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**TODAY'S TRAINING**

- BT is a manualized curriculum with a facilitator's guide and workbook, with optional DVDs.
- Purchasing materials is not required for the training
- As a result of this training you will have some exercises and tools you can use with clients.

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**SAFETY PLAN**

Six things you can do

- Breathing
- Safe place in your imagination
- Placing a call
- Counting backwards
- Massaging one's hands
- Prayer, meditation

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**BEYOND TRAUMA** A HEALING JOURNEY FOR WOMEN



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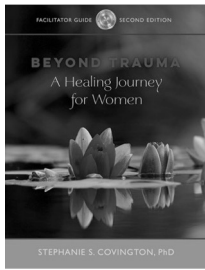
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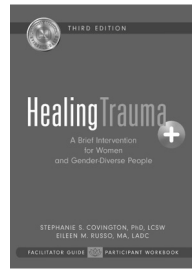
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*Beyond Trauma:*  
A Healing Journey for Women  
12 sessions



*Healing Trauma+:*  
A Brief Intervention for Women  
and Gender-Diverse People  
6 sessions on Flash Drive



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**WHAT'S NEW**

- New and updated foundational information for the facilitator in part 1
- New statistics about abuse and other forms of trauma in part 1 and in the sessions
- New discoveries, publications, and insights in the field
- Integration of neuroscience
- Additional session, which enables us to include more new lectures and activities for the participants that reflect current thinking and practice

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## WHAT'S NEW (CONT.)

- Longer sessions (2 hours rather than 1½ hours)
- Information at the end of each session about adapting the curriculum for use with adolescent girls
- New national resources (organizations and groups) for the facilitator and participants
- Two new DVDs: one for facilitators and one for use with the participants
- Yoga poses



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## LANGUAGE YOU MAY HEAR ME USE

- *Cisgender*- gender identity matches the sex assigned at birth
- *Transgender(trans)*- gender identity does not match the sex assigned at birth. For example, someone assigned male at birth but identifies as female is a trans woman.



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## LANGUAGE YOU MAY HEAR ME USE

- Gender identities may include bi-gender, gender fluid or gender queer
- *Nonbinary*- in this curriculum refers to people who do not identify as cisgender or trans
- It is best to know and use the language the group participants would like used



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## FACILITATION

- Become familiar with basic terminology and have a current understanding of the constructs of gender identity and gender expression
- Acknowledge the gender, sexuality, and experiences of all individuals in the group using their language
- As a facilitator, you may need to grow in your understanding of issues related to gender and identity, including your own

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## PART 1:

### OVERVIEW OF TRAUMA AND THE BEYOND TRAUMA PROGRAM

Chapter 1: Background Information

Chapter 2: Introduction to the Program

## PART 2:

### SESSION OUTLINES

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## PART 1:

### OVERVIEW OF TRAUMA AND THE BEYOND TRAUMA PROGRAM

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**CHAPTER 1: BACKGROUND INFORMATION**

- What Is Trauma?
- Women and Trauma
- Understanding Trauma
- A Model for Women's Recovery:  
Women's Integrated Treatment (WIT)
- Working with Trauma



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**CHAPTER 2: INTRODUCTION TO THE PROGRAM**

- The Curriculum
- Using the Facilitator Guide
- The Role of the Facilitator
- Suggestions for Conducting Group Sessions



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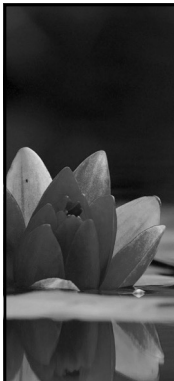
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**CHAPTER 2:  
INTRODUCTION TO THE PROGRAM**

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## CHAPTER 2: INTRODUCTION TO THE PROGRAM

- The Curriculum
- Using the Facilitator Guide
- The Role of the Facilitator
- Suggestions for Conducting Group Sessions



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## WHAT MAKES A GOOD FACILITATOR?

The following qualities in a facilitator will help to ensure a positive group experience:

- Trustworthy
- Credible
- Available
- Reliable, consistent
- Hopeful
- Warm, compassionate
- Emotionally mature



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## WHAT MAKES A GOOD FACILITATOR? (CONT.)

- Healthy boundaries, respects confidentiality
- Committed to and interested in women's issues
- Multicultural sensitivity and responsiveness
- Appropriate gender—a female should facilitate the all-female groups
- Prepares ahead of time for each session



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**WHAT MAKES A GOOD FACILITATOR? (CONT.)**

- If a trauma survivor, she needs to feel confident that she is at a place in her own recovery that will allow for healthy and positive outcomes for herself and the women in the group
- Content expertise, if possible
- Skills as a facilitator



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**WHEN IS SOMEONE READY TO EXPLORE TRAUMA?**

- Able to use some safe coping skills.
- There are no major current crises or instability (e.g., just became homeless).
- *Willing* to do this type of work.
- Able to reach out for help when in danger.
- Is not using substances to such a severe degree that emotionally upsetting work may increase use.



