How To Access Language Interpretation on Zoom

Cómo Activar la Interpretación de Idiomas en Zoom
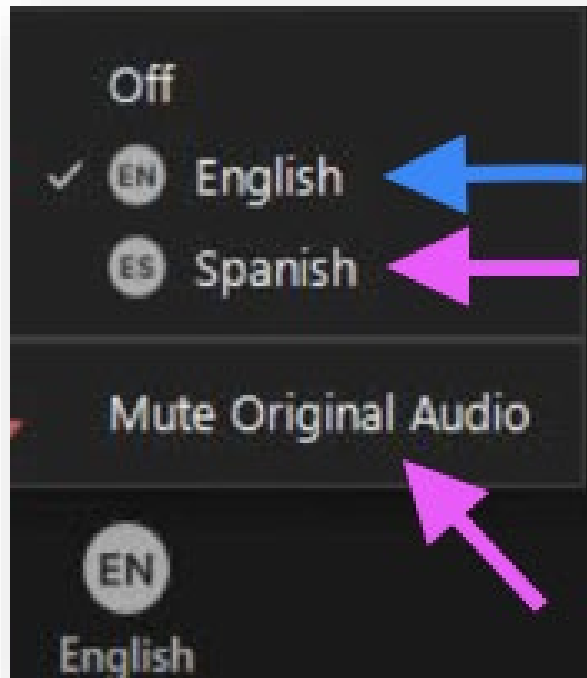
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On your computer, find the Interpretation Globe Icon at the bottom of your screen
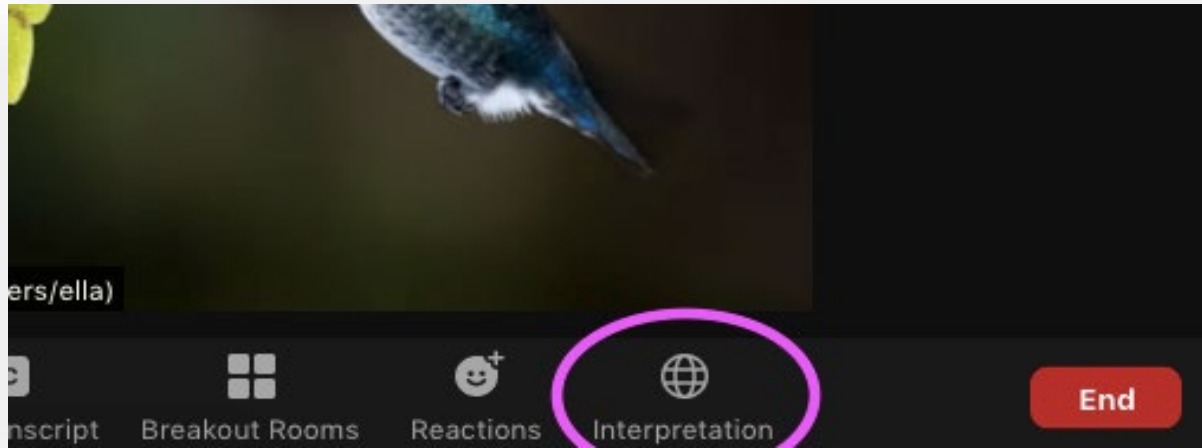
En su computadora, busque el globo terráqueo que dice Interpretación en la parte inferior de su pantalla.
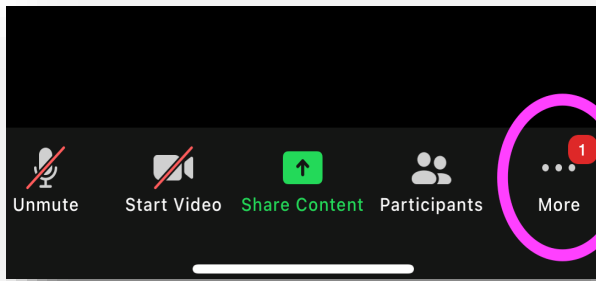
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Choose English as your language. Make sure to NOT mute original audio so that you can hear the main room

Seleccione Español. Asegúrese de Silenciar Audio Original si solo desea escuchar al intérprete

