

MOVING ON

A Program for At-Risk Women

REVISED AND EXPANDED



MODULE 3 
FACILITATOR'S GUIDE

Building Healthy Relationships

Marilyn Van Dieten, Ph.D.

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Hazelden®

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Editor's note

The names, details, and circumstances may have been changed to protect the privacy of those mentioned in this publication.

This publication is not intended as a substitute for the advice of health care professionals.

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MOVING ON

A Program for At-Risk Women

PROGRAM COMPONENTS

Moving On is made up of the following components:



← ***Modules 1 and 6 Facilitator's Guide: Transitions***

Module 1 is designed to engage the women and motivate them to participate. Module 6 prepares the women to transition out of the program.



← ***Module 2 Facilitator's Guide: Listening and Being Heard***

Module 2 provides effective communication skills to help women initiate and maintain healthy relationships.



← ***Module 3 Facilitator's Guide: Building Healthy Relationships***

Module 3 explores the impact of unhealthy relationships and domestic violence.



← ***Module 4 Facilitator's Guide: Expressing Emotions***

Module 4 focuses on expressing and celebrating emotions.



← ***Module 5 Facilitator's Guide:
Making Connections and Staying Healthy***

Module 5 addresses real-life challenges regarding women's relationships with themselves and their connections with others.



← ***CD-ROM and DVD***

The CD-ROM includes participant handouts and facilitator supplements. The DVD features the *Moving On* lead trainer as she demonstrates six activities with female participants from the Iowa Correctional Institution for Women.



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How to Access the Resources on the *Moving On* CD-ROM

The *Moving On* CD-ROM contains electronic versions of the participant handouts and facilitator supplements that you'll need for this module. All of these resources are in PDF format and can be accessed using Adobe Reader. If you do not have Adobe Reader, you can download it for free at www.adobe.com.

The "Materials Needed" list at the beginning of each session indicates which facilitator supplements and participant handouts will be needed from the CD-ROM. Whenever you see this icon  in this guide, this means a handout or supplement will be used in the exercise or activity.

To access these resources, put the disk in your computer's CD-ROM player. Open your version of Adobe Reader. Then open the documents by finding them on your CD-ROM drive. These resources cannot be modified, but they may be printed for use without concern for copyright infringement.





Module 3: Building Healthy Relationships

Module 3
contains these
sessions →

Session 1: What Is a Healthy Relationship?

Session 2: What Do I Really Want in a Relationship?

Session 3: What I Can Do Without

Session 4: Making the Decision to Leave

Session 5: What I Bring to a Friendship

The goal of module 3 is to provide the women with information that can help them make safer choices and decisions about their close relationships. The material introduced in this module may heighten feelings of discomfort and stress for participants.

The facilitator should not take on the role of therapist unless formally trained. Instead, facilitators should request assistance from community providers, shelter workers, or mental health professionals who are trained in intimate partner violence and domestic abuse.

Facilitators should be prepared to address general questions related to abuse. The references at the end of the program manual will be helpful in doing a review of the current literature. Materials are also readily accessible through the Centers for Disease Control (<http://www.cdc.gov/ViolencePrevention/pdf/IPV-FactSheet.pdf>), the U.S. Department of Health and Human Services (<http://www.womenshealth.gov>), and other relevant Web sites.

Several issues routinely emerge when delivering module 3 that the facilitator must be prepared to address. First, many women will provide excuses for their partners and assume responsibility for the abuse directed toward them. In reality,

no one is responsible for another person's behavior, and it is important to convey that message.

Second, leaving an abusive relationship is extremely complex. A woman decides to stay for many reasons—one of which may be related to her survival. If a woman decides to stay in an abusive relationship, validate her concerns. Do not minimize the seriousness of threats by an abusive partner. Rather, provide her with referral and crisis-line information and encourage her to seek professional assistance and advice. It's important to let the women know that services are available to them.

