

EXPLORING TRAUMA + A BRIEF INTERVENTION FOR MEN & GENDER DIVERSE PEOPLE

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Presented by
Shane S Pugh, BA, LADC

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THIS MORNING'S WORKSHOP

- We will cover a brief overview of the sessions contained in ET+

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While We Are Together


Six things you can do

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

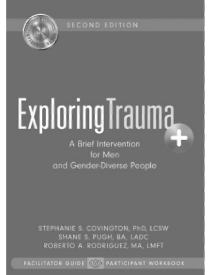
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*Exploring Trauma:
A Brief Intervention for Men*




*Exploring Trauma+:
A Brief Intervention for Men
and Gender Diverse People
6 sessions*

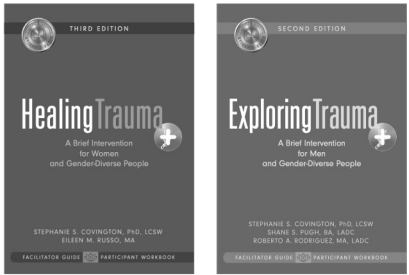


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**Exploring Trauma +
2nd Edition**

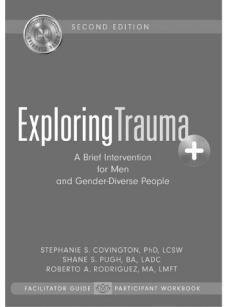


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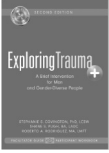
*Exploring Trauma +
A Brief Intervention for Men & Gender Diverse
People*

- 6 Sessions on jump drive for easy duplication
- Facilitator Guide
- Participant Journal in English and Spanish



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Exploring Trauma + A Brief Intervention for Men & Gender Diverse People 6 Sessions on Jump Drive

- 6 sessions
- 2 hours each
- 8 – 10 Participants per group
- Variety of lectures, break out groups, creative and kinesthetic activities.
- An increased accessibility for trans masculine, transgender, and gender non-conforming participants

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History of *Exploring Trauma* (California)

- *Beyond Violence* (women)
- Peers trained
- Peers participated
- Peers as facilitators

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History of *Exploring Trauma* *(cont.)* (California)

- Success of trauma with women – expanded to men's facilities
- Five research-based projects
 - 3 prisons
 - 2 secure housing units

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Exploring Trauma
Men in Prison – Questionnaires

Patient Health Questionnaire

Presence of anxiety disorder ★

Depression subscale ↓

Short Screen Scale: DSM-IV PTSD ↓

K6 Brief Mental Health Screen ↓

Legend

- ☐ Change (no statistical test of significance performed)
- ↓ Significant Change
- No Significant Change

(Messina & Burdon, 2017)

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Exploring Trauma
Men in Prison – Questionnaires (cont.)

Buss-Warren Aggression Questionnaire

Physical aggression ↓

Verbal aggression ↓

Anger ↓

Hostility ↓

Indirect aggression ↓

Legend

- ☐ Change (no statistical test of significance performed)
- ↓ Significant Change
- No Significant Change

(Messina & Burdon, 2017)

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Exploring Trauma
Men in Prison – Questionnaires (cont.)

Trauma Symptoms Checklist (TSC-40)

Dissociation ↓

Anxiety ↓

Depression ↓

Sexual abuse trauma index ↓

Sleep disturbance ↓

Sexual problems ■

TSC-40 total score ↓

Legend

- ☐ Change (no statistical test of significance performed)
- ↓ Significant Change
- No Significant Change

(Messina & Burdon, 2017)

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Research

For research updates:
www.stephaniecovington.com
Select "Research" navigation button

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Updates to this version: ET +

- Language used through the curriculum.
- Expanded discussion regarding gender messages.
- Updated and inclusive statistics.
- Optional worksheet identifying types of trauma experienced by those who identify as LGBTQIA+

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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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Language to grow:

