas are more likely to be sexually abused by a male family member (Ulibarri et al., 2009). When this is the case, three major themes emerge. First, the child may be less likely to disclose any abuse due to still holding some degree of respect for the abuser because he or she is a family member. Second, the child may perceive that the needs of the family are of higher importance than his or her own needs. This dynamic is accounted as being an expression of familismo. Lastly, it may be the norm to keep problems within the family and not share any incidence of abuse with outsiders (Ulibarri et al., 2009). The results of this same study shows to be consistent with other studies conducted on sexual abuse among Latinas (Guarini, Marks, Patton, & Garcia-Coll, 2011; Ulibarri et al., 2009). There are high rates of non-disclosure, family members as perpetrators, and boyfriends and friends as perpetrators (Ulibarri et al., 2009). This recurring theme of non-disclosure indicates that Latinas may be less likely to seek formal mental health services or support, thus more outreach is needed for young Latinas who have been or are at risk of being victimized. On the other hand, the authors of this study suggest that the dynamic of familismo may serve as a strong support system to help cope with the problem of victimization (Ulibarri et al., 2009).

## Teen Dating Violence

According to the CDC (2010), the national estimates for teen dating violence have remained the same in the last decade. Tharp (2012) estimates that about 1 in 4 high school students have experienced some form of dating violence of a psychological, physical or sexual nature. Teen dating violence has been found to be linked with various negative outcomes, such as depression, substance use, injury, and poor academic performance. There are individual level risk factors that may play a vital role in prevention and intervention such as substance use, sexual risk behaviors, poor emotional regulation and adherence to traditional gender roles (Tharp).

## Intimate Partner Violence

Intimate partner violence, (IPV) which was formally known as domestic violence has continued to receive a great deal of attention. The prevalence is alarmingly high as it is reported that 1 in 4 women will experience some form of IPV in their lives (Wong & Mellor, 2014). Today IPV is understood by professionals and researchers as being acts of sexual violence, physical aggression, psychological control and control over one's reproductive and sexual health (Wong & Mellor). The consequences of IPV can be debilitating and long lasting. Some of these outcomes include physical injury, traumatic brain injury, gynecological disorders, chronic pain, and mental health conditions like depression, PTSD, substance abuse disorders, and suicidal ideations (Wong & Mellor).

Particularly among the Latino population, there may be special issues surrounding IPV. For instance, the Latino population may be unaware of specific behaviors which constitute as acts of IPV. The possibility of social isolation may play a role in women staying in abusive relationships. In addition, reluctance in reporting IPV is common

because immigrant women and men may be unaware of their legal rights. Lastly, the distress of IPV experienced in Latinas may be associated with special conditions such as rigid gender roles, value of respecting parents, and abuse perceived as being normal (Sabina et al., 2010).

## <u>Definition of Terms</u>

Adolescents: The life stage that begins at the age of 13-18 years old (CDC, 2010).

Familismo: "High levels of interpersonal bonding within family, resulting in greater integration and dependence within its group" (Ligiero, Fassinger, McCauley, Moore, & Lyytinen, 2009, p. 68).

High Risk Community: "Communities with high crime rate and economic disadvantage" (Tharp, 2012, p. 398).

Intimate Partner Violence (IPV): "Acts that include physical violence, sexual violence, threats of physical or sexual violence, stalking and psychological aggression by a current or former intimate partner. IPV may occur among cohabiting, non-cohabiting romantic or sexual partners and among opposite or same sex couples" (CDC, 2010, p.53).

Latina: A term used to describe females of Latin American descent. Latin American descent includes descendent from Central and South America (Ulibarri et al., 2009).

Machismo: The cultural norm of "male physical strength, power over woman, and sexual prowess" (Ligiero et al., 2009, p. 67).

Marianismo: The cultural norm of "female passivity and sexual purity, and the ideal of a woman being emotional, kind, docile, compliant, vulnerable, and unassertive" (Ligiero et al., 2009, p. 67).

*Poly-Victimization*: Having experienced multiple forms of victimization which include: physical, emotional, sexual abuse, harassment by peers, sexual victimization by acquaintances and strangers, and exposure to violence in the neighborhood and community (Finkelhor, Ormrod, Turner, & Holt, 2009).

Sexual Violence: "Any sexual act that is perpetrated against someone's will. Sexual violence encompasses a range of acts, including rape, being made to penetrate someone else, sexual coercion, unwanted sexual contact, and non-contact unwanted sexual experiences, such as stalking" (CDC, 2010, p. 53).

Teen Dating Violence: A form of intimate partner violence which occurs between two people in a close relationship, between the ages of 13-18 years old. The nature of dating violence can be physical, emotional, or sexual (CDC, 2010).

## Professional Profile

Citalital Santos, author of this curriculum is a current MSW student attending California State University, Long Beach. The daughter of two Mexican Immigrants, Citalital became the first person in her family to obtain a bachelor's degree in the United States. She was raised in low income, Latino community in the city of San Juan Capistrano in Orange County. The consistent support of her family allowed Citalital to pursue higher education and obtain her Bachelors of Social Work degree. Soon after graduation she became employed at Children's Bureau as a Family Support Counselor. This job provided the opportunity to work with children youth and families by providing

parenting education and case management services. At this job, Citlalit1 was able to see the detrimental effects of child abuse, domestic violence, and lack of social support.

Thus, prevention efforts have become a main source of interest for the author.

#### CHAPTER 2

#### LITERATURE REVIEW

This section of the paper will cover the main themes found to be salient in adolescent Latina's exposure to sexual violence. First, discussion of existing curriculums relating to sexual violence will be explored in order to build upon the current work and address the gaps in this area of prevention efforts. The author has found that ethnicity is a powerful force in shaping the experience of sexual trauma and must be examined first and foremost. Childhood sexual trauma, teen dating violence, intimate partner violence and poly-victimization will be discussed in depth in relation to how they are experienced through the lens of the Latino culture. The most relevant issues in adolescent sexual activity will also be discussed since this is known to be major part of one's identity during this stage of human development.

## Existing Curriculum on Sexual Violence

To date, there have been a number of attempts to prevent sexual violence among youth. Researchers have recognized that adolescents are at risk for many problems because they often experience sexual activity, risk of pregnancy, poor conflict resolution, and poor judgment in planning for future intimate relationships (Close, 2005). Close argues that aggressive behaviors may be triggered by environmental factors such as exposure to family violence, drug and alcohol use, plus the personality features like sensitive temperament. Considering these risk factors, dating prevention efforts could be

effectively identified with use of a screening process. Screening adolescents that may be at risk may include looking at the any signs of sexually transmitted diseases (STD's), depressed mood, unexplained injuries, and decline in academic performance (Close 2005).

One of the most recognized primary intervention programs for sexual violence is the Bystander Program. This program has mainly looked at the sexual violence that exists on college campuses. This program has shown to be effective at changing beliefs, attitudes, and behaviors of bystanders (Amar, Sutherland, & Kesler, 2012). Specifically, it has been shown to prevent sexual and intimate partner violence and improve the responses of peers and help the victim (Amar et al.). This program operates on the premise that those individuals that witness the violence or potential violence will have the increased opportunity and capacity to provide assistance to the victim. This type of bystander is called a "pro-social bystander" (Amar et al.). This program recognized the barriers that exist in being a pro social bystander and works to address these issues and developed the 5 step model. The 5 step model is comprised of the following stages: precontemplation, contemplative, preparation, action, and maintenance (Banyard, Eckstein, Moynihan, 2010). According to Banyard et al., these stages have been shown to increase knowledge of sexual violence and reduce rape supportive attitudes and over time, increase pro social bystander behavior.

The first stage of pre-contemplation involves the person becoming aware of the potential for a violence situation to occur. The second stage of contemplative means that the person involved will think about what they could do to intervene in the situation.

Third, the stage of preparation could take the form of the person taking on some sense of

responsibility to act, by thinking about how they would want someone to help a loved one in that same situation. Fourth, the action step is ideally, intervening with confidence, by applying the techniques and skills learned in the curriculum. Lastly, the maintenance stage will consist of having the person reflect on personal feelings that pose as a barrier to effectively intervene. These feelings could be inhibition, fear, embarrassment and awkwardness that may diminish the likelihood that one will help in sexual violence situation. Basically, the Bystander Program believes that if more and more individuals are trained in increasing bystander behavior, them these actions may help in creating a community that values helpfulness (Amar et al., 2012).

The Safe Dates curriculum is 9 session, evidenced based sexual assault prevention program that appears to provide a holistic approach to issue of teen dating violence. Foshee and Langwick's primary goal with this curriculum is to raise awareness in the following areas: healthy and abusive relationships, causes and consequences of dating violence, and teach skill the skills to address an abusive relationship (2004). Safe Dates, has been found to be long term effective at preventing and reducing perpetration in adolescents, plus intervene in existing violence (Foshee & Langwick, 2004). The curriculum mainly utilized a dramatic play and creating of posters, to teach the content material. This curriculum recognizes that anyone regardless of gender, ethnicity, and socioeconomic status can be affected by sexual violence. However, it appears that the focus on culture and ethnicity is missing as an important piece in understanding this experience in the lives of adolescents.

This curriculum will serve to fill the gap in services that exist in addressing sexual violence. Recognizing the unique dynamics that exists within the Latino culture and

community are crucial for connecting and providing practical information that will aid in addressing sexual violence. Ongoing discussion of Latino gender stereotypes, family roles, and sexual norms will be incorporated in this curriculum to help fill the need for cultural sensitivity.

## Acculturation and Ethnic Identity

Acculturation has been a condition that has been explored consistently when addressing the issue of sexuality among Latinos. Acculturation has been defined as "those phenomena, which result when groups of individuals having different cultures come into continuous first hand contact, with subsequent changes in the original cultural patterns of either or both groups" (Redfield, Linton, & Herskovits 1936, p.149). Interestingly, it has been found that Latina's sexual risk behavior has been strongly associated with levels of acculturation (Lee & Hahm, 2010). According to Lee and Hahm, high levels of acculturation were measured by speaking English in the home. In fact, this study found that the Latina's with higher levels of acculturation, actually had higher levels of risky sexual behavior, compared to more traditional Latina adolescents. Secondly, highly acculturated Latinas, actually had significantly higher levels of selfreported STD diagnosis, multiple sex partners, and having regret over having sexual initiation while under the influence of alcohol. Third, the group of Latinas that spoke English exclusively, regardless of the place of birth, tended to be at a higher risk for contracting an STD, having more sexual partners, and sexual risk taking related to being under the influence, compared to the group of Latinas who did not speak English in their home. Lee and Hahm explain that although there are no obvious explanations for these

findings, they reason that the group of Latinas, who spoke English in the home, may be experiencing more challenges with acculturating into the mainstream culture (2010).

Sabina, Schally, and Cuevas (2013) set out to explore the association between immigration status, acculturation, and interaction of acculturation on self-reported victimizations. The findings were consistent with study discussed earlier. A bivariate analysis revealed that immigrant Latinas reported significantly lower levels of victimization compared to U.S born Latinas (Sabina et al., 2013). In fact, the U.S born Latinas showed to be at a higher risk for all forms of victimization including physical assault, sexual assault, stalking, and threatened violence (Sabina et al., 2013). The subsample with the highest victimization count were those Latinas whom were immigrant, more Anglo acculturated, and had a more masculine gender role. And those with the lower victimization rates where those Latinas who had the Latino orientation, and self-identified as being religious.