Finally, it can be tempting to jump in and rescue a woman who is in an abusive relationship. Remain empathic and strengths based by letting her make the decision to leave. Avoid criticizing or demonizing the abusive partner. A woman has every right to express her feelings and opinion about her partner. It is important that you use reflective techniques to try to understand her point of view rather than give your opinion. Far too often when professionals begin to judge the abusive partner, the victim will jump in to defend him or her. By attacking her partner and telling her what she must do, you may actually increase resistance. If the woman does not feel her decision is respected, she may be less likely to seek outside support and assistance.

Remember to use the Resource Board and Successful Strategies Board in the sessions throughout this module. See pages 18–19 in the program manual for instructions on using these boards.

• • •



SESSION 1

What Is a Healthy Relationship?

This session focuses on characteristics of both healthy and unhealthy relationships. The women begin to explore the warning signs of an unhealthy relationship, and then learn about resources that can help them achieve healthy, safe, and satisfying relationships.

Since the topic of domestic abuse will be covered, have access to counseling or other professional services that address physical and sexual victimization, domestic violence, and the impact of trauma.



GOALS

- Introduce the qualities of a healthy relationship.
- Introduce the characteristics of an unhealthy relationship.
- Help the women begin to examine the nature and dynamics of domestic violence.



MATERIALS NEEDED

Participant Handouts:

- 1A: Relationship Flower Chart
- 1B: Healthy versus Unhealthy Relationships
- 1C: Relationship Questionnaire
- Personal Change Plan
- How I Am Doing

Other Materials:

- Pens and markers
- Highlighters
- Flip chart
- Variety of men's and women's magazines

continued

SESSION 1

What Is a Healthy Relationship?

continued

- Art supplies including construction paper
- Resource Board
- Successful Strategies Board
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)



PREPARATION NEEDED

- Be familiar with counseling or other services you can refer the women to if needed.



OUTLINE

Part 1: Reviewing (30 minutes)

- Welcome (*optional*)
- Review Personal Change Plan

Part 2: Discovering (75 minutes)

- Who Is Important in My Life? (15 minutes)
- What Is a Healthy Relationship? (20 minutes)
- What about Intimate Relationships? (10 minutes)
- My Vision of an Ideal Intimate Relationship (30 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. (Additional time will be needed if there are new participants to welcome to the group.) It is designed to provide the women with the opportunity to process new information, to enhance skill transfer, and to assist in building self-efficacy. Instructions for part 1 are in chapter 4 of the program manual (see page 31).

Welcome (Optional)

Moving On offers a continuous intake so it is possible that new participants will join the group at the beginning of each module. Safety and support are a critical component of the program. Therefore, new members should be welcomed, introduced, and provided with the opportunity to review and add comments to the group guidelines. (See chapter 4, pages 33–37, in the program manual.)

Review Personal Change Plan

During module 1, participants developed collages that characterized their vision of success and established personal goals for one or more of the four major domains: family, career/vocational, community/peers, and personal. Participants review the progress they have made toward these goals and update their ***Personal Change Plans*** during the first and last session of this module. See chapter 2 (pages 17–18) of the program manual for additional information about the ***Personal Change Plan*** and chapter 4 (pages 39–41) of the program manual for step-by-step instructions on how to review the ***Personal Change Plan***.



• • • PART 2 (75 MINUTES) • • •

DISCOVERING

Discovering is the largest part of each session and is designed to introduce information and provide opportunities for skill acquisition.

WHO IS IMPORTANT IN MY LIFE? (15 minutes)

This segment explores the qualities and characteristics of a healthy relationship.

Step 1:

Distribute handout **1A: Relationship Flower Chart**. Tell the group:



We are going to focus on relationships. We'll talk about the people who are important to us and look at why we value those relationships.

Let's start by defining the word relationship. What types of relationships are there?
Record answers on flip chart.

When we use the word relationship, we are not just talking about romantic or intimate relationships, but any relationship that you may have. This can include relationships with your parents, children, relatives, friends, counselors, or other people who are important to you or with whom you spend your time.

On the Relationship Flower Chart, list the people who are important to you. Just put down their initials, a first name, or a nickname so that you can identify them.