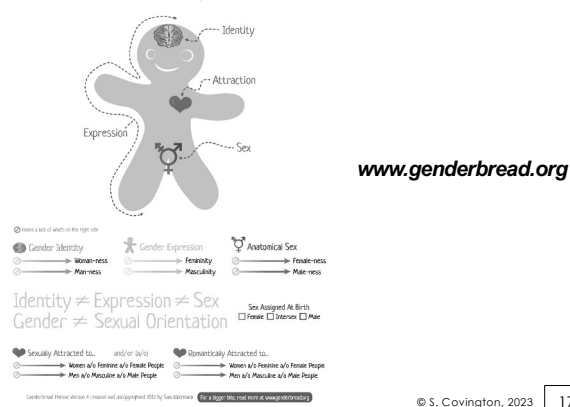
- **Gender:** Refers to cultural ideas of masculinity and femininity used to organize identities, behaviors, and social roles.
- **Gender identity:** Refers to how people think about themselves in regard to the labels of "girl," "woman," "boy," "man," or some other label (e.g. androgynous, transgender, gender nonconforming, etc).
- **Gender expression:** How individuals enact and exhibit their gender identity.
- **Gender roles or gender norms:** Refers to how girls and boys, women and men, are expected to behave in a given society.
- **Cisgender:** Refers to a person whose gender identity and expression are aligned with the sex they were assigned at birth.
- **Trans (shorthand for transgender):** A descriptive term inclusive of the spectrum of individuals whose assigned sex at birth does not align with their own sense of gender identity and those who do not conform to societal gender norms.
- **Gender nonconforming:** A descriptive term and/or identity of a person who has a gender identity and/or expression that does not conform to the traditional expectations of the gender they were assigned at birth. People who identify as "gender nonconforming" or "gender variant" may or may not also identify as "transgender."

National Center for Transgender Equality - <http://www.transequality.org/issues/resources/transgender-terminology>
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The Genderbread Person



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Definition of Trauma

The diagnostic manual used by mental health providers defines trauma as:

“exposure to actual or threatened death, serious injury or sexual violation.”

(DSM-5)

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Definition of Trauma

The exposure must result from one or more of the following scenarios in which the individual:

- directly experiences the traumatic event;
- witnesses the traumatic event in person;

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Definition of Trauma

The exposure must result from one or more of the following scenarios in which the individual:

- learns that the traumatic event occurred to a close family member or close friend;
- experiences first-hand repeated or extreme exposure to aversive details of the traumatic event (not through media, pictures, television or movies unless work-related).

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Definition of Trauma

Trauma occurs when an external event overwhelms a person's physical and psychological coping mechanisms or strategies.

(Van der Kolk, 1989)

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THE THERAPEUTIC ENVIRONMENT

- Is our agency equipped to effectively deal with trauma?
- Are the facilitators properly trained and prepared?
- Do we have the right programs?

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IS YOUR AGENCY EQUIPPED?

- Basic information
- Trauma-informed environment
 - Clients
 - Staff
- Trauma-specific interventions

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Core Principles of Trauma-Informed Care

- Safety (physical and emotional)
- Trustworthiness
- Choice
- Collaboration
- Empowerment

(Fallot & Harris, 2008)

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Core Values of Trauma-Informed Environment

- Safety: Eye contact; consistency; explanations; procedure to report abuse
- Trustworthiness: Following through; modeling openness; maintaining appropriate boundaries; and making tasks clear
- Choice: Emphasizing individual choice and control; informed consent

(adapted from Fallop & Harris, 2008)

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Core Values of Trauma-Informed Environment (cont.)

- Collaboration: Solicit input; acknowledge insights about her/himself; explain options
- Empowerment: Teaching skills; provide tasks where a person can succeed

(adapted from Fallop & Harris, 2008)

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Changing the Question

“What is wrong with them?”
to
“What has happened to them?”

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ARE OUR FACILITATORS PROPERLY TRAINED AND PREPARED?

- Aware of their own personal history
- Staff participate in curriculum before facilitating
- Attend training events

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Challenge of Staff

- Often see trauma-informed practice as making an excuse for behavior
- Being "soft" rather than "smart"

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KEY ELEMENTS (STAFF AND CLIENT)

- Learn what trauma/abuse is
- Understand typical responses
- Develop coping skills

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Part 1

INTRODUCTION

- The World Boys Live In
- Trauma
- The Therapeutic Environment
- The Program
- Design of Facilitator Guide
- Facilitation
- Materials Needed
- Scope and Sequence

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Format Of All Sessions

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

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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 men's issues
- Multicultural sensitivity and responsiveness
- Appropriate gender—a male should facilitate the all male groups
- Prepares ahead of time for each session

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What Makes a Good Facilitator? (cont.)