Sabina et al. (2013) explain that there could be several explanations for the differences in risk. One theory is that a more aggressive and assertive female may be targeted because the Latino culture highly disapproves of that behavior in women. Another theory suggests that the lack of strong support system may also play a role in the differences in risk. Lastly, notions of sexuality in the dominant culture may play a strong role in the risk of sexual violence. For instance, given that in the Latino culture, a female's virginity is perceived as being highly valued, it is possible that a U.S born Latina will not likely subscribe to those sexuality norms and embrace a more liberal idea of sexuality (Sabina et al., 2013). As a result, it could be that an acculturated Latina may be more exposed to sexually risky situations, if she had not adhered to the role of being a

traditional girl, by staying home and tending to her domestic obligations (Sabina et al., 2013).

## Immigrant Paradox

Guarani et al. (2011) have critically examined the studies that show an interesting paradox that exist among Latinas in regards to their risk for sexual violence. It seems contradictory that a female having increased human capital as an American, would actually be at a disadvantage in terms of buffering against sexual violence (Guarani et al). This immigrant paradox is explored by studying first and second generation of adolescent Latinos. The most emphasized finding is the fact that these outcomes actually show to be consistent through early adolescence and early adulthood. It was found that for the second generations of adolescents aged 15 years and older, there was a "clear and stable hierarchy of sex risk behaviors" (Guarani et al., p. 207). In contrast, the first generation of Latino immigrant adolescents, showed significantly lower levels of these behaviors. Specifically, this group was more likely to use condoms, less likely to consume drugs or alcohol before sex, and tended to initiate sex at an older age.

Landrine & Klonoff, (2004), emphasize that the reason for this difference on sex behaviors requires more study, but could be accounted for the Operant Theory of Acculturation. This framework asserts that health risk behaviors related to acculturation may be a product of the behavioral maintenance after the immigration. This framework is partly based on the learning theory, where it is expected that if an immigrant person receives a positive reinforce as a consequence of a behavior, then it will increase the probability that the behavior will occur after migration (Landrine & Klonoff).

Considering this theory of acculturation, Guarani et al. (2011) state that since many Latin

American cultures, tend to uphold the norm of *marianismo*, it is possible that Latinas will see that in the United States, the punisher does not exist to maintain one's virginity, so this will allow Latinas to be less inhibited in their sexual behavior, once they are living in the United States.

On the other hand, there are some studies that have found acculturation is not a significant factor in sexual victimization. Rather it is the vulnerability of being an immigrant associated with sexual victimization among adolescents (Decker, Raj, & Silverman, 2007). Decker et al. theorized that immigrant adolescents are targets for sexual victimization due to legal vulnerability and social isolation. Meaning, that young immigrant females are unaware of how to legally defend themselves from sexual assault, and thus renders them vulnerable to recurring victimization. Social isolation may also play a significant role because it may be that family disapproves of the romantic relationship and reduces the adolescent's support system. This social vulnerability may translate into having the perpetrator feeling more empowered in the relationship because it is evident that the victim has no one else to count on for support (Decker et al.).

These findings on acculturated Latinas at risk for sexual violence can be most commonly seen in IPV. According to Garcia, Hurwitz, and Kraus (2004) there has been little attention paid to the way Latinas respond to IPV. Their study set out to examine the relationship between Latina acculturation levels and the prevalence of reporting IPV. It was found that least acculturated Latinas, tended to be less likely to report IPV. These results may be accounted by certain Latino cultural norms. It could be that since Latino's in general, value family, children, and marriage; they are more likely to refrain from reporting incidents of IPV, in favor of preserving the family unit at all costs (Garcia et

al.). Furthermore the researchers assert that given these findings, there must be culturally relevant efforts when trying to help Latinas in IPV situations. They reason that highly acculturated Latinas may best benefit from individual interventions, whereas lower acculturated Latinas, may be more engaged with individual and family level interventions (Garcia et al.).

## Childhood Sexual Trauma

Childhood sexual abuse among Latinas has been explored in order to better understand how culture colors this experience. In a study by Ulibarri et al. (2009), 35% of the participants reported some form of sexual abuse. Family members as perpetrators accounted for 31% and boyfriends, friends and acquaintances accounted for 52% of perpetrators. And, 44% of the Latinas had never disclosed their history of sexual abuse. However, of those Latinas that did disclose, 74% of them disclosed to a close family member. This finding suggests that the cultural norm of *familismo* may play an important part of building upon the social support system in this population (Ulibarri et al.).

In this sample of 204, in cases of rape only, it was found that before the age of 13 years old, the perpetrator was most often a friend or an acquaintance. In the case of rape after the age of 13 years old, the perpetrator was most often a family member. These results may have some implications for how Latinas cope with sexual abuse.

Ulibarri et al. (2009) suggest that special cultural factors must be considered when working with Latinas with a history of childhood sexual abuse. First, the issue of immigration status may prevent a victim from reporting due to fear of deportation and general mistrust in the police. And the fear of reporting a family member may also be a

strong deterrent in reporting abuse. It may be the case that Latinas may continue to uphold the cultural value of *respeto* even in cases of sexual abuse. Perhaps the young girl may be reluctant to report the abuse because she believes that maintaining respect and loyalty to the family system is the most important thing to keep the peace (Ulibarri et al.).

The role that culture plays in the way individuals cope with sexual abuse cannot be underestimated. Ligiero et al. (2009) set out to explore the full range of Latina experiences in dealing with sexual trauma. The following themes emerged from the study: having positive personality traits, struggles with gender roles, sex as taboo, children being undervalued, and low levels of disclosure.

Most of the Latinas in the sample described themselves as being strong, persistent, hardworking, and joyful women (Ligiero et al., 2009). Their ethnic identity was also a strong part of how they defined themselves. Second, the cultural context they were raised in was perceived as being one of upholding *machismo* and *marianismo*. This meant that as a "good woman" one was expected to have unquestionable loyalty and obedience to the men in their lives, mainly husbands and fathers. Furthermore, virginity was obviously valued in order to ensure a dignified marriage. Once a married woman was sexually active, it was widely accepted that she cannot enjoy sex, but rather treat the act as strictly for procreation. Fourth, sex was perceived as such a highly taboo subject, that it was often an avoided topic. Furthermore, it was evident that the idea of sexual education was completely off limits, as was discussion of any kind of sexual abuse. Fifth, another added struggle was the "undervalue of children." Participants stated they consistently saw how children were unimportant as evidenced by the lack of communication (Ligiero et al.). Lastly, the tendency for low disclosure of sexual abuse

was often associated with feelings of shame. As children, the women stated feeling fear of being accused of provoking the abuse.

The negative consequences of childhood sexual abuse were numerous in this study (Ligiero et al., 2009). First, recurring images, thoughts and dreams of the abuse were a constant source of distress for the victims. Second, having fear and mistrust of people in general was prevalent. Specifically, they reported fear of emotional intimacy and fear that men may cause physical harm to them. Third, many reported that their sexual experiences where negatively affected because they had feelings of discomfort and disgust. Fourth, some disclosed that they had turned to drugs and alcohol to help relieve their distress. Fifth, the women had experienced suicide behaviors in response to the intense feeling of sadness caused by their recurring thoughts of the abuse. However, on a positive note, some of the women channeled their emotions into the arts and found some relief in becoming creative and utilizing their skills to create something "beautiful." Lastly, seeking professional help was often a last resort for support and produced mixed feelings about its efficacy. While some found it helpful to finally disclose their abuse, others reported disappointment because they felt that the professional was not sufficiently knowledgeable on the topic and could not really help them.

Ligiero et al. (2009) emphasize that these participants were victims not only of sexual abuse, but also experienced poly victimizations throughout their lifetime, which may be associated with their lower levels of self-esteem and the cultural context that blames the victim. The authors assert that paradigms of machismo and *marianismo* may be a road map that served to show what these participants did not want to be.

Recognizing that these gender roles where not healthy for their coping may have forced them to challenge traditional roles and create their own roads for themselves.

## Teen Dating

Lopez, Chesney-Lind, and Foley (2012) explored teens and their attitudes and behaviors about dating violence. They found that many adolescent females are faced with the strong pressure of attracting males and developing intimate relationships without regard to the negative aspects of the relationship. The young men's controlling strategies were explored and it was found that they frequently tried to regulate their partner's behavior and appearance, threatened to cheat, and used physical and sexual violence on their partners. Controlling behaviors were described as adhering to a certain dress code and notifying their partners of their whereabouts at all times. These behaviors were interpreted by the researchers as an effort on behalf of the males, to limit any independence on their girlfriends. When adolescent males threatened to cheat or cheated on their girlfriends, the young male gained control over the relationship. The threats served to control undesirable behavior and in cases where cheating had already occurred, the males felt that they could easily get back with their girlfriends. Thus there was a sense of control on behalf of the abuser because they knew they could get away with such behavior. Third the use of physical and sexual violence was also a factor in an attempt to gain control in a relationship. However, most of the Latinas in this sample, justified their boyfriend's use of violence, saying it was caused by alcohol and drug use. Also there was the perception that the violence was explained by their feelings of jealousy. In some instances, the participants stated that the acts of violence was a method of "setting them straight" (Lopez et al., 2012, p. 7). The responses to these behaviors were also explored.

They included lying, cheating, reactive violence, and emotional distancing. Evidently, the act of cheating and overtly defying their boyfriends was the behavior that was most highly justified, for the kind of treatment they were receiving. Second, the reactive violence was found to have major harmful effects. According to the youth, when they attempted to physically defend themselves, they found that the physical or sexual abuse actually escalated into a more dangerous situation. Lastly, the young girls also dealt with conflict by openly defying and breaking up with boyfriends. Three of the girls, stated that there came a point where they became completely fed up with the cheating and controlling behaviors, which they acted in complete opposition. Another turning point for the participants was receiving news that their boyfriend had impregnated another girl. Lastly, the participants whom already had a history of conflicted and violence relationships, explained that they vowed to keep an emotional distance with their new relationships. According to them, since they have learned that becoming too attached to a guy could cause trouble, they reasoned that they could avoid getting emotionally hurt again (Lopez et al., 2012).

## Teen Dating Violence

The issue of teen dating violence has been a prevailing issue that has the potential to affect all adolescents. There may be a number of reasons why this social problem has been difficult to manage. According to Ismail, Berman, and Ward-Griffin (2007), the fact that this issue has been lacking a clear definition by adolescents and adults alike has made it a barrier for proper identification and warning signs. Second, it has been well documented that adolescents feel a sense of dismissiveness on the part of adults in their attempts to disclose abuse. Adolescents have reported feeling like their relationship

concerns were not taken seriously by their parents, teachers or health care professionals. Lastly, the low disclosure rates have also been prevalent (Ismail et al., 2007). Moreover, Sabina, Rodriguez, and Cuevas (2014), have also arrived at similar conclusions regarding disclosure rates. Their study clearly indicated that 84% of Latino adolescents do not seek formal support. Among the top reasons for not seeking support, were minimizing the situation, unaware of alternatives for support, and most commonly, "not thinking of getting help" (Sabina et al., 2014). Clearly, trivialization and normalization have been found to be a major theme in the responses to teen dating violence (Ismail et al., 2007).