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If you are on a smart device, look for the three dot menu and choose Language Interpretation
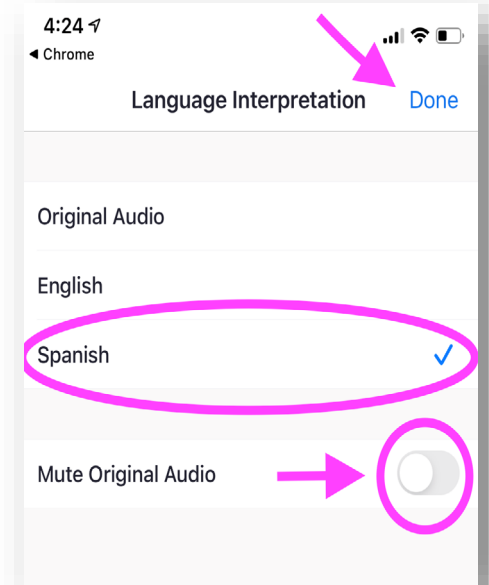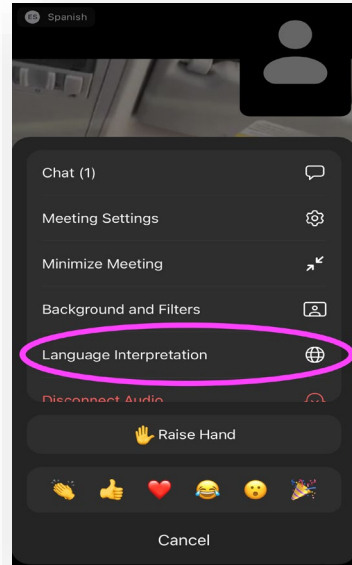
Desde un dispositivo inteligente, busque el menú de tres puntos y elija Interpretación o Language Interpretation

![Linguaficient Language Solutions logo]

If you have any questions regarding interpretation, please post them in the chat so that a facilitator can help you.

Si tiene alguna pregunta o dificultad para acceder a la interpretación, escriba en el chat para que le ayude un facilitador.

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Thank you to our partner, OVW

Leading Educational Support Groups

Part Two: Psychoeducational Curricula Design

Presented by Juan Carlos Areán, Futures Without Violence

Hosted by Elena Josway, Abby Larson, and Vivian Baylor, Futures Without Violence

Wednesday, October 18, 2023

12:30pm PT / 3:30pm ET – 1:15pm PT / 4:15pm ET (45 min)

Institute for Leadership in Education Development
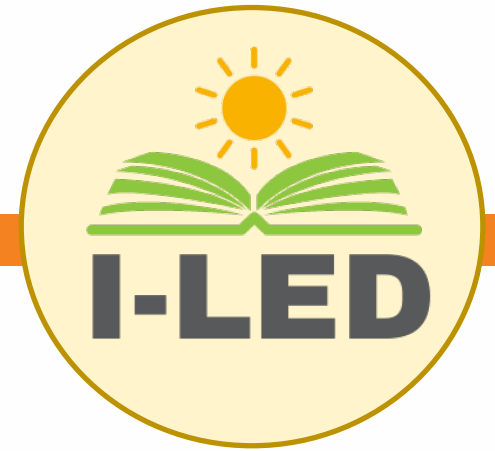
T/TA Provider for OVW Grantees

- Learner-centered
- Experiential learning
- Curricula design and facilitation skills

Website: www.futureswithoutviolence.org/ILED

Contact: learning@futureswithoutviolence.org

Share in the chat

Why might you choose to offer a psychoeducational support group over a standard support group?

Psychoeducational support groups

➢ Utilizes curricula and set agendas—content can be guided by participants but is not open-ended and involves a trained facilitator.

➢ Not therapy. Yes, a social place for belonging.

Self-help Support group

➢ Usually peer-based and open-ended

➢ Also not therapy, and also a social place for belonging

Share in the chat

What makes a psychoeducational support group "good" or useful?