- If a trauma survivor, they need to feel confident that he is at a place in his own recovery that will allow for healthy and positive outcomes for themselves and the folks in the group
- Content expertise, if possible
- Skills as a facilitator

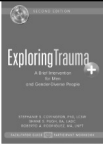
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Part 2
SESSIONS

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Exploring Trauma + A Brief Intervention for Men & Gender Diverse People 6 Sessions on Jump Drive

Session 1: Welcome and Introduction

Session 2: Exploring Trauma

Session 3: Thinking, Feeling, and Acting

Session 4: Beyond Guilt, Shame, and Anger

Session 5: Healthy Relationships

Session 6: Love, Endings, and Certificates

(workbook in English and Spanish)

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Session 1

Welcome and Introduction to the Subject of Trauma

Goals:

- To begin to establish a group environment that is based on trust, safety, and respect
- To provide an introduction to the subject of trauma

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Session 1

ACTIVITIES

- Big "T", little "t"
- Group Agreements
- Introductory Word Cloud
- Five Senses
- Reflection

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Big "T" Trauma

Big "T" traumas are those we associate with PTSD and may include a person's experience with the death of another, being physically abused, being assaulted, being sexually abused, and surviving a disaster.

Francine Shapiro, founder of EMDR

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Little "t" Trauma

Little "t" traumas are those that may not seem as serious or intense at first but may leave a person feeling shameful. Examples are being humiliated or bullied, and being shamed on social media.

Francine Shapiro, founder of EMDR

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Big "T" and little "t" Traumas List

- Not necessarily two distinct columns
- Beginning of process of mutual acceptance for participants
- You will guide this process by honoring men's responses and exhibiting flexibility

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EXAMPLES OF BIG "T" AND LITTLE "t"

- Big "T"
 - Watching a friend die while doing drugs together
 - Sexual abuse
- Little "t"
 - Being called a "sissy" when you cried as a boy
 - Bullying

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Group Agreements

- Modeling
- Guiding the process
- Empowering

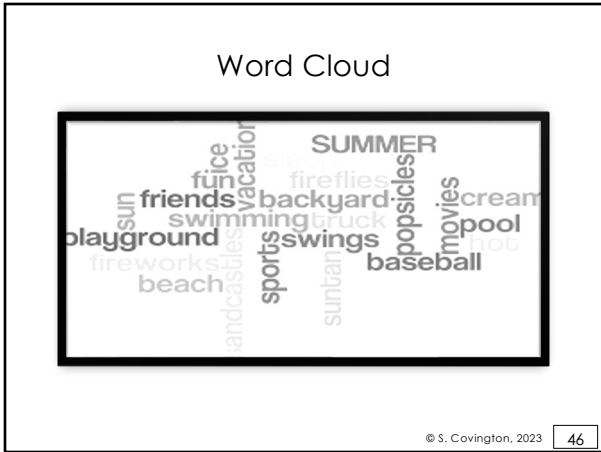


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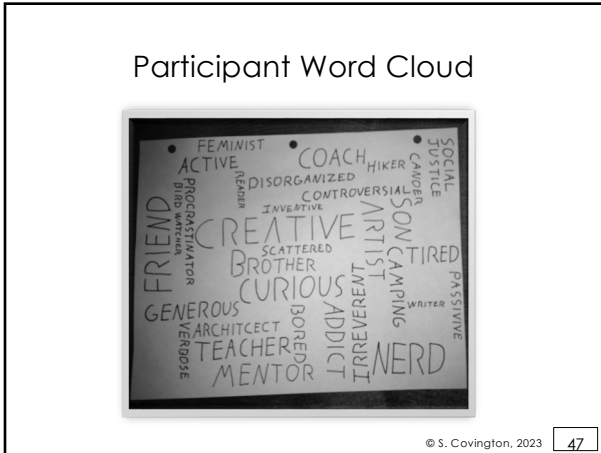
Participant Introductions Word Cloud