Teen dating violence has been shown to carry its own set of negative health outcomes. Exner-Cortens, Eckenrode, and Rothman (2013) conducted a longitudinal study of teen dating violence and found several detrimental outcomes that may arise in young adulthood. These health outcomes include: heavy drinking, depressive symptoms, suicide ideation, smoking and interpersonal violence in future relationships (Exner-Cortens et al.). Other studies have also arrived at similar negative psychosocial outcomes such as eating disorders, sleep disturbances, social isolation, and substance abuse (Ismail et al., 2007).

Giordano, Soto, Manning, and Longmore (2010) conducted a study in order to find out some core characteristics of teen dating violence. Mutual violence was found to be very common among male and females, at the rate of 49%. As hypothesized, the problematic features, such as verbal conflict, jealousy, and less identity support from partner, were found to be highly associated with violence (Giordano et al.). Also, the longer the relationship lasted, the higher the odds of perpetration. This may indicate that long term relationships may have features of enmeshment that may cause unhealthy

boundaries. Next, having sex with one's partner was also associated with violence. The authors reason that perhaps once the couple starts having sexual intercourse, it may be used as a form of control. Lastly, one of the main predictors of violence for both male and females was the incidence of verbal conflict. It is possible that the lack of relationship experience and unreasonable expectations of the relationship may cause adolescents to develop unhealthy communication styles (Giordano et al., 2010).

The cultural factors associated with the development of teen dating violence have been documented as having major importance. Particularly among Mexican American youth, it has been found that there are acculturative stressors, like conflicted ethnic identity and conflicted family acculturation that are involved in the higher rates of dating violence perpetration (Hokoda, Galvan, Malcarne, Casteneda, & Ulloa, 2007). Hokoda et al., studied acculturation in three levels; high, medium, and low. The medium acculturated adolescents were found to have less tolerant attitudes towards dating violence compared to the groups who were high and low acculturated adolescents. The authors reasoned that perhaps the middle acculturated adolescents had the "cognitive flexibility" that allows them to think critically about the issue of violence and thus challenge ideas of violence in intimate relationships (Hokoda et al.). Moreover, these findings may be used to validate the importance of teaching adolescents about the acculturation process. Given that acculturation has been shown to play a strong role in the onset of teen dating violence, it may be beneficial for programs to discuss the acculturation issues like language barriers, discrimination and cultural compatibilities (Hokoda et al., 2007).

Understanding teen dating violence from the feminist perspective can shed some light on the gendered nature of the issue. A narrative study conducted by Ismail et al. (2007), discovered that most of the participants in the study disclosed some commonalities in their experience of dating violence. First, the theme of manipulation and control was evident. The adolescents reported that they felt constant pain, disappointment and self-blame. These feelings were attributed to the fact that they suffered verbal threats, being cheated on and the inability to leave the relationship. The second theme was adolescent notions of romantic love. At this age, adolescents reported feeling constant pressure from their peers and the media, to become involved and maintain intimate relationships. They reported some fear in feeling socially isolated if they decided to end a relationship, and this fear clearly, played a role in staying in an abusive relationship. The concept of an idolized love appears to be a powerful factor in young girls believing that they should stay in a relationship in spite of all the negative (Ismail et al., 2007). Next, the family context also shaped violence because many of the young girls reported having experienced some form of childhood victimization in their home. Some observed domestic violence by their parents and grew up to believe that hostile relationships were normal. Lastly, it was evident that the issue of gender emerged as the last major theme. The participants said that as they grew up, they always felt a sense of pressure from many sources around them. The expectations of being attractive, intelligent, and successful were messages that they felt came from parents, teachers, friends, and media. Also, the tendency to act in a submissive way may have been fueled by the expectation that as a female, one must allow the man in the relationship to have complete power and control. One of the most interesting findings was the fact that all of

the young girls, who were engaged in a violent relationship, became pregnant. Clearly, unwanted pregnancy carries with it a number of negative outcomes and could be even more concerning if the adolescent continued the violent relationship.

Support seeking responses in teen dating violence among Latinos has also received considerable attention. According to Sabine et al. (2014), support seeking behavior may be influenced by cultural factors such as immigrant status, language barriers, acculturation levels, and cultural values. Logistic regression analysis revealed that Latinas with a higher degree of *familismo*, were actually more likely to seek out formal support. In comparison to Caucasian adolescents whom may be more concerned with family estrangement. In could be that lacking the support of the family, the teen may be more likely to return to an abusive boyfriend because it is her only option (Ismail et al., 2007). This main finding may suggest that Latinas that place a higher value on family may be more inclined to disclose to their close family members (Sabine et al., 2014).

## Culture and Teen Dating

Gilliam, Neustadt, Whitaker, and Kozloski (2011) looked at cultural factors that influence effective use of contraceptives among a group of Latina adolescents and young adults. The first major factor was the number of children. For those Latinas with children, preventing future pregnancies became a strong motivator to get on an effective form of birth control. Second, having communication with male partners about birth control was also a strong indicator of birth control use, especially among the adolescent group of Latinas compared to the young adults in this study. Researchers suggest this difference may be associated with the "power imbalances" that have a tendency to exits

in adolescent relationships (Gilliam et al., 2011). Lastly, high levels of acculturation were associated with use of effective birth control among the adult females, compared to the adolescent females. It appears that acculturation in young adults may be working in their advantage because they are more likely to be autonomous and may have better English speaking skills compared to the adolescents.

## Intimate Partner Violence

A study conducted to investigate the interpersonal victimization among Latinas, noted that poly victimization must now be taken into consideration due to the tendency for these to co-exist (Cuevas, Sabina, & Millioshi, 2012). This study demonstrated that more than half (53.6%) of Latinas have been victims of one form of IPV in their lives. And 66.2% of Latinas have experienced poly-victimization (Cuevas et al.).

The authors highlighted the fact that all forms of victimization were found to be significantly related to other forms of victimization during the same developmental time period. Stalking, threat victimization, and witnessed violence were actually occurring at about the same rates as physical and sexual assault. Furthermore, Cuevas et al. (2012), suggest that Latinas may be more vulnerable to stalking forms of victimization if they are of immigrant status. As an immigrant, Latinas may be unable to seek support because they are unaware of the legal system and due to language barriers. These two factors may play a strong role in perpetrators perceiving Latina immigrants as being vulnerable and more likely to be targeted.

Victimizations across the lifespan were also explored in this study. For instance, history of childhood sexual abuse, may be linked to the increased risk of experiencing sexual abuse in adulthood (17%) and a 41% risk for experiencing threats in adulthood

(Cuevas et al., 2012). Victims of sexual violence in both childhood and adulthood were found to be acts perpetrated most commonly by a known person and only a small percentage of child sexual victimization was perpetrated by a stranger. Threat victimization was specifically studied. In childhood, there is was a higher prevalence in peer violence and in adulthood, there as a higher prevalence of intimate partner or spouse as the perpetrator of threat victimizations.

## Poly-Victimization

Finkelhor et al. (2009) designed a study to test a conceptual model that identifies four distinct pathways to becoming a poly victim. Their study found four factors that had a significant independent association with the onset of poly victimization: (1) the victims resided in dangerous communities; (2) living in a dangerous and family environment; (3) having a family environment with multiple stressors, such as unemployment, martial conflict, financial difficulties, and substance use; and (4) having emotional problems that increase the likelihood of risk taking behavior. These difficulties with emotional and behavior regulations were found to be a risk factor for engendering antagonism and hinder their ability to protect themselves (Finkelhor et al., 2009).

The onset of victimization was found to take place during major transition like entering middle and high school (Finkelhor et al., 2009). The researchers reason that these times of transitions may be especially difficult for a number of reasons. This increased risk may be associated with the vulnerability of being in an unfamiliar social environment and less supervision of parents or adults. Combined, these factors may make children or adolescents targets to bullies.

The risk factors associated with victimization among Latinas was studied by Sabine et al., and they discovered a number of interesting demographic characteristics. These characteristic included: young age, higher educational attainment, more likely to be U.S citizens, preference for speaking English, more likely to be single, employed, and higher income compared to the group of non-victimized Latinas (Sabine et al., 2010). These characteristics seem to indicate high levels of acculturation. The fact that highly acculturated Latinas are at an increased risk for victimization, may be explained through the concept of the "immigrant paradox" that was discussed earlier.

The prevalence of victimization among child and youth across various ethnicities, have showed that poly-victimization was quite common (Finkelhor et al., 2009). First, 66% of the participants were exposed to one form of victimization. Second, 30% were exposed to five or more victimizations. Lastly, 10% had been exposed to 11 or more different types of victimizations. In addition, it appears that poly victimization is more highly associated with trauma, compared to repeatedly experiencing the same type of victimization. Another interesting finding was the fact that the group that experienced sexual victimization was more likely to have experienced poly-victimization (55%). Furthermore, poly victims are said to be at risk by peers at school, family members, neighborhoods and the community members surrounding the child (Finkelhor et al., 2009). Clearly, once this process of victimization begins, then the child may develop emotional and behavioral problems in response to the trauma. Thus, these problems may increase the susceptibility for children to be re victimized (Finkelhor et al.).

## Consequences of Sexual Violence

Leserman (2005) conducted a literature review to understand the health effects of sexual abuse. He found that sexual abuse was often associated with headaches, gastrointestinal problems, gynecological problems, and panic related symptoms. Also, he found that the type of abuse associated with the most harmful health outcomes was when the abuse involved penetration and the abuse occurred multiple times.

Xu et al. (2013) developed a set of risk factors most associated with adult sexual violence, when there was no history of childhood sexual violence. Their findings revealed that being female, living alone, of lower socioeconomic status, history of childhood adversities, and parental pathology were all risk factors in becoming an adult victim of sexual abuse. Among this group of adults, there was an increased chance of developing PTSD. Moreover, other characteristic placing adults at risk were found to be, lower income, low levels of social support, and greater stress. The researchers argue that perhaps having been raised in a highly distressing family environment may cause individuals to develop a negative self-image, learned helplessness, and emotional dysregulation. Researchers have also found that rape was the type of trauma that most often caused PTSD symptoms in adults (Mcfarlane et al., 2005; Xu et al., 2013).

Mcfarlane et al. (2005) found that sexual assault has unique characteristics that increase the likelihood of developing PTSD. Among the sample of women, 68% whom were physically abused, had also reported sexual assault; 15% of the women whom were sexually assaulted, also contracted one or more sexually transmitted diseases. Lastly, 20% experienced a rape related pregnancy. Interestingly, Hispanic women showed the highest mean of PTDS scores compared to the African American and Caucasian group of

women. According to the researchers, this could be explained by the added stress of immigration status and acculturation process. The Hispanic women may be lacking the language skills and education that could help them cope with their abuse (Mcfarlane et al.).

Pico-Alfonso et al. (2006) claim that among the different forms of IPV, psychological victimization alone appears to be just as harmful as the other forms of IPV. Psychological victimization has been defined as a pattern of behavior that is harassing, and threatening which causes fear or safety concerns for the victim (CDC, 2010). This form of victimization has been found as being highly associated with the development of depression, PTSD, and suicide ideations (CDC, 2010). Specifically, for depressive and anxiety symptoms, it was found that the psychological form of IPV was the strongest indicator for these symptoms (Pico-Alfonso et al., 2006).

Given that psychological victimization was found to be a strong predictor of anxiety and dissociation, it was suggested that this phenomena may be best explained through the concept of culturally defined syndrome known as "ataque de nervios" (APA, 2000). According to the DSM, this syndrome is recognized within the Latino community as a state of being fearful, anxious, and dissociative, in response to a major stressor (APA, 2000). Also, most recognized feature of "ataque de nervios" is a sense of being out of control. According to Sabina et al. (2010), their study could provide evidence for the legitimacy of this culture bound syndrome.

