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Learning Objectives

1) Describe the guiding occupational therapy model at a shelter.

2) Identify areas of occupation from the Occupational Therapy Practice Framework (OTPF) that are commonly impacted by domestic violence.

3) Describe the role of occupational therapy in domestic violence.

4) Identify potential programming ideas at a domestic violence shelter for individual and group.

5) Identify one strategy to initiate a partnership with a domestic violence shelter.
What is domestic violence?

» SafeState: Preventing Crime & Violence in California
  ~ Domestic violence most often refers to **intimate partner violence**. It includes violence between spouses, individuals in dating relationships, and former partners or spouses, and can occur inside or outside the home.

» National Coalition Against Domestic Violence
  ~ “Battering is a pattern of behavior used to establish power and control over another person through fear and intimidation, often including the threat or use of violence.”

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Domestic Violence

- Domestic violence touches the lives of over 1 million women in US each year (NIJ, 2004)
- More than 12 million women will be abused by a current or former partner at some point in their lives (Violence Prevention Center, 2003)
- A woman is abused every 7.4 seconds in the US…nearly 7,200 women per day (YWCA, nd; Violence Against Women, A Majority Staff Report, 1992)
- Domestic violence is the leading cause of injury to women between the ages of 15-44. ("Violence Against Women, A Majority Staff Report.")
- In 92% of all domestic violence cases, the crimes are committed by men (Bureau of Justice Statistics, 1998)
- 11% of lesbians reported violence by their female partner and 15% of gay men who had lived with a male partner reported being victimized by a male partner. (Tjaden, 2003)
- 37% of all women who seek care in ER are from DV case (DOJ, 1997)
But many, many voices go unheard
Forms of Abuse
» Physical
» Sexual
» Verbal
» Emotional & Psychological
» Financial
» Isolation

Psychosocial Needs
- 56% diagnosed with a psychiatric disorder
- 29% of all women who attempt suicide were battered
- 37% have symptoms of depression
- 46% have symptoms of anxiety disorder
- 45% experience post-traumatic stress disorder.
The Children

- Fearful, distrustful
- Impaired self-esteem
- Self-blame
- Anxiety
- Depression

• Difficulty sleeping
• Lower verbal skills
• Poor socialization skills

As adolescents, more likely to:
  ~ Commit sexual assault
  ~ Abuse alcohol and drugs
  ~ Commit crimes
  ~ Commit suicide
  ~ Poor school performance

• Regression in developmental level
• Delinquency
• Aggressive behavior
• Anger

NEEDS
“Everything is an obstacle”
“It’s really, really hard. You have to start all over.”

Commonly affected areas of occupation
- Work
- Education
- IADLS
- Leisure participation
- Social Participation
- Sleep

- Parenting
- Home management
- Time management
- Money management
- Leisure interests
- Task initiation
- Self-confidence
- Coping skills
- Stress-management
- Interpersonal relationships
- Decision-making
- Problem solving

Table 1
Identified Occupational Problem Areas for Survivors of Domestic Violence, n=21

<table>
<thead>
<tr>
<th>Identified Needs Category*</th>
<th>Frequency/Percent</th>
<th>Mean(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure</td>
<td>28 (90.3)</td>
<td>7.4</td>
</tr>
<tr>
<td>Education</td>
<td>26 (83.9)</td>
<td>8.3</td>
</tr>
<tr>
<td>Parenting</td>
<td>25 (80.6)</td>
<td>8.9</td>
</tr>
<tr>
<td>Work</td>
<td>25 (80.6)</td>
<td>8.8</td>
</tr>
<tr>
<td>Transportation</td>
<td>24 (77.4)</td>
<td>7.9</td>
</tr>
<tr>
<td>Life Balance</td>
<td>17 (54.8)</td>
<td>7.6</td>
</tr>
<tr>
<td>Budgeting</td>
<td>16 (51.6)</td>
<td>7.4</td>
</tr>
<tr>
<td>Organization/Time Management</td>
<td>15 (48.4)</td>
<td>7.5</td>
</tr>
<tr>
<td>Housing</td>
<td>15 (48.4)</td>
<td>8.9</td>
</tr>
<tr>
<td>Social</td>
<td>12 (38.7)</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Note: *Other Categories included: Meals/Meal Prep, Spirituality, Volunteer, Coping, Stress Management, Self-Care, and Conflict Resolution. \(\text{Mean}\) is measured on a scale of 1-10 and indicates the participants self reported degree of importance.