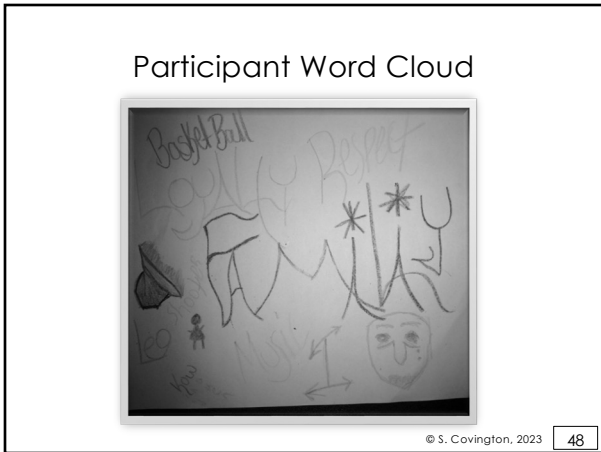
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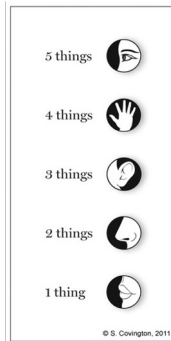
Tools for Continuous Engagement

- Identifying individual goals for program
- Begin to expose participants to the need for self-regulating
- Begin to provide them opportunity and tools for mindfulness practices
- Engage participants in a simple exercise in "self-mastery"

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Five Senses



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So Far...

- We have helped participants explore trauma's prevalence and impact
- Helped them create an environment conducive to deeper sharing
- Helped them to more deeply know each other
- Modeled and helped them demonstrate mutual empathy and compassion
- Began to establish an expectation of continued work between sessions
- Begun the process of empowerment

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Session 2

Exploring Trauma

Goals:

- To explore the effect of gender roles on how we view trauma
- To connect our childhood environments and upbringings to our present behaviors
- To emphasize the connections between power, control, abuse, and shame

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Session 2

ACTIVITIES

- Mindfulness Grounding
- Traumatic Events
- Gender Expectations
- ACE Questionnaire
- Power and Control Wheel
- Container Grounding
- Breath of Joy Yoga

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TRAUMATIC EVENTS

Trauma can take many forms:

- Emotional abuse
- Sexual or physical abuse – including domestic violence, assault, and rape
- Catastrophic injuries and illnesses
- Extremely painful and frightening medical procedures

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TRAUMATIC EVENTS

- Witnessing violence, such as a parent harming another parent
- Automobile accidents
- Mugging and burglary
- Witnessing murder
- Abandonment (especially for small children)
- Loss of a loved one (even of a pet)

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TRAUMATIC EVENTS

- Immigration
- Natural disasters
- Human trafficking
- Kidnapping
- Combat & other experiences of war
- Terrorism
- Gang activity
- Intergenerational (cultural) trauma

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TRAUMATIC EVENTS (CONT.)

- Being outed (having your sexuality or gender identity shared) without consent
- Being deadnamed (having people use your birth name instead of your chosen name)
- Rejection by family, friends, or a religious community because of your sexuality, gender expression or gender identity
- Getting kicked out of the house and/or living on the streets

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Deciphering messages about manhood

- What are we taught about what it means to be a man?
- What do these messages imply about women? About gay men?
- What do these messages say about anyone who is not "masculine" enough?
- What about privilege, power and control?

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ACE STUDY (ADVERSE CHILDHOOD EXPERIENCES)

Before age 18:

1. Recurrent and severe emotional abuse
2. Recurrent and severe physical abuse
3. Contact sexual abuse
4. Emotional neglect
5. Physical neglect

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ACE STUDY (ADVERSE CHILDHOOD EXPERIENCES)

Growing up in a household with:

6. Both biological parents *not* being present
7. Your mother being treated violently
8. An alcoholic or drug-user
9. A mentally ill, chronically depressed, or family member attempting suicide
10. A family member being imprisoned

(N = 17,000)

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ACE STUDY
(ADVERSE CHILDHOOD EXPERIENCES)

Results

ACEs still have a profound effect 50 years later, although now transformed from psychosocial experience into organic disease, social malfunction, and mental illness.

