



Bridging Refugee Youth & Children's Services

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## "Creating Strong Families": Growing Strong Together

By Thai Vue

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1-888-572-6500/ [info@brycs.org](mailto:info@brycs.org)/ [www.brycs.org](http://www.brycs.org)

# “Creating Strong Families”: Growing Strong Together

**Author: Thai Vue**

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the Wisconsin DWD DET Bureau of Migrant, Refugee & Labor Services**

# **“Creating Strong Families”: Growing Strong Together**

## **TARGETED PARTICIPANTS: REFUGEES**

### **Purpose:**

**"To improve self-worth and self-confidence, to enhance decision-making and problem-solving capacity, and to increase your level of self-esteem, based on making educated choices about goals, career, relationships and family; and taking control of your life, recognizing the benefit of becoming emotionally and economically self-sufficient."**

### **Author:**

**Thai Vue, Executive Associate Director**

**La Crosse Area Hmong Mutual Assistance Association**

**Phone: (608) 781-5744      Fax: (608) 781-5011**

**E- Mail: [tvue.laxhmaa@centurytel.net](mailto:tvue.laxhmaa@centurytel.net)**

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## **I. PURPOSE**

Refugees, just like any others who seek to develop lasting relationships and strong families, need an improved sense of self-worth and self-confidence. These attributes come about through effective decision-making and problem-solving, skills that do not always come to us automatically—but they can be learned and improved with practice.

The Bureau of Migrant, Refugee and Labor Services and the Hmong Mutual Assistance Association recognize the need we all have to achieve self-actualization and have set goals to meet these needs. The goal is to provide refugees with the means to increase levels of self-esteem "based on making educated choices", taking control of our lives and recognizing the benefits of becoming emotionally and economically self-sufficient.

The "Creating Strong Families (CSF)" program is a new concept for many refugees, some of whom have been in this country for many years. These political refugees frequently had no experience with the Western lifestyle and society before coming to this country, and far too little information on how to deal with it once they arrived.

Creating Strong Families is not only an exciting opportunity, but a real aid to refugees, helping make an effective resettlement in this country smoother. Because there are so many adaptation problems in the transition from the more simple life in their country of origin and the refugee camps to this complex and highly technical society, and because the loss of the homeland is so painful, "Creating Strong Families" can be an important tool for dealing with this transition.

## **II. SCHEDULE**

The training is designed as a 40-hour course that can be scheduled at the trainer's discretion, with a minimum of 8 hours per day, with at least one 8 hour session for five consecutive weeks, when possible. It can be held over two weekends, Friday evening/ Saturday and Sunday, with a week in-between, or as best fits with the schedules of the trainer and participants. All CSF trainings require a total of 40 hours of participation.

Activities will include lectures, individual speeches, discussions of topics and guest speakers. Participants are encouraged to continue conversations after class and during the week between sessions.

## **III. CURRICULUM**

CSF provides the participants with concepts, supporting information, and practical techniques to help them take more control of their lives, improve confidence, make decisions, adapt to American society, move toward employment, strengthen family relationships and have hope for the future.

## **IV. FUNDING**

CSF is funded by the US Department of Health and Human Services (DHHS/ACF)—Office of Refugee Resettlement. The program is based on the Motivation Training developed by Thai Vue, Executive Director of the La Crosse Area Hmong Mutual Assistance Association, which has been conducted successfully in several communities over the past couple of years, particularly with the newest Hmong refugee populations.

The program is open to all refugees, current and former refugees alike. It will be implemented across Wisconsin during the five year project period (if federal funding is available and performance is satisfactory). It will be customized and adapted for use with all ethnic refugee groups within the state.

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## Introduction

### **I. What is “Creating Strong Families” (CSF) Training?**

- A. A technique on how to change negative thinking into positive thinking.
- B. A technique for taking control of thinking patterns.
- C. A technique to prevent beating one’s self up.
- D. Encouragement to accept one’s self and others (no negative comments or judgments allowed in class).
- E. A modified Serenity Prayer. (see p. 19)
- F. An opportunity for wonderful speeches.
- G. Compassionate but not commiserating, understanding while realistic.

### **II. What does Motivational Training have to offer?**

- A. Helps people to be satisfied and happy even under adverse circumstances.
- B. A positive attitude improves relationship with spouse.
- C. A positive attitude increases possibility of getting jobs.
- D. A positive attitude impresses employers, even if skills need developing.
- E. A positive attitude helps make wiser decisions and take control of our lives.
- F. A positive attitudes help improve all relationships—spouse, children, family, friends.
- G. Helps us to make judicious decisions as we try to take control of our lives.

### **III. What are the major goals of Motivational Training?**

- A. To take control of our own life whenever, wherever we can, and to the greatest degree possible.
- B. To take control of our own behavior, no matter what is going on around us.
- C. To build self-esteem and confidence.
- D. To acquire and maintain positive attitude, even after course is completed.
- E. To develop abilities to the fullest and continue to grow throughout our lifetime.
- F. To realize that while we may not have control everything that happens in life, WE can choose what to think and do about it.

### **IV. What are the requirements of Motivational Training Class?**

- A. Must attend class.
- B. Must agree to take part in activities.
- C. Must agree to make no negative judgments of self or of others.

*Identification of internal barriers to internal satisfaction and happiness.*

1. Living in the past.

- A. This attitude is understandable and natural.
- B. Cultural values are very strong; they are the foundation of life especially after so much massive destruction.
- C. Losses are even more markedly painful for the elderly – the only life they've known has essentially been destroyed.
- D. Remembering the past can be helpful and supportive, but living in it prevents positive growth.
- E. Realistically, this is the only place we are.
- F. We may not be able to go back to our home land.
- G. Even if we did go back, it would not be the same as when we left the country.
- H. If we were to return, what is learned here would help us there to function better in the twenty-first century.
- I. A confident and positive attitude will help deal with losses better and allow one to carry on in this new environment.
- J. The present and future is the major world for our children; they need our support and wisdom to cope.
- K. Living in the present doesn't mean one must approve of or adopt all new cultures or values one sees (especially the negative ones).
- L. Living in the present means accepting the reality of what exists and basing judgments on that reality. For example:
  - i. Winter always happens in Wisconsin—that is the reality of the situation; sometimes the winter is very cold and sometimes it is not so bad. If one lives in the past, that person will concentrate on how hard it is when it is so cold, how much they miss the temperate climate of our native land, how miserable it is to be here.
  - ii. If one lives in the present, they will admit that it is hard to live in a place that is so cold, they will admit that they miss the temperate climate of their country, they will admit even that they are miserable here. Then he or she will concentrate most on how to deal with this situation so that the outcome will be as good as that person can make it.

2. Family relationships.

- A. As parents, spouse, or adult child with older parents, as well as children and single adults, family relationships which are stressful, confrontational, or centered around unfulfilled expectations are internal barriers that stand in the way of happiness and the ability to learn and function to the best of one's ability.



- B. The refugee situation may be more difficult than non-refugee, because of cultural differences and rapid changes in the environment. The stresses are greater and sometimes the support system may not always be in place.
- C. That children learn and accept new ways more readily may increase the potential for inter-generational conflict. Parents may not understand the role and power of the school system and may also feel like they are losing control, authority and respect.
- D. Husbands may feel they are being torn between a traditional role of being the decision-maker and having control of external family activities, and their role in a society that allows a greater amount of freedom for the wives in the outside world.
- E. Wives may feel they are being torn between the traditional role of wife, housekeeper, stay-at-home mother with many children, and their role in a society which encourages women to have careers outside the home, make their own decisions in all areas of their lives, and to have small families.
- F. Difficulties in adjustment between adult children and older parents (different beliefs and goals).
- G. Many elderly may be overwhelmed, too tired and emotionally worn out, without hope or pride or dignity because they are now dependent on a system that robs them of dignity.
  - Many of the older men had held positions of influence and great respect and are now reduced to being dependent on welfare or SSI for survival.
  - The elderly may seem to make excessive demands on adult children.
  - They may have severe intergenerational conflicts with grandchildren.
  - They may be so depressed as to have very limited ability to function. (Even going for a walk out of sight of the home may be difficult.)

### 3. Grief and loss.

Author Helen Kubler Ross speaks of the six stages of grief (*On Death and Dying*)

- A. First stage: denial and isolation.
- B. Second stage: anger.
- C. Third stage: bargaining.
- D. Fourth stage: depression.
- E. Fifth stage: acceptance.
- F. Sixth stage: hope.

(What methods and techniques do you use to deal with grief, loss, and depression? Many refugees have suffered so much tragedy that their survival techniques may be something we can learn from.)

4. Fear and apprehension.
  - A. Fear can prevent or limit ability to function and/or cause one to make unwise decisions.
  - B. When we acknowledge the fear, consider: what is the very worst thing that can happen and how seldom that actually happens, we can often conquer the fear and go forward with confidence. (This must be handled sensitively, considering how many of those fears have actually been realized in the escape from our homelands).
  - C. When we live in a constant state of fear, we cannot solve problems productively and creatively. All our energy goes into coping with that fear.
  - D. Fear spreads and has negative effects on children, which can turn them away from parents when mutual support is most needed.
  
5. Differences in Eastern and Western behavior and beliefs.
  - A. Group decision-making can be positive.
    - Family cohesion builds a good support system.
    - Group input and discussion increases family bond.
    - Group decision-making supports overall cultural foundation.
  - B. Group decision-making can be negative.
    - Can limit an individual's ability to act independently.
    - Can possibly limit an individual's ability to take advantage of opportunities as they arise.
  - C. Generally, American society is much more individualistic than our home society, and forming relationships is more difficult.
  - D. Independence can be positive.
    - Can provide strength to maintain cultural foundation.
    - Can provide motivation to progress both within and outside of the system.
  - E. Independence can be negative.
    - Sometimes legal problems can arise if people don't follow laws carefully.
    - Can make understanding and accepting all the complexities of the legal system difficult.
  - F. Ability to survive, an absolute must in our homelands and here, in order to maintain culture, but can make it difficult to work with service agencies and other groups that might be helpful.
  - G. Non-aggressive conduct (may be seen as "wimpy")
    - Might increase prejudicial behavior against us if we are perceived as passive scapegoats.

- Many "American" values are centered around aggressiveness, striving for success, stepping on others' toes, competitiveness. (This may be changing with some businesses adopting more Japanese styles of management.)

6: Poor communication skills.

- A. Do some people or cultures have “shy” genes?
- B. Are poor communication skills fear-controlled?
- C. Sometimes people may laugh at us when we try to use a new language; we must be able to laugh at ourselves.
- D. Sometimes others can relate better from the heart when they realize we are trying.
- E. It is easier for younger people to learn a new language, especially children.
- F. The better we can communicate, the better we feel.
- G. Speeches, one step at a time.
- H. A SMILE says even more than words.
- I. Body language is as important as words (posture and eye contact, etc.)
- J. We must go to classes regularly.
- K. Many people enjoy helping others with languages and can be very supportive and patient in conversation.
- L. With improved communication skills come improved job possibilities.
- M. If we can communicate, we will be better understood and may help counteract prejudice.
- N. If we cannot communicate, people may fear us and that may increase prejudice.
- O. There are often different communication styles and values.
  - Refugees are more reserved—this may be interpreted by mainstream as being secretive.
  - Refugees are more private, do not like to tell Anglos when they are upset, frustrated, confused, or displeased. This can produce more problems in that there will be continuing misinformation and misunderstanding.
  - Anglos are louder, more open; such a style may be offensive to refugees and turn them off.
  - Anglos are less respectful of privacy and seem to ask too many personal questions.
  - Anglos may overwhelm and intimidate; this is not a personal affront, but rather a matter of style.

## Identification of external barriers to satisfaction and happiness

### 1. Prejudice.

- A. Prejudice does exist in La Crosse, but not as bad as in some other places.
- B. It is based on fear, ignorance, envy or jealousy, lack of own self esteem.
- C. It is sometimes overt, more often covert.
  - E. How to respond on an individual level? Depends on what has happened.
    - Ignore—but does this work?
    - Smile and pretend you don't understand?
    - Reach out and try to be friends?
    - Fight it out?
    - Report it to police?
- E. At what point should one react and how?
- F. Be aware that it does exist and may be very painful, but most people aren't bigoted; and we still have to go on despite these negative perceptions of us.
- G. In job search, be as positive as possible; attempt to assuage biases.
- H. Communication can help counteract prejudice for some people, but the hard-core racists don't want to change.
- I. Are refugees discriminated against in the job market?

### 2. Communication deficiency.

- A. May be the most serious barrier; refugees can do almost nothing with general population at individual level or without help if language skills are insufficient.
- B. Refugees cannot understand what is expected of him/her if communication is severely limited.
- C. If refugees can't communicate effectively, self-esteem and ability to project well are affected.
- D. Non-communication can produce fear on many levels.

### 3. Western lifestyle vs. Refugee Cultural Traditions

- A. Fast pace versus more relaxed tempo.
- B. Technology-based versus agriculture-based.
- C. Formal education-oriented versus needs/skills-oriented.
- D. Consumption/market-based versus consumption/need-based.
- E. Nuclear family versus extended family.
- F. Clock-oriented versus work as needs-oriented.

- G. Individual child-centered versus total family or clan-centered.
- H. Control of nature versus work with nature.
- I. Individual-independent versus individual-responsible to group.
- J. Group organization-oriented versus family-oriented.
- K. Spiritual beliefs institutionally organized versus spiritual beliefs of individual within clan.
- L. Politically organized versus non-politically organized.
- M. Economy, bank and money-based versus economy, trade and barter-based.

4. Role reversals.

- A. Women now getting formal education.
- B. Women now getting jobs outside the home and becoming more independent.
- C. For older men, skills of former environment not as needed in highly technological society, may lead to lack of respect from younger people, and younger people making decisions formerly reserved for elders.
- D. Older women can still be valuable as care-givers and homemakers.
- E. Younger men sometimes take care of children while wife goes to work or school.
- F. Sometimes wives can get work when husbands cannot.
- G. If women must work and/or go to school, child care problems arise and the need to limit family size becomes an issue. Young women sometimes feel that they must choose between difficulties of raising a large family or being ostracized by their community for not doing so.
- H. Women are becoming more independent.

5. Refugee ignorance of Western cultural and behavioral conventions and thought.

- A. Home care
  - Doors and windows often left open.
  - Use of facilities, especially confusing for new arrivals.
  - Use of heating and cooking apparatus.
  - Recognition of dangers re: home technology (appliances, electricity, household cleaning products etc.)
- B. Child care (see January, 1989 HMAA Newsletter)
  - Leaving young children home alone.
  - Could be dangerous if something happens in the house.
  - Could be dangerous if someone comes who could hurt them.
  - Might be perceived as child neglect.

- Can't assume nearby adults will take care of children, even if other adults are from the same refugee community; this is viewed negatively by non-refugee society.
- Parents as guardian of child, first responsible for
  - school attendance
  - providing clothing
  - street crossing and watching children carefully when in public
  - using seat belts, child car seats, and safety seats
  - discipline
  - avoiding behavior which can be construed as abuse or neglect
  - provision of day care when required because no one is home to care for children

#### C. Work ethic

- generally, refugees are known as hard workers, but many have limited English and limited training for high tech job market that would pay a living wage.
- Language and skills training take time, must continue studying and stick with it even when it is frustrating.
- Many Americans perceive people on welfare as being lazy, and most cannot appreciate the frustration, anxiety, and depression level of welfare recipients.
- Ironically, welfare recipients must have more confidence, hope, optimism, and courage in order to keep trying than do people who already have jobs, and at a time when circumstances look so bleak.
- People are expected to work in this society, and most Hmong want to work, but they are impeded in their attempt to be gainfully employed, to make enough to support a family, yet thereby losing important benefits *because* they are working. (Certainly a problem encountered by many Westerners, also.)

#### D. Consumerism

- Most Americans are consumption-oriented (the basis of our economic growth) and view those who are not so oriented as different and possibly not “real” Americans.
- For youngsters, not being able to have as many consumer items as other Americans do can possibly lead to teasing and harassment from other school children and youth, with parents’ feeling inadequate to meet the needs and wants of their children.
- If refugees must live on a limited income and adopt an attitude of active consumerism, consequences could be serious, especially if one has difficulty understanding consumer contracts, advertising, pressures from television commercials, “junk mail”, etc.

#### F. The laws governing fishing, trapping, and hunting are quite strict, and must be obeyed.

- Necessity to buy fishing/hunting licenses.
- Unfamiliarity with the concept that one cannot hunt or fish any animal, any time, any place one wishes. (Hunting or fishing in our homelands was a matter of survival, not sport.)

6. Western ignorance of the refugees' cultural and behavioral conventions and thought.

A. Problem-solving structure.

- Most Anglos do not realize that for the Hmong the traditional way of solving problems is by negotiation between families or clans, not by taking it to an outside judicial agency. Anglos are not aware that often when a refugee goes to the police or even to a social service agency with a problem involving another refugee from the same culture, that person may lose face with the community for exposing something that is essentially no one else's business.
- Many Anglos do not realize that it may be very difficult for a refugee to tell personal problems to an outsider such as a social service agency. Refugees usually prefer to find solutions to problems rather than talk about feelings. That sometimes hinders mental health therapy.