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**WHEN IS SOMEONE READY TO EXPLORE TRAUMA? (CONT.)**

- Suicidality has been evaluated and taken into account.
- Is in an ongoing system of care that is stable and consistent, with no immediate planned changes (e.g., discharge from inpatient unit or residential program).



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## BEYOND TRAUMA

Each of the 12 sessions addresses how to adapt the session for adolescents.



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## GIRLS' COMPARISON STUDY

Sexually abused girls suffer more often from the following:

- Depression
- Dissociative symptoms
- Troubled sexual development
- Obesity
- Self-harm



(Tickett, Noll, and Putnam 2011)

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## GIRLS' COMPARISON STUDY (CONT.)

- Dropping out of high school at a higher rate
- Major illnesses
- Being diagnosed with a host of different psychiatric labels



(Tickett, Noll, and Putnam 2011)

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## HEALING FROM TRAUMA

- The physical symptoms of PTSD are within manageable limits.
- Able to bear feelings associated with traumatic memories.
- There is authority over memories (that is, memories don't limit what they do; they choose what to do, instead of being immobilized in some areas).
- The memory of trauma is linked with feelings.



(Harvey 1996, 2007)

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## HEALING FROM TRAUMA (CONT.)

- Damaged self-esteem is restored (for example, a rape survivor realizes that the rape did not occur because she was a "bad" woman).
- Important relationships have been reestablished.
- There is a reconstructed system of meaning and belief that encompasses the story of the trauma (for instance, she understands that the rape was not caused by her and that some men use power and control to get what they want).



(Harvey 1996, 2007)

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## RESILIENCE

Resilience is the ability to adapt well in the face of difficult life events. It is the ability to recover from or adjust easily to misfortune or change.

The word **resilience** stems from a Latin word meaning **leap back**.



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## RESILIENCE (CONT.)

Although some people are more naturally resilient, a way to develop resilience is in working through the emotions and effects of stress and painful events. Resilience develops as people develop better coping skills. It also comes from supportive, caring relationships with others.



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## POSTTRAUMATIC GROWTH

- Positive changes from a major life crisis
- Searching for good in the terrible
- Beyond resilience
- Catalyst for higher level of functioning



(Cathoun and Tedeschi 1999, 2013)

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## POSTTRAUMATIC GROWTH (CONT.)

- **Personal strength**  
Vulnerability → powerlessness can paradoxically boost self-confidence
- **Relationships**  
Bonding on a deeper level after tragedy
- **Greater life appreciation**  
Can shift perspective to focus on gratitude and joy
- **Beliefs**  
May change or be reinforced by grief
- **New possibilities**  
Perceive new opportunities and pursue them



(Cathoun and Tedeschi 1999, 2013)

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## TRAINING

- Events across the country
- Onsite events
- Staff participating in program materials



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### Training Group

### Therapy Group

*The focus is on*

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Learning as a group</li><li>• Using the group for experimental learning by means of activities</li><li>• Having support from outside the group (for individual issues)</li><li>• Sequential learning</li></ul> | <ul style="list-style-type: none"><li>• Individual growth</li><li>• Using the group to recreate family-of-origin dynamics</li><li>• Using the group for support for individual issues</li><li>• Process</li></ul> |
|--|---|



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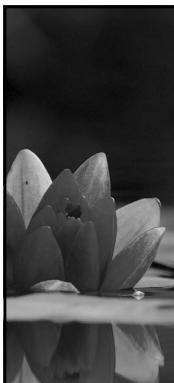
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## PART 2: SESSION OUTLINES

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## BEYOND TRAUMA

**Module A** Violence, Abuse, and Trauma

**Module B** The Impact of Trauma on Women's Lives

**Module C** Healing from Trauma



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## FORMAT FOR ALL SESSIONS

- Quiet time—"settling"
- Check-in
- Review of between-sessions activity
- Discussions
- Lectures
- Interactive exercises
- Closing, grounding exercise



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## BEYOND TRAUMA MODULE A: VIOLENCE, ABUSE, AND TRAUMA

(11 activities)

**Session 1** Introduction to the Program

**Session 2** The Connections between Violence, Abuse, and Trauma

**Session 3** Power and Abuse

**Session 4** The Process of Trauma and Reactions to Trauma



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**BEYOND TRAUMA**  
**MODULE A, SESSION 1**

INTRODUCTION TO THE PROGRAM

Goal of the session:

- To introduce the program *Beyond Trauma: A Healing Journey for Women*

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**SESSION 1 ACTIVITIES**

Five Senses  
 Breathing and Exhaling  
 Palms Down, Palms Up



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**INTRODUCTIONS**

- Name
- When and where you were born
- How I identify myself
- People in my family
- One thing I like about myself or a special gift that I have



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## GOALS OF BEYOND TRAUMA

- To provide a safe place to reflect and learn more about ourselves
- To learn about trauma and its effects on women
- To learn skills in dealing with trauma and taking care of ourselves
- To identify the lives we want to live



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## OVERVIEW OF THE PROGRAM

1. Information about trauma in our world
2. How trauma can affect your thoughts, feelings, and behaviors
3. How to better manage your feelings, especially the powerful and painful ones
4. The effects of families and relationships on your life



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## OVERVIEW OF THE PROGRAM (CONT.)