Step 2:

Give the women about 5–10 minutes to complete step 1 of the handout. Then ask them to rate how important each person is.

You will notice that in the center of the flower is the word Me. You are going to write the names of the people from step 1 on the flower petals. Put those people who are most important to you closer to the center. Put those people who are less important to you farther from the center.

Step 3:

Ask the women to reflect on the activity. Encourage them to identify reasons for placing some people closer to the center. Record their responses on a flip chart.

Would anyone be willing to share their Relationship Flower Chart? What did you discover while doing this activity?

Did anyone have difficulty placing people in order of importance on the flower chart? How did you make that decision?

Was it hard to decide who was most important to you?

It's interesting that we can define importance in many different ways. For some of you, this means depending on someone; for others, it's someone you really want to spend time with.

Step 4:

Go on to discuss how relationships can change over time.

Take a few moments now and look over your relationship flower chart. Is there anyone on the chart with whom you wish you were closer? Maybe it's someone who was more important to you at one time in your life and then things changed.

Relationships change for many reasons. Sometimes relationships change because we change. We may lose interest in the person or maybe we have done something that the other person doesn't like.

All of us have a strong need to spend time with and feel close to other people. Some people can give us support and help us to meet our goals. Other people make us feel good about ourselves. Next, we're going to see what some ingredients in a healthy relationship might look like.

WHAT IS A HEALTHY RELATIONSHIP? (20 minutes)

Step 1:

Work with the group to identify the qualities of a healthy relationship. Tell the group:

Not only are there different types of relationships, but also the quality of these relationships and what we get from them can vary from one person to another.

Step 2:

Ask the women to choose someone they put on their relationship flower who is most important to them and with whom they spend the most time.

Look at the names you wrote closest to the center of your flower chart. In this exercise, we're not going to focus on children.

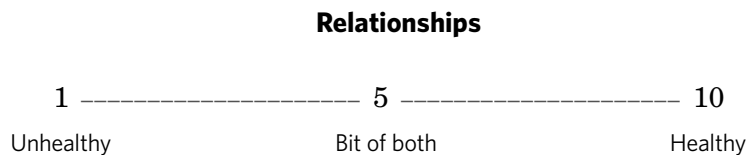
Choose one person with whom you spend time and/or about whom you care the most.

Now, on the back of your flower chart, make a list of the qualities that the person has, both good and bad. Include typical things that the person says or does.

It is not unusual to discover that even your best friends occasionally do things that you don't like. I'll give you 5 minutes to write down these qualities.

Step 3:

Draw a continuum on a flip chart such as the one illustrated below.



Ask the women what qualities they came up with and whether the qualities should be considered healthy or unhealthy. Then, ask where the qualities should be placed on the continuum.

Note: It is critical that the women decide where the quality fits on the continuum (whether it should be considered healthy or unhealthy). If the women cannot agree where it should be placed, then record it in the middle as “a bit of both.”

What are some of the qualities and characteristics you like in the people who are most important to you?

Write their responses on the flip chart under the healthy relationships end of the continuum. Continue until you have an adequate list of qualities. Attributes might include loyal, reliable, trustworthy, or fun.

Step 4:

Now, move on to the negative qualities.

Ask them:

It looks like we have a good idea of what qualities you like in a relationship, but what about the “not so good . . . the bad and the ugly”? Can you think of things that you would not like in a relationship? List the qualities under the unhealthy relationships end of the continuum.

Step 5:

Once a complete list is generated, summarize the key results. Tell them:

Now that you have had a chance to think over the qualities that you feel are healthy and unhealthy, let’s come up with a definition of a healthy relationship.

Read from the list of words under healthy on the continuum.

So it looks like a healthy relationship has these qualities. Read qualities.

Step 6:



Now distribute a copy of handout **1B: Healthy versus Unhealthy Relationships**. Have the women compare the healthy and unhealthy qualities on the flip chart to those listed on the handout.

WHAT ABOUT INTIMATE RELATIONSHIPS? (10 minutes)



Step 1:

Distribute handout **1C: Relationship Questionnaire**.