B. Non-assertive behavior.

- Some Anglos misinterpret non-assertiveness as a sign of weakness and assume that refugees are not willing or able to take charge of their lives. Also, many refugees do not like to disagree directly, and will prefer to let time heal matters, and sometimes that is perceived as being irresponsible and not willing to interact.

C. Traditional ceremonies and customs.

- Traditional celebrations that involve using animals as a sacrifice should be held in places where such practices are legal and clean (not in the home.) Most non-refugees do not understand the significance of such ceremonies and may spread rumors that refugees kill neighborhood dogs or cats for sacrifice or eating.
- Hmong refugees need to understand that "Kidnap-marriages" are illegal here and can result in serious problems, including incarceration on charges of rape, assault and kidnapping.
- Time values are different. Western culture is much more ruled by the clock and refugee time values seem to be more involved with social considerations and accomplishing whatever needs to be done no matter what the clock says.
- Family ties and strength of bond may not be understood by Anglos in relation to decision- making, living (and therefore job-search) location, or size of family.

Taking stock of where you've been and where you're going

1. Values clarification exercises.

- A. Who are you?
- B. What is most important in your life?
- C. What will you exchange for it?
- D. How can you transfer those traditional values that are important to you into marketable skills?
- D. Which of your values are similar to Western values?

<b><u>Comparison of values:</u></b>	
<u>Rural/Agrarian Communities:</u>	<u>Industrial/Technological Communities:</u>
hard physical labor	mental and mechanical labor
nature-oriented	clock and calendar-oriented
working together as a family	job separate from family life
basic needs satisfaction	satisfaction from accumulation of goods
large families	small families
women homebound	women working outside the home
role-oriented	individual decision-oriented
survival skills	high level academic education
extended family cares for own	social services through agencies
informally regulated by individual family situations	formally regulated by business or other outside situations
patience and persistence	immediate gratification

2. Cultural ambition.

3. Personal strengths.

- A. Persistence
- B. Concern for others rather than one's own self
- C. Respect for rules and appropriate procedures



4. Strengths of extended family.
  - A. On-going, built-in, life-long cultural, emotional, social, spiritual, economic support system.
  - B. Help in decision-making.
  - C. Possible financial assistance.
  
5. Family needs.
  - A. Physical–housing, food, clothing, transportation, medical, financial, recreation.
  - B. Mental and educational–training for current and future needs, formal education, extended education for children.
  - C. Social and cultural–family (immediate), family (extended), clan, general Hmong community, other non-Hmong community interaction.
  - D. Emotional and spiritual–religion, support during crisis.
  
6. Individual needs.
  - A. Specific career or general work?
  - B. What is your evaluation of the reason to work?
    - Just to make money, and you don't care what kind of work you do?
    - Or to make money, but need a special kind of work?
    - Or will only do a certain kind of work even if it doesn't pay well?
  - C. What work environment do you prefer?
    - With people? with things?
    - With data and information?
    - Inside or outside?
    - Mental or physical?
    - Alone or with others?
  - D. What fields of work do you prefer?
    - Social service, business, sales, production, mechanical, industry, retail, education, law,
    - medicine, politics, clerical, agriculture, military, print or visual communication, art, music,
    - theater, other?

## Growth and Advancement

1. Culture shock
  - A. Honeymoon/fascination.
  - B. Hostile/aggressive (crisis point).
  - C. Adjustment/understanding (recovery stage).
2. Benefits that come from changing roles of husband/wife.
  - A. This role change exists in this country and must be acknowledged and dealt with.
  - B. This role change has become very important, and children will see it all around them. If a good example of working with this phenomenon comes from within the home, the children will be better able to function.
  - C. In most cases, and especially for the economically disadvantaged, it is advantageous for women to work outside the home in order to support the family.
  - D. Less depression is experienced if care-givers have outside interests and/ or work. (Small children's companionship, no matter how much one loves them, is not necessarily enjoyable or stimulating.)
  - E. In this society, this role change can lead to better balance in family relationships.
  - F. Wives can better understand the husband's job pressures if she has experience in the outside work world.
  - G. For young people, this role reversal can help them postpone marriage and child-rearing until they are better prepared.
  - H. This may be a difficult value system for some to accept and may take more than one generation. (Some Americans who have lived here all their lives still do not accept it.) Also, from *Hmong in Transition*, 1986, page 128, a survey reports that 83% of those questioned believed that a good wife should do what her husband tells her to do. But in the same survey, men were more agreeable to the idea of women working outside the home than were the women.

### *Discussion—Why women should be educated.*

- A. If women as well as men and children are educated, it makes the whole family a more cohesive unit.
- B. If women are also educated, they can better relate to husband and children as they also grow in this more educated society.
- C. Women will not be left out or estranged from conversations and activities if they understand what is going on.
- D. Adjustment to this society is easier and smoother if women are educated.
- E. If women are educated, they can help children with homework and better understand their problems.
- F. Women will be more comfortable and better able to deal with Western society if they are educated.
- G. Women will be less likely to be taken advantage of if they are educated.

- H. If a woman is educated, she is better able to handle things like shopping, finances, school functions, and if she should lose her husband, she will be better able to take care of herself and her children.
- I. If a woman is not married, she must be educated in order to take care of herself in this society.
- J. It is a woman's right, as it is a man's, to grow in all of her capabilities, including mental and intellectual.

3. Decision-making capability.

When one takes charge of his/her own life, that person is better able to make decisions that are right and proper for any given situation.

4. Pride in one's self and in becoming self-sufficient.

- A. All of us have always tried to be free and independent as a people.
- B. We generally value hard work and carrying our own weight.
- C. The desire to be self-sufficient is still strong, but one cannot make it on low-wage jobs, unless husbands and wives both work, and then there may be child-rearing problems.
- D. Despite the above-mentioned problems, if one takes charge of one's life, one can make decisions that are best for one's self and one's family, which creates pride, self-confidence, and self-sufficiency over the long term. But it may take longer for the refugees than for others because of the many additional barriers they face. Persistence and determination are good assets to have when scaling these barriers.

5. Adapting to the environment.

A. Problems in adapting

- May depend somewhat on age of person.
- Attachment to one's former life ... so much loss and loneliness.
- Pressure to maintain former life's patterns instead of adopting the new life's patterns.
- Lack of confidence that one can adapt to the new life and even be happy in a new environment.
- Dealing with the language barrier.
- Confusion about new cultural values and behaviors.
- Confusion regarding technology, consumer society, transportation, economy, work, education, etc.
- Racial or ethnic prejudice or discrimination.

B. Advantages in adapting.

- Strength in being able to deal with a new culture.
- Confidence as one learns and grows.
- Better family relationships with young people.
- Better able to help one's children.
- Better able to become economically self-sufficient.

- Openness to adaptation helps one better decide which values to retain, which to release, and which to modify.
- C. Time frame
- Don't rush—it takes time, even many years for some people.
  - At the same time, the longer one puts off making the effort, the more difficult it becomes.
  - Recognize that some of it will be painful; accept that that is just the way it is.
  - If one can acknowledge that certain degrees of adaptation are going to be necessary for survival, it makes it easier to get on track with it. Look ahead as much as possible.
- D. Learning new ways can be fun and exciting as well as challenging. It will be as painful as one lets it be and it will be as exciting as one makes it.
6. Embracing the new while retaining the old.
- A. Some new things must be accepted in order to function in the society.
  - B. Age is a significant factor in accepting/retaining.
  - C. Concentrate on what about the new ways can make your life better.
  - D. Realize that some of the old ways can also help you function in comfort.
  - E. Concentrate on accepting the new ways in public life and outside world first. Retaining old ways in private life may make transition easier rather than introducing too much “new” into one’s life.
7. How money works.
- A. Basis of very much of life in this society.
  - B. Money is certainly necessary, but its importance can be overemphasized.
  - C. Balance between economic advancement and personal and family relationships absolutely vital for one’s healthy, happy mental state.
  - D. Western attitude that "Time is Money" may be difficult for some to adjust to, but it is very important in the work world.
  - E. Frugality may be necessary for a time.
  - F. Cost of health care a serious problem.
  - G. Budget training may be helpful.

## Behavioral conventions in the workplace

### 1. How job hunting works.

#### A. Sources

- Job Service and other placement agencies.
- Friends and/or relatives.
- Direct contact with employers.
- Want ads.

#### B. Needs

- Language sufficiency–vital for "good" jobs.
  - Must be able to understand and follow oral and written directions.
  - Must have ability to understand goals, needs, priorities of employer.
  - Must have ability to communicate and relate to co-workers and customers.
- Skills–appropriate to job market.
- Long term goals–what do you really want to do, and allow that it may take several years to achieve those goals.
- Short term goals–easier to take care of, but sometimes interfere with achieving one's long term goals, i.e., education takes time.
- Plans–must be able to plan if one wants to achieve goals, otherwise one will simply be frustrated at not getting anywhere.
- Attitude–must be positive and confident (without being unrealistic) to impress employers.
- Some employers say that this attitude can be as important as skills.

#### C. Problems areas–barriers to “good jobs”

- Language difficulties.
- Lack of skills.
- Lack of confidence.
- Lack of money for skills development, education, relocation.
- Fear and anxiety.
- Inadequate wages and benefits.
- Off-and-on welfare problems.
- Possible racial discrimination.
- Age of job-seeker.

### 2. Approaching employers.

- #### A. Concentrate on what you can do for the employer–that also means that you must learn about the company before you go to see the employer.

- B. Concentrate on positive attitude. Statements like "I only know," "I can't," "I don't know how," can be made positive by adding such lines as "but I'm sure I can learn that."

3. Body language.

- A. VERY IMPORTANT! Non-verbal communication accounts for 80-90% of what is actually communicated. Your facial expression, eye contact and tone of voice tell much more than the words you use.

- B. Posture (see Michael Korda's book *Success* and John Malloy's book *Dress for Success*).

- Straight and tall, but not rigid—projects confidence.
- Shoulders in line with hips and even (slumping unattractive).
- Chin up and level.
- Muscles relaxed and alert.
- Sit upright in the chair, with your back straight, against the back of the chair, and legs uncrossed.

- C. Facial expression.

- Open, alert, relaxed, sincere smile.
- Eyes direct, and alert, but not staring. Some people are uncomfortable with a direct look, so looking at that person's eyebrows might work better. You can tell when someone is uncomfortable with the direct look if he/she turns away and does not respond.
- Mouth and chin firm but relaxed; if your mouth is pinched or your teeth are clenched, you will project tension.
- Distances maintained between different sexes and/or persons of different social status are strongly determined by one's culture.
- Arms across the chest indicate distance or reserve or perhaps some stage of hostility.

4. Personal appearance.

**For men:**

"Find Your Model." Observe someone that you respect and like the way he looks and pattern your appearance after him.

- A. Personal physical appearance.

- Shave close; if you have a heavy beard, an electric razor or trimmer is best.
- Experiment with your hair—style, length, etc. until it makes you look your best, and is easiest to care for.
- Clean, short, trimmed fingernails.
- Glasses—simple gold or tortoise shell best, no colored frames.

## B. Suits

- Dark blue or dark grey.
- FIT is vital, probably the most important part of the suit.
- Pants bottom should just break over the shoes.
- Dark blue blazer with grey pants is standard.

## C. Shirts

- White cotton with button down collars best.
- Long sleeves, that can be seen extending from the jacket sleeve.
- Only simple cuff links.

## D. Ties

- Not too narrow and not too wide.
- Subdued and restrained is best, moderation in color.

## E. Jackets

- Slightly tapered waist is ok, or square cut (Brooks Brothers) but very indented waist is bad, as is having wide lapels.
- Jacket-shirt-tie combination should be patterned–solid-pattern, or solid-pattern-solid.

## F. Shoes and socks

- Shoes should be lightweight, not boots or heavy clunky styles.
- Well-shined.
- No run-down heels.
- Black is best.
- Rounded toes, in general.
- Black stretch full-length socks, white is pretty bad and so is it when socks fall and show leg flesh.

### **For women:**

"Find Your Model". Observe someone that you respect and like the way she looks and pattern your appearance after her.

## A. Personal physical appearance

- Make-up should be enhance natural coloration, not call attention to itself.
- Use common sense with your hair style—clean, combed.
- Body piercing and tattoos should not be distracting.

## B. Clothing.

- Generally speaking, women have some more freedom and flexibility in choosing clothes for work.

- Work clothing should be appropriate for the work place.

5. Eye contact.

- A. Eyes direct, and alert, but not staring.(Remember: Anglos tend to want eye contact.)
- B. Eye and eyelid movements tell what is going on inside the mind.

Three types of eye movements (we all do all of these to varying degrees), representing behavior characteristics are as follows:

- If someone rolls their eyes up and stares up or into space when thinking, they probably are visual learners, meaning that they want to “see” things in their mind.
- People who talk to themselves and/or stare mostly straight ahead when they are thinking, usually are auditory learners, meaning that they learn best when they can use sound .
- People who feel through nerve sensors to find answers are kinetic learners and often they have their eyes cast down. They may also rub their hands or arms or drum fingers while thinking.

6. Realistic expectations.

- A. Expect to project your most positive attitude.
- B. Expect to do your best.
- C. Expect to learn, grow, succeed.
- D. Expect to spend much time and energy learning language and skills.
- E. Expect to work hard, maybe even harder than non-refugee counterparts.
- F. Expect to start at the bottom if you don't have high tech skills or education—expect to be continually expanding your efforts.
- G. Expect to be happy and confident; this takes work, but it will be well worth the effort.
- H. We are in control of our expectations.

7. Networking.

- A. Be open and assertive, but not aggressive.
- B. Talk to employers and other contacts about future growth.
- C. Note that the Refugee Mutual Assistance Association is a very big network.
- D. Be open to others in leadership roles.

8. Advancement on the job.

- A. Establish yourself well first—*show* that you can do the job and even more.
- B. It is better to come in a little early and stay a little late than the other way around.
- C. Be punctual and reliable every day.
- D. Understand employers’ expectations of what is appropriate when asking for raises, time off, etc.
- E. Notify your superiors if you are unable to make it to work, and miss work only for real and serious reasons.



## Maintaining healthy attitudes

### 1. Talking to people.

- A. People are certainly different and some are more social than others, but beware of believing that you simply have "shy genes" and cannot change or become more comfortable talking with others, especially when those others are not of your background. It takes a lot of work, but is so much more comfortable if you get used to talking to other people.
- B. We can overcome shyness to a great degree simply by smiling and saying "HELLO" for starters.
- C. Breaking the shyness habit greatly increases self-confidence, and most people will respond in a pleasant way.
- D. Remember, others may be just as shy as you and would appreciate a smile, too.
- E. What harm is done if they don't respond, that's their problem if they want to be grouchy.
- F. Smile and ask for help if you need it, most people will respond.

### 2. Choosing positive-thinking/acting confidants.

- A. Whenever you can, surround yourself with happy people.
- B. Walk away from negative attitudes.
- C. Talk to people who are supportive of you and your goals.
- D. Constantly tell yourself "I CAN", "I WILL".
- E. Keep an attitude of growing, learning, and succeeding.

### 3. Reaching out to Western friends and understanding their culture.

- A. Friends can help you bridge the gap between two cultures.
- B. Friends can help make transition between two worlds easier.
- C. Friends can introduce you to others and broaden your horizon.
- D. Friends can help you understand Western culture even if you choose not to accept certain parts of it for yourself.
- E. Friends can be an advocate for you.
  - Sometimes knowledge can help reduce discrimination against you.
  - If people can get to know you they may be less afraid of you.
  - You have so much to offer of your culture, you can help teach others so they can better appreciate it.

4. Understanding that knowledge of Western culture is essential, but does not mean abandoning your own culture
  - A. Only you can know what you can really accept and adopt without losing your own inner sense of your culture and values.
  - B. Some Western culture is good, but certainly not all of it is, and you do not necessarily need a lot of it to be happy.
  - C. Much of Eastern culture is good, but some parts of it can make life much more difficult if applied here.
  - D. Keep as much of your culture as you need to function, and also realize the choices that you may have to make can be painful.
  - E. Realize these changes are choices and you are exchanging one good for another (whichever way you choose) that way you are gaining something of your choice.
  - F. Even when situations are such that you have no control over them, how you react to them is a choice, and you have control over that.
  
5. Knowing what situations call for which behaviors—Western behavioral patterns or Hmong behavioral patterns.
  - A. Assertive—ok in the job search and dealing with public—assertive does not mean aggressive. Assertive means standing up for your rights, but not in such a way that denies others their rights.
  - B. Use of the English language—necessary in job search, working, dealing with officials, consumer situations.
  - C. Non-assertive—ok in social situations where it is the norm and has always been acceptable.
  - D. Hmong language—ok in home and social situations.

## *The Creating Strong Families Program*

What follows below is a day by day description of the Creating Strong Families program, starting with the agreed-upon Daily Ground Rules, which are directed towards the students attending the class.

### *Daily ground rules*

Every morning, we say “Good Morning”

“Nyob Zoo Sawv Ntxov”

Every afternoon after lunch, we say “Good Afternoon”

“Nyob Zoo Tav Su”

Each of you will give a short speech in the morning as we start our class and in the afternoon at 1 p.m. after lunch.