## Adolescent Psychosocial Development

The developmental phase of adolescence is clearly marked by emotional, social and cognitive transitions. Theorists have strived to understand this unique stage in

human development and today it is best understood as not only a chronological age, but as a complex biological, psychological, social and cultural factor (Hazen, Schlozman, Beresin, 2008).

Biologically, adolescence is marked by the onset of puberty in which the hormonal changes brings a host of physical changes. These changes affect: height, weight, body shape, and development of the genitals. In the United States, young girls typically begin menstruating between the ages of 8-13 years old. It has been documented that early puberty in girls has been linked to lower self-esteem and body image issues (Hazen et al., 2008).

The emotional and social development has received the most attention since the work of Erik Erikson. This theorist developed the psychosocial stages of humans in which each stage involves a set of crisis that must be resolved, in order to advance to the next developmental stage (Erikson, 1980). According to Erikson, adolescence became known as the stage of Ego identity formation and role diffusion. During this time, the adolescent is said to be separating from the parents or caregiver, in an effort to develop his or her own sense of self (Erikson). If the adolescent fails to develop his or her own self of self, then they will be lacking this important attribute that will be needed as they move onto early adulthood. This sense of self is also connected to self-image. If adolescents develop a negative self-image, he or she may become at risk for depression, unsafe sex practices, risk-taking behavior, poor academic performance, and substance abuse (Hazen et al., 2008).

Other characteristics that require attention are the sense of grandiosity and invulnerability. At this age, it has been observed that adolescents do not have the

capacity to truly comprehend the long term consequences of their actions and thus engage in risk taking behavior because they believe they will not be harmed (Hazen et al., 2008). According to Hazen et al., these adolescent cognitions must be understood from the neurologic perspective, because it has been found that the brain is still developing the decision making process and emotional regulation.

Cognitive development has been famously explained by the work of Piaget.

According to this model, the adolescent enters the Formal Operations stage in which the individual begins to have the ability to have abstract thought and "flexible problem solving" (Piaget, 1972). It is expected that, one is able to make generalizations from observations and arrive at abstract concepts that will help in making future decisions.

Lastly, adolescent cognition has also been largely understood by the work of Kohlberg (Kohlberg, 1976). He argued that during the adolescent stage, one is operating under the conventional level of moral thinking. This sense of morality is guided by the individual's interpersonal relationships and place in society. This involves, taking into account the perspectives of others and acting in a way that may be perceived as benevolent (Kohlberg, 1976).

### Adolescent Sexuality

A study conducted by Garcia (2009) examined a group of second generation

Latinas and the meaning they attach to losing virginity and sexual behavior. Overall, it
appeared that the Latina youth tended to have sexual initiation within one of two
situations: being in a committed loving relationship and having sex with someone whom
they felt had a mutual, caring relationship. The first major theme that emerged was ideals
about virginity loss. Most of these second generation youth expressed rejection of

traditional norms of sexuality taught by the females in their families. The idea that preserving virginity before marriage was something that many youth disagreed with. According to the youth, they reasoned that the older generations lived in a much different world than them and thus they felt that those rules no longer applied to them. However, on the other hand, these girls also rejected "American" notions of sexuality. The perception was that "white girls" were much more sexuality immoral and did not value virginity at all. Furthermore, it is interesting that the young girls appeared to construct their own individual ideal of sexuality that according to them deviated from both the traditional Latino culture and the American culture (Garcia, 2009).

The second major theme was the intention of making their first sexual encounter as something special (Garcia, 2009). This concept was further differentiated by two situations: being in love and having a close connection to someone. The decision to have sex was often justified by their feeling of being in love with their partner. For this group, concern about being judged by their peers as a major issue, but was rationalized by the fact that they were in a committed relationship. Next, for the group of girls that initiated sex with someone they had a strong caring relationship, they expressed that being "in love" was often too much pressure and thus, losing virginity to a close friend whom they perceived as, "a confidant, sharing similar interest and enjoyed hanging out with", was sufficient enough to make their first sexual encounter something special (Garcia, 2009).

Lastly, feelings of sexual curiosity were a common topic brought up by the youth. They reported that having feelings of sexual excitement prompted them to seek information about sex through popular media (Garcia, 2009). Most often they became

interested in popular magazines like Seventeen, and Cosmopolitan to answer their questions about sex. However, more specifically, they sought information that focused more on male sexual desire and how to please their partner. Plus, information about safe sex practices was usually defined as pregnancy prevention. The young girls expressed reluctance about discussing issues of sexually transmitted disease out of fear that their partner may perceive them as having too much sexual knowledge and or the possibility of the partner feeling offended by the topic.

### Contraceptives

Contraceptive use among Latinas has been an importance issue considering the fact that unintended pregnancies disproportionately affect this population (Harvey, Henderson, Casillas, 2006). This issue was investigated by exploring relationship dynamics and proper contraceptive use among Latina women ages 18-25 years old. Three major relationships factors were explored: commitment, duration of the relationship, and decision making regarding contraceptive use. It was found that women involved in relationships lasting between one and two years, were three times more likely to use effective birth control, compared to the Latinas involved in relationships shorter than one year. Secondly, Latinas who reported being highly involved in the decision making process of contraceptives, were actually twice as likely to use effective birth control. Given these findings, the researchers claim that relationship dynamics play an important role in effective contraceptive use (Harvey et al., 2006). Thus, it appears that having an open communication regarding this subject, may facilitate more conscious decision making about obtaining or utilizing effective contraceptives. The researchers interpret their findings as adding to the growing knowledge of relationships power and

women's safe sex practices. In sum, it appears that the underlining issue is yet again, the issue of power and control within the relationship (Harvey et al., 2006).

In this chapter, we have explored the many factors that play a role in the experience of sexual violence. The literature indicates that Latinas have a unique family system and value system that guides their behaviors and attitudes about sexual violence. The consequences of sexual violence have impacted the Latina community as evidenced by the high rates of teenage pregnancy and hostile intimate relationships. Recognizing the challenging stage of adolescence is also a vital piece in understanding the issue of sexual violence and may serve to help guide realistic intervention strategies.

#### CHAPTER 3

### CURRICULUM PROJECT DESIGN

### Curriculum Design

The curriculum will consist of a total of eight sessions, lasting one hour each. Each module will be comprised of two sessions in order to provide follow up and reflection from the previous session. The group will consist of about six to eight participants and will follow a group format. The curriculum will be a psycho educational group, and will follow the main components of group work. The group will consist of didactic instruction, planned and structured activities, defined goals, focus on prevention, and emphasize the importance of confidentiality (Brown, 2011).

The group will be facilitated by a Master Level Social Worker, Psychologist, or other mental health professional, who has sufficient knowledge and experience in working with youth at the group level. Expertise in the area of group work will be a necessary qualification for the purposes of building group cohesiveness and building a strong working alliance (Oz, 2010). Second, knowledge in the area of childhood and youth trauma will help inform and guide the overall skill sets associated with enhance resiliency. Next, expertise in the Latino culture and language will also be a part of demonstrating cultural sensitivity and facilitating the process of self-identification with the facilitator (Oz, 2010). Lastly, the facilitator is expected to have extensive experience in working with youth and be up to date with emerging issues of adolescent sexuality.

### Curriculum Outline

The curriculum will be delivered in four distinct modules, which will address the core risk factors associated with sexual violence among adolescent Latinas.

Module 1: Ethnic Identity

Session I: Overview of Ethnic Identity

Session II: Gender Roles

Module 2: Sexual Violence Overview

Session I: Overview of Sexual Violence

Session II: Identifying Sexual Violence and Support

Module 3: Issues in Sexual Activity

Session I: Adolescent Sexual Development

Session II: Safe Sex

Module 4: Stress Management in Relationships

Session I: Overview of Stress

Session II: Communication Styles

### Target Population

The target population for this psycho educational group will be female Latinas ages 13-18 years olds who reside in high risk communities, defined as socioeconomic disadvantaged and high crime rate areas (Tharp, 2012). The curriculum may be implemented in a school-based environment and family resource centers where services are readily accessible and cost free for this population. The location of this psycho educational group is expected to increase the likelihood of accessing support services.

Given Latinas are less likely to initiate formal mental health services, compared to other ethnic groups, the location of services will be important (Ulibarri et al., 2009).

### Curriculum Design

This curriculum's structure and content is based on the five major risk factors associated with sexual violence in youth. It will be designed to provide information and facilitate discussion on relevant topics that at risk Latinas face in the real world.

Moreover, providing a safe environment that promotes open discussion on these topics of interest will facilitate the process of engagement and learning. Lastly, since this curriculum aims to be preventative, the goal is for participants to gain understanding of the consequences of certain actions and learn skills needed to protect themselves in the future. This curriculum design will consist of the much needed culturally relevant issues that have been found to be missing in the existing curriculums aiming to address sexual violence. Addressing specific issues of ethnic identity throughout the models will be important in keeping the participants engaged in the process.

### Curriculum Usage (Learning Techniques)

Since this curriculum will cover sensitive and complex issues about sexuality and victimization, it is favorable for the facilitator to apply six major principles of group work. According to Brown, six major principles form part of all psycho educational groups (2011). First, the facilitator should guide learning whenever possible. Second, demonstrating how to interact with other members will be important for cohesiveness. Third, the facilitator should create a safe environment in which the participants can openly express emotions and respectfully challenge the material presented. Fourth, conveying hope to the participants will more likely build a strong working alliance.

Fifth, promoting self-understanding will be a necessary component in self-awareness. Lastly, providing opportunities to practice new learning will be present with every interactive experience and group discussion.

### Materials Needed

There will be a few materials needed for the implementation of this curriculum.

A projector will be needed to present PowerPoint slides, and the handouts included in appendix C.

### Evaluation

The program will be evaluated by utilizing a brief pre and post test. The format will consist of 10 true and false questions. These questions will test the key points from each module to ensure that participants gained the basic understanding of the content.

Also, the program will conclude by administering a brief, 6-question satisfaction survey. This survey will specifically ask about the effectiveness of the materials, facilitator and overall process. Lastly, the participants will also be given the opportunity to provide any suggestions to improve the program.

#### CHAPTER 4

### **CURRICULUM**

This curriculum will serve as a much needed psycho educational program designed specifically for the unique needs of the adolescent Latina population. This program will address issues of Latina sexuality from all of the major facets of one's life: individual, family, peer, and culture. The curriculum will begin by introducing the concept of ethnicity for the purposes of exploring the force of ethnicity throughout each session. Raising awareness of the nature of sexual violence will be done through psycho education and exercises. Addressing safe and risky sexual practices will also be done with use of factual information. Stress management and communication styles will be explored with an emphasis on positive coping skills and the importance of assertive skills.

### Module 1: Ethnic Identity

### Facilitator Overview

The first session will require the facilitator to establish a safe and comfortable environment, through ice breakers and introductions. The facilitator will administer the pre test and then begin the power point presentation. The facilitator will benefit from having a good understanding of the concept of ethnicity and culture. In order to stimulate dialogue the facilitator must feel comfortable discussion his or her ethnic identity with the group along with brief self-disclosure regarding his or her own cultural norms, and

practices. Also, it will be important to acknowledge and address the concept of acculturation in a way that makes sense to the group members.