5. Information about abusive and healthy relationships
6. Ways to “ground” yourself and soothe yourself
7. Ways to deal with things that “trigger” traumatic responses
8. Ways to enhance healing and well-being



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## GROUP AGREEMENTS

- Attendance
- Confidentiality
- Safety
- Feelings
- Participation
- Using "I" statements
- Showing respect
- Sobriety



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## Lecture: What Is Trauma?



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## Lecture: The Spiral of Trauma and Healing



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## UPWARD SPIRAL

Transformation

Trauma  
(constriction)

Healing  
(expansion)

(Adapted from Covington 1999, 2008) © S. Covington, 2023 **46**

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## Lecture: Triggers

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## ACTIVITY: FIVE SENSES

- 5 things
- 4 things
- 3 things
- 2 things
- 1 thing

(Covington 2011, 2014) © S. Covington, 2023 **48**

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**Activity:**  
Breathing and Exhaling



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**Lecture:**  
How Often Trauma Occurs



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*Although the world is full of suffering,  
it is also full of the overcoming of it.*

~ Helen Keller



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**Closing Activity:**  
Palms Down, Palms Up



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**BEYOND TRAUMA**  
**MODULE A, SESSION 2**

THE CONNECTIONS BETWEEN VIOLENCE,  
ABUSE, AND TRAUMA

**Goal of the session:**

- To understand the connections between violence, abuse, and trauma

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**SESSION 2 ACTIVITIES:**

Creating Safety  
Palms Down, Palms Up



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**Lecture:**  
The Effects of Toxic Stress and Trauma



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**DEFINITION OF TOXIC STRESS**

Toxic stress is a strong, unrelieved experience that can adversely affect healthy development, particularly in a child. Without caring adults to buffer children, the unrelenting stress caused by extreme neglect, poverty, or abuse can weaken the developing brain and have long-term consequences on both physical and mental health.



(National Scientific Council on the Developing Child 2007)

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**INNER SELF AND OUTER SELF**

- Impacts Inner Self—Toxic stress/trauma can impact our inner life . . . our thoughts, feelings, beliefs, values. For example, some women believe that “you can’t trust anyone,” and “the world is a very unsafe place.”



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## INNER SELF AND OUTER SELF (CONT.)

- Impacts Outer Self—Toxic stress/trauma can impact our outer life . . . our outer life consists of our relationships and our behavior. Many women who have experienced trauma struggle with their relationships—families, friends, sexual relationships.



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## TRAUMA AND PARENTING

### Children

- Can become a trigger

### Mother/Father

- Can be overly protective
- May have unrealistic expectations
- May struggle with nurture



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## Lecture: Different Responses to Trauma



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## POSTTRAUMATIC STRESS DISORDER

- Re-experiencing
- Numbing and avoiding
- Changes in mood and thoughts
- Hyperarousal



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## Activity: Creating Safety



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## BEYOND TRAUMA MODULE A, SESSION 3

### POWER AND ABUSE

#### Goal of the session:

- To recognize the connection between power and abuse in our society



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**SESSION 3 ACTIVITIES:**

- Role Reversal
- Grounding
- Five Senses



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**Activity:**  
Role Reversal



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**Lecture:**  
The Power and Control Wheel



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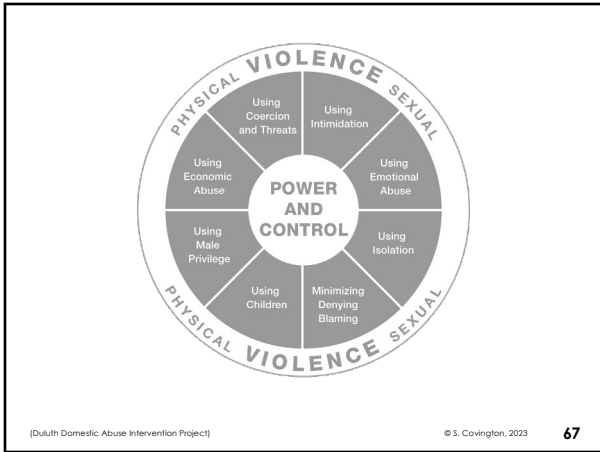
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**Closing Activity:**  
Five Senses

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**BEYOND TRAUMA**  
**MODULE A, SESSION 4**

THE PROCESS OF TRAUMA AND REACTIONS TO TRAUMA

**Goal of the session:**

- To understand different types of abuse, the process of trauma, and common reactions to trauma

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## SESSION 4 ACTIVITIES:

Types of Abuse  
Listing Calming Strategies  
Mindful Breathing  
Slowed Exhalation  
Reconnection with the Body