## ***DAY ONE***

### MORNING:

Introduction by trainers

Time: 30 minutes

Participant presentations

Time: 30 minutes

Topic: *Expectations of Motivational Training program*

Time: 60 minutes

Topic: *Positive attitudes*

Time: 105 minutes

### AFTER LUNCH:

Participant presentations

Time: 30 minutes

Topic: *The patterns of the mind*

Time: 95 minutes

Topic: *Self-defeating patterns*

Time: 60 minutes

Assignment (15 minutes)

1. Ask participants to exchange a handshake with two people that they don't know
2. Ask participants to set the time clock in the mind

**TOPIC:** Expectations of CSF Training program

Type of presentation: Information sharing.

Purpose: To inform students what to expect, and what benefits apply to attending this program.

These are some things you can expect to learn from the Motivational Training Course.

1. The concept of and techniques for changing negative thinking into positive thinking.
2. The concept of and techniques for taking control of thinking patterns.
3. The concept of and techniques for learning acceptance of oneself and others as individual valuable persons with appropriate personal rights.
4. The concepts of and techniques for taking control of many areas of life that you had thought you had no control over.
5. The concept of and techniques for setting appropriate and realistic goals that will improve your quality of life in the future.
6. The concept of how a positive attitude can help you:
  - make wiser decisions.
  - increase your ability to act effectively.
  - maintain cheerful manners and self-control.
  - promote good physical and mental health.
  - reduce anxiety in your life and that of your family.
  - have more personal and economic independence and freedom.
  - have better relationships with others.
  - make a good impression on others so they will give you the respect and dignity that you deserve.

A Modified Serenity Prayer:

To have peace in my life

I will...

Change what I can change in my life,  
Accept what I cannot change in my life,  
Find the wisdom to know the difference.

**TOPIC:** Positive attitudes

Type of Presentation: Lecture

Using combination of resources

Purpose: To describe how positive thinking can help individuals and how it encourages one to be more courteous to others. A person with a positive attitude can understand and trust himself/herself better and have a healthier and more realistic perception of real life.

Having a positive attitude can help a person to improve performance in all areas of life. One's manners will be better; work will be of higher quality; speaking will show more confidence; and both self-control and self-expression will be more appropriate. A positive attitude can be expressed through dress, hairstyle, and grooming, which in turn, may help to reduce prejudice.

A positive attitude helps one to have courage to take charge and responsibility of his/her actions. It can help one be assertive, rather than passive or aggressive. A positive attitude is essential for healthy mental, physical, and emotional development. A positive attitude promotes growth in self-esteem, which increases confidence, which then reinforces the positive attitude.

- Materials:
1. White paper
  2. Marker
  3. Handout–The Five Ways to Act with a Positive Attitude

### In what ways does a positive attitude help?

Having a positive attitude can help each of us to be happier, more attractive, can help us to have a better perception of life and appropriate behavior. A positive attitude and cheerful behavior can improve relationships in our personal lives with family, friends, relatives, and neighborhoods. In addition, having a positive attitude impresses employers, increases the possibility of getting jobs, improves potential of advancement, and helps us in taking control of our lives.

### The purpose of a positive attitude.

- A. To help us take control of our own lives whenever, wherever, and to the greatest degree possible.
- B. To help us take control of our own behavior, no matter what is going on around us.
- C. To help build self-esteem and increase self-confidence.
- D. To help us set long-term goals, make better long-term decisions, and maintain an optimism to fulfill these goals and decisions.
- E. To help develop our abilities to the fullest and continue to grow throughout our lifetime: Don't kill the dream, execute it! Every beginner is a winner!
- F. To help make adjustments to the new circumstances we find ourselves in, which will help us make wise decisions.

Learning to take responsibility for taking care of yourself, fulfilling your own needs, deciding how to make your life better, and manage appropriate decision making.

### Negative thinking as opposed to positive thinking

**Question:** Why is my luck so bad?

Negative answers:

- because nobody understands me and I have so many problems, nobody will help me.
- because everybody expects so much of me and I can never do anything right.

Negative options :

- be angry, take it out against your family, stay in the house all the time.
- go out and be with your friends, complain all the time about how terribly unfair life is, and ignore your family.

Using a positive attitude, instead:

- tell yourself statements such as the following:
  - sometimes things do not turn out the way we plan. Maybe I could have made a different decision, but I can learn from this experience. Let me look at this problem in specific ways and see how we can turn it around.
  - It would be good for me to get some physical exercise and oxygen in my brain to help me think more clearly.
  - I may feel angry, frustrated, depressed, and it is normal to feel that way sometimes when life is so difficult and hard to understand, but I can do better if I remember that I have control over my thoughts and I want to keep them positive.
  - Luck doesn't control my life, I do and I will make the best decisions can.

**Question:** Why does my spouse ignore me?

Negative answers:

- because he is mean and doesn't care about me or our children.
- because he thinks his friends are more important than I am and that I'm not good enough.

Negative options.

- get mad and scream and holler at her and the children.
- pretend she doesn't exist, ignore her, don't do all the things you usually do for your spouse.
- complain about her to her family and your family and friends, especially when she is around.

Using a positive attitude, instead:

- tell yourself statements such as the following:
  - ask what you can do for your spouse to help him/her be happy and bring new life and understanding to your relationship.
  - talk to your spouse (in a nice way) about how the two of you can work and talk together to make important decisions that effect both of your lives and the lives of your family. Remember that you and your family will be happier if you both agree on these decisions.
  - allow some time for your spouse to be alone with her/his thoughts. (Some of the positive options from the first example it here too.)



## Five ways of acting positive

- I. If you perceive yourself to be important, valuable and positive, you will carry your body in a self-assured manner that others will notice.

Example: While walking down the street, if you walk alert, erect, conscious of your environment and of other people, and with a pleasant manner, people will see that you behave this way and will know that you have a positive attitude.

2. If you have self-imposed positive rules to govern your behavior to yourself and others, people will see this and will respect you for it. One "Golden Rule" to follow is "Treat others as you would like them to treat you."

Example:

It is a good idea to try to respect everyone as a valuable individual. We can respect our bosses, employers, those of more education or higher family or community ranking because of their position or power. If these people are wise and fair, they will respect us as valuable people even if our status is not as great as theirs.

On the other hand, if we are in a higher position, it is wise and fair for us to respect people as valuable humans even if their status is not as great as ours.

3. If you consider yourself a good example, others will learn from you, absorb your attitude, and follow your example.

Example:

If you have a good attitude toward yourself and others, if you develop good speaking habits, if you dress appropriately for the situation, if you appear self-confident, usually others will see these behaviors as positive and will want to follow them. Being a good example is the best teacher. Anyone can talk about how to behave, but if we just talk about it and do not do it ourselves no one will believe us or respect us.

4. If you perceive yourself as a worthy person, others will accept your attitude and think also that you are worthwhile. If you perceive yourself as unworthy, others will perceive you as unworthy.

Example:

If one person says, "You look like a horse," you will be surprised and think about it.

If a second person says, "You look and smell like a horse," you will start to be very aware of how you look and how you smell.

If a third person says, "You look and smell and sometimes really act like a horse", you know you have a real problem and you must re-evaluate the way you look, smell and act, and then make improvements.

5. If you learn to love yourself and like yourself, you can appreciate anything good that you do, even if it is a small thing. And if you do something that is not good, you can change it without beating yourself up about it.

Example:

If you do something especially good, you can say to yourself. "I am glad I did that, it was a good thing to do." If you do some thing bad you can realize that it was a mistake, but that doesn't mean you are a terrible person. It just means that you should say you are sorry, make up your mind not to do it again and go on with your life, being as good as you can be.

**TOPIC:** *The patterns of the mind*

Type of presentation: Lecture

Questions and answers

Purpose: To describe how early childhood experiences set the pattern for later adult behavior. This exercise is designed to show us that we can break some of those old patterns and take control of our current behavior.

- Materials:
1. White paper
  2. Markers
  3. Handout: "Patterns of the Mind"

Ask participants why they think some people are more successful than others. Explain the theories of early childhood learning. The participants should be told the patterns of our adult behavior are often set from the very earliest ages. Most patterns have begun to be formed by the age of seven years.

Theories of success

These are two theories that explain the differences between successful and unsuccessful persons.

1. A successful person:

Cause and effect—successful people take responsibility for their lives. Thoughts are the original causes that create the conditions which become the effects. The thought begins the process of behaving in such a way that leads to the effect that is desired.

Example: A person has \$5,000.00 that he wants to invest in such away as to make money on it. If he uses his time wisely and studies methods of investing with this goal in mind he will be much more likely to reach the effect he desires than if he leaves it to luck. Gaining this knowledge and ability requires time and effort. (There are no guarantees about anything, but working towards a goal is much more likely to bring success.)

This need to take the responsibility of working toward a goal applies to all areas of our lives, not just making money. It applies to our relationships with friends and family, work situations, health, education.

2. An unsuccessful person:

“Life by accident”—most people (may be even 95% of us) believe that everything that happens to them is either by luck or by accident.

Example:

- Buying lottery tickets, casino, or other types of gambling to get rich.
- Getting a job depends on how lucky you are. Finding a spouse is a matter of (accidentally) being in the right place at the right time.

Two basic levels of mental patterns

1. Conscious—About only 10% of our mental activity is conscious activity. In conscious activity, we know right behavior from wrong behavior, we know that what we are doing and why we are doing it. If we are behaving inappropriately, we may choose to justify our behavior through rationalization.
2. Subconscious—About 90% of our behavior is subconscious. Usually it is the result of habits and patterns of behavior we have developed over the years from the time we were very small children. We are not usually aware of what we are really doing or of our reason for doing so. Most of our fears and phobias lurk in the subconscious area of our brain.

Example:

A child is bitten by a dog when he/she is very small. (age1) As the child grows older, the fear of being bitten is reinforced every time the child sees a dog. If this fear is not overcome, it will remain with this person and be passed on to his/her children when they have anything to do with a dog. The adult may even give good reasons for not wanting the children to have a dog, but these may be only rationalizations to cover up for the fear.

Example:

It is noon. The clock says that it is time to have lunch. We may have eaten just a short time before, but if we do act on a subconscious level we will think we have to go to lunch. We do this because we are not thinking about what we are doing, but acting according to a habit or pattern of behavior that we have established long ago.

**REMEMBER!!** These patterns CAN be changed!

## Worry as a pattern

Worry is a negative mental activity. There is a difference between legitimate concern and worry.

### Example:

Legitimate concern is appropriate to be concerned for a small child crossing the street. We need to teach our children how to cross the streets safely and to protect them until they are able to do so by themselves.

### Example:

Worry is a negative activity or attitude to be so concerned about our children that we never give them time to be out of our sight. (When children are very small, we need to watch over them very carefully, of course.) But as they grow older they can learn how to take care of themselves to some degree and when they have learned this, they should be trusted to do some things alone. Not to allow them to do this because we are so concerned about them is "worry" and produces negative effects.

Unfortunately, we have many thoughts about all areas of our lives and many times they are negative, even when we want them to be positive.

### Example:

I say: "Don't think about purple elephants. Put all thoughts about purple elephants out of your mind. Do not even imagine what a purple elephant looks like." You will probably have a difficult time keeping images of purple elephants out of your mind. Sometimes when we are trying very hard to keep negative thoughts out of our minds, they seem to become even stronger. That is what we mean when we say that messages that say "Don't do something" often have the opposite effect.

**TOPIC:** Negative and positive patterns of thought

Type of presentation:     Lecture  
                                  Relaxation exercise  
                                  Using combination resources

Purpose: To show participants how to reprogram their behavior patterns.

Materials: 1. White paper  
              2. Marker  
              3. Handout: "Change What You Can Change"

Things to ponder and think about:

1. POSITIVE–Believe, real or true!  
   Read *Think and Grow Rich*: pages 201-202  
      The six major positive emotions.  
      The six major negative emotions.
2. PERSONAL–Who are you? How can you be your best you?
3. PRESENT TENSE–How can you change your personal attitude to live more in the present while still appreciating your past?  
   Using these three factors will help you develop a positive affirmation for yourself.  
   (An affirmation is a short statement that you repeat in your mind in order to reprogram yourself to believe in yourself.)

Examples:

"I love myself the way I am"

"I love myself the way I want to be"

"I love myself. And I can change my behavior to make myself and others happier"

"I love myself and I can do good things to benefit my self and my family"

"I deserve to appreciate: myself"

To change in a positive way, imagine yourself the way YOU WANT YOURSELF TO BE.

*The Care and Feeding of Ideas: A Guide to Encourage Creativity*

by James L. Adams

The world is always changing and we cannot effectively control all of the changes.

Social life

Living conditions

Inflation

Individuals, groups, organizations

The world is changing in major ways, and we must either change with it or become increasingly frustrated.

Changes in our environment can overwhelm us if we do not move quickly enough. Each year the public assistance agencies have new rules and regulations. The laws may say that each governor has new ideas and changes in his/her administration to govern his/her state.

## ***DAY TWO***

### MORNING:

Homework and speeches

Review of day one–30 minutes

Topic: *The need to live in the present*

Time: 30 minutes

Topic: *Self-defeating patterns*

Time: 30 minutes

Topic: *Be prepared to speak*

Time: 60 minutes

Topic: *What is happiness?*

Time: 1 hour and 45 minutes

### AFTER LUNCH:

Participant presentations–30 minutes

Topic: *Internal and external barriers to success*

Time: 1 hour and 30 minutes

Topic: *Where do emotions come from?*

Time: 1 hour and 30 minutes

Homework assignment- 15 minutes

How would you change your patterns to fit your current life?



**TOPIC:** *The need to live in the present*

Type of presentation: Lecture/discussion

Purpose: Identify and recognize what living in the moment means through examples

**TOPIC:** Self-defeating patterns

Type of presentation: Lecture/discussion

Purpose: Identify and recognize self-defeating patterns in self and family

Materials: Handout: "Self-Defeating Patterns"

There are two major self-defeating patterns—hopelessness and .

*Hopelessness:* This occurs when a person identifies his/her life pattern as one that is without potential, one without expectation of success. This expectation of failure leads to nervousness and a feeling of being out of control, which may lead to failure. This expectation of failure is a vicious circle, repeating itself until depression sets in.

Example: The hopeless person believes that losing a job reduces that person's value as a person and makes it more difficult to have and maintain a positive attitude, and just at the time when it is so very necessary. Lack of hope breeds further hopelessness and causes a person to work against himself/herself.

*Doing the right thing but not believing:* This occurs when a person puts lots of energy into activity but does not believe that he or she is worthy to have what is sought.

Example: You have tried as hard to look for a job as everyone else, but you believe there is no job, so though you put in as much time looking for a job as everyone else, there is no job—a self-fulfilling prophecy.

Occurs when I give my time and energy but do not believe that I can or will succeed. My commitment and my desire are only pretend. In fact, I am defeating myself.

**TOPIC:** Be prepared to speak

Type of presentation: Lecture

Using combination of resources from library

Purpose: Participants should learn to improve themselves to become effective speakers. "Learn How To Be A Good Speaker"

Materials:

1. White paper
2. Marker
3. Handout

Three main parts of presentation on public speaking:

1. Introduction to presentation:
  - A. Get attention of the audience by saying things like: "Good morning, Good afternoon, Good evening," etc.
  - B. State your point of view by saying things like, "It is my pleasure to be here, I am delighted to be here, and it is my honor to be here," etc.
  - C. Identify your topic clearly.
2. Body part/body support of presentation:
  - A. Organize your main points to support your topic.
  - B. Personalize your speech.
  - C. Use vivid language so your audience can see what you are talking about.
  - D. Use dynamic words to hold the interest and attention of your audience.
3. Conclusion/closing part of presentation:
  - A. Summary–restate the main point from the topic and body part.
  - B. Cue your ending–summarize.
  - C. Statement of appreciation and thanks.
  - D. Leave a lasting impression.

Preparation: Rehearsal.  
Use mirror.

Use tape recorder to practice your gestures, facial expression, and body-language.

Eye-contact: move your eyes to four or five different locations.

Try to control your nervousness.

Remember: No speech is absolutely perfect.

All learn by practicing.

Be aware of: What type of audience you have.

Parameters of your presentation—level of audience, educational, social, experience, size of room and how it is arranged, how to project your voice.

How to entertain the audience when you first begin your speech.

Be knowledgeable about use of a microphone.

**TOPIC:** What is happiness?

Type of presentation: Lecture

Use different techniques to identify happiness

Purpose: To explore the concept of happiness

1. Show how happiness and stress are created in the mind.
2. Show which realities you can change and which you cannot.
3. Show how to program your life for more satisfaction.
4. Explore how you feel when you approach reality.
5. Explore the choices open to us for dealing with reality.

Materials:

1. White paper
2. Marker
3. Handouts–Draw a circle to indicate the belief system expectations and reality. (EXIST)

Directions for the participants:

1. Draw the diagram.
2. Ask questions and get reactions from participants regarding "What's happening to you?"
3. Happiness is measured by the difference between what exists and what we expect.
4. Happiness is measured by the difference between what we THINK SHOULD happen and what the REALITY IS.
5. Our lives are a series of “is’s” or “now” moments. When these occur, we can either experience them or judge them. When we judge them by shoulds/musts; we become either happy or unhappy, depending on what our shoulds/musts are.

Example 1:

When we get stuck in traffic we become irritable if we think of getting stuck in traffic as something that "should" not happen to us. Getting angry and yelling does not change the reality, it will not make the cars move away any faster and that reality still exists.