### Goals and Objectives:

The goal of the first module will be develop awareness of ethnic identity and how ethnicity impacts our thoughts, attitudes and actions. This goal will be through exploration of the following objectives: acculturation, self-perceptions about gender roles, and family upbringing.

### Session Content and Activities

Session one will present the concept of ethnic identity so that the participants can integrate new information into a collage. Through sharing and discussion of the participant similarities and differences, it will enable to them to better understand themselves and others of their same ethnicity (Toseland & Rivas 2012). The second session will focus on the messages and upbringing that relate to gender roles. The discussion will be initiated through an activity that assigns specific character traits to male and female stuffed bear. The unique gender roles of the Latino culture will also be addressed (Sabina et al., 2013).

### Module 2: Sexual Violence

### Facilitator Overview

This module will introduce the concept of sexual violence. This module will require that the facilitator be comfortable is addressing different forms of sexual violence and be aware of his or her own feelings regarding sexual trauma. Specifically, this will require that an appropriate tone, affect and body language indicating to the participants

that she is open about addressing this issue, which will ideally promote a safe environment for self-disclosure.

### Goals and Objectives

The goal of this module will be to increase the participant's ability to handle sexual violence in their communities. This goal will be met through the following objectives: education on specific forms of sexual violence, the red flags in intimate relationships and providing options for support.

### Session Content and Activities

The first session will begin by providing short scenarios for the purposes of having the participant's identity the risks. Also, this activity will help the facilitator gauge the knowledge of the group members and help guide the power point presentation (Toseland & Rivas 2012). The second session will focus on reinforcing the concepts of the previous session by presenting various sexually risky situations in three different social contexts. The facilitator breaks the group up into teams of 2-3 members depending on the total number of group members. Each small group will be given a vignette to read and discuss. Then they will be instructed to identity the main issue and what could be done to help the situation.

### Module 3: Issues in Sexual Activity

### Facilitator Overview:

This third module will require the facilitator to recognize that for many Latina adolescents, the stage of sexual maturation and experimentation carries a set of unique dynamics. The facilitator acknowledge the tendency for many Latino parents to avoid the topic of sexual education with their young female daughters. For instance, the meaning

of virginity and sexual norms within the context of the Latino culture will need to be explored to help the participants enhance their self-knowledge. In addition, the facilitator is advised to recognize the psychosocial development of adolescents and address developmental dilemmas that exist in the process of identity development.

### Goals and Objectives

The goal of this module will be to teach the importance of sexual health and increase the comfort level of discussing this subject. This will be met by providing a power point presentation of the stages of development, teen dating, and cultural norms about sex. The second session's goal will be to educate participants regarding safe sex practices and conducting a role play that will help practice how to discuss their plan for safe sex with their partner.

### Session Content and Activities

The first session will focus on adolescent sexual development. This session will primarily consist of the power point presentation and emphasize more discussion on sexual norms they have been taught or believe in. The second session will open with a short video clip about sexually transmitted diseases. Afterwards, the group will debrief on what they learned about the video and how it made them feel. This video will be a way to engage the group on this topic and begin the PowerPoint with facts and statistics on STD's and unplanned pregnancies. This session will conclude with a role playing activity to help them practice how their might discuss safe sex with their partner.

### Module 4: Stress Management in Relationships

### Facilitator Overview:

In this final module, it is advised that the facilitator understand the major adolescent cognitive characteristics, such as the sense of grandiosity, invulnerability and the need to develop a positive self-image. Also, we must consider that adolescents are still working towards regulating their emotions, and at the same time they begin to develop moral thinking abilities.

### Goals and Objectives

The goal of this module is to educate members on how stress affects the individual and relationships. This goal will be met through the following objectives: learning a positive stress management skills and practicing assertive skills.

### Session Content and Activities

The first session will present the concept of stress and assess the positive and negative coping strategies of the group. The session will conclude with a relaxation activity of the facilitator's choice, and guided by a short video clip. The second session will be present the 5 main defensive behaviors in coping with stress. This information will be integrated into four sculpting activities. The session will conclude with a discussion about assertiveness and application of these skills into two activities.

#### Termination

The group will have a termination session to allow time to process and say goodbyes. The facilitator may ask the group a session prior, how they would like to end this process. Termination will begin with the spider web ice breaker in order to emphasize the individual strengths of each individual group member. Next, the facilitator

will summarize the main content of each module. It will be important to ask the participants what they remember about each module and discuss how the participants can utilize the learned knowledge and skills in their lives moving forward. After this discussion, the facilitator may ask the group as a whole how they feel about saying goodbye and provide the group with genuine praise about any positive aspect of the group process. Finally, the facilitator will administer the post test and satisfaction survey.

### CHAPTER 5

### LESSONS LEARNED

### Cross Cultural Relevance

This curriculum will address the cultural experience of being an adolescent Latina, at risk for sexual violence. Current curricula have not addressed the cultural factors that impact the way individuals deal with sexual violence. For the Latino population, several studies have emphasized four of the following cultural factors: acculturation, immigration status, religiosity, and sex role ideology (Sabina et al., 2010; 2013). These cultural factors have been found to be an important part of understanding the way Latinas perceive sexual violence.

Recently, the concept of "the immigrant paradox" has been explored, seeking to understand sexual risk behaviors. Studies have shown that first generation individuals engage in lower levels of sexual risky behavior, compared to the second and third generation Latinas in the United States, whom are children of immigrant parents (Guarini et al., 2011). These findings contradict the classic assimilation model, which predicts that increase in social capital should predict better psychosocial outcomes. However according to Guarini et al., these findings cannot be applied to the Latino immigrant population, suggesting that there may be certain Latino cultural norms that may actually serve as a protective factors against sexual violence. Furthermore, this same study

suggests that second and third generation Latina adolescents may benefit the most from education and prevention services during this specific age range.

Immigration status may also influence the way Latinas may perceive and respond to sexual violence. Most commonly, the Latino community is wary about reporting any acts of violence, out of fear of deportation for themselves or significant others involved. Moreover, the Latino community in general may be mistrusting of law enforcement, believing that it is not safe to seek help from them out of fear of being exposed in their illegal immigrant status (Guarini et al., 2011).

### Social Work Relevance

The contribution of this psycho educational group, will serve as a primary prevention effort to address sexual violence. This program will be consistent with the National Association of Social Workers (NASW) Code of Ethics by implementing the core values (2008). Serving marginalized groups who have been historically discriminated against or disenfranchised, is one of the core goals of the Social Work profession. Practicing in a culturally competent and sensitive manner will be an ever present theme throughout the implementation of the curriculum. This curriculum will be designed to address the specific cultural issues that are associated with sexual violence. Plus, the facilitator will practice with professional competence because he or she will be sufficiently knowledgeable about the Latino culture. Lastly, the importance of human relationships will also be present throughout the group process because much effort will be directed towards building strong a supportive social system among peers.

**APPENDICES** 

# APPENDIX A POWER POINT SLIDES

## Sexual Violence: A Curriculum for Latinas

### Slide 2

## Welcome!

- About the facilitator(s)
- Why are we here?
- Distribute the pre-test
  - Please complete the brief questionnaire
  - Once completed, wait quietly while everyone is done.

### Slide 3

### Icebreaker

- The Candy game
- 1. Pick any candy from the bowl being passed around
- 2. Do not eat it yet!
- 3. You will receive the handout, "Candy game"
- 4. Share your answer based on your candy color.
- 5. As you finish sharing you may eat your candy. (group-games.com)

### Slide 4

## **Groups Rules**

- What rules are important for our group?
- Confidentiality
- Respect other's feelings and ideas
- Participate

## Module 1: Ethnicity

Session 1: Overview of Ethnic Identity

### Slide 6

## Ethnic Identity Overview

· What is Ethnicity?

A set of distinct traits such as language, customs, history, race, religion, and origin (Barker, 2003)

· What is Identity?

Sense of knowing who you are, recognizing the many roles one plays and integrating into a perception of self (Erikson, 1980)

• What is Acculturation?

The phenomena when groups from different ethnicities or cultures come into ongoing, direct contact with each other and result in the changes in the original patterns cultural patterns of either group (Redfield, Linton & Herskovits 1936)

## Ethnic Identity Activity

- Lets explore about our Ethnic Identities
- Collage activity
- 1. Take a few magazines and clip pictures, words or anything that you feel describes you or things you really like
- 2. Glue your pictures to construction paper
- 3. Lets go around the room and share our collages:

#### Process:

- $\,\circ\,$  Why did you select those items?
- o How does this pictures represent how you are?
- o Is your ethnicity a part of how you are?

### Slide 8

## How Does Our Ethnicity Shape Us?

- The Cognitive Triangle:
  - Attitudes
  - Behaviors
  - Actions

## Module 1: Ethnicity

Session 2: Gender Roles

### Slide 10

## Checking in/ Icebreaker

- Questions from our last meeting?
- Icebreaker: "The Supermarket"
  - ${\bf 1.} \quad {\bf The \ first \ person \ says: "I \ went \ to \ the \ supermarket \ to \ buy....(food \ that \ begins \ with \ A).}$
  - 2. The second person says: "I went to the market and to buy...(food that begins with B). And must recall what the person said before them.
  - 3. Everyone must try and remember what everyone said, going in alphabetic order. (www.insight.typepad.co.uk)

## Gender Stereotype Activity

- "Stuffed bear"
  - 1. Notice the two identical stuffed bears sitting on the table
  - 2. One is dressed in a pink dress and the other is dressed in blue
  - 3. You will be given a strip of paper and you will come up and label the bear you feel best fits that description
  - Process
  - What makes the two bears different? Why?
  - Have you ever felt labeled by your friends, family or society? (jifmueller.faculty.nocfrl.edu)
- Gender stereotypes:
  - Expectations about how people should act based on their gender (Richardson, 2007)

### Slide 12

## Latino Gender Stereotypes

<b>V</b> lales	Females
"machismo"	<ul> <li>"Marianismo</li> </ul>
Sexual	<ul> <li>Virginal</li> </ul>
Strong	<ul> <li>Sensitive</li> </ul>
Independent	<ul> <li>Dependent</li> </ul>
Leader	<ul> <li>Follower</li> </ul>

### How do You See Yourself?

- Art activity
  - 1. Look through magazines and cut pictures that you feel represent how others see you *and* pictures that represent you, but others don't always see
  - 2. Paste the first set of pictures to the outside of the can (Outside me)
  - 3. Paste the second set of pictures to the inside of the can (Inside me) (Pelton-Sweet & Sherry 2011).
- Process:
  - · How did it feel to think about your inner and outer self?
  - What might your friends and family think of your inner self?
  - Are any of your traits related to your gender or ethnicity?

### Slide 14

## Checking out/ Review

- What did you learn about yourself or other members?
- This is the conclusion of the Ethnic Identity Module.

## •Thank you!

## Module 2: Sexual Violence

Session 1: Overview of Sexual Violence

### Slide 16

## Checking in/Is this Sexual Violence?

· Questions from last time?