(Javaherian-Dysinger, Brown, Cabrera, Francis, Rogers, Server, & Huecker, 2012)
AOTA’s Statement on Domestic Violence

Table 2

Top Most Frequently Identified Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting</td>
<td>29</td>
<td>18.7</td>
</tr>
<tr>
<td>Work</td>
<td>25</td>
<td>16.1</td>
</tr>
<tr>
<td>Education</td>
<td>21</td>
<td>13.5</td>
</tr>
<tr>
<td>Life Balance</td>
<td>16</td>
<td>10.3</td>
</tr>
<tr>
<td>Housing</td>
<td>14</td>
<td>9.0</td>
</tr>
<tr>
<td>Transportation</td>
<td>8</td>
<td>5.2</td>
</tr>
<tr>
<td>Leisure</td>
<td>8</td>
<td>5.2</td>
</tr>
<tr>
<td>Organization/Time Management</td>
<td>8</td>
<td>5.2</td>
</tr>
<tr>
<td>Self-Care</td>
<td>4</td>
<td>2.6</td>
</tr>
<tr>
<td>Social</td>
<td>4</td>
<td>2.6</td>
</tr>
<tr>
<td>Budgeting</td>
<td>4</td>
<td>2.6</td>
</tr>
<tr>
<td>Volunteer</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Coping</td>
<td>3</td>
<td>1.9</td>
</tr>
</tbody>
</table>
OT at a Domestic Violence Shelter

In-house program

**DV Classes**
- Signs of abuse
- Restraining orders
- Parenting
- Budgeting
- Self-esteem
- Life skills

**Occupational Therapy**
- Self-esteem
- Coping skills
- Leisure
- Time management
- Financial empowerment
- Job skills
- Health & Nutrition
GUIDING MODEL

Model of Human Occupation: MOHO

» “Seeks to explain how occupation is motivated, patterned, and performed” (Kielhofner, 2002, p. 13).

» 3 Elements:

- Volition
- Habituation
- Performance capacity
- Environment
Volition: The Drive for Occupation

- Personal causation
- Values
- Interests

Habituation

- Habits
- Roles
  - Organizing occupations into patterns and routines
  - Meaning of patterns and routines
Performance Capacity

“ability for doing things provided by the status of underlying objective physical and mental components and corresponding subjective experience” (Kielhofner, 2002, p. 24).

- Depends upon one’s musculoskeletal, neurologic, cardiopulmonary, and other body systems

- This subsystem incorporates:
  - Physical and mental abilities
  - Subjective experience
  - Ability for doing
  - Environment

Kawa Model
“Man, through the use of his hands, as they are energized by mind and will, can influence the state of his own health.”

Mary Reilly, EdD, OTR (1961)

Occupational Therapy Groups

- Rebuilding Lives
- Let’s get Physical
- Job Club
- Leisure Group
- Health & Nutrition
My Goals

Name: ____________________________ Date: ___________

1. Make a list of all the things you want to accomplish in your life. Write down a goal or resolution.

2. Why is this goal important to you?

3. What steps will you take to accomplish this goal?

4. How will you measure your progress?

5. How much reward or benefit do you see in achieving this goal?

6. Will your progress help you achieve other goals?

I am Afraid

I am afraid of life.
I am afraid that I will not succeed.
I am afraid to disappoint my family.
I am afraid of failure.
I am afraid that it will be too hard to overcome.
I am afraid to try.

I want to be happy.
And I want my family to be together.
Most of all I want my four babies back in my life.

I want to be the strong woman and mother I once was.
And I want to prove to those negative people in my life that I can do it.

Most of all I want to see that smile of love and happiness on my babies faces once again.