Example 2:

When we get stuck in traffic and let ourselves just experience the situation without judging it based on' "should" we will be better able to make it a positive experience.

6. To be happier with our lives we can choose to reduce our "shoulds" and our “musts”.

Instead, say “It would be so nice if I get the gift” or “It would be nice if either I got the gift or not”.

**TOPIC:** Internal and external barriers to happiness and employment

Type of presentation: Lecture

Purpose: To explore internal and external barriers to success.

- Materials: 1. White paper  
2. Marker

Internal barriers

1. Attitude of living in the past—understanding the nature of the attitude.
  - A. The cultural values of the past are very strong.
  - B. The values of the past made it possible to survive the horrors of war, annihilation, escape.
  - C. Painful experiences have a stronger impact on the memory than do other more pleasant experiences and that may be why the past pain is much more difficult to relinquish.
  - D. Especially for the elderly, the loss of their land essentially destroyed the only way of life they could ever identify with; and their own identity has been lost.
  
2. Remembering the past can have a positive impact.
  - A. Shared experiences, both happy and sad, build a strong bond that gives support in the future.
  - B. Sharing values can strengthen spirit and provide support in adjustment.
  - C. Family solidarity provides emotional support that improves and sustains physical health.
  - D. Multi-generational cohesiveness provides support in the present and hope for the future.
  - E. Holding in memory and reverence the spirit of lost loved ones can provide strength to carry forward.
  
3. To live in the present—realistically
  - A. This is the only place we exist at present.

- B. It may not be possible to go back to our homelands, and even if one can go back, it would not be the same as it was before. However, that which is learned here can be used to help the home country, if one does go back.
  - C. To function better in the U. S., Hmong need to act positively and be confident, for doing so will help them deal with the society and environment in which we now live.
  - D. The present and future are the major worlds of the children and they need our support and wisdom to help them become adjusted, even if it is difficult for us to adjust ourselves.
  - E. Living in the present does not mean we must adopt all the new things that are part of the new culture. Parts of the old culture must be kept for they are valuable in this country as well as in the homeland, and also give emotional strength. We must avoid behaviors that are against the law.
4. Environment is new and strange in comparison to what it was in our lands. Example:
- A. Winter here always has snow and cold—how can we deal with it?
    - be frustrated, angry, resentful; we can stay that way all winter, and that is a miserable and negative way to deal with it.
    - move to an area that does not have these harsh winters, which would be very nice, but most families cannot afford to do so at present.
    - accept that it is difficult but may have good parts such as: It's beautiful in a different sort of way. The area still has good schools, even in winter. This is a new experience, maybe we can learn to enjoy it. These are more positive ways of thinking and will make us happier in the long run.
5. Family relationships and the stress of adjusting to a new culture.
- A. Parent/child relationships may be strained as children learn new behaviors, new values, new technology, new ways to handle relationships, often in conflict with the traditional ways. This creates much stress. Parents often feel that they are losing involvement with and control of their children. This stress has happened to most immigrants when they come here, but it is more severe for refugees because of the very large difference between the cultures, from a more simple agrarian lifestyle with the society centered around the family, to a highly technological one where society is much less centered around large families and home life. The differences in discipline methods also creates much stress.
  - B. Husband/wife relationships stresses
    - conflict between traditional role of husband as decision maker and controller of external family concerns.
    - more freedom for wives in this society.
    - conflict also for wives, being torn between traditional roles and modern ones.
    - financial requirements that women must have work outside the home greatly reduces their options to choose traditional way.

- much stress due to not earning enough money and being dependent on the welfare system.
  - respect normally accorded head of household now diminished because of lack of ability to financially support family in this society.
6. Grief, loss–stages of (from Elizabeth Kubler-Ross’s book *On Death and Dying*):
    - A. First stage–denial and isolation
    - B. Second stage–anger at loss of family, friends, country
    - C. Bargaining–attempt to change the reality
    - D. Fourth stage–depression, hopelessness
    - E. Fifth stage–acceptance of reality
    - F. Sixth stage–hope for the future
  
  7. Fear–former experiences are remembered, and inaccurate learning is reinforced.
    - A. Can prevent or limit ability to function well.
    - B. Can cause us to make unwise decisions.
    - C. We can acknowledge the fear, consider what’s the worst thing that can happen, and begin to take charge of conquering the fear.
    - D. When we control our fear, we can learn to be happier, more productive, and find better ways of solving problems.
    - E. When we reduce or eliminate our fear, it can have a positive effect on us and help our children feel strong and secure instead of alone and frightened. If they feel secure with us they will not turn away from us.

### External barriers

1. Prejudice
  - A. Does exist in La Crosse, but not as bad as some other places.
  - B. La Crosse has not had a minority population of any significant number and it is a new experience for the residents of the city.
  - C. Prejudice can be overt (apparent or open) as in harassment on the street or on the telephone. Prejudice can be covert (concealed or hidden) as in ignoring or in an attitude of not caring or in an attitude that the refugees can't do anything for themselves, can't think for themselves. (Sometimes people think they are being kind and helpful, but don't realize that they may be insulting.)
  - D. Prejudice may turn into discrimination in the job market, housing, loan policies, and in other areas. Prejudice is an attitude and not illegal in this country, while



discrimination is an action that is unfair and based on prejudice and it is illegal, but very hard to prove in this country.

- E. Most people have some degree of prejudice in their attitudes, whether they realize it or not. It crosses racial, ethnic, religious, social, economic, educational and political boundaries. We all must watch out for it in our attitudes.

## 2. Causes of prejudice

- A. Envy or jealousy.
- B. Ignorance.
- C. False pride, national or personal fear.
- D. Lack of self esteem (when people need to feel they are better than others by putting down others who are different than they are).
- E. Can be passed on as real historical enmity from years or centuries of wars.

## 3. How to counteract prejudice

- A. Be as positive as possible in every situation. You will be able to think more clearly if you can maintain a positive attitude, especially in difficult situations.
- B. Stand up against it in a non-confrontational manner.
- C. Try to be pleasant-mannered if possible. Some times a sense of humor helps even if the situation is serious.
- D. Acknowledge problems that do exist and look for a solution to the problem.
- E. Get as much education as you can so you can express yourself well.
- F. Communicate, communicate, communicate.

## 4. Communication barriers

- A. Communication and language barriers can affect ability to project what you really want to say and make you less effective.
- B. These barriers may cause some people to fear you because they don't know you and often people fear what they don't know or understand.
- C. Good communication skills will decrease your fears because you will be able to know what others are saying and understand. (This is the same as letter "b", but in reverse.)
- D. Good communication skills are very important in acquiring adequately paying jobs.
- E. Good communication skills can help you take advantage of all the opportunities for advancing that are offered in this country. They can also help prevent being taken advantage of. That means such things as good sales tax advantages, political experiences, decent judicial care, appropriate housing, further education, medical care and other elements that are important in this society.

- F. Good communication skills makes it easier and less stressful to adapt and adjust. That would in turn make the family happier.

*Cultural barriers, Western U.S. lifestyle versus traditional homeland lifestyle*

U S Western

Fast paced  
Technologically based  
Formal education  
Consumption market  
Nuclear family based  
Clock oriented  
Highly politically  
Economy money based

Homeland

More relaxed.  
Agriculturally based  
Needs skills-oriented orientation  
Consumption-need based  
Extended family based  
Work needs based  
Less politically organized  
Economy trade and barter based

This list covers only a small part of the broad range of cultural differences that have existed and only hints at the amount of adjustment that is necessary to function well in this country.

**TOPIC:** Where do emotions come from?

Type of presentation: Lecture

Class participation

Purpose: Analyzing where emotions come from.

Can participants make rational decision to eliminate emotional barriers from themselves?

Emotional barrier for success in the job market.

Participants will learn to exercise control over their emotions.

- Materials:
1. White paper
  2. Marker
  3. Handout "Where do emotions come from?"
  4. Think and grow rich: The language of emotion or feeling. The six major positive emotions. The six major negative emotions .Negative emotions make you hurt in your life.
  5. The language of feelings
  6. *How to Live With Another Person*, by David Viscott, M.D

Where do emotions come from?

1. Think about your public speaking experience. Where did the emotions come from? Where did the nervousness come from? What caused it to happen?
2. Recall your childhood experience about the emotions you felt when you heard statements like the following: "You make me angry". "You give me a headache". "You make me sick". –"You make me crazy".
3. Emotions come from our "shoulds" and "musts"—these shoulds and musts first come from other people telling us what to do when we are children. We believe we "'must" do what others want us to do and if we do not learn how to decide what is best to do, we will always be doing what others tell us instead of doing what is really the best thing for to do.
4. These shoulds and musts become so much a part of our unconscious belief system that we have trouble really thinking for ourselves. This problem makes it much more difficult for us to make the wisest decisions.
5. If we can change our thoughts, we can change our emotions. The problem is not only that we have painful emotions, it is learning how to handle them and express them in the most positive and helpful manner. Often it is very appropriate to have painful

emotions, but how we handle them and how much we let them affect our behavior is the key to our happiness or unhappiness.

Example:

I get stuck in traffic, but I am not angry, I am happy. Why?? Because I know I will miss the function I didn't want to go to anyway.

Example:

I get stuck in traffic, I get angry, because I know I will miss a function that I wanted to attend.

In both of the above cases, it was the thought that caused the emotion. It was not the traffic that caused the emotions, it was our judgment of what the traffic delay meant to us that caused the emotion. (Is, Exists, Reality diagram).

6. Reinforce the concept that our emotions are under our control. If we give that control over to other people, we will be unhappy.

Transition:

Changing our thoughts in order to control our emotions is not as easy as it seems. Looking at the need to change our thought patterns in a more intellectual frame will assist us in changing the patterns.

<u>Where do emotions come from???</u>			
"A"	+	" B "	= " C "
"A" is what is happening around you		"B" is your "Belief System"	"C" is your "Emotions" response
– the incident will be positive, negative or neutral.			
IF:			
"A" is heavy traffic	+	"B" is your reluctance to be on time for your dental appointment	= "C" is the relief that you feel because you can't make it.
IF:			
"A" is heavy traffic	+	"B" is your anxiety about being late and being stared at	= "C" is the irritation you feel because you can't make it.

Your EMOTIONS are the  $A + B = C$  process. As you can see, "A" (the IS) doesn't cause your feelings, it is the "B" (your BELIEF SYSTEM) that does. REMEMBER—NO ONE makes you feel an emotion. You are in control of your emotions.

Types of emotions

1. Six major POSITIVE emotions.
  - A. Desire
  - B. Faith
  - C. Love
  - D. Enthusiasm
  - E. Romance
  - F. Hope
2. Six major NEGATIVE emotions.
  - A. Fear
  - B. Jealousy
  - C. Hatred
  - D. Revenge
  - E. Anger
  - F. Resentment (prejudice)

Positive and negative emotions cannot occupy the mind at the same time. One must dominate the other. It is our responsibility to make sure that the positive emotions constitute (focus on or are the major part of) the dominating influence of our mind. We must form the HABIT of applying and using the positive emotions. Eventually the positive emotions will dominate our mind so completely that the negative emotions cannot enter it.

## DAY THREE

Homework and speeches

Review of Day Two—30 minutes

### MORNING

Topic: *The sun exercise*

Time: 30 minutes

Topic: *How the brain operates*

Time: 60 minutes

Topic: *Internal culture strengths*

Time: 1:45 hour/minutes

### AFTER LUNCH

Participant presentations - 30 minutes

Topic: *Goals setting*

Time: 1 hour and 30 minutes

Topic: *Assertive behavior*

Time: 1 hour and 30 minutes

Participants be prepared for comments; reactions from the guest speaker, 15 minutes

## TOPIC: PERSONAL CHARACTERISTICS

Type of Presentation: Lecture

Class Exercise: "The Sun Exercise"

Purpose: As human beings, we are made of many ingredients—thoughts, ideas, feelings, skills, abilities, talents, characteristics.

Combined, these ingredients make up our entire personality. We may not even be aware of all of the ingredients that make up our personality. Some times others can see some of our characteristics better than we can ourselves.

*Successful people* see themselves as multi faceted. They realize that there are so many different parts of their personalities that they have many choices of behaviors and how they want to live their lives. No one part makes them feel either successful or unsuccessful. If one thing doesn't work, they can try another.

They realize that there are many different kinds of success: sometimes it comes from a happy family life; sometimes it comes from having a good job; sometimes it comes from knowing they are giving something back to society; sometimes it comes from enjoying what they are doing; sometimes it comes from being physically healthy; and sometimes it comes from financial and material wealth.

They realize also that, to be a mentally and physically happy and productive person, they need to have a balance between the many different parts of their personality.

*Unsuccessful people* see themselves as one-dimensional. All (or most) of their feelings about how successful they are come from one major part of their personality. It can depend on how rich they are, how powerful they are, how strong their family life is, how physically healthy they are, or any single personality trait. It is not a balanced attitude and they cannot be really happy that way.

The following exercise is designed to promote the perception of multi-dimensional personalities, and therefore, an elimination of the depression which results when one facet becomes too dominant.

Time allocation: 15 minutes for presentation

20 minutes for Sun Exercise

Materials: 1 Handout—"The Sun Exercise" and pencils

Prior to beginning the Sun Exercise, each participant should come to the front of the class to speak for a few moments. The public speaking presentation should address, "One thing I learned yesterday or this morning."

[The Sun Exercise handouts should be given to the participants. Each participant should be instructed to place his/her name in the center of the Sun. Inform the participants that they are being asked to complete the Sun by placing on each spoke one aspect of their personality. Ask if anyone is going to need more than ten minutes to finish the Sun.]

Begin to keep a diary of why you do not finish things or cannot do things. Ask yourself to analyze those reasons to find patterns. For example:

- If one didn't finish and finds that he/she usually doesn't finish because it is too hard to write, here is a pattern that says that whenever that person has to write something in a short time, it doesn't get finished. By seeing this pattern, one can decide what to do about it. Maybe practice writing more, maybe allowing oneself more time by starting early.
- If one didn't finish and finds that when he/she doesn't finish things that have to do with talking about himself/herself then that person may be extremely bashful and may be able to find ways to overcome bashfulness.

[Have the class look at their Suns. Bring them to the understanding that if one of those spokes were to be removed, they would still be a whole human being.]

Transition:

Many of the facets the participants have placed on their Suns will show self-defeating cycles.

How to begin to keep a diary of life or log of reasons one does not become a success.

How to improve.

On the ray areas before the numbers have been provided, give your personal barriers related to employment. You may use positive and negative statements.

Example:

I have a language barrier, I am stubborn and determined, my family supports me completely, I am imaginative, I am uneducated, I have experienced trauma, I am hopeful, I am very depressed, I have no energy, I have a strong belief in myself.



**TOPIC:** How the brain operates

Type of Presentation: Lecture and demonstration

Purpose: Our unconscious and conscious thoughts cause our emotions. Therefore, by changing our unconscious and conscious thoughts, we can also change our emotions. Whenever we have negative and painful emotions, we can often reprogram our brains in order to change these emotions.

Time allocation: 60 minutes

Things to ponder:

- A. Do not ever argue with yourself if you are being very logical and rational in your planning.

Example:

You make a decision you will diet and lose weight. You watch a McDonalds TV commercial and go to the refrigerator for a snack. Where is the logic in that? This phenomenon is called "cognitive dissonance". Cognitive dissonance means knowing something in your logical mind, but acting in a way that goes against that knowledge. It is not necessarily a conscious act, it can be a manifestation of a habit, or in not thinking about the act you are doing, or it can be a stubborn negative emotional response.

- B. The left side of the brain is where our logic exists. This left side of the brain, the logical side, can change quickly. All it needs is new information. It doesn't decide if this information is good or bad, only whether or not it is logical.
- C. The right side of the brain is where our emotions exist. The right side of the brain changes more slowly than the left side. One of the reasons may be that emotions have a stronger impact on the brain (especially painful ones), and therefore need more effort to change.

Once the brain is programmed, it is very difficult to remove that programming. Any situation or event can trigger the feelings and bypass the thought process. Even though one may have changed the logical thought, the emotion is still there. This is part of cognitive dissonance.

**TOPIC:** Internal cultural strengths

Type of Presentation: Lecture

Purpose: To explore decision-making processes and their impact on the refugee community. These processes include both group and individual decisions. We will discuss some of the positive and negative aspects of each.

Time allocation: 1 hour and 45 minutes

Materials:

1. White paper
2. Marker
2. Looking for a combination of resources to support our decisions.

Ins and outs of decision-making

1. Group decision-making can be positive.
  - A. Whether Hmong, African American, or American, family cohesion builds a good support system. Group input and discussion increases the family bond. This bond can mean a sense of obligation to support each other physically, emotionally, economically, socially, and spiritually. This bond can mean mutual encouragement when it is needed, shared experiences (joys and sorrows), and can be used to help one another develop a realistic sense of self.
  - B. Group decision-making supports overall cultural foundation. It has been part of the society for a long time. When a decision is made by the group, everyone can be proud when the decision is successful, and also everyone takes responsibility if it is not successful.
  - C. Group decision-making provides for a diversity of solutions to problems and provides variety and freshness to the problem-solving process. This often makes for wiser decisions in the long run.
  - D. When people are involved in the decision-making process, they are more likely to see the reasons for a particular decision and thus are more willing to honor that decision, even if they do not agree with it. At least they can feel that they had an opportunity to participate.
2. Group decision-making can be negative.
  - A. It can limit an individual's ability to think and act independently.
  - B. It possibly limits an individual's ability to take advantage of opportunities quickly.
  - C. General speaking, in America, differences in cultural backgrounds can lead to misunderstandings if those differences are not acknowledged and accepted.