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## Activity: Types of Abuse



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## PROCESS OF TRAUMA

**Traumatic Event**  
Overwhelms the physical and psychological coping skills

**Response to Trauma**  
Fight, flight, or freeze  
Altered state of consciousness, Body sensations, Numbing,  
Hypervigilance, Hyperarousal, Collapse

**Sensitized Nervous System**  
Changes in the Brain

**Brain-Body Connection**  
Psychological and Physical Distress  
Current stressors, Reminders of trauma (triggers)  
Sensations, images, Behavior, Affect (emotions), Memory

### Emotional and/or Physical Responses

#### Retreat

Isolation  
Dissociation  
Depression  
Anxiety

#### Harmful Behavior to Self

Substance use disorders  
Eating disorders  
Deliberate self-harm  
Suicidal actions

#### Harmful Behavior to Others

Aggression  
Violence  
Rage  
Threats

#### Physical Health Issues

Lung disease  
Heart disease  
Autoimmune disorders  
Obesity

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## CALMING STRATEGIES

- Reading a book
- Listening to music
- Dancing
- Pacing
- Hugging a stuffed animal or toy
- Coloring
- Taking a bubble bath
- Deep breathing
- Exercising
- Writing in a journal
- Doing a craft or creative activity
- Eating
- Taking a shower
- Doing yoga or tai chi
- Watching television
- Talking to friends or relatives
- Going for a walk in a garden or park



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## TRAUMA AND THE BRAIN

- People who are under stress often process and organize information differently.
- Physical, emotional, or sexual abuse can set off a series of physical changes that alter the structure and functioning of a child's brain in order for her or him to cope with a dangerous world.
- Flashbacks and confusion both may stem from the effect of trauma on the brain.



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## TRAUMA AND THE BRAIN (CONT.)

- Our bodies also respond to the ways in which we think, feel, and act.
- This is called the "brain-body connection." When a person is stressed, anxious, or upset, her body may try to tell her that something isn't right. The body can do this with aches, pains, and even symptoms of illness.
- If feelings of stress, sadness, or anxiety are causing physical problems, keeping the feelings inside can make things even worse.



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## SEEDS (CONT.)

### S – social connectivity

Being in connection and relationship with others.

### E – exercise

Thirty minutes a day can make a big difference.

### E – education

Learn something new each day.

### D – diet

The food we eat either nourishes or starves our brain.

### S – sleep

Our brains and our bodies need to rest and regenerate each day.



(Arden 2014)

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## Activities:

### Reconnection with the Body

- Four Sensations
- Texture and Sensation



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## TRAUMA HISTORY

|                                | Child | Adolescent | Adult |
|--------------------------------|-------|------------|-------|
| Event(s)                       |       |            |       |
| Life before the event(s)       |       |            |       |
| Life after the event(s)        |       |            |       |
| Overall impact of the event(s) |       |            |       |

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**BEYOND TRAUMA MODULE B:  
THE IMPACT OF TRAUMA ON WOMEN'S LIVES**

(8 activities)

**Session 5** *How Trauma Affects Our Lives*

**Session 6** *Abuse and the Family*



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**BEYOND TRAUMA  
MODULE B, SESSION 5**

HOW TRAUMA AFFECTS OUR LIVES

Goals of the session:

- To increase understanding of the effects of trauma on physical health
- To increase understanding of the effects of trauma on mental health

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**SESSION 5 ACTIVITIES:**

Triggers and the Body  
Adverse Childhood Experiences  
Questionnaire  
Collage of the Effect of Violence,  
Abuse, and Trauma  
Yoga Pose 1: Breath of Joy



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## TRAUMA AND ITS AFTERMATH

Women report the following:

- “Losing control” of life
- Re-experiencing—can’t concentrate
- Self-image changes
- Depression
- Fear and anxiety
- Relationship problems
- Sexual issues



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## RELATIONSHIP PROBLEMS MIGHT INCLUDE

- Idealizing or overvaluing relationships
- Fear of commitment
- Self-imposed isolation
- Triangulating with others
- Humiliating interactions



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## RELATIONSHIP PROBLEMS MIGHT INCLUDE

- Involvement in abusive or criticizing relationships
- Difficulty trusting self/others with intimacy
- Tolerating abusive or excessive neediness patterns
- Emotional and physical caretaking of others at expense of self



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## SEXUAL ISSUES MIGHT INCLUDE

- Avoidance/fear of sex
- Approaching sex as obligation
- Negative feelings with touch
- Difficulty with arousal, sensation
- Vaginal pain
- Emotional distance during sex (spacing out)
- Disturbing sexual thoughts and images
- Compulsive or inappropriate sexual behavior
- Difficulty in intimate relationships



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## Lecture: Triggers

"Threat Cues"



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## TRIGGERS AND THE BODY

- It can be very helpful to learn what makes someone feel scared or upset or angry and could cause her to go into crisis mode.
- Each woman has a unique history and specific triggers. There is no single profile.



