Sexually Transmitted Infection Education in Shelter Setting for Survivors of Intimate Partner Violence

Nicole A. Perlman, PsyD, LMFT, LPCC, MPH
Dr. Sora Tanajirasri, DrPH, MPH, Professor and Chair

Abstract

The role of creating a teaching curriculum that is a theoretical framework that is client centered, with post structural elements was achieved with this project. Because intimate partner violence is complex, being aware of the identification of power of the staff members on group leaders was imperative. Group formation, that reduced social stratification and hierarchy, was an essential element in each portion of STI education. (Note: 2005)

B. Non-punitive, affirming, non-shaming and genial STI curriculum, that accounts the learner of the STI education piece, to say these six statements of affirmations aloud. This could be a point on the continuum of a paradigm shift to woman centered educational programming in shelters for those leaving intimate partner violence.

D. The exercises do not exploit personal vulnerabilities. This was reflected in keeping the contents on the curriculum in the shelter. The students and their needs were the focus when this curriculum was being designed. For example, the learning experience should allow for the possibility that group members are engaged in a positive manner.

Method

Pedagogy of existing health education curriculums and programs were reviewed. The needs of the target group were assessed and aligned, leading to the development of specific learning objectives. This was reflected in building a shelter specific curriculum. The learning experience should have been developed through an active learning experience. Some of the ways in which these programs were implemented are:

Results

A. This STI education project was much larger undertaking than originally anticipated. The focus was expanded initially, so each STI session was created multiple formats of strategies attempted, before the final format of a complete section for the client and a second complete section for the facilitator was developed.

Findings

A. Vicki’s group was comprised of the three. The Tool to Assess the Characteristics of Effective Sex & STD/HIV Education Programs was reviewed. Two individuals, one as a client and the other as an expert, provided comprehensive reviews of this STI education program.

Discussion/Lessons/Future Directions

This STI education work project was a much larger undertaking than originally anticipated. The focus was expanded initially, so each STI session was created multiple formats of strategies attempted, before the final format of a complete section for the client and a second complete section for the facilitator was developed.

1. Reviewed by the group

2. Group norms are acknowledged

3. The two section format proved to have clarity for the facilitator

4. The learning experience should have been developed through an active learning experience. Some of the ways in which these programs were implemented are:

5. Curricula that are effective, according to the CDC, include a number of specific characteristics. These CDC defined goals are reflected in this teaching module.

References

American Medical Association. Diagnosis and treatment guidelines on domestic violence. Chicago: AMA, 2002


Dr. James Gell, PhD, Associate Professor Jordan Aquino, MPH

Learned lessons and future directions

Identifying and harnessing appropriate pedagogy as it applied to STI education was an enormous task. Deconstructing normative STI education pieces, making a unique and affirmative one for the target group of women leaving relational violence proved to be challenging. It was difficult to keep the scope narrowed upon the delivery of information, under the ubiquitous specter of gender and trauma theory.

The gendered dynamic of the educational materials proved conceptually monolithic. As this project advanced, the significance of the ubiquitousness of gender to bi-variate materials became more apparent. In many ways, the permeations still hold power, because in the information across many groups and program components is presented in shelters for those leaving intimate partner violence.

Adoption of this teaching curriculum, with the option to expand it, is a goal of this project. This STI education module is ideally the first of a series of teaching tools with eclectic pedagogy, having a strong foundation in poststructural feminist theory. Harnessing current trends in trauma treatment, including the neuroscience of trauma so often ignored in shelters and facilities could be foundational in re-writing existing program metrics.

This could be a point on the continuum of a paradigm shift to woman centered educational programming in shelters for those leaving intimate partner violence.

Discussion

The role of creating a teaching curriculum that is a theoretical framework that is client centered, with post structural elements was achieved with this project. Because intimate partner violence is complex, being aware of the identification of power of the staff members on group leaders was imperative. Group formation, that reduced social stratification and hierarchy, was an essential element in each portion of STI education. (Note: 2005)

B. Non-punitive, affirming, non-shaming and genial STI curriculum, that accounts the learner of the STI education piece, to say these six statements of affirmations aloud. This could be a point on the continuum of a paradigm shift to woman centered educational programming in shelters for those leaving intimate partner violence.

D. The exercises do not exploit personal vulnerabilities. This was reflected in keeping the contents on the curriculum in the shelter. The students and their needs were the focus when this curriculum was being designed. For example, the learning experience should allow for the possibility that group members are engaged in a positive manner.

Method

Pedagogy of existing health education curriculums and programs were reviewed. The needs of the target group were assessed and aligned, leading to the development of specific learning objectives. This was reflected in building a shelter specific curriculum. The learning experience should have been developed through an active learning experience. Some of the ways in which these programs were implemented are:

Results

A. This STI education project was much larger undertaking than originally anticipated. The focus was expanded initially, so each STI session was created multiple formats of strategies attempted, before the final format of a complete section for the client and a second complete section for the facilitator was developed.

Findings

A. Vicki’s group was comprised of the three. The Tool to Assess the Characteristics of Effective Sex & STD/HIV Education Programs was reviewed. Two individuals, one as a client and the other as an expert, provided comprehensive reviews of this STI education program.

Discussion/Lessons/Future Directions

This STI education work project was a much larger undertaking than originally anticipated. The focus was expanded initially, so each STI session was created multiple formats of strategies attempted, before the final format of a complete section for the client and a second complete section for the facilitator was developed.

1. Reviewed by the group

2. Group norms are acknowledged

3. The two section format proved to have clarity for the facilitator

4. The learning experience should have been developed through an active learning experience. Some of the ways in which these programs were implemented are:

5. Curricula that are effective, according to the CDC, include a number of specific characteristics. These CDC defined goals are reflected in this teaching module.

References

American Medical Association. Diagnosis and treatment guidelines on domestic violence. Chicago: AMA, 2002


Dr. James Gell, PhD, Associate Professor Jordan Aquino, MPH

Learned lessons and future directions

Identifying and harnessing appropriate pedagogy as it applied to STI education was an enormous task. Deconstructing normative STI education pieces, making a unique and affirmative one for the target group of women leaving relational violence proved to be challenging. It was difficult to keep the scope narrowed upon the delivery of information, under the ubiquitous specter of gender and trauma theory.

The gendered dynamic of the educational materials proved conceptually monolithic. As this project advanced, the significance of the ubiquitousness of gender to bi-variate materials became more apparent. In many ways, the permeations still hold power, because in the information across many groups and program components is presented in shelters for those leaving intimate partner violence.

Adoption of this teaching curriculum, with the option to expand it, is a goal of this project. This STI education module is ideally the first of a series of teaching tools with eclectic pedagogy, having a strong foundation in poststructural feminist theory. Harnessing current trends in trauma treatment, including the neuroscience of trauma so often ignored in shelters and facilities could be foundational in re-writing existing program metrics.

This could be a point on the continuum of a paradigm shift to woman centered educational programming in shelters for those leaving intimate partner violence.