3. Independent decision-making can be positive.
  - A. It can provide a positive example of what may need to be done to be successful.
  - B. It can provide motivation to progress both within the system and outside of it.
  
4. Independent decision-making can be negative.

Sometimes legal problems can arise if people don't make the right decision and don't follow the laws of the community or country. Understanding and accepting all the complexities of the legal system can be very difficult and frustrating. (Especially for people who are customized to more personal freedom than this country can provide.)
  
5. Decision-making capabilities:

When one takes charge of his/her own life, that person is better able to make appropriate decisions for himself/herself and family.
  
6. Educated women and women in the work force can help in decision-making:
  - A. It can benefit the whole family. A woman who has this experience can better understand what her husband and children are experiencing and this sharing builds healthy family bonds.
  - B. A woman with this experience can better handle regular duties such as shopping, children's school activities and responsibilities, and family financial management. This can be especially important in the areas of consumer awareness so the family doesn't get cheated or ripped off and can make the best use of limited purchasing power.
  - C. In this society it is almost imperative for both parents to work to support their family. Even more so if neither of them have extensive prior education, training or experience.

Transition:

Discussion:

Participants' family decision-making processes, whether they are independent, mutual/group, or any kind of combination of the above.

How did (do) husband and wives begin to form mutual decision-making process?

**TOPIC:** Goal setting

Type of Presentation: Lecture

Ask participants to list their favorite goals or careers and develop that idea to improve/expand their career choices.

Examples of four types of goals:

1. Career
2. Personal belief system
3. Self-improvement
4. Relationships

**Purpose:** As human beings we cannot live well without a goal or goals. To live without goals is to live meaninglessly and usually hopelessly. Everyone should have goals. Many people have general goals such as: get married, get a job, raise a family, grow old, be with their children; and die happily. These are valid goals and at one time were enough without needing to plan specifically how to obtain them. This was true mostly before industrialization and mechanization. Now it is more difficult to live a life this way.

Sometimes it is not easy to learn how to set goals. It takes careful thought and specific techniques. But these can be learned at any age, if we are determined to do so. Goals can be simple or complex and it is best to start with simple ones. With simple ones, one can have the satisfaction of success quickly and that builds a positive attitude toward the process of goal-setting.

Examples of positive goals:

1. Education.
2. A nice house.
3. A career (best if you can make it one that suits your innate ability, needs, and talents).

**Time allocation:** 1 hour and 30 minutes

- Materials:**
1. White paper
  2. Marker
  3. Searching for combination of materials to support this topic: To follow the dream through; Be composed; Uniform follow-up; Be persistent

Directions:

A. Values clarifications exercises

- Who are you?
- What is most important in your life?
- What will you exchange for it?
- How can you transfer those values that are important to you into marketable skills?
- How are your values similar to Western values? (Comparison of cultural values)

<u>Refugee Homeland</u>	<u>Western, U.S.</u>
hard physical labor	mental and mechanical labor
working together as a family	job separate from family life
basic needs satisfaction	needs and wants
survival skills	high level academic education
extended family cares for own	social services through agencies
patience and persistence	immediate gratification
personal spiritual values	formal belief systems

B. Personal internal values regarding work

- Specific career or general work?
- What is value of work to you?
  - Do you just want to work to make money (not what kind of work it is)?
  - Do you want to make money, but need to have a particular kind of work?
  - Or do you feel you will only do a certain kind of work, even if the pay is low?

C. What work situations do you prefer? (three basic ones and there are many combinations)

- With people
- With data (information)
- With things

D. What work environment do you prefer? (there are many combinations of work environments)

- Inside or outside
- With people around or mostly alone
- Mental or physical

- E. What kind of people do you like to work with?
- People of all ages—a variety of people
  - People of one particular race, gender, age, or background
- F. What fields of work do you prefer? Examples: social services, medicine, business, sales, manufacturing, industry; retail, education, law, engineering, research, agriculture, print or visual communication, military, building trades, art, music, theatre, writing, restaurant, other? (This may look like a long and confusing list, but I use it to show that there are many fields to choose. Some of you may not feel you could do many of these things, at least not right now. But you may be able to consider something in the same field that does not need as much training or education. And it is good to know that there will be better opportunities for your children.)
- G. 8-point formulas for setting goals—must be:
- CONCEIVABLE—You must be able to conceive the goal, that is, to see in your mind how it would look like for you to have reached that goal.
  - BELIEVEABLE—The goal must be important to you and you must believe that you can accomplish it.
  - ACHIEVABLE—You must have the skills and ability to at least take the first step to achieve the goal.
  - CONTROLLABLE—You must be able to control elements that lead to achieving the goal based on your own actions.
  - MEASURABLE—You must be able to measure when you have achieved the goal, that is, you must be able to know when you have reached it. Use words that measure things.  
Example: Instead of saying "I will exercise today," say "I will walk ten blocks today," that way you will know when you have walked ten blocks, and achieved your goal.
  - DESIREABLE—You must really desire your goal. If you ask yourself what you are willing to exchange for that goal, it can help you decide if you really want it or not.
  - NO ALTERNATIVES—Think about your alternatives when you begin thinking about your goals. When you set your goals, use action words so you can take action.
  - GROWTH-FACILITATING—The goal must help you grow.

Transition: How to re-program goals if some don't work out. (Consider those closely related for other potential goals.)

Exercise:

1. Self-improvement—changing patterns, changing schedules, time-frame, change one thing at a time, not several.
2. Personal—believe, real, true, commitment, desire.
3. Career—lawyer, teacher, welding, etc.

## DAY FOUR

Speeches

Review Day Three: 30 minutes

Guest speaker talks about general motivation for about two hours.

### MORNING

Conduct by trainers

Guest speaker (participants, be prepared for comments, reactions from the guest speaker;. 15 minutes)

Comments, reactions from the guest speaker,15 minutes

Topic: *Behavior conventions in the workplace*

Time: 1 hour and 45 minutes.

### AFTER LUNCH

Speeches: 30 minutes

Topic: *Dress for success*

Time: 1 hour and 30 minutes

Topic: Communication

Time: 1 hour and 30 minutes

**TOPIC:** Behavioral conventions in the workplace

Type of presentation: Lecture

Class participation

Materials job research

Purposes:

1. Learn how to act more effectively in the job market.
2. Understand employers' expectations.
3. Realize the importance of a positive and confident attitude.
4. Learn how clothes affect an interview.
5. Communication skills.
6. Values of working.

Time allocation: 1 hour and 45 minutes

Materials: 1. Paper

2. Markers

3. Robert Schuller, *Tough Times Never Last, Tough People Do*, p. 80-81

Employment ins and outs

1. How to look for a job.
  - A. Local Sources
    - Job Services
    - other foundations and agencies
    - friends and/or relatives
    - direct to employers
    - newspaper ads
  - B. Statistics from PIC brochure
    - 10% of all jobs cited were found through newspaper ads
    - 60% of all jobs are found through family and friend contacts (This means that you should stay very active in your search.)
    - 30% of all jobs are found through direct calls to employers (walk-ins).



### C. Basic skills needed

- language, vital for "good" job
- ability to understand and follow directions
- ability to understand employer's expectations, needs and priorities
- ability to communicate and relate to co-workers and customers
- skills appropriate to job market

### D. Approaching Employers

- Concentrate on what you can do for employer.
- It is to your advantage to learn about the company before you go to see the employer for an interview.
- Concentrate on projecting a positive attitude...if you perceive yourself to be positive, then the employer will see you in a positive light.
- Be sure that you understand and are understood.
- Be sure you can follow what the employer is saying. If you don't understand, ask for further clarification. The employer will probably be pleased that you show interest in doing the very best you can. If you have confidence, you can use your previous experience and techniques that you have learned to help you perform effectively in an interview and on the job.

#### Example:

If you can do a specific task, use statements like "I can do that" or "I have had experience with that". If you don't know how to do a specific task, don't lie, but say something like, "I am sure I can learn how to" or "I am eager to learn" or if you have had similar experience, say so.

- E. If you perceive yourself in a negative manner, the employer will view you the same way. If you are shy, the employer will also view that as a negative characteristic. In traditional culture, it may be considered inappropriate to brag or to tell others how good you are. In this culture, when you are competing with others for jobs, you will have to convince the employer that you are the best one. The employer will not just let you try without verbal assurance that you can do a good job.

Avoid statements like: "Gee, I don't know" or "I don't know if I can learn that".

**TOPIC:** *Dress for success*

Type of presentation: Lecture

Class demonstrations

Purpose: Participants have already learned about the importance of "non-verbal" communication. This session is designed to assist the participant in understanding that CLOTHING is a form of non-verbal communication. As a form of communication, clothing gives some messages of who we are and what we believe in.

Time allocation: 1 hour and 30 minutes

Materials: 1. White paper and marker  
2. Resources from outside research  
3. Business attire for class visualization

Directions: *Dress for Success: The latest research into the psychology of clothing*, by John Malloy

Introduction:

All of the participants wear clothes and, to the extent that they can afford it, they like what they wear. This section is not to be used as a discussion about the class' likes and dislikes. We will learn the common facts about how to dress successfully for the job market, and what is suitable to wear for the job interview that we are interested in. We will learn what to wear at work, not just because we like it, but because it will give us the best results.

Malloy's message:

The goal is to have participants understand that clothing communicates a message and affects the interview. Clothing is a strong factor in how the prospective employer perceives us to be as a potential employee. People perceive us the way we wear our clothes and the way we perceive ourselves.

Remember our first topic—Positive attitude and self-control. Your clothes can express this also. They do not have to be expensive or "designer" clothing, but they do have to be clean, well-made, have to fit properly, be ironed properly, and should not be torn or shabby. They should be of appropriate materials and design for the situation.

Eventually, once we recognize and can make judgments about how clothes affect us and as others see us, we can begin to discuss our own clothes.

Examples:

1. How does the president of a large company dress? Would you expect to see him/her in the office in blue jeans and sneakers? Normally, we would expect to see the president in a formal suit, perfectly pressed, not a wrinkle or a spot. Shoes would be shined and not show signs of wear. That is how you would dress for an interview if the position you were seeking was that of the president of a large company.
2. How does an insurance agent or salesman dress? This way of dressing is not as formal as that of the president of a company, but more formal than that of a factory worker. Suits are appropriate in many cases, depending on what your product is. (If you were selling fertilizer to a farmer on the farm, you probably wouldn't wear a suit. But if you were selling fertilizer to a retailer of a large store like Farm and Fleet, you possibly would wear a suit.
3. How does a factory worker dress? The factory worker's clothes are not formal but usually cotton or a combination of cotton and other fabrics, usually dark colored, shirt and pants. The factory worker may also wear jeans at some places, but most employers prefer that you not come dressed for an interview that way. For an interview you do not need to wear a suit, but you probably should not wear jeans and sneakers either. Some employers may not mind, but it is best not to take a chance.

Support materials:

1. *Dress for Success*, by John T. Malloy
2. *Women's Dress for Success*, by John T. Malloy

Test your image IQ:

"Old Money" Americans are most likely to distrust a man who....

- A. Has disheveled or disordered hair
- B. Is wearing a wrinkled suit
- C. Is wearing shoes that are not shined or that are run over at the heels
- D. Drives an old car

Homework: Dress tomorrow for the job interview of a job you really want.

Malloy's book:

- p. 41 "How to get the most out of investing in a suit"
- p. 42 "How to buy a suit"
- p. 276 "Hair styling and colognes help"
- p. 240 "Belts and belt buckles"
- p. 199 "Business suits" Visualize
- p. 41 "How to get the most out of investing in a suit"
- p. 42: How to buy a suit

The suit is the one single most important garment worn by men, not only because it is the most expensive and requires the greatest amount of time for selection and fitting, but because it is the garment on which most people judge the wearer's status, character, and abilities. This is because it covers the upper torso and is most visible.

Suits are positive authority symbols, worn by the upper middle class. We are much more likely to believe, respect, and obey the man who wears a suit than the man who does not. In any level of society, suits are associated with authority, with position, with power.

Most men believe that a suit can be bought in a fifteen minute period during which they go into a store, walk to a rack, select a suit, have it fitted, and leave. They not only believe this, it is how they do it and it's wrong.

If you have only fifteen minutes to buy a suit on a given day, don't buy one that day. Purchasing a suit should be planned in advance. Decide what you need: color, pattern, texture, weight, material, and style. Know your approximate size. And decide how much, within a certain range, you are willing to spend; for any businessman buying a suit should be a serious, thoughtful endeavor, not a casual splurge.

p. 276: Hair styling and colognes help

To gain respect, men's hair styling must be maintained as short as possible (but not as short as military cuts), and neat. Men whose hair is dirty, disheveled or greasy-looking are more likely to be mistrusted. It has been found that the traditional look in hair styling is far more effective for men in authority. Some famous and expensive colognes are: Perry Ellis, Halston Polo, Raco Rebanne, Aramis. Some less expensive but very acceptable ones are Old Spice, English Leather, Brut.

p. 240: Belts and belt buckles

There are no unacceptable belts, the buckle is the problem. Big, heavy or ornate buckles tend to be unacceptable. The belt with a buckle that is small, clean, and traditional with squared lines are best.

**TOPIC:** Communication

Type of presentation: Lecture

Drawing Diagram 10-20% verbal; 80-90% non-verbal

Purpose: Participants will learn that they have RESPONSIBILITY for and CONTROL over how they COMMUNICATE. They will also learn how to communicate effectively and avoid ineffective communication.

Time allocation: One hour and 30 minutes

- Materials:
1. White paper
  2. Marker
  3. Handout—"Communication Circle Shapes"

Directions:

Draw two circles on the pad of white paper:

- A large circle with 80-90% in the center
- A small circle with 10-20% in the center

1. How to define proper communication.

**"When one person understands what the speaker says."**

Good communication is the responsibility of the communicator. When someone does not understand what you say, it is your responsibility to use different methods, techniques, words, and ways to make what you say become clear.

2. Irrational beliefs about communication:

- A. If people don't understand me, it's their fault.
- B. What I say is more important than how I say it.
- C. If I tell people that they are wrong, they will listen to me.
- D. Emotions do not interfere with communication.

3. Fine facts about communication:

- A. 80-90% of communication is non-verbal, only 10-20% is verbal.
- B. The REAL meaning in a message is not in WHAT is said, but in HOW it is said.
  - Facial expression: If you say "I'm sorry you lost your job" and have a smirk (mean smile) on your face, you may really mean "I'm not sorry you lost your job,"

- Tone of voice: If you say, "Of course I don't care if you go out" in a sarcastic tone, it may mean that you really do care, but are reluctant to say so for some reason. Whatever you do mean, your tone of voice says something different from your words (your words and tone of voice are "incongruent"), and you then are not communicating effectively nor honestly.
  - C. Space hinders or propels communication; it depends on the situation. Usually, the closer you are physically to the other person, the more likely it is that you will be able to communicate effectively.
  - D. To change people's thinking, you ACKNOWLEDGE statements and ASK questions.
  - E. To calm people down, you ACKNOWLEDGE statements and ANSWER questions.
4. Other ideas to remember about communication
    - A. Never start a conversation by telling a person they are wrong. This will cause them to resist what you are saying and may result in an argument.
    - B. Stay on target. Try not to let your conversation ramble and wander. This may cause a person to lose interest.
    - C. If your communication fails, examine your verbal and non-verbal messages—what you have said and how you have said it may not match.
  5. Body language
    - A. 80-90% of communication is non-verbal.
    - B. Much communication is accomplished through facial expressions, eye contact, tone of voice, hand gestures, large muscle gestures, and posture.
    - C. Spacing between speakers may be somewhat determined by the genders of those involved. In non-intimate conversation, there is usually greater space between members of the opposite sex than there is between members of the same sex.
  6. Facial expression—80-90%
    - A. In Western society it is considered appropriate, respectful and considerate to look directly into the eyes of the person to whom you are speaking. Not all cultures believe this.
    - B. The most effective method is to look alert, but not staring, with mouth and chin firm, but not rigid. For some, it is more comfortable to look at the other person's forehead or eyebrows than directly in the eye.

**IMPORTANT:** The rest of the time should be spent on role playing of situations that occur in the real lives of the participants. The role-playing should be done twice—once the OLD way, which leads to failure of communication and once the NEW way, which can show the techniques for establishing successful communication patterns. (ex: We gain control by giving up control. )

## Intercultural communication

We need to discuss this because it involves very direct, meaningful, and appropriate interpersonal interaction in our particular situations.

Culture definition(s):

There are as many definitions of culture as there are of communication. Most of us have some idea of what is meant when we talk of cultural differences. In the traditional anthropological sense, culture is defined as the following: experiences, beliefs, values, attitudes, perceptions, ways of doing things, ways of living, religion, habits, modes of dress, use of space, conceptualization of time, and social organizations shared by a geographically bound group of people over generations.

When viewing the United States as a whole unit and with an historical perspective, we can see that there is not now and never has been a single U. S. culture. None of the above elements have been completely in place among all the people at the same time in this country.