- Smoking
- Alcoholism
- Injection of illegal drugs
- Obesity

(Felitti, V.J.: Origins of Addictive Behavior: Evidence from the ACE Study, 2003 Oct:52(8): 547-59. German. PMID: 14619682 (PubMed-indexed for MEDLINE). © S. Covington, 2023 61

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ACE STUDY
(ADVERSE CHILDHOOD EXPERIENCES)

Chronic Health Conditions

- Heart disease
- Autoimmune diseases
- Lung cancer
- Pulmonary disease
- Liver disease
- Skeletal fractures
- Sexually transmitted infections
- HIV/AIDS

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LINK BETWEEN
CHILDHOOD TRAUMA AND SCHOOL

Those with ACE score of 4 or more are more likely to have learning or behavioral problems in school (51%) than those with an ACE score of 0 (3%).

(David Brooks. *The Psych Approach*. New York Times, Sept 2012) © S. Covington, 2023 63

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LINK BETWEEN CHILDHOOD TRAUMA AND ADULT OUTCOMES

Those with ACE score of 6
are 30 times more likely
to have attempted suicide.

(David Brooks, *The Psych Approach*, New York Times, Sept 2012)

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ADVERSE CHILDHOOD EXPERIENCES UNDERLIE ALCOHOLISM

People with an ACE score of 4 or more
are over 5 times more likely to struggle
with alcoholism than people with an ACE
score of 0.

(Ann Jennings, Ph.D.)

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ACE Study (cont.)

If a male child has six or more "yes"
answers, his risk of becoming an IV drug
user increases by 4,600% compared to a
boy with a score of zero.

(Felitti & Anda, 2010)

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Power - Not Just a Matter of Gender

- Have any of you witnessed the maltreatment of children, of women, of persons in minority groups, or of people of different sexual orientation?
- Have you ever seen people of different religious beliefs being mistreated? Have any of you had the experience of someone having power over you? Have any of you been abused as a child or experienced abuse as an adult? Have any of you witnessed discrimination in the workplace?
- Have any of you been discriminated against?

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Power - Not Just a Matter of Gender

- If any of you have felt oppressed or been denied equal treatment, what was it like living in a world where you felt that you had little or no power?
- How did this affect your emotions, your behaviors, and your self-esteem?
- If you haven't experienced any of these issues, can you try to put yourself in the place of someone who has? What would it feel like?

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(Duluth Domestic Abuse Intervention Project)

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Containment Exercise

- We may have begun to trigger old trauma
- We want to help them access their own inner strength
- We want to help them begin to explore containment
- We want to help them gain courage in delving into the work that is yet to come

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So Far...

- Become more comfortable with mindfulness practices
- We've helped participants identify how gender messages affect how they see themselves and others
- Helped them explore the impact of ACE
- Helped them gain courage in exploring past troubling events and behaviors, by providing them the tools for containment and creating a feeling of safety

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Session 3

Thinking, Feeling and Acting

Goals

- To explore how belief systems affect a person's response to trauma triggers
- To explore the (mal)adaptive behaviors used to cope with trauma and possible alternatives
- To explore the use of grounding techniques to manage trauma triggers

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Session 3

ACTIVITIES

- Belief Systems
- Fight, Flight, Freeze
- The Process of Trauma
- The Importance of Grounding
- Seated Pigeon Yoga

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Belief Systems

(From "out there" to "oh, that happened to me!")

Big "T"

"If a child _____, that child may grow up to believe _____."

Little "t"

"If a child _____, they may grow up to believe _____."