Listen to the following scenarios and determine if it is sexual violence:

- ${\bf 1.}~{\bf A}~{\bf girl}~{\bf has}~{\bf been}~{\bf drinking}~{\bf heavy}~{\bf and}~{\bf decides}~{\bf to}~{\bf go}~{\bf home}~{\bf with}~{\bf a}~{\bf guy}~{\bf she}~{\bf has}~{\bf been}~{\bf flirting}~{\bf with}$
- 2. A teen boy says he is being touched by an adult against his will but is feeling confused because he gets and erection and ejaculates each time he is touched by him.
- $3.\,\mathrm{A}$  teen girl is receiving unwanted text messages, emails and is being followed home from school by a boy who likes her.
- 4. A girl is told by her boyfriend that she must check in with him throughout the day and needs to know who she is with, where and what she is doing.
- 5. A girl says her boyfriend is very "hot tempered". She I afraid to disagree with him because he begins to yell, throw things and blames her for his anger.
- 6. A young girl says her new step father is very affectionate with her, but she is not ready to feel get close to him. The step father says he likes to show his affection by having her sit on her lap and rubbing her legs.
- The person who answers correctly will receive a prize

### What is Sexual Violence?

- Any sexual act that is perpetrated against someone's will.
- Sexual violence includes:
  - Rape
  - Being made to penetrate someone else
  - Sexual cohesion
  - Unwanted sexual contact
  - Non-contact unwanted sexual experiences (CDC, 2010)
- These acts of violence are often co existing
  - Poly victimization: Experiencing multiple forms of violence

### Slide 18

### **Facts**

- Sexual violence has been linked these psychological issues:
  - Depression
  - Anxiety
  - Dissociation
  - Low self esteem
  - Substance abuse
  - Post traumatic Stress Disorder
  - Suicide Ideation (Sabina, Cuevas, & Picard, 2010)
- Young women continue to be at high risk for sexual violence
  - 1 in 20 women have experienced some form of sexual violence (CDC, 2010)

### **Statistics**

- Among the females that have been raped:
  - 29.9% were between the ages of 11-17 years old
  - 42.2% were under the age of 18 years old
  - 12.3% were under the age of 10 years old (CDC, 2010)
- · Latina adolescents
  - 8.4 % report being raped
  - 35.2% report experienced physical violence
  - 10.6% report being stalked
  - 37.1% report a combination of sexual violent acts (Poly Victimization) (CDC, 2010)

### Slide 20

### Childhood Sexual Abuse

- A study conducted on 204 Latinas explored childhood sexual abuse
  - 31% were abused by a family member
  - 52% were abused by a boyfriend, friend, or acquaintance
  - 44% never disclosed their history of sexual abuse
  - The Latinas that did disclose, 74 % of them, told a family member (Ulibarri, Ulloa & Camacho, 2009)

## Teen Dating Violence

- Violence occurring between two people in an intimate relationship.
   The violence includes:
  - Physical, sexual, emotional, and stalking
- · Who is at risk?
  - Believing dating violence is ok
  - Depression, anxiety or having trauma
  - · Aggressive behavior
  - Substance use
  - Early sexual activity
  - Peers involved in dating violence
  - · Conflict with partner
  - Witnessing violence in the home (CDC, 2014)

### Slide 22

## Characteristics of Violent Relationships

- Mutual violence
- Verbal conflict (jealousy)
- Little identity support from partner
- Long term relationships (enmeshment)
- Using sex as a form of control (Giordano, Soto, Manning, & Longmore, 2010)
- Cultural factors:
  - Mexican American adolescents have acculturation stressors that are linked to perpetration of sexual violence
    - Conflicted ethnic identity and conflicted family acculturation (Hokoda, Galvan, Malcarne, Castaneda, & Ulloa, 2007)

## Pathways to Poly-victimization

#### Factors linked to onset of P.V

- Dangerous communities
  - Poverty
  - crime
- Dangerous family environment
- Domestic violence
- Family with multiple stressors
  - Unemployment
  - Marital conflict
  - Money problems
  - Substance use
- Emotional problems
  - Risk taking behavior

#### **Environmental factors linked to P.V**

- Major life transitions
  - Entering middle or high school
  - New, unfamiliar social environment
  - Less parental supervision
  - Risk to be targeted by bullies (Finkelhor, Ormrod, Turner, & Holt, 2009)

### Slide 24

## Checking out

- Questions about the types of Sexual Violence?
- Did this topic bring up any special feelings
- Next session we will continue this topic

## Module 2: Sexual Violence

Session 2: Identifying Sexual Violence and Support

### Slide 26

## Checking in /Icebreaker

- Questions from last session?
- Icebreaker:
  - 1.Lets sit in a circle.
  - $\ensuremath{\mathbf{2}}.$  Pick a card from the Center of the room. Read it out loud and give your answer.
  - 3. Return The card to the bottom of the pile.
  - 4. Continue until everyone has a turn.

(insight.typepad.co.uk)

• Today we will test our knowledge of sexual violence

## Identifying Sexual Violence

- Vignette activity: Break up into small groups. You will receive a short story. Read it together and identify any risks. What type of violence is it? What would you do in that situation?
- 1. Family conflict
- 2. Work conflict
- 3. Peer conflict

### Slide 28

## Vignette: Home conflict

• Your older cousin has come over to your house and you are pleased to see her because she hardly ever visits. You suggest that you two go out and see a movie. She responds by saying she doesn't want to see that movie and has something better to watch. She plays the movie in her laptop and you see its about sex. You feel very uncomfortable and don't know what to do. You want to get out of the situation but you don't want your cousin to make fun of you.

### Vignette: Work Conflict

• You just landed you first job at a grocery store and are happy to finally earn your own money. So far you get along with all your co worker. However, recently, one of the mangers asked you to hang out, and you turned him down. Since then, he has been sending you cards and flowers. He has even following you to your car saying he wants to just make sure you are safe. However, you are feeling more and more uncomfortable and fearful of what he will do next.

### Slide 30

## Vignette: Peer conflict

• You started seeing a guy you really like and have gotten really popular because of it. All your friends say you are super lucky to be going out with him because he is a great guy. This makes you very excited because it is your first relationship. After a few weeks he starts pressuring you into having sex. He says having sex is completely normal and its what two people need to do to get closer. You explain that you are not sure if you are ready to have sex because its only been a few weeks He responds that he really loves you and if you don't have sex with him, then it means that you don't care about him.

## Red Flags in Abusers

- Jealousy
- Controlling
- Quick involvement in relationship
- Unrealistic expectations
- Isolation
- Blaming others for problems of feelings
- Hypersensitive

- Ridged gender roles
- History of battering
- · Breaking objects
- Use of force during arguments
- Playful use of force during sex
- Cruelty to animals or children (Lydia Walker)

### Slide 32

## Barriers to Getting Help

- Who can help with this problem?
  - Family
  - Trusted friend
  - School counselor
  - Police
- What could stop us from getting help?
  - Language barriers
  - Fear of the police
  - Fear of punishment by parents
  - Being in love with the perpetrator
  - Minimizing the violent acts (Cuevas, Sabina, Millioshi, 2012)

## Getting Help

- Recognize the red flags
- Consider your safety
- Seek a close trusted family member
- Talk to school counselor
- Call national hotlines for support

### Slide 34

## Healthy Relationships Have:

- Sharing fun experiences
- Trust

Control anger

- Respect
- Conflict resolution
- Compromise
- Managing stress
- Caring
- Open communication
- (Dating Matters)
- Shared decision making
- Support autonomy

## Checking out

- Questions?
- Comments?
- Concerns?
- This concludes the Sexual Violence Module
- •Thanks for sharing!

## Slide 36

# Module 3: Issues in Sexual Activity

Session 1: Adolescent Sexual Development

## Checking in/Icebreaker

- Ice breaker:
  - 1. Everyone sits in a circle
  - 2. Take turns sharing something about their week:
    - a. something positive
    - b. something not so positive
    - c. something growing or developing (Miller 2004)

## Slide 38

## Adolescent Development

- What kind of changes do adolescents go through?
  - Cognitive
  - Emotional
  - Social
  - Physical

## **Physical Changes**

- Puberty:
  - · Growth spurt
  - Growth of pubic and body hair
  - Growth and maturation of reproductive organs
  - Onset of puberty varies greatly among individuals
- Boys:
- Increased muscle mass
- Onset of sperm production
- Girls:
- Development of female body shape, including
- breast development
- Menarche (Hazen, Schlozman, & Beresin, 2008)

#### Slide 40

## Social and Emotional Changes

- Emotional separation from parents
- Greater sense of personal identity
  - Stage
- Identification with a peer group
- Exploration of romantic relationships and a sense of one's sexuality (Hazen, Schlozman, & Beresin, 2008)

## Cognitive Changes

- Increased capacity for abstraction and advanced reasoning
- Greater impulse control
- · More effective assessment of risk versus reward
- Improved use and manipulation of working memory
- Improved language skills
- Increased capacity to self-regulate emotional states
- Grandiosity and Invulnerability
  - The limited ability to see the long-term consequences and engage in risky situations, thinking that they cannot be harmed.

(Hazen, Schlozman, & Beresin, 2008)

### Slide 42

## **Moral Changes**

- Usually a shift from pre conventional to conventional level of morality in Kohlberg's theory
- Greater ability to take others' perspectives
- Morality less concrete and rule-based, more focused on role obligations and how one is perceived by others
- May question values of parents and institutions (Hazen, Schlozman, & Beresin, 2008)

## Adolescent Development and Ethnicity

- Did we receive sexual education from our parents or caregivers?
- What were we taught about sex?
- What are your values or ideas about sexual activity?
  - Love
  - Virginity
  - Marriage
  - Birth control
  - Peer pressure

## Slide 44

## Checking out

- Questions?
- Comments?
- Concerns?
- Thanks!

# Module 3: Issues in Sexual activity

Session 2: Safe Sex

## Slide 46

## Checking in

- Questions?
- Video clip
- What have we been taught about safe sex by our friends, family, society?

## STD Facts and Statistics

- There are about 20 million new cases of STD's in the United States, each year
- One half of these cases are people between the ages of 15-24 years old
- The most common STD is HPV accounting for 79,100,000, in the United States
  - Human papillomavirus (HPV) The most common STI: The body's immune system clears most HPV naturally within two years (about 90 percent), though some infections persist. While there is no treatment for the virus itself, there are treatments for the serious diseases that HPV can cause, including genital warts, cervical, and other cancers. (CDC, 2013)

#### Slide 48

## Sexually Transmitted Diseases

- STD's are infections or diseases that can be passed on from one person to another during sexual contact
- STD's can be transmitted through:

 Some STD's show no symptoms for a long time, but can still be transmitted through sexual contact

- Vaginal intercourse
- Anal intercourseOral sex
- Skin on skin contact

- · Chlamydia
- Genital warts
- Gonorrhea
- Hepatitis b
- Herpes
- HIV & AIDS
- Human Papillomavirus
- Pubic lice
- Scabies
- Syphilis

(Planned Parenthood)

## Facts and Statistics on Unplanned Pregnancies

- In 2012, a total of 305,388 babies were born to women aged 15–19 years old
- In 2012, African American and Hispanics accounted for the highest rate of teen pregnancy at 57 % (CDC, 2014).
- Teen parents are more likely to:
  - Drop out of high school
  - Have lower income
  - Be unemployed
  - · Have a repeat teen pregnancy

### Slide 50

## Birth Control

- There are all types of birth control methods
- Talking to a doctor can be the best way to find the best one for you (Planned Parenthood)
- Abstinence
- Birth control pills
- Depo Provera
- Vaginal ring
- Condoms
- Diagraphm
- Calendar
- IUD
- · Morning after pill
- Pull out
- abortion

## **Effective Birth Control Practices**

- Effective contraceptive use among Latinas:
  - Strong commitment to partner
  - Long term relationships
  - High involvement in decision making
  - Open communication
  - Shared power in the relationship (Harvey, Henderson, & Casillas 2006)

## Slide 52

## Ways to Protect Yourself

- Talk to your partner about getting tested for STD's
- Discuss mutual monogamy
- Discuss with your partner what birth control method will be used
- Talk to your doctor about any health concerns
- Avoid using drugs of alcohol (CDC, 2010)

## Role Play

- Grab a partner and practice how to talk about protecting yourself against STD's and unwanted pregnancies
  - How does it feel to talk about this subject?
    - Embarrassing?
    - Uncomfortable?
    - · Confusing?
    - Fear of being negatively judged?