Stages of Group Development

Adjourning

Performing

Norming

Storming

Forming
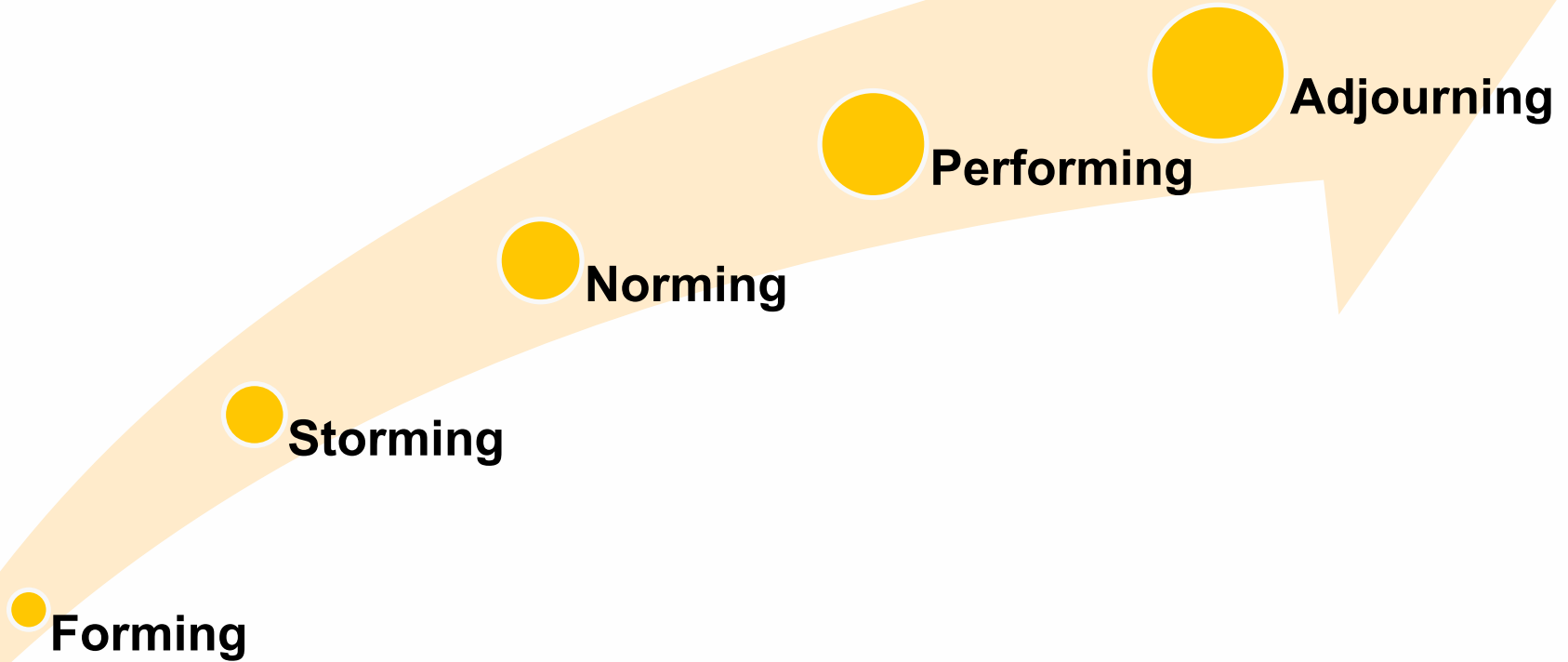
Tuckman's Model

Elements of a Group Session

1. **Goal and Objectives**
2. **Check-in**
3. **Handouts**
4. **Learning & Discussion**
5. **Activity**

6. **Self-Care Exercise**
7. **Check-out**
8. **Share Resources**
9. **Considerations for Facilitators**

Source: Circle of Hope (2014, WCSAP)