- Follow up questions on page 35

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Fight, Flight, and Freeze

- Scenarios created to assist in eliciting a gut response.
- Creating the opportunity for the participants to begin connecting/re-connecting to their internal awareness.
- Small group processing

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(Mal)Adaptive Behaviors

- Discussing and normalizing some of the behaviors that participants have engaged in.
- Explain basics of neuroplasticity and simplify the understanding of the repair of the brain
- SEEDS: Social connectivity, Exercise, Education, Diet, Sleep

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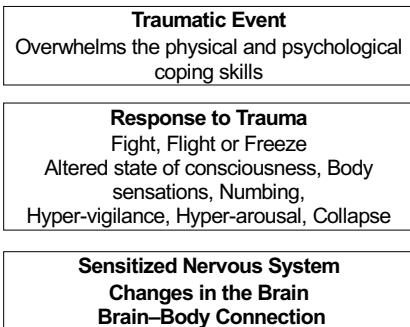
Process of Trauma



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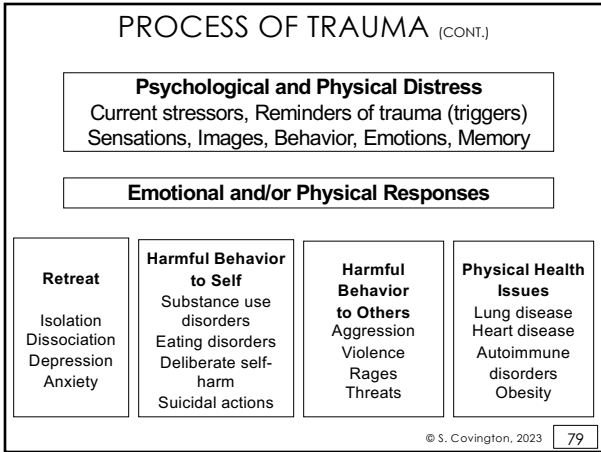
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PROCESS OF TRAUMA (CONT.)



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Self-Mastery

- At this point in the process, it is important to help men explore and resolve any remaining difficulty in utilizing mindfulness practices.
- It is important to maintain a balance between mutuality and directive approaches

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The Importance of Grounding

- A way for participants to effectively manage triggers
- Creating new pathways in the brain
- Different strokes for different folks
- The connection between grounding, meditation and effective, long-term recovery
- Self-Mastery through teaching others

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Grounding Techniques

- Physical Grounding
 - Growing Roots, Noticing, Deep Breathing, Breathe in the Good, Walking Meditation
- Mental Grounding
 - The Container, Here and Now
- Relaxation Strategies
 - Relaxation Progression

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So Far...

- We've helped them become more comfortable in talking about how their belief systems were formed
- Introduced the process of trauma
- Helped them explore the costs and benefits of their adaptive strategies, while contemplating changes
- Created an opportunity for a sense of empowerment by helping participants understand the emotional impact of trauma and providing self-regulating skills

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Session 4

Beyond Guilt, Shame and Anger

Goals

- To explore the emotional and physical effects of guilt, shame, anger, and other emotions
- To understand the Spiral of Trauma, Addiction, Recovery, and Healing
- To learn ways to identify and manage emotions that may surface as a result of traumatic experiences

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Session 4

- Here and Now
- Feelings and the Body, Part 1
- Working Through Guilt, Shame and Anger
- Spirals of Trauma, Addiction, Healing, and Recovery
- Creating Healing Stories
- Trusted Advisor

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Beyond Guilt, Shame, and Anger

- Participant-Led Grounding Activity
- Working Through Guilt, Shame, and Anger
- Spiral of Trauma, Addiction, Recovery and Healing
- More than Survivors
- Art Activity: Creating Healing Stories
- Trauma and the Body

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FEELINGS AND THE BODY

- Maleness is equated with the lack of emotion
- Trans and nonbinary folks can adopt a stoic demeanor as a response to perceived social expectations.
- Connecting emotion to the physical allows for access to the emotional landscape.

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Guilt, Shame, and Anger

Hurt
Sadness
Fear
Insecurity



Anger
Rage
Violence

(Helping Men Recover. Copyright 2011 by S. Covington, D. Griffin, & R. Dauer.)