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### TRIGGER EXAMPLES

- Lack of privacy
- Not being listened to
- Being teased or picked on
- Feeling criticized
- Feeling humiliated
- Feeling hurt
- Feeling lonely
- Feeling pressured
- Feeling confused
- Darkness
- Loud noises
- People yelling
- Arguments
- Being isolated
- Being touched
- Experiencing unfair treatment



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### TRIGGER EXAMPLES (CONT.)

- Not having control
- Having others interfere in plans or goals
- Receiving mixed messages
- Being stared at
- Contact with family members
- Being around people who are drunk or high on drugs
- Being around someone who is expressing explosive anger



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### EARLY WARNING SIGNS

"What happens just before you lose control?"

OR

"If you've been triggered, what did you notice just before losing control or having some other response?"



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**EARLY WARNING SIGNS** (CONT.)

- Restlessness
- Agitation
- Pacing
- Shortness of breath
- Increase in body temperature
- Hard breathing
- Tight muscles
- Feeling of being "on edge"
- Sensation of tightness in the chest
- Sensation of "knot" in the stomach
- Heart pounding
- Sweating



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**EARLY WARNING SIGNS** (CONT.)

- Teeth clenching
- Hand wringing
- Shaking
- Crying
- Giggling
- Rocking
- Bouncing legs
- Swearing
- Singing inappropriately
- Eating more
- Smoking
- Drinking or using drugs



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**Activity:**  
Adverse Childhood  
Experiences Questionnaire



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**Activity:**  
Collage of the Effect of Violence,  
Abuse, and Trauma on Your Life



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**How it all began...**



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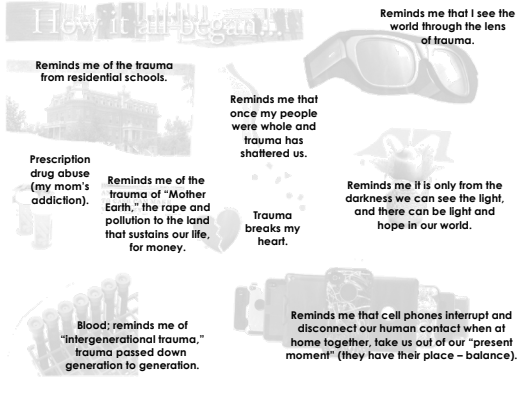
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**How it all began...**



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**BEYOND TRAUMA**  
**MODULE B, SESSION 6**

ABUSE AND THE FAMILY

Goals of the session:

- To understand some typical family dynamics
- To recognize the effects of abuse in families

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**SESSION 6 ACTIVITIES:**

Family Sculpture  
 Calming and Grounding  
 Yoga Pose 2: Seated Pigeon  
 Getting to Know My Inner Child



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**Activity and Discussion:**  
 Family Sculpture



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## SEXUAL ABUSE IN FAMILIES

- 
- | <b>Psychological Abuse</b>   | <b>Covert Abuse</b>   | <b>Overt Abuse</b>   |
|--|---|--|
| <ul style="list-style-type: none"><li>• Sexual jokes</li><li>• Verbal harassment</li><li>• Violating boundaries</li><li>• Telling child inappropriate sexual information</li></ul> | <ul style="list-style-type: none"><li>• Inappropriate touching</li><li>• Voyeurism</li><li>• Ridicule of bodies</li><li>• Sexual hugs</li><li>• Pornography</li></ul> | <ul style="list-style-type: none"><li>• Exhibitionism</li><li>• French kissing</li><li>• Fondling</li><li>• Oral sex</li><li>• Penetration</li></ul> |

(Covington 1999, 2008)

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## Activity: Getting to Know My Inner Child

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## REPARING

The single most powerful and effective way to step safely out of rigid childhood roles and heal the wounds of the past is to reparent yourself. It is a critical part of self-healing that will allow you to know and love yourself and have healthy intimate relationships in the future.

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## REPARENTING (CONT.)

- To do this you must be attuned to your inner child's feelings and needs.
- Attunement to your inner child can be the first step toward love and healing.
- Be empathetic, understanding, and gentle; validate the child's feelings and address them openly.



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## REPARENTING (CONT.)

- You may feel comfortable reaching out to a close friend or partner, with whom you can be open and vulnerable, to allow this inner child to be held, loved, and nurtured.
- Without meeting the needs of your inner child, it can be difficult to meet your adult needs and the needs of those around you.



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## MODULE C: HEALING FROM TRAUMA

(21 activities)

- Session 7** The Connection between Trauma and Addiction: Spirals of Recovery and Healing
- Session 8** Grounding and Self-Soothing
- Session 9** The Mind and Body Connection
- Session 10** Our Feelings
- Session 11** Healthy Relationships
- Session 12** Endings and Beginnings



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**BEYOND TRAUMA**  
**MODULE C, SESSION 7**

THE CONNECTION BETWEEN TRAUMA  
 AND ADDICTION: SPIRALS OF RECOVERY  
 AND HEALING

**Goals of the session:**

- To understand the connection between trauma and addiction
- To understand the similarities between the process of healing from trauma and the process of recovery from addiction

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**SESSION 7 ACTIVITIES:**

Our Own Spirals  
 Drawing Safety  
 Self-Care Scale



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**WOMEN, SUBSTANCE USE,  
 AND TRAUMA**

Often women believe that alcohol and other drugs help them in a variety of ways to

- Make connections with others
- Comfort themselves
- Manage or avoid feelings
- Escape physical pain
- Ease social withdrawal
- Feel comfortable with sexual intimacy
- Create distance



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## WOMEN, SUBSTANCE USE, AND TRAUMA (CONT.)