The Art of Asking Questions

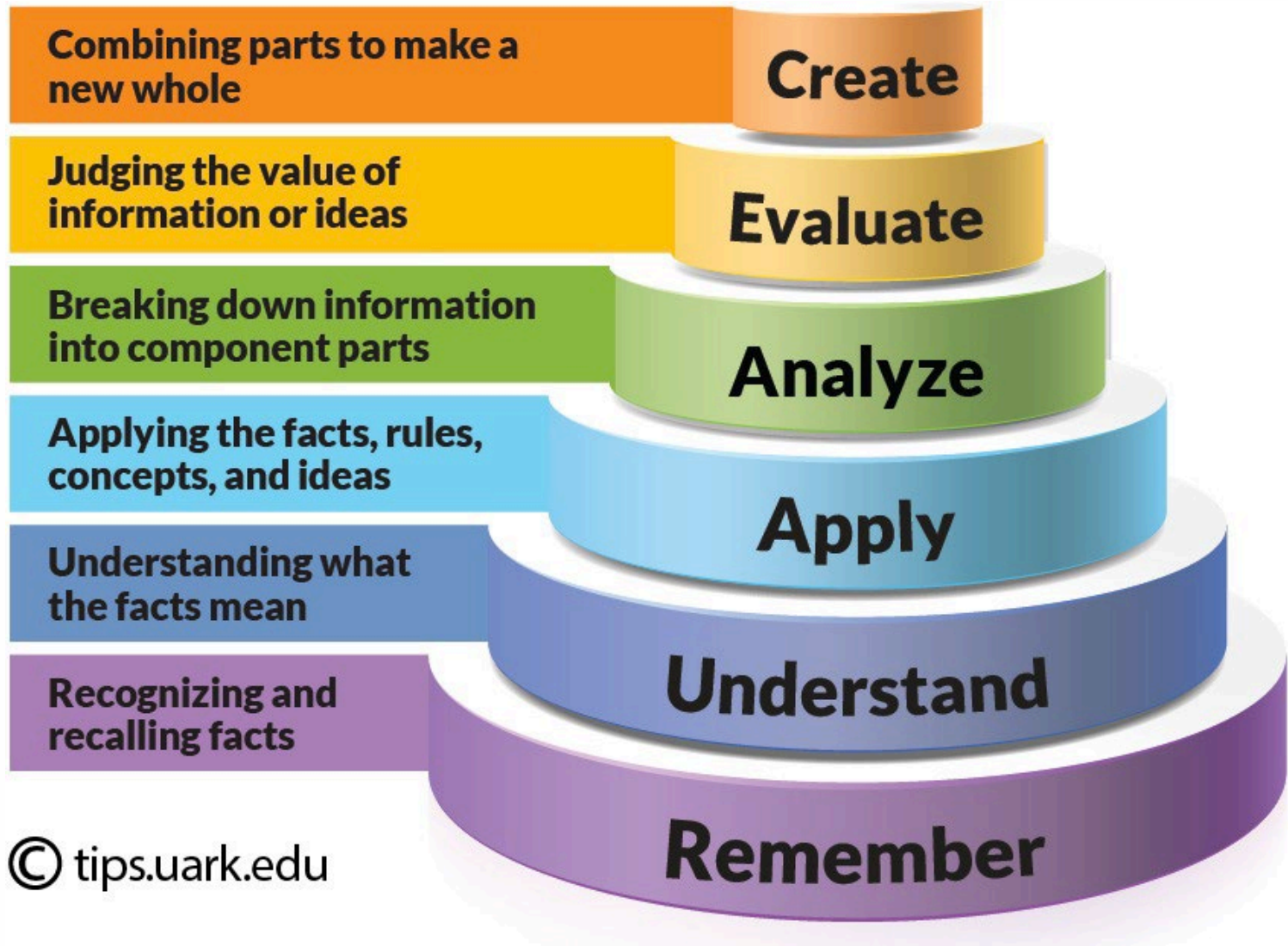You are facilitating a psychoeducational support group for formerly incarcerated women in recovery from substance use disorders. This is your second session together and the topic is "Intimate Partner Violence 101". Your lesson plan guides you to start the discussion portion of the group by asking the group, "**what is the definition of intimate partner violence?**"

- Would this question open up a dialogue for participants to share their experiences or self-reflect?
- How might you tweak this question to inspire self-reflection? Would you do something else entirely?