-Valerie
## Individual Sessions & Evaluation

**LOMA LINDA UNIVERSITY**

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
<th>Code</th>
<th>Question</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Sessions</strong></td>
<td>In addition to the standard educational goals and objectives, what specific strategies are employed to support the student's goals?</td>
<td></td>
<td><strong>Individualized Education Program (IEP)</strong></td>
<td><strong>Special Education</strong></td>
</tr>
<tr>
<td><strong>Occupational Therapy</strong></td>
<td>What specific strategies are used to support the student's occupational therapy goals?</td>
<td></td>
<td><strong>Behavioral Intervention Plan (BIP)</strong></td>
<td><strong>Behavioral Supports</strong></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>What specific strategies are used to support the student's physical education goals?</td>
<td></td>
<td><strong>Individualized Physical Education Program (IPEP)</strong></td>
<td><strong>Special Physical Education</strong></td>
</tr>
<tr>
<td><strong>Speech-Language Pathology</strong></td>
<td>What specific strategies are used to support the student's speech-language pathologist goals?</td>
<td></td>
<td><strong>Individualized Speech-Language Program (ISLP)</strong></td>
<td><strong>Special Speech-Language Pathology</strong></td>
</tr>
<tr>
<td><strong>Psychological Services</strong></td>
<td>What specific strategies are used to support the student's psychological services goals?</td>
<td></td>
<td><strong>Individualized Psychological Program (IPP)</strong></td>
<td><strong>Special Psychological Services</strong></td>
</tr>
<tr>
<td><strong>Social Work</strong></td>
<td>What specific strategies are used to support the student's social work goals?</td>
<td></td>
<td><strong>Individualized Social Work Program (ISWP)</strong></td>
<td><strong>Special Social Work</strong></td>
</tr>
<tr>
<td><strong>Counseling Services</strong></td>
<td>What specific strategies are used to support the student's counseling services goals?</td>
<td></td>
<td><strong>Individualized Counseling Program (ICP)</strong></td>
<td><strong>Special Counseling Services</strong></td>
</tr>
</tbody>
</table>

---

1. Do you have any learning or behavioral issues which help you cope with difficulties in life? If so, have you been involved in any services that help you cope with these issues?

2. Do you belong to a cultural or religious community? If so, how do you participate in this community and how do you feel towards your support?

3. What are the barriers you face in narrowing down your college options? How do you feel about these barriers?

4. How do you see your future college plans and their impact on your health and happiness?
### Performance Measure

#### Areas of Occupation

<table>
<thead>
<tr>
<th>Area</th>
<th>Performance (0-1/3-6)</th>
<th>Importance (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention &amp; Memory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal, Social, Family, Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical, Evaluation, General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Child Interaction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Treatment Plan

- I have reviewed the following areas:
- [ ] Health Nutrition & Exercise
- [ ] Building & Safeness
- [ ] Financial Management
- [ ] Physical Education
- [ ] Communication
- [ ] Reading & Writing
- [ ] Time management & Organization
- [ ] Other

- [ ] Self-Esteem
- [ ] Peer interaction
- [ ] Social skills
- [ ] Executive functions
- [ ] Learning skills
- [ ] Motor skills
- [ ] Emotional regulation
- [ ] Cognitive skills
- [ ] Social skills
- [ ] Communication
- [ ] Vocational Preparation

- I have reviewed the goals with client, S/T, R, E:
Individual Sessions

- Self-esteem
- Time management
- Budgeting
- School exploration
- Vocational exploration and acquisition
- Parenting
- Coping and stress management
### Casa de Paz Weekly Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 - 10:30</td>
<td>Job Club</td>
<td>Financial Literacy</td>
<td>DV Education</td>
<td>Rebuilding Lives OT Group</td>
<td>Daily News Cafe</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>1:1</td>
<td>Let's get Physical</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
</tr>
<tr>
<td>11:30 - 1:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>Let's get Physical</td>
<td>DV Education</td>
<td>Job Club</td>
<td>Leisure Group</td>
<td>Let's get Physical</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>1:1</td>
<td>Rebuilding Lives OT Group</td>
<td>3:00 pm Mommy &amp; Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 - 4:00</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
</tr>
</tbody>
</table>
Fieldwork Educator
Complete your state DV Training
Grants
Thank you!

Email: hjavaherian@llu.edu