- Build courage
- Increase hope, the world seems better
- Forget the past
- Increase a sense of vitality
- Deal with a violent partner
- Dissociate (altered state)
- Feel numb
- Rewire the brain
- Maintain the status quo



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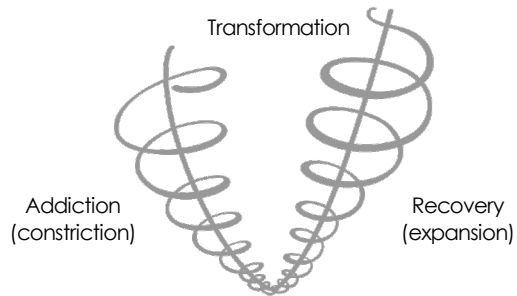
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## UPWARD SPIRAL



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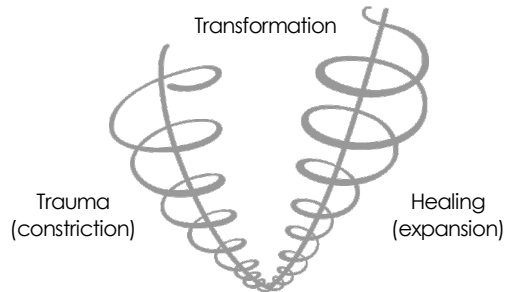
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## UPWARD SPIRAL



(Adapted from Covington 1999, 2008)

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## TRANSFORMATION

- Internal shift
- “Who I am today is not who I was”



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## Activity: Our Own Spirals



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## SELF-CARE SCALE

|   | Not at all | Just a little | Pretty much | Very much |
|---|------------|---------------|-------------|-----------|
| I keep up my physical appearance (hair, bathing, nails, clean clothes). |            |               |             |           |
| I exercise regularly.   |            |               |             |           |
| I eat healthy meals.  |            |               |             |           |
| I get restful sleep.  |            |               |             |           |
| I go to work/school or complete tasks.                                  |            |               |             |           |
| I can adapt to change.  |            |               |             |           |
| I keep up my living space.  |            |               |             |           |

(Covington 1999, 2008)

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**SELF-CARE SCALE** (CONT.)

|  | Not at all | Just a little | Pretty much | Very much |
|--|------------|---------------|-------------|-----------|
| I take constructive criticism well.          |            |               |             |           |
| I can accept praise.                         |            |               |             |           |
| I laugh at funny things.                     |            |               |             |           |
| I acknowledge my needs and feelings.         |            |               |             |           |
| I engage in new interests.                   |            |               |             |           |
| I can relax without alcohol and other drugs. |            |               |             |           |
| I value myself.                              |            |               |             |           |
| I feel and express gratitude.                |            |               |             |           |

(Covington 1999, 2008) © S. Covington, 2023 115

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**BEYOND TRAUMA**  
**MODULE C, SESSION 8**

**GROUNDING AND SELF-SOOTHING**

**Goal of the session:**

- To be able to use grounding and self-soothing activities

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**SESSION 8 ACTIVITIES:**

Physical Grounding  
Mental Grounding  
Relaxation  
Physical Boundaries



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## GROUNDING

Grounding and self-soothing techniques are ways to detach or disconnect from inner emotional discomfort by focusing on the outer world.

Grounding techniques help the person become aware of the here and now. Grounding techniques can help women realize that they are in the here and now, and what they are experiencing is in the past, and it is not happening now.



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## Activities: Physical Grounding



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## Activities: Mental Grounding



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## SELF-SOOTHING

|           | Alone | With Others |
|-----------|-------|-------------|
| Daytime   |       |             |
| Nighttime |       |             |



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## Activity: Physical Boundaries



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## BEYOND TRAUMA MODULE C, SESSION 9

### THE MIND AND BODY CONNECTION

**Goal of the session:**

- To understand the connection between the mind and the body

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**SESSION 9 ACTIVITIES:**

Creating a Container  
Feelings and the Body  
Communication and Feelings



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**Lecture:**  
Emotional Wellness



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**WHEN OVERWHELMED**

- Slow down. Stop.
- What am I feeling?
- Does the intensity of the feeling match the situation?
- How old am I as I have this feeling?