Step 2:

Ask the women to complete the questionnaire:

Now that we have come up with a definition of a healthy relationship, we are going to narrow our focus to look more closely at intimate relationships [i.e., romantic or love relationships].

Here is a relationship questionnaire. It focuses on intimate relationships. Read statements 1-12 and decide if you feel each statement is “mostly true” for you or “mostly false.” Answer the questions as honestly as you can.

Step 3:

Debrief by asking the women how they responded to each item. Note any controversial statements.

Let's take a look at how you responded to the questionnaire. What was your opinion on the first item?

Don't worry if consensus is not reached.

We are going to revisit each of these items in more detail as we progress through this module. So for now, let's just agree to disagree.

MY VISION OF AN IDEAL INTIMATE RELATIONSHIP (30 minutes)

In the first half of this session, the women identified general qualities and characteristics of a healthy relationship. Focus their attention on expanding this list with respect to intimate relationships.

Step 1:

Refer to the *Relationship Questionnaire*. Tell them:

Let's take a look at the first item. How did you rate it?

Most of you agreed that there is no such thing as a perfect relationship and that in every relationship there is good and bad, give and take.

Point to the relationship continuum developed earlier.

To be a perfect partner, the person would have to have all the qualities listed here.

However, it's true that some relationships are more perfect than others and some partners have more negative qualities than good ones. Would everyone agree? It seems that relationships fall along a continuum from unhealthy or negative to more healthy and positive.

Step 2:

Introduce an exercise that encourages the women to develop their vision of an ideal relationship.

We've talked about a lot of qualities and characteristics. Let's take this discussion one step further. If you were told that you could create an ideal relationship—a perfect one—what would it look like?

Step 3:

Tell them that they will have time to create their visions of an ideal relationship.

For this activity, I am going to provide you with a variety of magazines and you are going to visualize an ideal relationship. Think of the romantic relationship that you want and create it. Do not limit yourself. Think about that ideal person and make a collage about or draw a picture of this person.

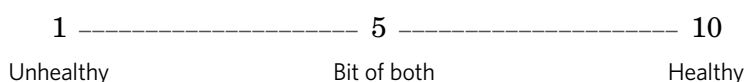
Let's begin by making a list of all the things that you want in a relationship. Pause for a few minutes.

Now, find magazine pictures or draw images that capture those characteristics. For example, if you want someone who is warm and loving, then you might find a picture of someone hugging. If you want someone who has a sense of humor, then find or draw a picture of someone laughing.

I am going to give you 20 minutes to create the ideal love, and I hope that you will share this vision after everyone has finished.

Step 4:

When they are finished, ask the women to share what they created with the larger group. Prepare a new flip chart with a continuum ranging from “Unhealthy” to “Healthy.”



Note: If a participant identifies a number of unhealthy qualities in her ideal vision, do not criticize her; rather, probe to explore the pros and cons of this relationship.

Now that you have had a chance to visualize your ideal relationship, tell us about it. Who would like to begin? What are the qualities that you would like most?

Why is that important to you? Continue until each woman has had a chance to respond.

Step 5:

Wrap up this activity by summarizing the session and discussing next steps.

Today we focused on the types and qualities of relationships (healthy and unhealthy) in our lives. We then moved our attention to intimate relationships. I think all of us would agree that no relationship is perfect, but wouldn't it be nice if our intimate relationships had more healthy qualities and were closer to our ideal vision?

In the next session, we are going to take this discussion one step further and talk about the reasons why we don't always end up with the relationships we want, how we make choices that are not always healthy, and how we can get out of relationships that are at the extreme end of the continuum—that are unhealthy.



• • • PART 3 (15 MINUTES) • • •

REFLECTING



Reflecting is a closing activity that requires about 15 minutes at the end of each session. It is designed to assist the women in processing information learned during the session and in adding useful strategies, skills, and resources to their portfolios. See chapter 5 (starting on page 55) in the program manual for instructions on delivering part 3.

Building My Portfolio

Distribute ***How I Am Doing*** and ask the women to complete the rating scales in part 1, and then focus on part 2.