Cultural distinctions:

1. By racial group, e.g., Caucasian, Black, Mongolian, Oriental, Indian (white, black, yellow, red)
2. By nationality group, e.g., English, French, Lao, Hmong, Chinese, Spanish, Norwegian, Greek
3. By socio-economic group, e.g., wealthy, poor, working class, rural, urban

What do we mean by communication with other cultures? Why is it important to us?

The fact that we live in a "shrinking" world, is one reason for us to discuss communication with other cultures. A more important reason is that in America, cultural insensitivity, ignorance, and misconceptions have caused communication problems among gender, ethnic, racial, educational, and age groups.

Exposure to other cultures, with their similarities and differences, can broaden our understanding, enrich our lives, and help prevent some of these communication problems. Cultural diversity adds interest and also presents a challenge to our ability as communicators.

It is important that we accept and understand this multicultural view if we are to communicate successfully with those from different backgrounds, whether at home, at work, or in other countries.

## DAY FIVE

Final speeches—"longer speech"  
Review of Day Four—60 minutes

Trainers and participants: Discussion reactions, comments from guest speaker: 30 minutes.

### MORNING

Topic: *The interview*  
Time: 60 minutes

Topic: *Before the interview, ending the interview, and after the interview*  
Time: 60 minutes

### AFTER LUNCH

Form group discussion: Reactions, comments to the overall success/lack of success of Motivational Training seminar, including individuals' concerns and discussions—two hours

CSF Evaluation Sheet handout— 30 minutes

Trainers: Wrap up the CSF Training session —15 minutes



**TOPIC:** The interview

Type of presentation: Lecture

Discussion

Role play

Purpose: The goal is to show participants that the INTERVIEW is a SALES PRESENTATION and the product is their SKILLS.

Time allocation: One hour

- Materials:
1. Handout–The interview, p. 88
  2. Handout–The actual interview, p. 86
  3. Handout–Possible interview questions, p. 93

Most people go into an interview as a passive participant, not as an active sales person. The right answers in an interview, just like the right clothing, are only one part of the interview. A positive attitude and confident body language is also very important in an effective interview.

Role Playing–Break participants into two groups. One group plays the role of employer, one group plays the role of prospective employee. The role playing should last 15 minutes and begin with the employer asking a question.

Example:

1. Tell me about yourself.
2. Why do you want to work here?
3. Why should we hire you?
4. Follow with a discussion about the types of questions asked and how to answer them.

**TOPIC:** Before the interview, ending the interview, and after the interview

1. Before the interview

- A. Research the company or agency—find out what its products or services are, how long it has been in existence, what its philosophy and goals are, and any other information you can gather. The more you know, the more knowledgeably you can talk with the interviewer.
- B. Confirm your appointment the day before.
- C. Get to the appointment place at least 15 minutes early. (This indicates that you are punctual.)
- D. Be courteous to the secretary or receptionist. This person can be a very good help to you; she can help you reach the person you want and/or give you information that you might not otherwise have.

2. Ending the interview

- A. When ending an interview, stand and offer a firm handshake. If the interviewer says, "I will get back to you in a week or so", respond in this way: "I realize you are very busy; may I call you? What would be a good time for me to call you?" You may want to also ask, "When will you be making a decision about this position?"

This kind of response shows that you can take responsibility for following up on the situation and eliminates the need for you to sit at home and wait for a call that might never come. This frees your time and energy to continue searching in other areas.

3. After the interview

- A. Write a Thank You note to the person who talked with you. This is a special help in your situation and sets you apart from other applicants.
- B. If you do this it shows the prospective employer that:
  - You are ambitious and want to work there.
  - You have a positive attitude and are courteous.
  - You are taking responsibility for follow-up.
  - You know how to make yourself remembered.

EVALUATION OF THE CREATING STRONG FAMILIES PROGRAM, Session #1

Date:

Your Name \_\_\_\_\_

By answering these questions you will be helping us make changes to improve Motivational Training in the future. Please read each statement carefully, then choose the number below which seems best for you. Thank you for your help.

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

In the future, I believe that I will:

- \_\_\_1. Be able to change my life if I want to
- \_\_\_2. Speak to others more easily
- \_\_\_3. Continue to learn new things
- \_\_\_4. Better understand American culture
- \_\_\_5. Be a good parent
- \_\_\_6. Set goals for myself
- \_\_\_7. Be successful at most things I try
- \_\_\_8. Find more happiness than sadness in my life
- \_\_\_9. Be able to solve my own problems
- \_\_\_10. Have a happy marriage
- \_\_\_11. Be proud because I can do many things well

\_\_\_12. Not get upset with myself when I make mistakes

\_\_\_13. Want to teach my children about life in my homeland

\_\_\_14. Ask for help when I need it

\_\_\_15. Meet many new people in this country

\_\_\_16. Have more control over my life

\_\_\_17. Become self-sufficient

\_\_\_18. Improve my English language ability

CSF INSTRUCTOR TRAINING OVERALL EVALUATION

Date:

Trainer: Thai Vue

Rating (check only one box):

- 1. Poor (tsis tau txiaj ntsig dab tsi)
- 2. Fair (siv tau nyog lawm thiab)
- 3. Good (zoo)
- 4. Very good (zoo heev)
- 5. Excellent (zoo kawg nkaus lawm)

What did you like the most about this training?

Lub rooj cob qhia no koj yuav siv tau li cas?

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What did you like the least?

Qhov koj tsis nyiam yog dab tsi?

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What would you like to see different in the future ?

Lub rooj cob qhia no puas tsim nyoog lwm leej lwm tug hnov thiab?

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Additional comments you wish to make about this training?

Koj puas muaj lus dab tsi hais ntxiv thiab?

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CSF TRAINING EVALUATION  
(SOJ NTSUAM)

Date (Hnub): \_\_\_\_\_

Direction:

Using the following scale, please circle your assessment of today's presentation. **(Which presentation?)**

Siv cov qib nram qab no luj saib hnub no qhia tau zoo npaum li cas. Kos vaj vog rau tus zauv ntawm kab lus.

Excellent (zoo heev)	5
Good (zoo)	4
Satisfactory (txhaus siab)	3
Fair (siv tau)	2
Poor (tsis zoo)	1
Undecided (tsis paub)	0

Subject:

Rating Scale (Muab Suab Qhuas)

	Zoo	Txhaus	Siv	Tsis	Tsis	
	<u>Heev</u>	<u>Zoo</u>	<u>Siab</u>	<u>Tau</u>	<u>Zoo</u>	
					<u>Paub</u>	
1. Met your needs Tau raws siab xav	5	4	3	2	1	0
2. Level of information share/discussed Cov lus qhia thiab sib tham	5	4	3	2	1	0
3. Appropriateness of instruction methods Txheej txheem qhia	5	4	3	2	1	0
4. Clarity of the process used Txheej txheem to taub meej pem	5	4	3	2	1	0
5. Level of gaining new insight Qhov kawm tau tshiab	5	4	3	2	1	0

What feature did you find most helpful? Why?

Yam twg koj pom tau tias yuav siv tau zoo? Vim li cas?

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What did you like the least about the workshop/speaker/subject? Why?

Yam twg koj tsis nyiam kiag hnuv no? Vim li cas?

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What would you like to see different in the future?

Koj xav kom muaj yam twg txawv rau yav pem suab no?

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Additional comments you wish to make about the workshop/speaker/subject?

Lwm yam koj xav qhia hais txog hnuv no thiab cov kev cob qhia rau hnuv no?

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## EVALUATION OF THE CSF PROGRAM, Session #: 2

Name: \_\_\_\_\_

By answering these questions you will be helping us to make changes to improve the Motivational Training in the future. Please read each statement carefully. then choose the number below which seems best for you. Thank you for your help.

- 5 Strongly agree / Pom zoo heev
- 4 Agree / Pom zoo
- 3 Don't know / Tsis paub
- 2 Disagree / Tsis pom zoo
- 1 Strongly disagree / Tsis pom zoo kiag

In the future I believe that I will:

Nyob rau yav tom ntej kuv xav hais tias kuv yuav:

1. Be able to change my life if I want to.  
Yeej muaj peev xwm hloov tau kuv lub neej yog hais tias kuv nyiam xav kom hloov.
2. Speak to others more easily. .  
Kev hais lus rau lwm tus yuav yooj yim.
3. Continue to learn new things.  
Tau kawm yam tshiab tsis tu ncu.
4. Better understand American culture.  
To taub txog neeg Asmesliskas kev lis kev cai zoo zog .
5. Learn to be a good parent.  
Xyaum ua ib tug niam txiv uas txawj coj zoo.
6. Learn to set goals for myself.  
Xyaum teeb lub homphiaj rau kuv tus kheej.
7. Be successful at most things I try.  
Feem ntau uas kuv sim ua kom tiav log.
8. Find more happiness than sadness in my life.  
Nrhiav tau kev zoo siab nyob hauv kuv lub neej ntau dua  
kev chim siab.
9. Be able to solve my own problems.  
Muaj peev xwm daws tau tej teeb meem ritawm kuv tus kheej.
10. Have a happy marriage.



- Muaj kev zoo siab rau -txoj kev ua neej.
11. Be proud because I can do many things well.  
Zoo siab vim kuv muaj cuab kav ua tau ntau yam zoo.
  12. Not get upset with myself when I make mistakes.  
Tsis chim rau kuv tus kheej npaum twg thaum lub  
sij hawm kuv ua txhaum.
  13. Able to teach my children about life in this country.  
Txawj qhia kuv cov me nyiam txog kev ua neej nyob lub teb chaws no.
  14. Ask for help when I need it.  
Thov lwm tus pab yog thaum kuv tsis paub.
  15. Meet many people in this country.  
Tau ntsib neeg cob neeg ntau nyob lub teb chaws no.
  16. Have more control over my life.  
Muaj kev tswj fwm tau kuv lub neej ntau dua.
  17. Learn to be self-sufficient.  
Xyaum ua tus neeg kom txawj nrhiav tau noj tau haus.
  18. Learn to improve my English skills.  
Xyaum kom hais tau luag cov Ius zoo ntxiv.
  19. Learn of many employment opportunities.  
Xyaum kawm txog kev nrhiav dej num ntau tsav ntau yam.
  20. Have more confidence in myself.  
Muaj kev ntseeg txog kuv tus kheej.

We want to know how you feel about Creating Strong Families. Please read each of the following and use the number below that best fits for you. Thank you.

<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Fair</b>	<b>Poor</b>
5	4	3	2	1

PROGRAM CONTENT—How do you rate the CSF Training program in each of these areas:

Length of the program ~ improving knowledge ~ teaching new skills ~ hand outs used

Improving knowledge

Teaching new skills

Hand-outs used

Ease of understanding

How would you rate the motivational program overall?

INSTRUCTOR

Preparation

Speaking ability

Knowledge

Teaching methods used (lecture, role plays, visuals, etc.)

Ability to get points across

How would you rate the instructor overall?

Comments (Use the other side if needed)

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## **APPENDIX: DV and Related Issues and Protocols**

### **Addressing Domestic Violence in Healthy Marriage Initiatives with the Refugee Population**

#### **Introduction**

This Domestic Violence protocol addresses specific needs of the refugee population. However, there are many similarities between the approaches to domestic violence advocacy and services for the refugees and other immigrant victims. Therefore, the protocol can be also used with non-refugee immigrant population.

#### **1. Who are Refugees?**

The term refugee means any person outside his/her country of nationality, or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of that country because of well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

#### **2. Definition of Domestic Violence.**

Domestic violence is defined as violence between current and former partners in an intimate relationship, wherever the violence occurs. Domestic violence occurs regardless of age, gender, race, sexuality, wealth and geography. It is a pattern of behavior used by an individual to establish and maintain power and control over an intimate partner. Some cultural traditions and practices can be considered as abusive and illegal<sup>1</sup> on the territory of the United States. The Violence against Women Act refers to a domestic violence victim as “she”, because statistically 95 % of the victims are female. This protocol will also use this language. However, male victims of domestic violence should receive the same quality of care.

#### **3. Refugee/Immigrant women**

Immigrant/refugee women are a diverse group, and include women who have just arrived to the US as well as women who have lived here for decades. Immigrant women can be poor or wealthy, white or women of color. A refugee woman may have entered the US as a refugee fleeing the persecution in her country of origin, or may have been granted a political asylum after her arrival in the US. In the United States today immigrant women and children constitute approximately two-thirds of all legal immigrants. Immigrant/refugee women may suffer a triple burden based on their gender, race, and immigration status.

Among female refugees, the previously experienced trauma usually affects their ability to confront domestic violence. Increasing evidence indicates that there are large numbers of refugee/immigrant women trapped and isolated in violent relationships in their own families. This situation is often complicated by their low command of English language and unawareness of the US legal and social systems.

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<sup>1</sup> Examples: early marriages, female genital mutilation, honor killings, etc.

#### **4. Why follow this protocol?**

The aim of these procedures is to ensure consistency in approach to domestic violence that can make a significant difference to women's options for living free from violence. These procedures will not necessarily result in an instant change in a women's situation, as this is something that only the individual can do. However providing appropriate information and support for abused women can empower them to make informed choices about health and safety for themselves and any dependents.

These guidelines are also directed at marriage educators with the hope that they will be able to recognize/address domestic violence and create safe environment should the victim decide to disclose the abuse.

#### **This protocol recognizes that:**

- The victim is not at fault for being abused
- Responsibility for the abuse lies with the perpetrator
- Everyone is entitled to live a life free from domestic abuse
- Refugee women have specific cultural and linguistic needs, which have to be properly addressed.

#### **5. Statement of Intent**

The Refugee Family Strengthening Program commits to respond sensitively and effectively to the victims of domestic violence. A prompt, professional and appropriate response will be available for all participants of the marriage/family education activities.

#### **6. Objectives**

The objectives are as follows:

- To ensure that everyone involved in the ORR-funded Healthy Marriage Initiative is responsive to abused women
- To ensure that marriage educators are sensitive to the needs of abused refugee women
- To maintain effective partnerships and inter-agency protocols/referral processes with domestic violence advocates and agencies,
- To empower abused women to make informed choices about their lives so that they can protect themselves and any dependents;
- To inform abused women of their rights and of the relevant services available to them.

#### **7. Guiding Principles**

##### **A. Confidentiality**

The ORR grantees will uphold an individual's right to confidentiality as specified in their policy on confidentiality. However, the grantees are obligated to report child abuse, should they become aware of such, as it is required by the law.

#### **B. Non-judgmental response**

- An abused woman's statement alone will be sufficient for her to be given advice and assistance without question.
- No proof of violence will be requested.
- The victim's statement will not be judged on the grounds of the woman's ethnic/racial/cultural differences.

#### **C. Culturally Appropriate Response**

- The staff will make linguistic and cultural resources available for the refugee victim of domestic violence
- The staff will respect the victim's cultural needs and act respectfully towards these needs.
- The staff will be aware of the unique legal needs of the refugee victims of domestic violence<sup>2</sup>.

This protocol outlines three stages in dealing with domestic violence in the course of the Healthy Marriage education.

### **STAGE 1**

#### **CREATING SUPPORTIVE ENVIRONMENT**

- Display 'Against Domestic Violence' posters in the waiting room, office, classrooms and other places where the program takes place.
- Put other educational materials on display and make them available for the workshop participants.
- Ensure information displayed is also available in different languages.<sup>3</sup>
- Have the list of referrals available for everybody.

This will send a message that your office is a safe place to disclose domestic violence and that you are an informed, safe person to talk to. This will also tell everybody in the class that domestic violence is not tolerated by the program staff.

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<sup>2</sup> Please see the Appendix 1

<sup>3</sup> The Domestic Violence prevention fliers are available from the Family Violence Prevention Fund ( [www. endabuse.org](http://www.endabuse.org)) for a minimal fee.

## STAGE 2

### **OBTAINING AND PROVIDING DOMESTIC VIOLENCE EDUCATION**

- Have your marriage educators obtain basic education in domestic violence advocacy and dynamics. The trainings are usually available through local domestic violence agencies.
- Refrain from conducting active domestic violence education in the mix-gender groups. This can endanger the victim if she attends the class together with her abuser. Instead, make educational materials and referral information available on display.
- Include the definition of controlling behavior in the marriage education curricula.
- 

## STAGE 3

### **DISCLOSURE OF DOMESTIC VIOLENCE**

If in the course of the training a victim disclosed to you that she is involved in violent relationships, the following steps should be taken:

#### **A. CLARIFY CONFIDENTIALITY**

- Staff should provide the client with safe environment where confidentiality is assured.
- If you do not speak the victim's language, invite trained interpreters. Never use children or family members as interpreters. Please remember: the fact a person speaks the language does not make him/her an interpreter. Use local language banks and community organizations to recruit interpreters. **It is crucial that you understand every word of what the victim is communicating to you.**
- Staff should interview the client alone. If someone wants to accompany the client they should be encouraged to wait outside.
- Provide reassurance that any information given to you will remain confidential and will only be disclosed to other agencies on the person's written consent, unless there is a suspicion of child abuse or imminent risk to the health and safety of an adult.