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### FIVE STEPS TO EMOTIONAL WELLNESS

1. Become aware of when you're having a feeling and how you're feeling. Tune in to yourself.
2. Name the feeling. Label it.
3. Try to locate the feeling in your body. Where are you experiencing the sensations?
4. Express the feeling in an appropriate way.
5. Learn to contain the feeling.



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### Activity: Creating a Container



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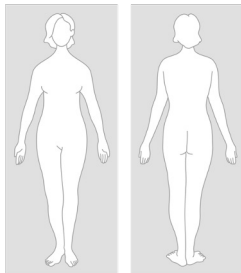
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### MIND-BODY CONNECTION



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**Activities:**  
Communication and Feelings



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**BEYOND TRAUMA**  
**MODULE C, SESSION 10**

**OUR FEELINGS**

**Goal of the session:**

- To allow women to experience their feelings

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**SESSION 10 ACTIVITIES:**

The Observer Self  
Losses  
Yoga Pose 3: Modified Triangle  
Meeting a Feeling



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**Activity:**  
The Observer Self



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**COMMON FEELINGS**

- Anger
- Loss
- Grief
- Shame



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**Activity:**  
Meeting a Feeling



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## Lecture: Happiness



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## HAPPINESS (CONT.)

Research indicates spending 2 minutes each day doing 1 of these things for the next 21 days will increase your happiness:

1. Write down 3 things you're grateful for.
2. Write in your diary or journal about 1 positive experience you've had in the last 24 hours.



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## HAPPINESS (CONT.)

3. Learn to meditate, to teach your brain to focus.
4. Use the first email/text you write every day to praise or thank someone you know. Or say something nice to the first person you see each day. Spread the happy.



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**BEYOND TRAUMA**  
**MODULE C, SESSION 11**

HEALTHY RELATIONSHIPS

**Goals of the session:**

- To learn the elements of a healthy relationship
- To realize the healing power of healthy relationships

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**SESSION 11 ACTIVITIES:**

Yoga Pose 4: Twisted Branches  
 The Relationship Wheel  
 Love Collage  
 Relationship Scale  
 Palms Down, Palms Up



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**DEFINITION OF A HEALTHY RELATIONSHIP**

- Feel a greater sense of zest, vitality, and energy.
- Empowers you to act, and you feel free to take action in your life.
- Each person has a more accurate perception of herself and the other person.
- Each person feels a greater sense of self-worth.
- Each person feels more connected to the other person and feels a greater motivation for connection with other people beyond those in this specific relationship.



(Miller 1986, 1990) © S. Covington, 2023 **141**

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## RELATIONAL NEUROSCIENCE

When we are cut off from others, our brains suffer. Can result in chronic irritability and anger, depression, addiction, and chronic physical illness.



(Banks 2015)

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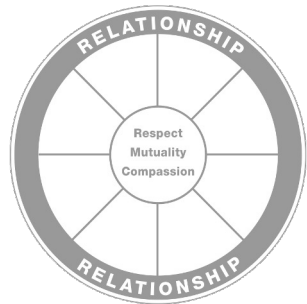
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## RELATIONSHIP WHEEL



(Covington and Dasher 2000)

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## CHARACTERISTICS OF A HEALTHY RELATIONSHIP

- Similarities
- Ability to deal with change
- Compatible values
- Effective, open communication
- Effective conflict/anger resolution
- Effective negotiation
- Firm personal boundaries
- Healthy sexual expression
- Shared quality time
- Friendship



(Covington and Beckett 1988)

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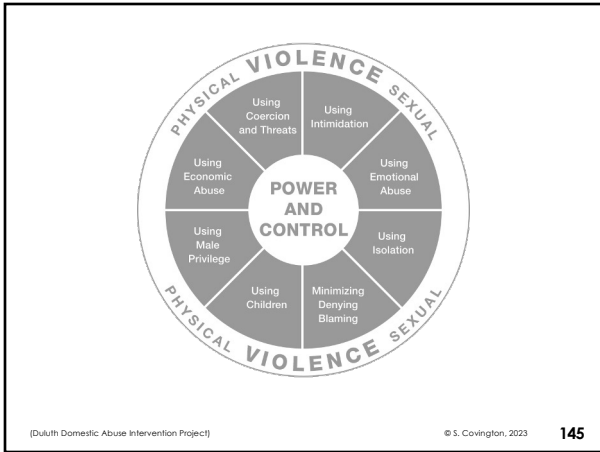
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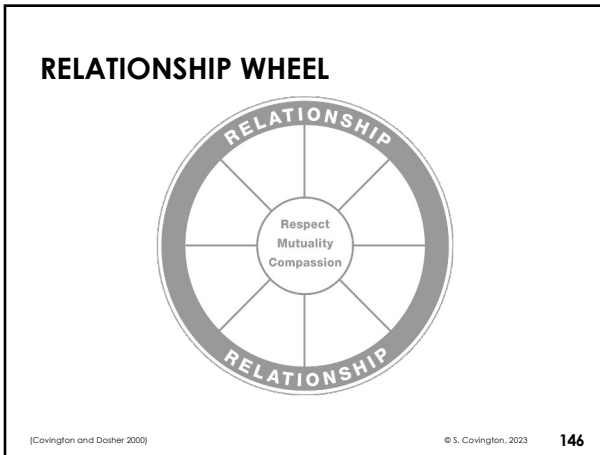
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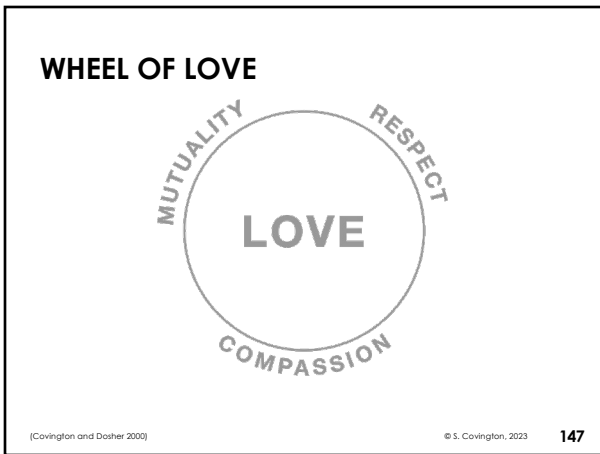
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**Activity:**  
Love Collage