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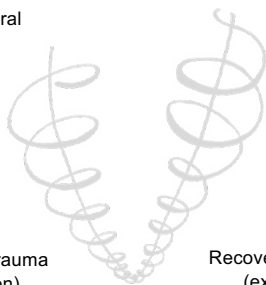
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Spiral of Addiction and Trauma

Downward Spiral

Upward Spiral



Addiction & Trauma
(constriction)

Recovery & Healing
(expansion)

Adapted from HWR, Covington, S. 1999

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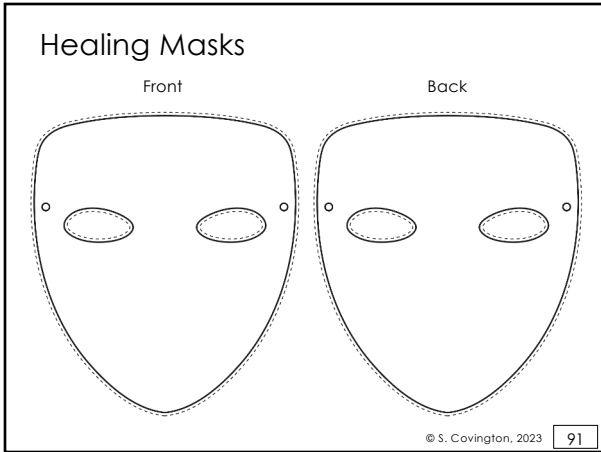
Creating Healing Stories

- Emphasize the power of visualization
- Explore the power of creation
- Help participants begin to visualize a different future
- Help group members share their vision with others

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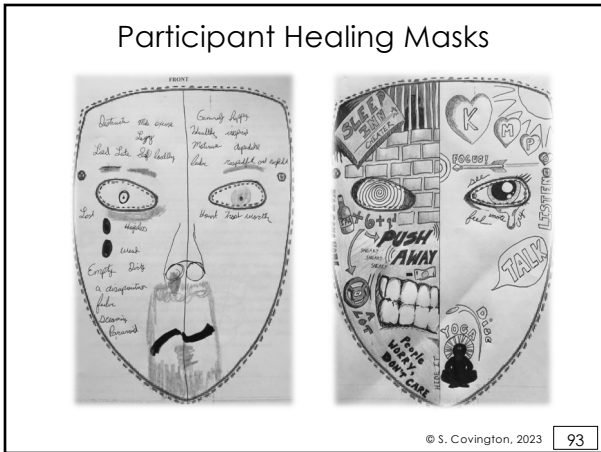
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Creating Your Healing Mask

- The front represented the Outer Self...behavior and relationships.
- The back represents the Inner Self...thoughts, feelings and beliefs.
- Draw a line down the middle.
- Left side is the past. Right side is the future.
- Use words, symbols, and drawings.

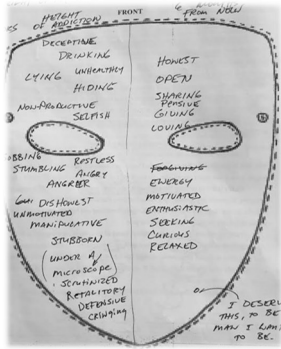
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Participant Healing Mask



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Creating your Healing Mask

- The front represents our Outer Self: Our actions, relationships, behaviors.
- Draw a vertical line down the front, forming two equal halves.
- The left side represents your outer self in the past, while under the grips of your addiction.
- The right represents what you want your outer self to be in the future.
- Use words, symbols, drawings to describe what you want to represent on either half.

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Creating your Healing Mask

- The back represents your Inner self: Your thoughts, beliefs and emotions.
- Draw a vertical line down the back, forming two equal halves.
- The left side represents your Inner self in the past, while under the grips of your addiction.
- The right represents what you want your inner self to be in the future.
- Use words, symbols, drawings to describe what you want to represent on either half.

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Trauma and The Body

- Activities designed to help individuals think about the connection between the mind and the body
- Helps participants become more aware of the connection between body sensations and triggering of past traumatic events
- Helps them talk about their past attempts at “numbing” emotional pain
- Helps reinforce the importance of calming and self-regulation techniques

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EMOTIONAL WELLNESS LIST

1. Become aware of when 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 sensation?
4. Express the feeling appropriately.
5. Contain the feeling.