Bloom's Taxonomy

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

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Do a Community Needs Assessment

Requests

From survivors receiving services or people interested in services

Including groups in the communities you serve not currently accessing your services

Groups Served

Content Expertise

Staff, survivors, and other partners
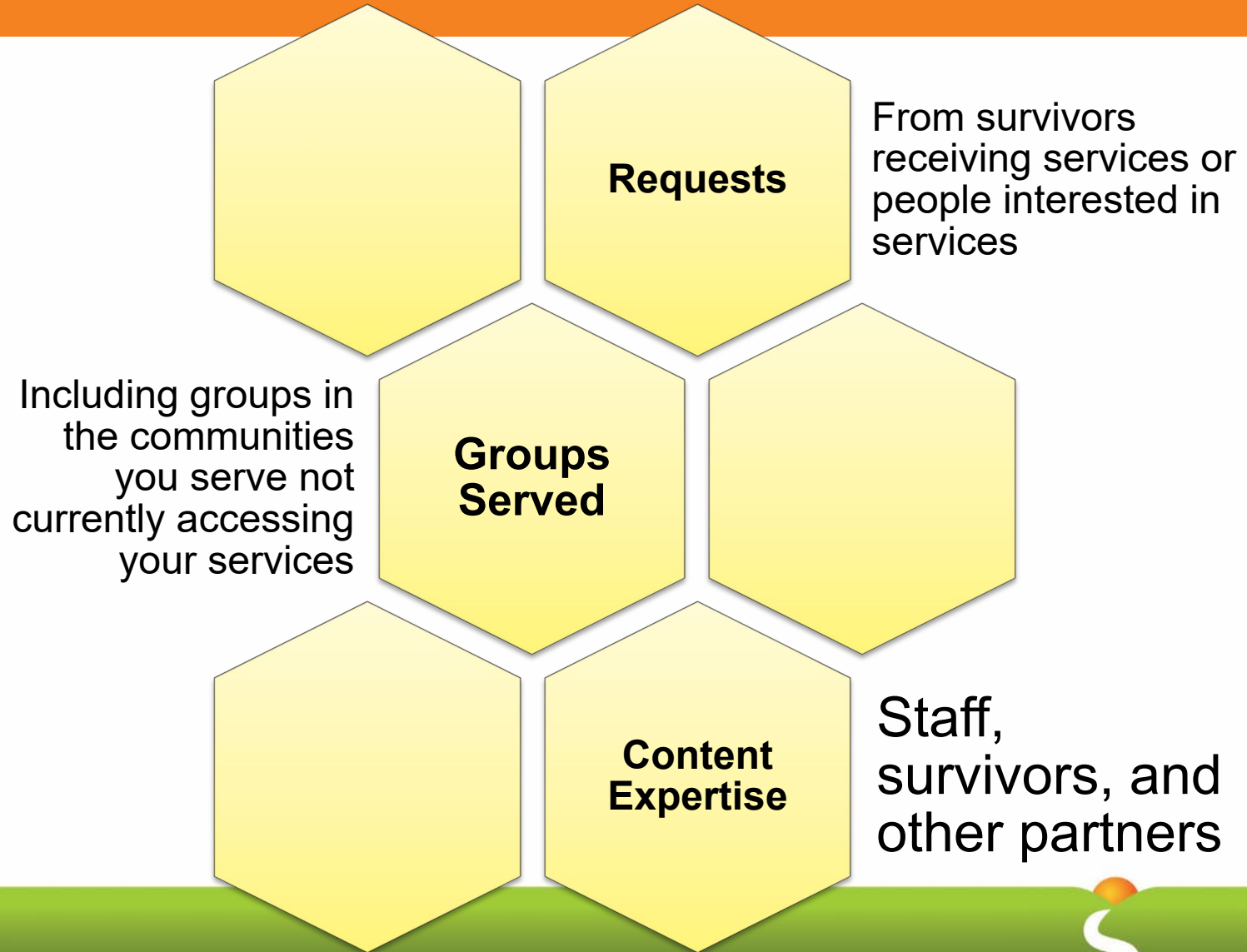
Lesson Plans Must Be Flexible

- Show the group a roadmap of the course and ask for their input on the first day

- All curricula should be mostly interactive: discussions, activities, reflections, etc.

- Avoid activities that rely heavily on longer readings

- Keep the curricula connected to the overall goals and objectives of the group

Facilitation Tips

- Ask yourself, W.A.I.T. (why am I talking?)
- Reflect on how you show up
- Consider pros/cons of self-disclosure
- Accessibility
- Prepare in advance

What would you add?

Contact Us:

learning@futureswithoutviolence.org

Part Two:

Psychoeducational Curricula Design

October 18ᵗʰ, 12:30pm PT / 3:30pm ET