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**Between-Sessions Activity:**  
Relationship Scale



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**RELATIONSHIP SCALE**

1. Similarities \_\_\_\_\_  
1 2 3 4 5 6 7 8 9 10
2. Ability to Deal with Change \_\_\_\_\_  
1 2 3 4 5 6 7 8 9 10
3. Compatible Values \_\_\_\_\_  
1 2 3 4 5 6 7 8 9 10
4. Effective, Open Communication \_\_\_\_\_  
1 2 3 4 5 6 7 8 9 10
5. Effective Conflict/Anger Resolution \_\_\_\_\_  
1 2 3 4 5 6 7 8 9 10

(Covington and Beckett 1988) © S. Covington, 2023 **150**

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## RELATIONSHIP SCALE (CONT.)

6. Effective Negotiation  
1 2 3 4 5 6 7 8 9 10
7. Firm Personal Boundaries  
1 2 3 4 5 6 7 8 9 10
8. Healthy Sexual Expression  
1 2 3 4 5 6 7 8 9 10
9. Shared Quality Time  
1 2 3 4 5 6 7 8 9 10
10. Friendship  
1 2 3 4 5 6 7 8 9 10

(Covington and Beckeff 1988)

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## BEYOND TRAUMA MODULE C, SESSION 12

### ENDINGS AND BEGINNINGS

#### Goal of the session:

- To understand the importance of connection in women's lives

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## SESSION 12 ACTIVITIES:

Building an Altar  
Appreciation  
Loving Kindness Meditation  
Meaningful Women in Our Lives

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## GUIDELINES FOR ENDING A RELATIONSHIP

1. Be direct and honest.
2. Speak with "I" statements rather than "you" statements.
3. Express feelings being experienced in the present.
4. Assume personal responsibility for change.
5. Decide the level of physical and emotional intimacy you want with the person in the future.



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## GUIDELINES FOR ENDING A RELATIONSHIP (CONT.)

6. Act in a timely fashion. Establish and adhere to agreed-on timelines by which changes should occur.
7. Let the other person know what you appreciate about him or her.
8. Let the other person know what you appreciated about the relationship.
9. Tell her or him what you wish you'd been able to do differently.



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## APPRECIATION

- What I appreciate about the other women in the group.
- What I appreciate about the group.



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## SPIRITUALITY

One definition of spirituality is oneness, wholeness, connection to the universe; belief in something greater than yourself, trust in a higher or deeper part of yourself.



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## SPIRITUAL PRACTICES

- Scheduling quiet time
- Praying
- Meditating
- Centering activities (singing and listening to music)
- Being out in nature
- Writing in a journal
- Helping others in need
- Creating a personal altar



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## SPIRITUAL PRACTICES (CONT.)

- Attending church, synagogue, mosque, temple
- Helping others in need
- Learning from others
- Celebrating!



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**Activity:**  
Meaningful Women in Our Lives



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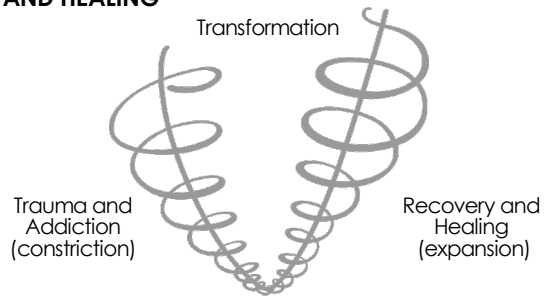
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**SPIRAL OF TRAUMA, ADDICTION, RECOVERY,  
AND HEALING**



(Covington 1999, 2008)

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With each ending,  
space is created for new  
beginnings.



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## WOMEN AND GIRLS HEALING

Working on multiple levels:

- Individual
- Political
- Spiritual



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