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FEELINGS AND THE BODY, PART 2

1. Close your eyes or lower your eyelids.
2. Think about your body and begin to notice what you're feeling and where you can sense it in your body.
3. Also, notice the sensations you feel in your face when you have this feeling.
4. Open your eyes. Use a colored pencil or crayon to show on the body diagram where this feeling is located in your body.
5. Use a different colored crayon or pencil for each feeling. For instance, if you are mad or angry, maybe your heart is racing, your face is turning red, your ears are getting hot, or some parts of your body are becoming tense. You may want to use the color red for this feeling.
6. If you find this activity difficult, be patient with yourself; this is hard to do, but we get better at it as we practice.

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Between Session Activity

- Participants use an Examples of Feelings list to begin monitoring the mind-body connection
- They are also asked to reflect on how they have attempted to manage these feelings and sensations

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So Far...

- We have begun to help the participants move from victim or survivor to beings capable of creating a different future
- Provided them with additional tools to begin manifesting desired changes
- Helped them see themselves as creative beings capable of desired changes

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Session 5

Healthy Relationships

Goals

- To describe the elements of a healthy relationship
- To introduce the qualities of love, boundaries, and other aspects of healthy relationships
- To introduce a model for conflict resolution

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Session 5

ACTIVITIES

- Boundaries
- Healthy Relationships
- Relationship Wheel
- STARE

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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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Boundaries

- Physical boundaries activity
- Psychological boundaries
- Intellectual boundaries
- Emotional boundaries
- Connection between our boundaries and those of others

Physical Boundary Activity

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Boundary Discussion

1. How do you feel when someone gets too close to you?
2. Is it different when it's someone you don't know versus a friend?
3. Is it different if the gender of the person is the same as yours? What if the gender is different from your own?
4. Is it different if the person is LGBTQ+?
5. Is it different if the person is from a different culture? Have you noticed that people from different cultures often have different physical boundaries?
6. What is the problem if your boundary has the other person standing way across the room?

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Elements of a Healthy Relationship

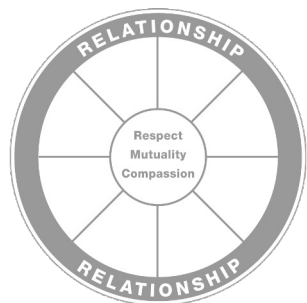
- Feel a greater sense of zest, vitality, and energy.
- Empowers you to act, and you feel free to take action in your life.
- Each person has a more accurate perception of himself and the other person.
- Each person feels a greater sense of self-worth.
- Each person feels more connected to the other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

(Miller 1986, 1990)

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Relationship Wheel



(Covington and Doshier 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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S.T.A.R.E

Conflict Resolution Model

- **S**tart positive.
- **T**ell the person how you are feeling about the **E**VENT, not about them personally.
(No Blaming, Judging, Attacking, or Labeling)
- **A**sk for a solution.
- **R**evise solution.
- **E**nd positive.

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Between Session Activity

- Participants are asked to begin thinking about the elements and characteristics they want in their present and future relationships

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So Far...

- We've helped participants learn about their own and about other's boundaries
- Provided them with an effective conflict resolution and negotiating tool
- Helped them more richly look at their desires for relationships

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Session 6

Love, Endings, and Certificates

Goals

- To use creative arts to enable each man to depict his history of love and how he would like to experience love in the future
- To explore how to end relationships respectfully
- To show appreciation for the group members and the group experience

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Session 6

ACTIVITIES

- Love Collage
- Appreciation

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Bringing Ourselves to Relationships

- Do you remember what you were like before the trauma or other adverse experiences happened in your life? If so, please describe yourself.
- Do you want to find that person again?
- If so, what qualities do you need to find or develop in yourself?
- If not, what kind of person do you want to be? What qualities do you need to find or develop in yourself?
- What kinds of relationships do you want to have with others from now on?
- What do you want to offer or give to those relationships?
- How do you want to be and feel in your relationships?

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What is Love? -Love Collage

- Create your own Love collage, or think of a specific client of yours, and make one for that person.
- On the left side, use words, pictures from a magazine, or symbols to describe your experience with love while addicted.
- In the middle do the same, but for the present
- On the right side, use words, pictures from a magazine, or symbols to describe how you would like to experience love in the future

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Certificates and Appreciation

Please share one thing you have learned from someone else in our training or one thing you admire about another person in our training

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THANK YOU

- Questions?
- Comments?
- Feedback?

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