#### **B. ROUTINE SCREENING**

- **Never** ask about domestic violence in a joint interview or meeting where a perpetrator may be present.
- If there are visible injuries, do not ignore them. If they have been caused by domestic violence, this will increase the woman's isolation. For example:

*"I notice you have bruises (cuts, scratches, burn marks), how did that happen?"*

- If there are no visible injuries you may initially ask indirect, non-threatening questions such as:

*'How are you feeling?'*

*'Is everything all right at home?'*

*'Are you getting the support you need at home?'*

If the answer affirms there are problems at home, assess the possibility of **imminent danger**.

### C. ASSESSING IMMEDIATE DANGER

- It is imperative that staff assess the client's safety, remembering that abused women are best able to assess what danger they are in.
- Ask if she is afraid for her life or well-being
- Ask if there are weapons in the house ( guns, hunting knives )
- Explore various safety options with the client; Does she need a place to stay? Does she have family or friends to stay with?
- If she does need immediate access to a safe haven then contact a local Domestic Violence Hotline and require the accommodations in the shelter.
- If children are at risk or if child abuse is suspected, child protection procedures should be followed. It is best to make a report together with the victim. However, if the victim refuses to make a report together or without you, you are required to report suspected child abuse regardless of her willingness to do so.
- If the perpetrator is in the waiting room and the client feels he is an immediate danger to herself and/or others, warn security or the police with the client's consent. A police escort to a women's shelter may be necessary.

### D. RESPECT AND VALIDATION

- Staff should understand that many women may have experienced an unsupportive response or this may be the first time she has discussed with anyone
- Listen carefully, take her seriously and accept her perception of the abuse. Let her know that you understand how difficult it is to talk about her experiences.
- **At no time should those experiencing domestic violence have to provide evidence of the abuse**, for example of physical injuries or corroboration of a third party, in order to receive further help.
- **Validate the person's experiences.** Demonstrate that you know about domestic violence, especially that you understand how it involves other than physical types of violence. Also let her know that you respect her culture and cultural practices.
- Let her know that it is not her fault – responsibility lies with the perpetrator.

### E. REFERRALS

Since the Refugee Family Strengthening Program does not provide domestic violence services, it is imperative that when the domestic violence is identified, the victim should be referred to domestic violence services. In order to provide an appropriate referral, develop a database of agencies and advocates that provide domestic violence services for culturally diverse populations.

If such services are not available in your area you may contact mainstream domestic violence agencies and describe the situation to them. If you speak the language of the victim, offer your help as an interpreter if other resources are not available. You may also work with community

organizations, which may have ethnic and linguistic resources. However, remember that these organizations operate in very close communities, and the issue of confidentiality may arise. It is better to use them for consultations rather than for direct involvement with the case, unless they operate domestic violence services. These consultations may be crucial to understanding the victim's cultural needs.

## **BARRIERS FACED BY NON-CITIZEN SURVIVORS OF DOMESTIC VIOLENCE<sup>4</sup>**

Battered non-citizens face a number of barriers when they try to access the legal system. These barriers often cause battered non-citizens to refrain from accessing the legal system when needed. The judiciary should be aware of and understand these barriers to provide effective service to non-citizens. This section describes these barriers in detail.

### **Lack of Knowledge and Misinformation about Legal System**

- ◆ The abuser misinforms the victim about her right to protection under U.S. civil and criminal laws and her right to apply for immigration status in the U.S.
- ◆ The abuser says that, because she is not a U.S. citizen, he'll get custody of the children under U.S. laws or will take the children to a country where she can't go.
- ◆ The legal system in the victim's home country doesn't have laws or doesn't enforce laws against domestic violence, or applies different evidentiary standards (e.g., oral testimony or testimony of women not admissible).
- ◆ Social mores in the home country discourage women from using existing civil or criminal protections.

### **Fear of the Police and Judicial System**

- ◆ In the home country, the police and the judicial system assist only those with money or influence or are instruments of repression.
- ◆ In the immigrant community, the judicial system has a reputation for applying the laws against people who live in poor areas, people of color, or immigrants.
- ◆ The court system may be viewed by immigrants as racist and/or anti-immigrant because of its composition or because of well-publicized events that raise this concern.
- ◆ Immigrant communities will not trust a judicial system that they believe will turn them over to INS.

Allowing INS to attend court hearings undermines trust. Non-citizens will not avail themselves of civil and criminal protections if they believe INS will attend or be called to hearings.

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<sup>4</sup> Gail Pendleton of the National Immigration Project of the National Lawyers Guild wrote these materials. She thanks Heather Maher of the ABA Commission on Domestic Violence for her help. These materials are an update of materials originally produced for the ABA.



### Fear of Deportation

- ◆ Abusers often threaten to report victims to INS. A victim may be unwilling to access the judicial system or to speak frankly to judges if she believes that the abuser will report her to the INS if she does so.
- ◆ A victim may not access the system because she fears that a judge or other court personnel will report her to the INS.
- ◆ A victim may fear deportation because her home countries do not have laws that will protect her from domestic violence.

### Fear the Abuser Will Be Deported

- ◆ A victim may fear the deportation of her abuser because:
  - ◆ the abuser will take the children with him
  - ◆ the abuser will stop making child support payments, causing her and her children financial hardship
  - ◆ the abuser will stop sending money back to their community and family in the home land
  - ◆ she or her children may lose status or become ineligible for immigration status if the abuser is deported
  - ◆ relatives and community members in the U.S. or in the home land may retaliate against her or her family
  - ◆ the abuser may become more dangerous if he returns to the U.S. after being deported

### Language Barriers

- ◆ Court personnel do not speak her language.
- ◆ Inappropriate translators are used: family member, those with political, cultural or gender differences

### Cultural and Religious Barriers

- ◆ A victim's culture or religion may disapprove of challenging domestic violence or male domination.
- ◆ A victim's culture or religion may prohibit dissolving a marriage. Divorce or separation may violate social mores or bring shame to family or community.
- ◆ The victim's family and community may ostracize or isolate her if she leaves the marriage or makes public the domestic violence.
- ◆ Shelters and domestic violence programs do not provide culturally and linguistically appropriate services.

## Economic Barriers

- ◆ The abuser controls all income in the family.
- ◆ Non-citizens must obtain work authorization from INS to work legally in the U.S.
- ◆ Non-citizens may only be able to find low-paying jobs without child care
- ◆ Public benefits administrators often are ignorant about laws authorizing non-citizens to receive benefits or are antagonistic to non-citizens.

### **Barriers to Participating in Prosecution**

Prosecuting abusers of non-citizens may have consequences that would not occur were the victim a U.S. citizen. Here are some legitimate reasons why non-citizens may not wish to cooperate with prosecuting their abusers.

- ◆ If an abuser faces trial, he may retaliate against the victim even if she does not have any control over whether the prosecution goes forward or not. This retaliation may include reporting her to INS.
- ◆ If an undocumented battered non-citizen is reported to INS, the INS may deport her without notifying her of her right to apply for status. Few INS view educating non-citizens about their rights to immigration status as part of their job.
- ◆ If a battered non-citizen is deported, she will lose custody of her children, who will be left in the hands of their abusive parent.
- ◆ If the abuser is a non-citizen, he may be deported if he is convicted (see fear of abuser's deportation above)
- ◆ Many non-citizens' immigration status is tied to their abusers' status. If the abuser is deported, his family members may automatically lose their immigration status too.

### Overcoming Barriers

- ◆ Work with battered non-citizens to explore their choices and the consequences of those choices.
- ◆ Help battered non-citizens access the services and immigration status they need to overcome barriers:
  - ◆ physical and legal safety
  - ◆ protection orders, shelter, long-term housing
  - ◆ economic survival
  - ◆ access to public benefits
  - ◆ work authorization
  - ◆ divorce, child custody, etc.
  - ◆ immigration status preventing deportation

## IMIGRATION LAWS FOR NON-CITIZEN SURVIVORS OF DOMESTIC VIOLENCE

**Understanding how the immigration laws work will help you assist non-citizens seeking safety and security from abusive family members. This section will provide basic information on immigration law and information on immigration laws that specially benefit non-citizens who suffer domestic violence. It will suggest ways the judiciary can help victims overcome barriers, as well as fears that inhibit taking the steps necessary to gain safety.**

### **V. Overview of the Immigration System and Laws**

The immigration system, its laws, and its regulations are complex and change frequently. What was true today may not be true tomorrow. To ensure you have current information, develop a working relationship with a local immigration expert who can answer your questions about how to help non-citizens you may encounter. Alternatively, the National Immigration Project is available to provide such advice.<sup>5</sup>

To avoid unwittingly jeopardizing those you wish to help, you should be familiar with basic immigration rules.

#### Basic Rules

1. *Refer non-citizens to immigration law experts, not the Immigration and Naturalization Service (INS).*

A non-citizen should always speak with an immigration law expert before speaking to the INS either by telephone or in person. Non-citizens who are victims of domestic violence should speak with an expert in both immigration law and domestic violence. If non-citizens go to INS by themselves, INS may arrest them and deport them before they have the chance to talk to a lawyer. This is because most INS officers view “enforcement,” meaning deporting people, as their primary job. Many INS officers do not believe that explaining immigration options is part of their job, and most will readily admit this.

2. *Notify non-citizens of their rights when encountering INS.*

In 1996, Congress passed a law making it very easy for INS to swiftly deport (now called “remove”) people from the U.S. This applies even to people who have the right to be in the U.S. Non-citizens should know they have the following rights, and you can help them by informing them of these rights:

- ◆ the right to speak to an attorney before answering any questions or signing any documents (they should NEVER sign documents without first speaking to an immigration attorney);
- ◆ the right to a hearing with an Immigration Judge;

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<sup>5</sup> Contact Gail Pendleton at the National Immigration Project, 14 Beacon St., Ste. 602, Boston, MA 02108; phone = 617-227-9727; fax = 617-227-5495; email = nipgail@nlg.org.

- ◆ the right to have an attorney represent them at that hearing and in any interview with INS (these are not government-paid attorneys, as in criminal proceedings, however); and
- ◆ the right to request release from detention, by paying a bond if necessary.

The non-citizen's immigration status is irrelevant. All non-citizens have these rights. **Non-citizens must assert these rights, however. If they do not assert these rights they can be deported without seeing either an attorney or a judge. Leaving the U.S. in this way may have serious consequences for the non-citizen's ability to later enter or to gain legal immigration status in the U.S.**

3. *Tell non-citizens with questions about their immigration status to talk to an immigration advocate with expertise in domestic violence.*

These materials give you some basic information about immigration status and domestic violence, but you should only use this information to help non-citizens understand their options. Do not tell non-citizens you know what their immigration status is or how they can change that status. The INS system is confusing and complicated. The risks of bad advice are too great.

Unfortunately, many attorneys do not know how domestic violence affects eligibility for immigration status; so do not assume that just because someone is an immigration attorney, he or she will help battered immigrants. Many attorneys lack sensitivity to non-citizens that have suffered abuse, and even more are unfamiliar with the possible options available to battered non-citizens. After reading these materials, you may know more than some immigration advocates about domestic violence and immigration. Please share these materials with immigration and domestic violence counselors you consult.

### Learning the System: Basic Immigration Concepts

1. *Non-citizen*

**“Non-citizen” means any person in the U.S. who is not a U.S. citizen, whether the person has legal immigration documents or not.**

2. *Visa*

A visa is the document the U.S. gives to a non-citizen to come into the U.S. A person may get a visa from INS or from a U.S. consular official in another country. Visas for people who are in the U.S. temporarily are called nonimmigrant visas. Visas for people who plan to stay in the U.S. are immigrant visas. Most people with immigrant visas will eventually get a card that identifies their immigration status.

3. *The Immigration and Naturalization Service (INS)*

The INS enforces the U.S. immigration laws. The INS is part of the U.S. Department of Justice in the executive branch of the federal government. It has offices all over the country. The INS handles immigration applications of all kinds, including for citizenship, lawful permanent

residence, immigrant visas, extension of visas, plus many more. It also has the power to “remove “ (formerly called “exclude” or “deport”) non-citizens from the U.S. INS agents have police-like power to detain, search, question, and arrest people it suspects violated the immigration laws. Whatever the agents find out about the non-citizen may be used to remove the non-citizen, in some cases without a hearing.

#### 4. *Consular Officers*

**Consular officers at U.S. embassies abroad grant and deny requests for immigrant and nonimmigrant visas. They are part of the U.S. Department of State. They have an enormous amount of discretion in making their decisions and no court in the U.S. may review their decisions, except in very unusual circumstances.**

#### 5. *Removal (Formerly Called Exclusion and Deportation)*

Removal is the process by which the INS can stop non-citizens from entering or staying in the U.S. INS may prevent non-citizens from entering the U.S. if they find they are “inadmissible,” as defined by the immigration statute. The rules on inadmissibility also apply to people who seek lawful permanent residence and may prevent them from getting it.

INS also may remove people it finds in the U.S. Under the 1996 immigration law, undocumented non-citizens inside the U.S. now may be removed for being “inadmissible” or “deportable.” The rules on deportability are somewhat different than the rules on inadmissibility.

#### 6. *Expedited Removal*

Starting in April 1997, low-level INS officers were allowed to remove many non-citizens encountered at the border or ports of entry without a hearing with an immigration judge. This is called “expedited removal.” The process has come under severe criticism for wrongfully removing people eligible to enter the U.S., especially asylum seekers, who are people fleeing persecution in their home countries.

#### 7. *Immigration Proceedings*

All non-citizens inside the U.S. have the right to an immigration hearing. It is important for non-citizens arrested by INS to assert their right to a hearing because immigration proceedings are like trials. An immigration judge presides over the hearing, a government attorney represents the INS, and the non-citizen has the right to a lawyer, although not at the government’s expense. Some rules about evidence and procedure apply in immigration proceedings. The Board of Immigration Appeals (BIA) reviews all appeals from immigration judge decisions. The federal courts have some power to review BIA decisions.

## Kinds of Immigration Status

Although Congress created special routes to immigration status for certain battered non-citizens in the Violence Against Women Act (VAWA), there may be other ways non-citizens you encounter could gain legal immigration status in the U.S. In addition, some may already have status and not realize it. A primary purpose of this section is to demonstrate that the immigration system is complicated and that people not well versed and up-to-date in immigration law are not qualified to decide who is documented or undocumented. The following list is far from exhaustive. This information will provide you with some background, but always remember to refer non-citizens to immigration law experts.

### 1. *U.S. Citizenship*

Anyone born in the U.S., its territories and certain possessions (Puerto Rico, Guam and the Virgin Islands, for instance) are citizens. These include people born of undocumented parents. Children of U.S. citizens who are born elsewhere also may be U.S. citizens. Everyone else must “naturalize” to become a citizen, usually after a required period of lawful permanent residence.

U.S. citizens cannot be removed unless they obtained citizenship by fraud or other illegal means. They do not need INS authorization to work and they may file petitions for lawful permanent residence for their spouses, parents, children (both married and unmarried), and siblings.

### 2. *Lawful Permanent Residence*

Lawful permanent residents are non-citizens that make the U.S. their home, have authorization to work in the U.S. and have the most stable immigration status. They may serve in the U.S. military but they cannot vote. They must follow certain guidelines when they travel or stay outside the U.S., and INS may still remove them for certain reasons. After five years (and in some cases, three years), lawful permanent residents may become citizens (“naturalize”) by taking a test and fulfilling other requirements. Lawful permanent residents should have Permanent Residence Cards, often called “green cards.” Lawful permanent residents may file petitions for lawful permanent residence for their spouses and unmarried children.

### 3. *Conditional Residence*

Non-citizens who apply for lawful permanent resident status based on marriage to a U.S. citizen or lawful permanent resident are called “conditional residents” if they have been married for less than two years when they obtained lawful permanent residence. Although conditional residents are lawful permanent residents, to keep their status they must file another petition together with their spouses (a “joint” petition) two years after the first petition is granted. A conditional resident should have a Permanent Resident Card with “CR” stamped on it. This card allows them to work.

In some cases, a conditional resident may have to file the joint petition by herself. To do this, she must check the box on the joint petition form asking for a waiver. INS may grant waivers to conditional residents who are divorced from their spouses, who would suffer extreme hardship without it, or who are abused by their spouses.

#### 4. *NACARA & Haitian Adjustment*

In 1997 Congress passed the Nicaraguan Adjustment and Central American Relief Act. This allows certain nationals (and their family members) of Nicaragua, Cuba, El Salvador, Guatemala, the former eastern bloc countries and the former republics of the Soviet Union to file special petitions for immigration status. In 1998 Congress also created a special route to status for certain nationals of Haiti. The rules for eligibility and the procedures for applying vary within each program; local agencies specializing in helping these populations are the best source of information on gaining status under these new laws. Congress recently added special provisions to these laws allowing family members abused by the primary applicants to apply on their own for status.

#### 5. *The Diversity Program or "Lottery"*

Periodically, Congress creates special temporary programs that grant lawful permanent residence to people from certain countries. Those who get status this way are chosen by a lottery. Generally, the application periods for these lotteries are very short.

#### 6. *Asylum, Refugee Status, Withholding of Removal and the Convention against Torture*

Asylum and refugee status are for those who show that they have suffered persecution or have a "well founded fear" of persecution in their homelands based on race, religion, nationality, political opinion or membership in a social group. Recently, the BIA and some federal courts have recognized persecution based on gender as a valid basis for an asylum claim. In some cases, domestic violence may qualify as gender-based persecution.