## Slide 54

## Checking out

- Questions?
- This concludes the Issues in Sexual Activity Module
- Thank you!

## Module 4: Stress Management in Relationships

Session 1: Overview of stress

## Slide 56

## Checking in/ Activity

- Questions?
- How do we handle stress?
- What do we do?
- What do we say?
- How do we feel?
- How can we better handle stress?

## What is Stress?

- Stress is a feeling that is created when we respond to a particular event. The body responds to an event by preparing its self for a challenging situation by being focused, and alert.
- Not all stress is bad!
  - Routine stress can help us become more alert and can protect us against dangers
- Different types of stress:
- 1. Routine stress
- 2. Stress related to a sudden change
- 3. Traumatic stress (Seaward 2009)

#### Slide 58

## What Stresses You Out?

- school work
- negative self image
- changes in the body
- problems with friends, bullying
- break ups
- unsafe home or neighborhood
- separation or divorce of parents
- chronic illness or severe problems in the family
- death of a loved one
- moving or changing schools
- taking on too many activities
- family financial problems

## Signs of Excessive Stress

- Anxiety
- Irritable mood
- Physical problems:
  - Stomach aches, headaches, chest pain
- Allergic Reactions
- Sleeping problems
- · Drug or alcohol use
- Depression
- Overeating
- (kidshealth)

### Slide 60

## **Managing Stress**

- What do you do to relieve stress?
- Positive ways of managing stress:
  - Regular exercise and healthy diet
  - Avoid caffeine
  - Relaxation exercises
  - Assertiveness skills
  - Use positive self talk
  - Take a break
  - Take time for a hobby
  - Talk to a trusted friend or family (kidshealth)

## Slide 61

## Relaxation Exercise

Deep breathing/Muscle relaxation/meditation exercise

- Process Questions:
  - How did the activity make you feel?
  - When is a good time to practice this exercise?
  - Is this exercise important?

## Slide 62

## Checking out

- Questions?
- Comments?
- Concerns?
- What did you learn about stress today?
- Thank you!

## Module 4: Stress management in Relationships

Session 2: Communication Styles

## Slide 64

## Checking in

- Questions?
- This will be our last lesson
  - How do we feel about completing this process?
- Any ideas for termination?

## Communication

- What is Communication?
  - Words
  - Behavior
  - Signs
  - Sounds
- Why should we learn about good and bad communication?

### Slide 66

## Defensive Behaviors in Coping With Stress

- 1. Blaming –discounting others
  - "You piss me off!"
- 2. Placating- discounting self
  - "It's all my fault"
- 3. Distracting-discounting the content
  - "Let's go out to eat"
- 4. Super Reasonable-discount the feeling
  - "Just follow the rules"
- 5. Leveling-words match with expression
  - Making eye contact, listening and empathizing (Nichols 2013)

## **Sculpting Activity Instructions**

- Lets act out the 4 different defensive stances by only using our bodies
- Break up into groups of 3. You will be given a vignette and take about 5 minutes to discuss it with your group.
- Come to the front of the room and act out your vignette
- The rest of the group will name each defensive stance each person is acting out

### Slide 68

## Sculpting Activity 1

- Blamer- blaming others
- Placator- blames self
- Distractor-changes the subject (Nichols 2013)

## Sculpting Activity 2

- Super reasonable- intellectualize
- Blamer-blaming others
- Placator-blaming self

## Slide 70

## Sculpting Activity 3

All placators-blaming self

## Sculpting Activity 4

• All leveling- all have the opportunity to express themselves

### Slide 72

## Sculpting: The 4 Common Family Games

- 1. Rescue games
- 2. Coalition games
- 3. Lethal games
- 4. Growth games (Nichols 2013)
- Process Questions:
  - Do you know anyone with these styles?
  - How do they make you feel?
  - Which one do you identify with?
  - What could be the best stance when dealing with a conflict?

## Communication Styles

#### • Non Assertive

• The speaker is shy and indirect. The speaker feels like his or her thoughts are not as important as the other person.

#### Aggressive

• The speaker is bold and displays dominant verbal and non verbal behavior. The speaker feel that his or her thoughts are more important that others.

#### Assertive

- The speaker considers both their own thoughts and feelings AND the other person's thoughts and feelings. (Zastrow & Kirst-Ashman, 2010)
- · Which style might work best when handling a conflict?

#### Slide 74

## Assertiveness Training

- Why be assertive?
  - Helps in hostile situations
  - Others can better understand you
  - Avoid build up of tension
  - Improve self concept
  - Others may respect you
- There is no perfect formula for being assertive!

(Zastrow & Kirst-Ashman, 2010)

- Helpful tips in building assertiveness:
  - Recognize your own communication style
  - What situations are best to be assertive?
  - Try to understand the other persons point of view
  - Use "I" statements
  - Notice your eye contact, posture, voice tone, content

## Assertiveness Activity 1

- You will be given to opportunity to practice assertiveness skills
- Pair off and read the following situation. Choose who will be the assertive speaker. After completing the activity the other person may check off the behaviors they noticed:
  - Your best friend invites to you go meet up with a group of new friends. You
    are feeling nervous about the situation, but you decide to go anyway. When
    you get there, you notice that your best friend is not paying as much attention
    to you as you would like.
  - How can you handle the situation in an assertive way?

### Slide 76

## Assertive Activity 2

- Lets try another situation
- With the same partner, read the following situation and switch off being the assertive speaker.
  - You are feeling pressure by your partner to have sex. You are worried about getting pregnant, but your partner doesn't seem worried about anything. You want to talk about birth control, but don't know how to talk about it. You decide that you must address this issue.
- How can you handle the situation in an assertive way?

## Checking out

- Question?
- Comments?
- Concerns?
- Thank you for participating!

## Slide 78

## Termination

- Activity: Spider's Web
  - Stand in a circle. One person will be given a ball of yarn. That person will unwind it, say something they appreciate about any group member and toss it to them. Continue until everyone has a turn.

(www.great@training.com)

- Process question:
  - · What did we create?
  - How does it feel to hear someone appreciates you?

## **Evaluations**

- Post test
- Satisfaction Survey
- •Good bye and thank you!!!

## Slide 80

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APPENDIX B

**AGENDAS** 

## Module 1: Ethnic Identity

#### Session 1: Overview of Ethnic Identity

#### Introductions:

- 1. Facilitator welcomes the group and introduces herself.
- 2. Explain the name and purpose of the group.
- 3. Administer the Pre Test.
- 4. Explain the importance of group rules and ask for input on setting rules.

## Activity:

1. Icebreaker: The Candy Game
Pass a bowl of colored candy around the room and ask the members to only select
one and instruct them to eat it yet. Once everyone has a candy, on the white
board, display the "Candy Game". Ask the members to go around and share the
item that corresponds to the color of their candy. As soon as they are done
sharing, they may eat their candy.

Introduce Module 1, Session 1: Overview of Ethnic Identity

### Activity:

1. Collage

Distribute magazines, construction paper, scissors and glue. Instruct the group to cut out images or words they feel best describes them. After completion, go around the room and ask everyone to share their collage.

2. Ask process questions.

Explain the Cognitive Triangle

Facilitator may self-disclose a challenging situation, utilizing the Cognitive Triangle.

Checking out:

Materials:

PowerPoint, pre-test, colored candy, bowl, white board, different colored markers,

magazines, construction paper, scissors, glue

Module 1: Ethnic Identity

Session 2: Gender Roles

## Checking in:

1. Questions from the last session?

## Activity:

Icebreaker: The Supermarket
 Instruct the group to sit in a circle. The first person says: "I went to the
 supermarket to buy.... (food that begins with A). The second person says: "I
 went to the market and to buy... (food that begins with B). And must recall what
 the person said before them. Everyone must try and remember what everyone
 said, going in alphabetic order.

#### 2. Stuffed Bear

Position two bears on the front table, or wherever disable. Pass out strips of paper to each member (Appendix C). The members will read the word written on the paper. Ask each member to come up and label the bear that they feel best fits the description. Ask process questions.

Explain gender roles and stereotypes

Initiate discussion on Latino gender roles and stereotypes

## Activity:

#### 1. Art Activity

Members will be provided a can. The members will be instructed to clip pictures from magazines. One set of pictures will represent how others see them and the second set of pictures will represent what others do not see or know about themselves.

### Checking out:

1. Ask members what they learned about themselves and other group members.

#### Materials needed:

Power Point, two identical stuffed bears, one dressed in a pink dress and the other dressed in blue shirt and pants, gender stereotype strips, tape, magazines, aluminum cans, markers, and glue.

#### Module 2: Sexual Violence

#### Session 1: Sexual Violence Overview

### Checking in:

1. Questions from last session?

## Activity:

- 1. Sexual Violence scenarios: Identifying types of violence
- 2. Read out loud 3 different scenarios and ask the group to determine if the acts are sexual violence
- 3. Reward anyone with the correct answer with a small prize (candy)

#### Introduce Module 2 Session 1: Overview of Sexual Violence

- 1. Sexual Violence: Break down the types of sexual violence
- 2. Describe the importance of the issue by describing facts and statistics
- 3. Explain childhood sexual violence
- 4. Explain teen dating violence
- 5. Ask the group how they picture a violent relationship to be, and then describe the characteristics of violent relationships. Explore the acculturation stressors in Latinos
- 6. Review the concept of poly-victimization and describe the risk factors

### Checking out:

Questions about today's topic?

Materials needed:

PowerPoint, vignettes, candy

#### Module 2: Sexual Violence

## Session 2: Identifying Sexual Violence and Support

#### Checking in:

1. Questions from last time?

## Activity

1. Icebreaker: Card game
Instruct the group to sit in a circle. One person will begin by picking a card from
the center of the room. They will read it out loud and give their answer. They
will return the card to the bottom of the pile. Continue until everyone has a turn.

Introduce Module 2: Session 2: Identifying Sexual violence and Support

## Vignette Activity:

- 1. Break up the members into small groups. Distribute the handouts (Appendix C). Instruct the group to read it and identify any risks.
- 2. Ask processing questions

Discuss the meaning of 'red flag' in abusers and encourage group to brainstorm ideas.

Discuss barriers to getting help and encourage brainstorming.

Discuss how to get help.

Contrast the red flags in a relationship with healthy relationship characteristics.

Checking out:

Questions?

Materials needed:

Power point, card game

## Module 3: Issues in Sexual activity

## Session 1: Adolescent Sexual Development

## Checking in:

1. Questions from last time.

#### Activity:

1. Ice breaker:

Instruct the group to sit in a circle. Each group member will take turns sharing the following three statements about their week:

"Something positive is...."

"Something not so positive is....."

"Something developing or growing..."

## Introduce Module 3: Session 2: Adolescent Sexual Development

- 1. Define each area of development
- 2. Explore how our development is impacted by our ethnicity. Facilitator may self-disclose personal experience.
- 3. Point out differences and similarities in family upbringing and knowledge of sexual education.

