

Physical & Emotional Abuse Supplement

The supplement on emotional abuse and intimate partner violence begins with an introductory class discussion that compares the two types of abuse and signs that can indicate one or both and can be used to identify a potential perpetrator. Often, both types of abuse occur together and tend to happen in the privacy of one's home which makes it more difficult to recognize by others. This is particularly true of emotional abuse which is more inconspicuous because of the physical marks from intimate partner violence.

The introductory class discussion continues with defining terms: victim, perpetrator, relationship partners, physical abuse, and emotional abuse, (other types of abuse are identified including but not limited to sexual, verbal, economic, and stalking).

The second major section of this supplement explores the importance of establishing a *Power With* relationship (or shared power) versus a *Power Over* relationship with an intimate partner. Power is discussed as a part of all relationships and is related to one's sense of personal power, needs, and background, as well as one's ability to experience empathy and genuine interest for benefit of another.

This section concludes with a small group activity on the core quality needed to reduce abusive behaviors—seeing oneself through the eyes of another with genuine interest and empathy. This activity is profitable for those with perpetrating tendencies as well as providing a clear understanding of what one should look for in partner.

The third section uses the Relationship Attachment Model to explain the need to pace a new intimate relationship in the areas of trust, dependence, investment and physical/sexual touch as key areas of a partner's conscience and potential for abusive behavior are explored.

The fourth section more deeply explores the signs of emotional and physical perpetrators. These are described in the categories of individual, relational, and community factors.

The final section provides a framework for the class to use in their small groups to determine a plan of action for handling different abusive situations. The plans of action are presented and discussed in the class setting.

Overcoming Childhood Challenges Supplement

This session can be inserted in LINKS in the optional section in Session Three about family background influencing roles. It can also be inserted into PICK in session two as a part of the Family Line-up activity and the Family Tree. There will be a brief description of the importance of examining what the participants have actually taken from childhood and family upbringing experiences. These experiences can be **hidden** (usually more traumatic type of experiences); **disguised** (identified but minimized; not viewed as impactful in one's life when actually this experience is very life-shaping); or **stuck** (identified as a source of problems or personal issues but the individual has not been able to make any meaningful positive change or resolution). The four areas of change in the PICK course are applied to dealing with these type of childhood issues along with the class brainstorming what one can do in each of the four ingredients of change to reveal the hidden, recognize the masked, and make meaningful progress with the stuck issues of one's family background.

Co-parenting Supplement

This supplemental session is about parents who do not live together but want to both be involved in their child(ren)'s life. This is a huge area and very igniting—actually all of these disincentive topics are worthy of entire programs.

Benefits of co-parenting. Security, personal development, modeling, etc.

Appreciate the strengths of the co-parent. This will address the importance of having a good attitude. Attitudes are contagious and negative attitudes will be caught by the kids and could sabotage their relationship with either the other parent or you or both. Mutual respect can go a long way in creating a positive transition from one setting to another for kids.

Major on the majors. Parents often want the co-parent to “parent just like me” under the need for consistency. However, few parents are identical in their styles of parenting, and this is true of those married parents and those co-parents. The class makes a list of majors everyone can agree with, minors everyone can agree with, and the undetermined areas that some consider more important than others. This identifies important areas (and most likely a smaller number) for co-parents to try to develop agreement, and the larger number of areas in which they can try to be more flexible and understanding.

Partnering issues vs parenting issues- It is important to keep complaints, hurts, frustrations and other issues with ones own relationship with the co-parent separate from dealing with this person as a co-parent. This includes restraint: not using kids as messengers, keeping issues private, refraining from bad mouthing an ex or one's co-parent, and input: positive compliments of a co-parent, apologies, and kid-focused communication.

Goals. 1. Mutually agreed parenting rules; 2. Meaningful transition plan for each home-setting; 3. Communication guidelines; 4. Consistent structure with some flexibility.

Employment Skills Supplement

The employment supplement focuses primarily on job interview skills and secondarily on job advancement. This session begins with an introductory section in which the class works in small groups to identify key characteristics for effective job interviews in several categories: appropriate dress, interview attitudes and postures, and interview do's and don'ts. The groups present their findings to the class and the instructor summarize each category with the outline points (*dress*—conservative, clean, neat, no wrinkles, match the attire of the business but nothing less than business informal; *attitudes & postures*—respectful, confident, open-minded, cooperative, assertive, engaging, relaxed, and attentive; *do's & don'ts*—timeliness, do be 5-10 minutes early, don't be late; speak up and do not mumble; initiate but do not dominate).

Section two provides the class with an outline for writing a resume that is filled out by each participant at their tables. The three sections of the resume are the participant's Skills, Experience, and Education.

Section three is an activity in which two people at each table role play an interview in front of the others at their table group. One is the interviewer and asks a question for the other to answer. Afterwards, the table group discusses the answer and other possible ways to handle the interview question. Some examples of interview questions are: What do you consider the strengths that you bring to this job? What are your weaknesses and how would you consider improving those if you worked here? If a book was written about your life, what would the title be, and why? Why should we hire you?

Section four explores qualities associated with job security and advancement. These qualities include timeliness; work integrity; setting goals and the steps that lead toward one's goals; taking on responsibilities outside of job requirements; networking; speaking with one's boss; networking; and pursuing additional training/education.

Financial Literacy Supplement

It can be rewarding—and sometimes challenging—to run your finances. Some individuals and/or couples have significant have serious struggles with managing their finances. Studies have shown that money conflicts are among the top five sources of problems in marriage.

It can also be difficult making realistic financial goals and managing a budget because of unforeseen expenses. Therefore, you may need to have plans for managing your money, and if you are in a relationship, with working together to regularly review your financial goals and make necessary adjustments. This supplemental lesson has two sections.

Section One: Begin with the class participants talking at their tables and describing how they manage their finances. They answer one question in each of the three round robin style discussions. Round one: Describe what kind of spender you are; and what kind of saver you are. Round two: If you were given \$100,000 what would you do with it? Round three: How did you plan for the \$100K compare to your description of yourself as a spender and saver?

Section Two: List five financial goals that you would like to accomplish in the next year and the next five years. Four important steps of financial planning are described. After each financial step is described, individuals and/or couples in the class fill out a worksheet to implement that particular step.

1. The benefits and dangers of debt. Individuals and couples are provided a worksheet to identify the amount of debt they presently have.
2. The benefits and challenges to a savings plan. Individuals and couples add to their worksheet their short term and long term savings plan(s).
3. The benefits and challenges to creating an emergency fund. Individuals and couples add to their worksheet a plan for putting aside enough money to provide for 3 months in case of an interruption to income.
3. The benefits and limitations of a budget. Individuals and couples create a budget with the worksheet. They include their debt, savings and emergency fund.