Refugees applied for and got asylum before they came to the U.S. Those who apply for asylum once they are in the U.S. are asylum applicants. If they win asylum, they become asylees. Some asylum applicants are granted "withholding of removal" (formerly withholding of deportation) instead of asylum. People who can't qualify for asylum or withholding of removal may ask for protection under the Convention against Torture (CAT). Asylees and refugees are eligible to become lawful permanent residents after a year. Those granted withholding of removal or CAT protection are not eligible for lawful permanent residence.

#### 7. *Cancellation of Removal*

**Cancellation of removal is available to non-citizens in immigration proceedings who show they have been continuously present in the U.S. for ten years, that removing them will cause "exceptional and extremely unusual hardship" to a U.S. citizen or lawful permanent resident spouse, child or parent, and that they have good moral character. A special form of cancellation for certain abused non-citizens also is available, and is described in the next section. When a judge grants cancellation of removal, the applicant also receives lawful permanent residence.**

#### 8. *Temporary Protected Status (TPS)*

**The Attorney General of the U.S. may grant this status for a limited period of time to nationals of certain countries in turmoil. Over the years, TPS has been granted to**

**nationals of Honduras, Nicaragua, El Salvador, Kuwait, Lebanon, Liberia, Somalia, Bosnia and Rwanda. Once the designated period of protection ends, INS sends TPS recipients an immigration hearing notice, which means they must either obtain another immigration status or leave the U.S.**

#### 8. *Non-immigrants*

Non-immigrants have their permanent home in another country. They have nonimmigrant visas that include expiration dates. Non-immigrants who stay beyond that date become undocumented. There are many kinds of non-immigrants, including visitors for business or pleasure, foreign students, and temporary workers and trainees and their spouses and children. In 2000, Congress created several new kinds of non-immigrant categories, which some HIV positive non-citizens may wish to use. These include special visas for people who have had to wait a long time to get lawful permanent residence, and new visas for certain victims of human trafficking or other crimes. People in these new categories may eventually gain lawful permanent residence

### **Routes to Lawful Permanent Residence**

Most people want to become lawful permanent residents (get a “green card”) because this status provides the most security short of citizenship. Lawful permanent residence is hard to lose and lawful permanent residents can work. Most lawful permanent residents can become citizens after five years. Up until that time, however, INS can remove them or keep them from coming back into the United States.

People can become lawful permanent residents in many ways: through a relationship with a family member, through employment, through the “lottery,” or through another special program. Applying for lawful permanent residence through an employer is very complicated; applying through the lottery is very easy. Getting lawful permanent residence through a relative can be hard or easy, depending on which relative “sponsors” (applies for) the non-citizen.

In the Violence Against Women Act (VAWA) Congress created a special route to lawful permanent residence for battered spouses and children of U.S. citizens or lawful permanent residents. Battered spouses and children are “self-petitioners,” and need not rely on their abusive relatives to sponsor them or to complete the application process. Otherwise, the process parallels the normal family immigration process. This section provides you with a basic outline of the family immigration process that may help you understand why VAWA applications can be complicated (and why your assistance may be crucial).

#### 1. *Which family members are eligible?*

US citizens and lawful permanent residents can file applications for their closest family members. Only U.S. citizens can “sponsor” their parents, brothers and sisters, and married children over 21. Citizens must be at least 21 to sponsor their parents, and brothers and sisters of citizens must wait many, many years (sometimes decades) before they receive lawful permanent residence. The difference in waiting times depends on a complicated quota system for each category of immigrants.



## 2. *How long will it take?*

It used to be that spouses, children and parents of US citizens got lawful permanent residence fairly quickly. Now INS has so many pending applications for these immigrants that applicants may wait for more than a year for an interview. At the same time, the waiting periods for spouses and children of lawful permanent residents have become very long. Because of these problems, Congress passed a law in December 2000, that allows some of these applicants to live and work in the United States with legal immigration status (a "nonimmigrant" visa) until they receive permanent residence. This only applies, however, to people who had filed applications before December 21, 2000 and who already have waited three years for their status.

INS and Congress think a lot of non-citizens marry US citizens or lawful permanent residents just to get immigration status. For this reason, applicants who were married for less than two years when they get their permanent resident cards are "conditional" residents. They must file another petition in two years to keep their lawful permanent residence status

## 3. *The process for battered non-citizens*

The process for battered non-citizens differs from the process described above in several ways. First, self-petitions, unlike petitions filed by sponsors, must all be filed at the INS Vermont Service Center. The Vermont Service Center makes a decision "on the papers," without an interview with the applicant. Vermont has a special group of INS officers reviewing these applications; this group receives regular training in domestic violence. Once Vermont approves a self-petition, an applicant whose abuser is a U.S. citizen may immediately apply for lawful permanent residence at her local INS office. If the abuser is a lawful permanent resident, however, the self-petitioner must wait for her number to come up in the visa quota system before she can apply for lawful permanent residence, just like her counterpart in the normal family immigration system. Vermont will grant work authorization to all approved self-petitioners while they wait to apply for lawful permanent residence, however. This helps them flee economic control by their abusers.

In 2000 Congress fixed some of the problems domestic violence survivors encountered when trying to obtain lawful permanent residence. Now all approved self-petitioners may stay in the United States to obtain this status, regardless of how they entered the United States or whether they have allowed their visas to expire. This is called "adjusting status."

## **VI. VAWA Self-Petitions, 2001**

NOTE: This section updates chapter 5.8 of Cultural Considerations in Domestic Violence Cases.

To win a VAWA self-petition case, a battered immigrant must show:

### 1. *Relationship with U.S. citizen or lawful permanent resident*

Only those who are or have been spouses or children of U.S. citizens or lawful permanent residents qualify for immigration status under the VAWA provisions. Self-petitioners must be:

- The spouse or child of a U.S. citizen or a lawful permanent resident

- The spouse or child of a U.S. citizen or lawful permanent resident who lost his status within the past two years because of domestic violence
- The former spouse of a US citizen or lawful permanent resident and the divorce took place in the past two years and was related to domestic violence
- The spouse of a U.S. citizen or lawful permanent resident who was a bigamist (and therefore they were never legally married, but she married in good faith)
- The spouse of a U.S. citizen who died within the past two years

2. *Where they reside and where the abuse took place*

The abuser must have subjected the applicant to "battery or extreme cruelty." This abuse need not have taken place in the United States, except in one circumstance noted below. At some point the applicant must have resided with the abusive spouse or parent. They need not have resided together in the United States and there is no minimum co-residency requirement, however. People in the categories above who reside abroad qualify if the abuser works for the U.S. government, is a member of the U.S. military or subjected the applicant to domestic violence in the United States. This last situation is the only time when at least some abuse must have occurred in the U.S.

3. *Good faith marriage and good moral character*

Spouses must show they didn't marry the abuser solely for the purpose of gaining immigration status. All applicants must show they have good moral character. INS primarily is concerned with criminal records when determining good moral character.

4. *Extreme hardship*

Self-petitioners no longer need show extreme hardship to win VAWA self-petitions. Those applying for VAWA cancellation in immigration proceedings, however, still must show they or their children will suffer extreme hardship if INS removes them. Judges still should consult sections 5.17-5.19 if a non-citizen before them must apply for status before an immigration judge.

Prohibition and Penalties for INS Use of Information Provided by an Abuser; Confidentiality

In the 1996 immigration law, Congress added a provision intended to further curtail manipulation of the immigration process by abusers. Under Section 384 of the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA),<sup>6</sup> no employee of the Department of Justice (which includes INS and immigration court personnel and judges) may "make an adverse determination" about a person's application for status "using information

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<sup>6</sup> Illegal Immigration Reform and Responsibility Act of 1996, Division C of the Omnibus Appropriations Act of 1996 (H.R. 3610), Pub. L. No. 104-208, 110 Stat. 3009.

furnished solely by” the applicant’s abuser, an abusive member of the applicant’s household, or someone who has abused the applicant’s child.

IIRIRA also prohibits the “use or disclosure to anyone” except to other INS officers “for legitimate ... agency purposes,” of information relating to self-petitioners, conditional residents requesting battered spouse waivers, and applicants for cancellation of removal. Anyone who “willfully uses, publishes, or permits information to be disclosed in violation of this section shall be subject to appropriate disciplinary action and subject to a civil money penalty of not more than \$5,000 for each such violation.” These prohibitions and penalties apply to any act by an employee of the Department of Justice that took place on or after September 30, 1996.

Since these new penalties may not appear in the immigration law itself, you should let immigration officers and other employees of the Department of Justice know about their existence. It is an important tool for discouraging INS complicity in abuse.

## **VII. New U & T Visas**

The Victims of Trafficking and Violence Protection Act of 2000,<sup>7</sup> which also made the improvements to the VAWA immigration provisions noted above, created two new nonimmigrant visas for non-citizen victims of crimes. Both visas are designed to provide immigration status to non-citizens that are assisting or willing to assist authorities investigating crimes. After three years, both U and T visa holders may apply for lawful permanent residence.

INS has not yet issued regulations governing these visas, but will grant other temporary status to those who are eligible until there is a process for applying. In the mean time, judges can help those who qualify for these visas by letting non-citizens know that this option exists and by making findings that will help qualified non-citizens apply.

### **U Visa Eligibility**

The U visa is designed for non-citizen crime victims who have suffered substantial physical or mental abuse flowing from criminal activity and who have mustered the courage to cooperate with government officials investigating or prosecuting such criminal activity. Congress recognizes with the U visa that it is virtually impossible for state and federal law enforcement, justice system, and government enforcement agency officials to punish and hold perpetrators of crimes against non-citizens accountable if abusers and other criminals can avoid prosecution by having their victims deported. Few crime victims are willing to assist in prosecutions without some form of immigration status that protects them from such retaliation.

Victims of a broad range of criminal activity listed in the legislation may qualify for U visas. Many of these victims will be women and children and include, but are not limited to, victims of

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<sup>7</sup> 114 Stat. 1464, Pub. L. 106-386 (Oct. 28, 2000).

domestic violence, nannies subjected to abuse from their employers, trafficking victims, and victims of rape in the workplace.

To qualify for a U visa, a non-citizen must show:

- that she has suffered "substantial physical or mental abuse" as the result of one of the following forms of criminal activity (or "similar" activity):

rape; torture; trafficking; incest; domestic violence; sexual assault; abusive sexual contact; prostitution; sexual exploitation; female genital mutilation; being held hostage; peonage; involuntary servitude; slave trade; kidnapping; abduction; unlawful criminal restraint; false imprisonment; blackmail; extortion; manslaughter; murder; felonious assault; witness tampering; obstruction of justice; perjury; or attempt, conspiracy, or solicitation to commit any of the above mentioned crimes.

- that she possesses information concerning the criminal activity

**AND**

- provide a certification from a federal, state, or local law enforcement official, prosecutor, judge, or authority investigating criminal activity designated in the statute that states that the U visa applicant is being, has been or is likely to be helpful to the investigation or prosecution of designated criminal activity.

Judges are well qualified to provide the certifications U visa applicants will need to obtain this protection. Certifications also could provide information on the mental or physical abuse suffered by the non-citizen and attest that she possesses information concerning criminal activity targeted by the statute.

### T Visa Eligibility

The T visa is similar to the U visa, but designed specifically for those who have been subjected to sex trafficking or other severe forms of trafficking. The statute defines sex trafficking as "the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act." It defines "severe" trafficking as:

sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or

the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion

for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.<sup>8</sup>

Unlike the U, applicants must show extreme hardship involving unusual and severe harm if removed from the U.S.

Judges can help non-citizens eligible for the T visa by making findings concerning:

- the non-citizen's experience of trafficking
- the non-citizen's willingness to help an investigation or prosecution of the trafficking, and
- the harm the non-citizen would suffer if removed to the homeland.

The last finding is similar to those supporting the extreme hardship requirement for VAWA cancellation applications and former VAWA self-petitions.

#### How the Judiciary May Help Battered Non-citizens Overcome Evidentiary Problems with Immigration Applications

In addition to the suggestions above and in chapter 5 of *Cultural Considerations*, here are some ways you may help self-petitioners gain legal immigration status:

##### 1. *Obtain Information in Abuser's Control*

Information about the abuser's immigration or citizenship status, prior divorces and residence with the battered immigrant:

- ◆ Ask police to help non-citizens retrieve needed documents when helping battered immigrants collect possessions in the home.
- ◆ If the victim is obtaining an emergency protection order, encourage her to bring any documents about her children, her marriage, her life with her spouse, and his status in the U.S. with her to court.
- ◆ Require abuser to provide information or to cooperate in ongoing immigration petition as part of discovery or sanctions against abuse.
- ◆ If you have direct knowledge of information the applicant lacks, make findings providing the basis and content of your knowledge.

##### 2. *Help Document the Case*

Battery or Extreme Cruelty – must be shown in VAWA self-petitions

- ◆ Document detail of abuse and any criminal charges against abuser.

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<sup>8</sup> Victims of Trafficking Act, §§ 103(8) & (9).

- ◆ Subpoena medical records documenting abuse.
- ◆ Ask victim questions for the record about past abuse.
- ◆ Include oral and written testimony in the record.
- ◆ Place on the record threats made to the victim in court.
- ◆ Place on the record abuser's behaviors that exhibit disregard for protection orders, etc. (e.g., ripping it up in court, leaving the courtroom).

#### Good Moral Character – must be shown in VAWA self-petitions

- ◆ Help the battered immigrant eliminate any problems with past criminal record flowing from domestic violence.
- ◆ Make finding about the applicant's care for her children and other indicia of good moral character.

#### Extreme Hardship if Removed – for VAWA Cancellation in proceedings

- ◆ Document need for ongoing access to U.S. civil or criminal courts (pending family law proceedings, court orders on child support, maintenance, custody, visitation).
- ◆ Include findings about your knowledge of applicant's need for and use of services in the U.S.
- ◆ Recommend that victim obtain services in the U.S.
- ◆ Include findings about abuser's stalking behavior (statements about following battered immigrant, etc.) that shows he's likely to follow her back to the homeland if she's deported.
- ◆ Include findings about the long-term nature of the abuse or its high level of violence (e.g., rape, aggravated assault, etc.).
- ◆ Include in the record, subpoena medical records and provide any other evidence of the effect on the children of being in an abusive home.
- ◆ Document the battered immigrant's role as primary caretaker of children.
- ◆ Document anything else that might help the applicant prove the VAWA extreme hardship factors.

#### 3. *Avoid Undermining a Victim's VAWA Application:*

- ◆ Do not grant mutual protection orders – mutual orders undermine good moral character and proof of battery & extreme cruelty.
- ◆ Do not convict a battered immigrant of a crime that makes her ineligible for VAWA self-petitioning or cancellation of removal.

Creating Strong Families

No.	Topics/Subjects to be Covered	Day	
1	CSF: Introduction/Ground Rules	Day One	
2	Participant Role: Presentations/Speeches	Day One	
3	Expectation of CSF Program	Day One	
	Creating Strong Families: Strong Self, Strong Couple, Strong Family		
4	Foundations: Positive Attitude-Self/Couple	Day One	
5	The Patterns of the Mind	Day One	
6	Self-defeating Patterns	Day One	
7	Home Work Assignment	Day One	
8	Evaluation	Day One	
9	Review Day One	Day Two	Strong Attitudes
10	Need to Live in the Present-Foundation for Strong Self/Couple	Day Two	
11	How to Change Patterns of Thinking/Acting	Day Two	
12	Be Prepare to Speak: Participant Practice	Day Two	
13	Internal Happiness: Foundation for Strong Self, Couple, Family	Day Two	
14	Internal and External Barriers: Self, Couple, Family	Day Two	
15	Emotion: Role This Plays	Day Two	
16	Home Work Assignment	Day Two	
17	Review Day Two	Day Three	Mental Preparation
18	Speech: Participant Homework	Day Three	
19	The Sun Exercise	Day Three	
20	How the Mind Works--Foundation for a Strong Self/Strong Couple	Day Three	
21	Internal Culture Strengths	Day Three	
22	Speech: Participant Homework/Practice	Day Three	
23	Goal Setting: For Strong Self, Couple, Family	Day Three	
24	Assertive Behavior in Relationships	Day Three	
25	Review Day Three	Day Four	Cultures Coming Together, Old/New
26	Speech: Participant Homework/Practice	Day Four	
27	Guest Speaker	Day Four	
28	Behavior Convention in the Workplace: Changing Roles in Relationship, Marriage and Family	Day Four	
29	Speech: Participant Homework/Practice	Day Four	
30	Dealing with Mainstream: Self, Couple and Family--Holding On, Letting Go, Creating New Together	Day Four	
31	Communication: Tools for Maintaining a Strong Self, Strong Couple, Strong Family, Strong Community	Day Four	
32	Evaluation	Day Four	
33	Review Day Four	Day Five	Couples/Families: The Big Picture

Creating Strong Families

34	Speech: Participant Homework/Practice-final	Day Five	
35	Discussion Forum on Issues & Concerns: Self, Couple and Family--Mainstream Culture at Work/School/Community	Day Five	
36	Overall Evaluation	Day Five	
37	Ceremony	Day Five	
38	Responsibility of Government		
39	Sexual Assault		
40	Sexual Harassment		
41	Gender Equity		
42	Freedom of Opportunity & Responsibility		