Checking out: Questions?

Materials needed:

PowerPoint

## Module 3: Issues with Sexual Activity

Session 2: Safe Sex

## Checking in:

1. Questions from last session?

Present video clip as an introduction to today's topic.

### Play video

Introduce Module 3: Session 2: Safe Sex

- 1. Ask the group what they believe safe sex means?
- 2. Discuss STD's and unplanned pregnancy. Emphasize the importance of seeking medical advice on this topic.
- 3. Effective birth control practices.
- 4. Encourage group to think of ways to protect themselves against STD's and unwanted pregnancies.

## Activity: Role Play

- 1. Assign groups of two and instruct each pair to do a role play. One person will be themselves. The other person will be the partner. Ask the group how they would talk to their partner about STD's and unplanned pregnancies. Allow role play for 5 minutes. Ask the pair to switch roles and practice the same activity.
- 2. Ask processing questions:

How does it feel to talk about this subject?

Address possible feelings of fear of negative judgment.

#### Checking out:

- 1. Address any questions.
- 2. Praise the group for any participation.

Materials needed:

PowerPoint

## Module 4: Managing Stress in Relationships

#### Session 1: Overview of Stress

## Checking in:

- 1. Ouestions from last session?
- 2. Brainstorms what stress means for the group members
- 3. How do the group members currently handle stress?

#### Introduce Module 4: Session 1: Overview of Stress

- 1. Define stress.
- 2. Encourage group to share their individual stressors.
- 3. Signs of stress: facilitator may provide examples by self-disclosing.
- 4. Managing stress: Encourage brainstorming ways of handling stress. Encourage members to give each other feedback by describing what works with stress management.

## Activity: Relaxation exercise

- 1. Facilitator may choose: deep breathing, muscle relaxation or meditation video exercise depending on group's needs.
- 2. Turn off the lights, and instruct everyone to follow along with the video.
- 3. Play the video.
- 4. Ask process questions.
- 5. Recognize that this exercise may be very unusual and may not work for everyone, but can be useful tool to gain some relaxation.

### Checking out:

- 1. Address any questions.
- 2. What did the group learn about stress management?

#### Materials needed:

Relaxation video, Power Point

## Module 4: Managing Stress in Relationships

#### Session 2: Conflict Resolution

## Checking in:

- 1. Questions?
- 2. Discuss termination

Introduce Module 4: Session 2: Communication Styles

- 1. Define communication
- 2. Explain defensive behavior

#### Activity:

1. Sculpting: 4 common family games

Instruct the group to break up into groups of 3. Assign each group a vignette and allow a few minutes for discussion and preparation. Instruct the groups to act out the 4 different defensive stances by only using our bodies. Each small group will come and present. The observers will try and identify what defensive stance each person is acting out. Ask process questions.

Discuss communication styles

Ask the group if there are times when it is difficult to be assertive.

What does an assertive person look like?

Define assertiveness and its importance. Emphasize that there is no perfect formula; rather it is a matter of practice.

### Activity:

1. Assertiveness Activity 1

Provide the group an opportunity to practice assertiveness skills. Instruct the group to pair off and read the scenario on the slide. Choose who will be the assertive speaker and instruct them to address the situation in an assertive manner. After completing the activity the other person may check off the behaviors they noticed (Appendix C).

#### 2. Assertiveness Activity 2

Provide the group with more practice on assertiveness skills. Instruct the group to pair off and read the scenario on the slide. Choose who will be the assertive speaker and instruct them to address the situation in an assertive manner. After completing the activity the other person may check off the behaviors they noticed (Appendix C).

## Checking out:

1. Questions?

Materials needed: Power point.

#### Termination

## Activity

## 1. Spider's Web:

Instruct the group to stand in a circle. One person will be given a ball of yarn. That person will unwind it, say something they appreciate about any group member and toss it to them. Continue until everyone has a turn. Ask process questions.

Summarize module content.

Process feelings of termination.

Administer Post Test.

Explain that this the same test they completed in the first meeting.

Administer Satisfaction Survey.

Instruct the group to not provide their name in order to the answers confidential. Ask the group to be answer honestly in order to improve future services.

## APPENDIX C HANDOUTS AND MATERIALS

## Candy Game

COLOR	SHARE
RED	My favorite hobby
ORANGE	My favorite food
YELLOW	My favorite movie or television show
GREEN	Somewhere I would like to travel
BLUE	My favorite song or musician
BROWN	Anything I want to share!

www.group-games.com

What time period would you like to travel?	What place would you like to travel?	What is your most valuable possession?	What is one hobby you would like to try?	As a child, what was your favorite movie?
What superpower would you like to have?	Do you have a pet? If not, what sort of pet would you like?	What is one gift you will never forget?	Name one thing you really like about yourself.	What's your favorite thing to do in the summer?
Who's your favorite cartoon character, and why?	Does your name have a special meaning?	What is the hardest thing you have ever done?	What is your dream job?	What was the best thing that happened to you this past week?
Who is someone you look up to?	What is your favorite type of movie?	What's the weirdest thing you've ever eaten?	What would be the first thing you would buy if you won the lottery?	What is something you are very good at?

www.insight.typepadco.uk

# Gender Labels for Stuffed Bear Activity

- 1. Smart
- 2. Sensitive
- 3. Caring
- 4. Adventurous
- 5. Quiet
- 6. Independent
- 7. Shy
- 8. Confident
- 9. Leader
- 10. Social

## Vignettes

#### 1. Home Conflict:

Your older cousin has come over to your house and you are pleased to see her because she hardly ever visits. You suggest that you two go out and see a movie. She responds by saying she doesn't want to see that movie and has something better to watch. She plays the movie in her laptop and you see it's about sex. You feel very uncomfortable and don't know what to do. You want to get out of the situation but you don't want your cousin to make fun of you.

## 2. Work Conflict:

You just landed you first job at a grocery store and are happy to finally earn your own money. So far you get along with all your coworkers. However, recently, one of the mangers asked you to hang out, and you turned him down. Since then, he has been sending you cards and flowers. He has even following you to your car saying he wants to just make sure you are safe. However, you are feeling more and more uncomfortable and fearful of what he will do next

#### 3. Peer Conflict:

You started seeing a guy you really like and have gotten really popular because of it. All your friends say you are super lucky to be going out with him because he is a great guy. This makes you very excited because it is your first relationship. After a few weeks he starts pressuring you into having sex. He says having sex is completely normal and it's what two people need to do to get closer. You explain that you are not sure if you are ready to have sex because it's only been a few weeks He responds that he really loves you and if you don't have sex with him, then it means that you don't care about him

## Is this Sexual Violence?

Listen to the following scenarios and determine if it is sexual violence:

- 1. A girl has been drinking heavy and decides to go home with a guy she has been flirting with.
- 2. A teen boy says he is being touched by an adult against his will but is feeling confused because he gets and erection and ejaculates each time he is touched by him.
- 3. A teen girl is receiving unwanted text messages, emails and is being followed home from school by a boy who likes her.
- 4. A girl is told by her boyfriend that she must check in with him throughout the day and needs to know who she is with, where and what she is doing.
- 5. A girl says her boyfriend is very "hot tempered". She I afraid to disagree with him because he begins to yell, throw things and blames her for his anger.
- 6. A young girl says her new step father is very affectionate with her, but she is not ready to feel get close to him. The step father says he likes to show his affection by having her sit on her lap and rubbing her legs.

## Defensive Behaviors in Coping with Stress

- 1. Blaming —discounting others "You piss me off!"
- 2. Placating- discounting self "It's all my fault"
- 3. Distracting-discounting the content "Let's go out to eat"
- 4. Super Reasonable-discount the feeling "Just follow the rules"
- 5. Leveling-words match with expression

  Making eye contact, listening and empathizing

Sculpting Activity 1: Rescue Games

Blamer- blaming others Placator- blames self Distractor-changes the subject

Sculpting Activity 2: Coalition Games

Super reasonable- intellectualize Blamer-blaming others Placator-blaming self

Sculpting Activity 3: Lethal Games

All Placators

Sculpting Activity 4: Growth Games

All leveling

(Nichols 2013)

# Communication Styles

## Non Assertive

- Shy
- Indirect
- His or her thoughts and feelings are of least importance

# Aggressive

- Bold
- Dominant
- His or her thoughts and feelings are most important

## Assertive

- Comfortable
- Calm
- Considers their own thoughts and feelings AND other's thoughts and feelings

(Zastrow & Kirst-Ashman 2013)

# APPENDIX D PRE/POST TESTS AND SATISFACTION SURVEY

# Pre/ Post Test

NAME	): -·		·
	The	e following are Tru	e and False questions. Please circle the answer.
	1.	Sexual violence sin	mply mean rape. False
	2.	I know how my et True	hnicity is a part of who I am. False
	3.	I know that girls a True	re supposed to act a certain way. False
	4.	People usually get True	sexually abused by strangers. False
	5.	I know the red flag True	gs in a relationship. False
	6.	I know what kind abused. True	of help is out there for people who have been sexually False
	7.	I know how people True	e can get a sexually transmitted disease. False
	8.	I know at least 3 d True	lifferent things to do to help with my stress. False
	9.	I can stand up for True	myself without offending others. False
	10.	I know at least 3 h True	ealthy relationships signs. False

## Satisfaction Survey

Please use the following scale to and rate each question by writing the number under each question.

Very Poor	Poor	Fair	Good	Very good
1	2	3	4	5

- 1. I have learned more about myself.
- 2. I have learned information I plan to use in my life.
- 3. The activities helped me learn about the other group members.
- 4. The facilitator showed respect and enthusiasm throughout the process.
- 5. I would recommend this group to a friend.
- 6. Is there anything you would recommend to make this group better in the future? Please explain.

APPENDIX E

RESOURCES

## Resources in Orange County

#### **Youth as Parents**

Serving: Pregnant and parenting youth up to age 19 who are Orange County residents

Facility: County Operated

Region: Countywide

Address: 1725 W. 17th St., Santa Ana, CA 92706 Phone: (714) 567-6230 Fax: (714) 834-8051

## Planned Parenthood of Orange & San Bernardino Counties, Inc.

700 S. Tustin Street

Orange, California 92866

P: (714) 633-6373 F: (408) 971-6935

See more at: http://www.plannedparenthood.org/about-us/contact-us#California

**Orange County Child Protective Services** (714) 940-1000 or (800) 207-4464 (24-hour hotline, 7 days a week)

## **Domestic Violence Hotlines**

- Human Options (877) 854-3594
- Interval House (562) 594-4555, (714) 891-8121, (800) 978-3600
- Laura's House (949) 498-1511
- Women Transitional Living (714) 992-1931

#### **Sexual Assault Hotline**

Community Service Programs, Sexual Assault Victim Services (714) 957-2737 (North) (949) 831-9110 (South)

## California Safely Surrendered Baby

1 (877) BABYSAF or 1 (877) 222-9723 toll-free phone number

# Other Helpful Phone Numbers

Sexually Transmitted Diseases (STD/STI/VD) Clinic: (714) 834-8787

TTD: (for hearing impaired) (800) 801-7100

HIV/AIDS Ambulatory Care Clinic: (714) 834-7991

HIV Testing: (714) 834-8787

HIV/AIDS Planning Council (HPC): (714) 834-8711

AIDS Drug Assistance Program (ADAP): (714) 834-8175

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