SESSION 2

What Do I Really Want in a Relationship?

In this session, the women begin to explore the warning signs of an unhealthy relationship. They are encouraged to explore when and why women enter unhealthy relationships and why it can be difficult to leave.

Once again, before introducing this session, be sure that you are comfortable with the materials and that you are prepared to refer the women for counseling or other services.



GOALS

- Continue to explore the qualities and characteristics of an ideal relationship.
- Provide the women with information on the warning signs and signals of an unhealthy relationship.
- Begin to examine the nature and dynamics of domestic violence.



MATERIALS NEEDED

Facilitator Supplements:

- Lucy's Diary (Answer Key)

Participant Handouts:

- 2A: How Does This Relationship Make You Feel?
- 2B: Lucy's Diary
- 2C: Charting Your Choices
- 2D: Lucy's Personal Want Ad
- 2E: My Personal Want Ad
- 2F: My Bill of Rights
- Reflection Diary
- How I Am Doing

continued

SESSION 2

What Do I Really Want in a Relationship?

continued

Other Materials:

- Brochures, fact sheets, information, and resources related to dating violence and domestic abuse
- Flip chart
- Pencils/pens
- Resource Board
- Successful Strategies Board
- Index cards or sticky notes (for the Successful Strategies Board and Resource Board)



PREPARATION NEEDED

- Be familiar with counseling or other services you can refer the women to if needed.



OUTLINE

Part 1: Reviewing (30 minutes)

- Reflection Diary

Part 2: Discovering (75 minutes)

- Listening to My Intuition (25 minutes)
- My Personal Want Ad (30 minutes)
- When Are We Vulnerable? (20 minutes)

Part 3: Reflecting (15 minutes)

- Building My Portfolio

REVIEWING



Reviewing is an introductory part of each session and requires about 30 minutes to complete. It is designed to provide the women with the opportunity to process new information, to enhance skill transfer, and to assist in building self-efficacy. Instructions for part 1 are in chapter 4 of the program manual (see page 31).

Reflection Diary

The ***Reflection Diary*** is completed at the beginning of sessions 2, 3, and 4 of modules 2–5 (and sessions 5 and 6 of module 5). Encourage the women to reflect on the time between the last session and now and to record an experience that was very negative/challenging or very positive/exciting. See chapter 2 (page 17) of the program manual for additional information about the ***Reflection Diary*** and chapter 4 (pages 43–54) of the program manual for step-by-step instructions for introducing the ***Reflection Diary*** to the women.





“We’ve been using *Moving On* for a little more than ten years now. It has been one of the best programs, if not the best program, we have used. *Moving On* works for us. It’s female oriented, it’s gender responsive, and it addresses all the needs that the women have.”

— Patti Wachtendorf, Warden, Iowa Correctional Institution for Women



According to the United States Bureau of Justice Statistics, the total number of female state and federal prison inmates has grown 5 percent each year since 1995, compared to 3.3 percent average annual growth for male prisoners. Considering that women often serve as family caregivers and that their incarceration affects the entire household, this disturbing statistic carries widespread implications for society.

To address this important issue, Hazelden has created *Moving On: A Program for At-Risk Women*. This gender-specific, manualized program provides women with alternatives to criminal activity by helping them identify and mobilize personal and community resources.

Moving On is organized around four main themes: encouraging personal responsibility and enhancing motivation for change; expanding connections and building healthy relationships; skill enhancement, development, and maintenance; and relaxation and stress management. The complete program is delivered in five facilitator’s guides (*Transitions, Listening and Being Heard, Building Healthy Relationships, Expressing Emotions, and Making Connections and Staying Healthy*), a CD-ROM that contains the program manual and reproducible handouts, and a powerful DVD that features real women in the process of going through the program.

This dynamic program is flexible and open-ended to allow continuous intake of new participants and draws on the evidence-based treatment models of relational theory, motivational interviewing, and cognitive-behavioral therapy. It has been successfully administered to adult women in a number of correctional settings, including community corrections as well as state- and federal-level institutions.

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